

College of Education and Affiliated Programs
Annual Assessment Report Template – Spring 2010
Liberal Studies

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The Department of Liberal Studies serves students who are seeking subject matter preparation for careers in elementary education. The Track I program and the Integrated Teacher Education Program (ITEP) are both aligned with the California K-8 subject matter standards. In addition to subject matter preparation leading to a bachelor's degree in Liberal Studies, ITEP students also complete requirements for a California Multiple Subject teaching credential. Most graduates of the Track I program continue on to traditional fifth-year credential programs and pursue careers in education.

The department's goals fall under four categories: improving student learning, improving student retention and graduation, improving student engagement, and reflecting the key ideas of the College of Education conceptual framework. These goals are also consistent with the themes of the Division of Academic Affairs. Student learning is improved by providing a course of study that is connected to the specific subject matter areas that students will be expected to master and be able to teach in their careers as elementary educators. Through workshops, advisement, and the curriculum itself, students are encouraged to make connections between the coursework and field experiences that are required in the major and the requirements they will encounter as professional educators. Student learning is also enhanced by the assessment measures being implemented through the Unit Assessment System of the College of Education. Under this system, standard course outlines, signature assignments, and analytical rubrics are being continually revised for all of the capstone courses in the program. Program improvement measures are undertaken as a result of the assessment process.

Student retention and graduation are improved by providing students the opportunity to meet with knowledgeable and committed professional advisors at all stages of their programs. All Liberal Studies students, both freshmen and transfer students are required to attend the Student Orientation, Advising, and Registration (SOAR) workshops that are offered for incoming students. In addition the department offers Open File workshops, Mandatory Advising workshops for all freshmen in their first semesters, mandatory individual advising for freshmen in their second semesters, mandatory individual advising for transfer students in their first semesters, Concentration workshops, and both group and individual advising appointments. Students applying to the Multiple Subject Credential Program must attend application workshops in the semester prior to applying. Students in the ITEP program applying to Student Teach must attend individual advising appointments with a Liberal Studies advisor to discuss their Student Teaching Plan. In addition, advisors and coordinators visit every section of EDEL 200 and EDEL 300 every semester to provide program information to students. Over a four-year period, a typical Liberal Studies student will have eight required advisement events, whether as part of a workshop or on an individual basis. The department also offers weekly individual appointment opportunities with the professional advising staff and the chair. The department also produces many informational handouts and maintains a useful website to help students progress through their programs.

Student engagement is achieved through a rich diversity of opportunities for students. Students engage the community by the required fieldwork incorporated into the major. All Liberal Studies students complete a minimum of one hundred and twenty hours of service in local, urban classrooms coordinated by the Service Experience for ReVitalizing Education (SERVE) office. In addition, students in the ITEP program complete two semesters of student teaching in local urban settings. In addition to the myriad opportunities offered by the campus, there are also several student organizations where Liberal Studies students can gain leadership experience and engage with a community of educators. These include The College of Education Student Association (COESA), the Association of Future Educators (AFE), and the Ethnic Teachers Association (ETA). The Chair of Liberal Studies serves as the faculty advisor for AFE and ETA. In the fall of 2010, the Chair will also be establishing a Liberal Studies Student Advisory Committee to the Chair. This committee will

include students from every stage in the program and will be an important venue for student feedback, focus group activities, and program improvement.

Program goals, expectations, curricula, and experiences for students are consistent with the College of Education mission which is: to foster a learning and teaching community committed to educational excellence that promotes intellectual, personal, and interpersonal growth for all students; prepares socially responsible leaders for a rapidly changing, technologically-rich world; values diversity and prepares students for a diverse world; serves and collaborates with other educators and the community; promotes school improvement for all students; and engages in research, scholarly activity, and ongoing evaluation. This is accomplished in a variety of ways. The courses in both the ITEP and Track I programs are aligned with the California subject matter content for grades K-8. Every course in the subject matter core is standards-based. Student learning outcomes are clearly defined and assessment is designed to reflect those expectations. Both programs have culminating summative assessments in the capstone courses that allow students to demonstrate their breadth of knowledge in the respective disciplines. Students learn to work with technology both in the assignments for their courses, but also as student assistants and student teachers in the classrooms. Field experiences are placed by the SERVE and Teacher Preparation Advising Center to ensure that teacher candidates have experiences working with students in diverse urban school settings.

Track I

The Track I program is designed for those students seeking multiple subject matter preparation for a career in K-8 education. The program offers courses that are aligned with the California K-8 subject matter standards. In addition this program requires that students participate in a minimum of 125 hours of Service Learning in elementary schools coordinated by the Service Experiences for ReVitalizing Education Program (SERVE) office. SERVE creates an opportunity for students at the undergraduate level, in particular for those who are considering careers in K-8 education, to learn about the realities of urban classrooms and the needs of the diverse K-8 student population. SERVE interns work with students individually and in small groups to provide academic support and encourage personal growth. It is through this involvement that CSULB students assess their careers goals and provide direct service to students and teachers in grades K-8 and their communities. The SERVE Program is a Long Beach Education Partnership Project. It is administered through the Center for Collaboration in Education. Students also choose a 12-15 unit concentration in one of fourteen subject areas.

ITEP

The Integrated Teacher Education Program (ITEP) was established in response to a CSU system-wide mandate that universities offer teacher candidates a blended or integrated program that combines the subject matter preparation with the credential requirements for a California multiple subject credential. Students complete the bachelor's degree in Liberal Studies concurrently with all credential requirements. An important innovation of the ITEP program is that students complete a full year of student teaching concurrently with their pedagogy courses. In response to a CSU Chancellor's office mandate that all campuses offer integrated teacher preparation programs totaling no more than 135 units, the L/ST department has restructured the ITEP program to meet the 135 unit requirement. Students complete the same subject matter requirements as in Track I, but are no longer required to complete a concentration.

Historically, approximately 5% of the freshman population enrolls in Liberal Studies programs. Currently, all freshmen are placed in the ITEP program by default because most students arrive on our campus intending to complete the bachelor's degree and the credential. Students may transfer out of the ITEP program into Track I or any other major at any time in their career. The actual numbers of enrolled first year students tends to increase or decline reflecting university-wide trends.

The Liberal Studies major, and the ITEP program in particular, remain in high demand among local area transfer students. The Liberal Studies major was under impaction during the academic years 2003-2004 and 2004-2005, and again in 2009-2010. During this time, only students transferring into the ITEP program from one of the seven community colleges with which we had Memoranda of Understanding were admitted. Enrollment in the ITEP program has continued to grow until the last two years, when the university began managing enrollment and admissions. In addition, the downturn is one that has been experienced statewide across CSU institutions of teacher education.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
SLOs	Demonstrate Proficiency in Language Arts Subject Matter.	Demonstrate Proficiency in Mathematics Subject Matter.	Demonstrate Proficiency in Natural Sciences Subject Matter.	Demonstrate Proficiency in History & Social Science Subject Matter.	Demonstrate Proficiency in Visual and Performing Arts Subject Matter.
Signature Assignment(s)	Position Paper on Literacy	TBD	Long Term Research Project (LTRP)	Historiographic Essay	Art Critique Essay
State Standards	CA K-8 Content Standards, English Language Arts	CA K-8 Content Standards, Mathematics	CA K-8 Content Standards, Science	CA K-8 Content Standards, History-Social Science	CA K-8 Content Standards, Visual and Performing Arts
Conceptual Framework	Growth & Learning, Research, Scholarship, & Evaluation	Growth & Learning, Research, Scholarship, & Evaluation	Growth & Learning, Research, Scholarship, & Evaluation	Growth & Learning, Research, Scholarship, & Evaluation	Growth & Learning, Research, Scholarship, & Evaluation

Table 2*Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 1 (Admission to Program)*

	Number Applied	Number Accepted	Number Matriculated
TOTAL	1,481	451 (30%)	249 (55%)

Table 3*Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 3 (Exit)*

	Number
BA Degrees	318

Table 4*Faculty Profile 2008-09*

Status	Number
Full-time TT/Lect.	7 (headcount) 3.75 (FTEF)
Part-time Lecturer	14 (headcount)
Total:	21 (headcount)

- How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

All faculty members in the department review and discuss assessment materials and findings included in this document. Faculty members meet in disciplinary groups to discuss their specific assignments and rubrics, and as a whole in department meetings to discuss data. For the academic year 2008-2009, the following numbers of faculty met in each area to discuss signature assignments, rubrics, and data:

Language Arts	9 faculty (all ENGL/L/ST joint faculty)
Natural Science	5 faculty (4 SCED faculty and one L/ST/SCED joint)
History/Social Science	7 faculty (6 HIST/L/ST joint faculty and one L/ST faculty)
Visual and Performing Arts	4 faculty (all joint faculty)

Data

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
 - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.
 - b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

Table 5

Program Student Learning Outcomes and Signature Assignments

	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1	Demonstrate Proficiency in Language Arts Subject Matter.	L/ST 400	This is to be a position statement, an out-of-class assignment, written near the end of the semester. Its purpose is to demonstrate the student's proficiency in writing a thesis-driven essay that demonstrates his/her competence with rhetorical conventions and their familiarity with course materials that have developed his/her ability to evaluate and define literacy in multiple contexts. This is the cumulative, final writing assignment to be assigned in all sections of LST 400.
SLO 2	Demonstrate Proficiency in Mathematics Subject Matter.	MTED 402	Not tested in 2008-2009.
SLO 3	Demonstrate Proficiency in Natural Sciences Subject Matter.	SCED 401	Long Term Research Project: In this assignment you will apply the experimental and observational skills used by all scientists as you attempt to answer a question by collecting your own data, or using data from an existing database. You will devise a question that you

	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
			would like to know more about. Note that this is to be a question that you can research doing real-world investigation, or analyzing real data, as opposed to doing library research. You will then design and implement the necessary tests to find the answer to your question(s). Finally, you will analyze and interpret what you have found and communicate your findings.
SLO 4	Demonstrate Proficiency in History & Social Science Subject Matter.	L/ST 471	Write an essay on the importance of approaching American History from a global perspective.
SLO 5	Demonstrate Proficiency in Visual and Performing Arts Subject Matter.	L/ST 404	Arts Event Signature Assignment: You will need to attend one live event during the semester: a musical concert, a dance performance, or a theatrical production. You will write a 2-3 page review (typed with double spacing) of the arts event that you attend, reflecting your understanding of the elements and principles of the arts, as well as your own critical position on the artwork (Subjective, Descriptive and Evaluative).

Figure 1

Liberal Studies SLO Comparison

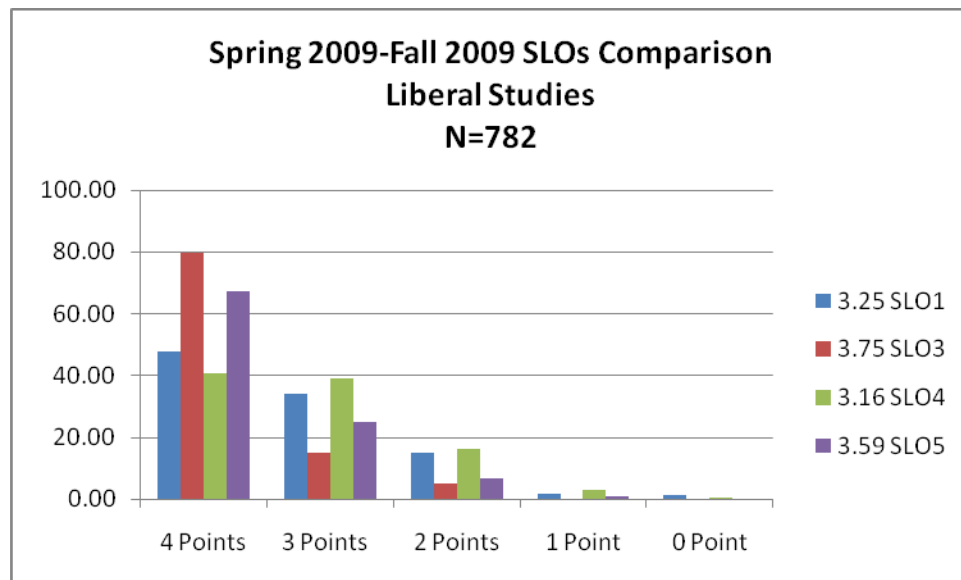
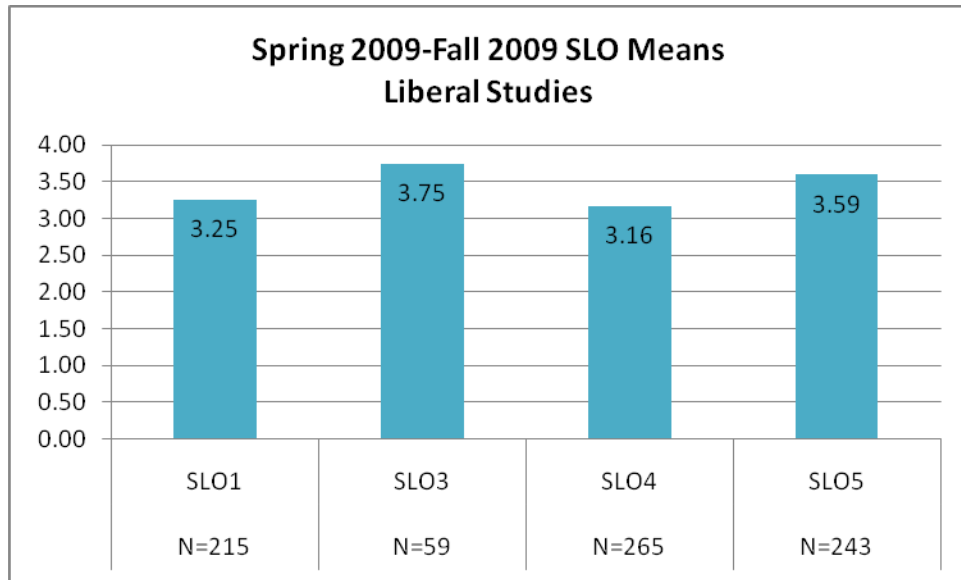


Figure 2

Liberal Studies SLO Means Comparison



Outcome 1: Demonstrate Proficiency in Language Arts Subject Matter.

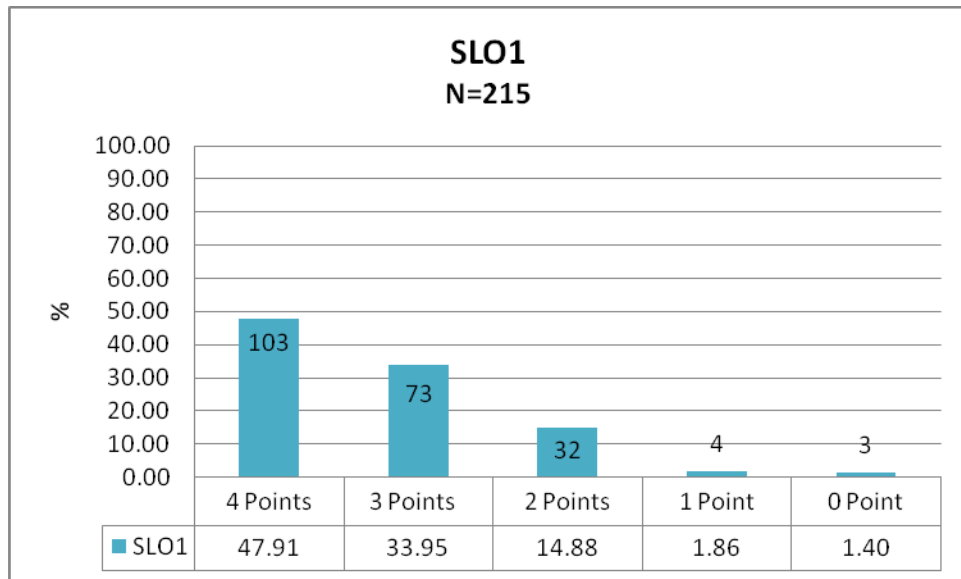
Outcome 2: Demonstrate Proficiency in Mathematics Subject Matter.

Outcome 3: Demonstrate Proficiency in Natural Sciences Subject Matter.

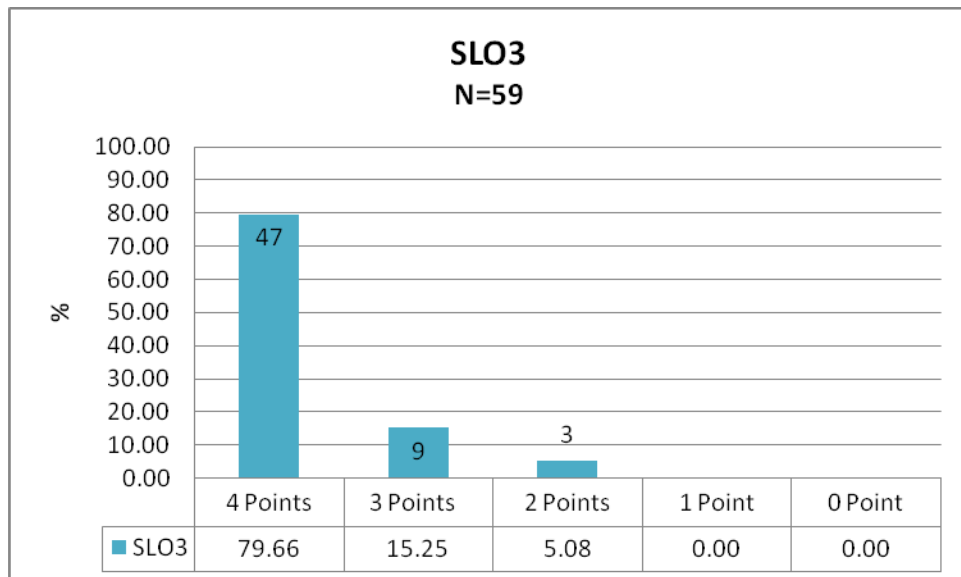
Outcome 4: Demonstrate Proficiency in History & Social Science Subject Matter.

Outcome 5: Demonstrate Proficiency in Visual and Performing Arts Subject Matter.

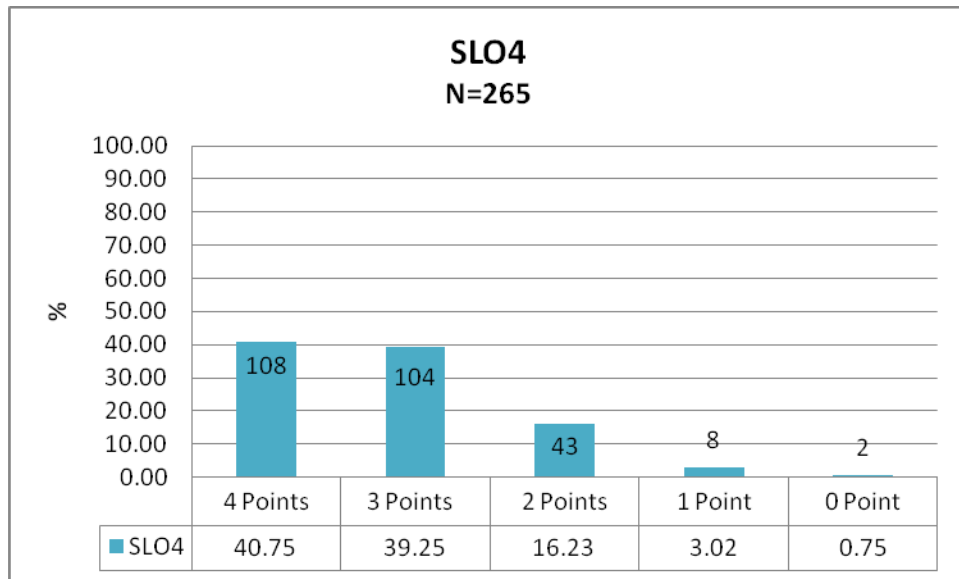
Outcome 1: Demonstrate Proficiency in Language Arts Subject Matter.



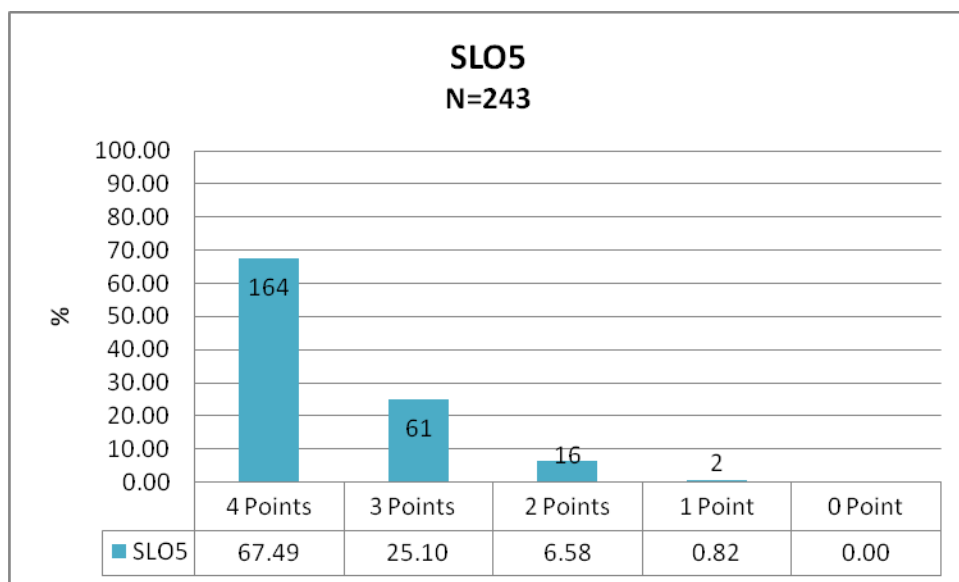
Outcome 3: Demonstrate Proficiency in Natural Sciences Subject Matter.



Outcome 4: Demonstrate Proficiency in History & Social Science Subject Matter.



Outcome 5: Demonstrate Proficiency in Visual and Performing Arts Subject Matter.



4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

These data report a very high success rate for students completing the signature assignments for each of the SLOs. Students achieved a 3 or 4 score as follows:

SLO 1 (81.86%)

SLO 2 (not tested in this academic year)

SLO 3 (94.91%)

SLO 4 (80.00%)

SLO 5 (92.59%)

6. How do these findings compare to past assessment findings?

These findings are consistent with past assessment findings.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Establish assessment of SLO 2 with cooperation of MTED faculty.	Chair of L/ST	End of academic year 2009-2010
2	Continual review of signature assignments, rubrics, and data, and consideration of changes needed.	Program faculty	Continuing
3	Secure funds for compensation of program faculty – the majority of whom are part-timers for whom this is not part of their contracts - to engage in assessment development.	Chair of L/ST	Ongoing