



College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Department of Liberal Studies

Note: this report presents and analyzes data from Summer 2012 through Spring 2014.

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.

As data from Institutional Research show (see Table 3 below), graduation rates for Liberal Studies students have been increasing over the last three years. 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 completing 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) and the Liberal Studies Student Association (LSSA)). The Department's Lead Advisor serves as the advisor for the LSSA.

Program goals, expectations, curricula, and experiences for students are consistent with the College of Education mission which is to be a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy. 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 and leads to a BA in Liberal Studies after 120 units. 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-unit concentration in one of six subject areas to show depth of study, and complete the capstone courses to show synthesis of content across the discipline.

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 1-2% 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. Most Liberal Studies majors are transfer students from local community colleges. 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 through 2011-2014. During this time, priority was given to students transferring into the ITEP program from one of the seven community colleges with which we had Memoranda of Understanding. Enrollment in Liberal Studies programs has continued to decline since the university began managing enrollment and admissions. In addition, the downturn is one that has been experienced statewide across CSU institutions of teacher education. It is anticipated that this trend will be reversed in the next two to three years as the economy strengthens and teaching jobs become available, and we are already beginning to see signs of reversal (in transfer application rates).

In Summer 2014, a major change was made to the advising structure of the Liberal Studies department. All three program advisors were incorporated into the Teacher Preparation Advising Center (TPAC) in order to provide a seamless advising system for students from undergraduate through the credential program.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6-11
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.	Pedagogical outcomes are defined and assessed by the MSCP program.
Signature Assignment(s)	Position Paper on Literacy	Common Math Assessment	Long Term Research Project (LTRP)	Family History research Project	Art Critique Essay	
State Standards	CCSS/CA K-8 Content Standards, English Language Arts	CCSS/CA K-8 Content Standards, Mathematics	NGSS/CA K-8 Content Standards, Science	CCSS/CA K-8 Content Standards, History-Social Science	CA K-8 Content Standards, Visual and Performing Arts	
Conceptual Framework	Scholarship	Scholarship	Scholarship	Scholarship	Scholarship	
CSULB Learning Outcomes	Well-prepared	Well-prepared, Collaborative problem solving	Well-prepared, Collaborative problem solving	Well-prepared, Engaged in Global and Local Issues, Knowledge and Respect for Diversity	Knowledge and Respect for Diversity, Integrating Liberal Education	
NCATE Elements	N/A					

Table 2*Program Specific Candidate Information, 2012-2014 – Transition Point 1 (Admission to Program)*

	Fall 2012			Fall 2013		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
Freshman	567	164	58	576	198	43
Transfer	418	170	95	518	183	95
Total:	985	334	153	1094	381	138

Table 3*Program Specific Candidate Information¹, 2011-2013 – 4-year Transfer L/ST Cohort Graduation Rates*

	2007 Cohort	2008 Cohort	2009 Cohort	Trend (1 yr)
Liberal Studies	49.21%	54.59%	61.74%	7.15%
L/ST URM	43.75%	53.62%	58.33%	4.71%
L/ST NURM	55.66%	60.42%	66.67%	6.25%

Table 4*Program Specific Candidate Information, 2011-2013 – Native 4th Year L/ST 5-year Cohort Graduation Rates*

	2006 Cohort	2007 Cohort	2008 Cohort	Trend (1 yr)
Liberal Studies	50.0%	44.3%	65.5%	21.2%
L/ST URM	30.9%	36.5%	50.9%	14.4%
L/ST NURM	66.7%	55.4%	79.5%	24.1%

Table 5*Program Specific Candidate Information, 2011-2013 – Native 4th Year L/ST 6-year Cohort Graduation Rates*

	2005 Cohort	2006 Cohort	2007 Cohort	Trend (1 yr)
Liberal Studies	72.89%	73.65%	74.50%	0.85%
L/ST URM	67.65%	63.24%	66.67%	3.43%
L/ST NURM	75.58%	81.94%	81.08%	-0.86%

¹ Graduation rates displayed in Tables 3-6 have been gathered and analyzed as part of the Highly Valued Degree Initiative.

Table 6*Department Average Units at Degree, 2011-2013 – L/ST (136 units in ITEP)*

	2011	2012	2013
Liberal Studies	138.45	140.98	139.04
L/ST URM's	140	141.84	142.34
L/ST NURM's	137.29	140.22	136.73

Table 7*Faculty Profile 2012-2014²*

Status	2012-2013	2013-2014
Full-time TT/Lecturer	6	5
Part-time Lecturer	13	4
Total:	19	9

- 2. 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.**

Two full time faculty and three part-time faculty reviewed & discussed the assessment findings at the Beyond Compliance Workshop in September 2014. Notes from the discussion are embedded throughout this document. In addition notes from the meeting are included at the end of this report.

Data

- 3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:**

The Liberal Studies program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Graduate Office/TPAC. These data are reflected in Tables 2-7 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.
- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes. Assessment

² Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Relevant data for these assignments are reported in Appendix A.

- **College of Education Student Success Survey:** Starting in spring 2013, the college administered a web-based student success survey to capture the experiences of candidates currently enrolled in the college. This survey is administered every 3 years. Relevant data for the program are reported in Appendix B.

Additional information, including each program's assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

- 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).

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please refer to Appendix A. For program pathways with fewer than 10 students, we do not disaggregate data.

Figure 1

Figure 1 shows aggregate data by SLO for a two-year period based on points earned.

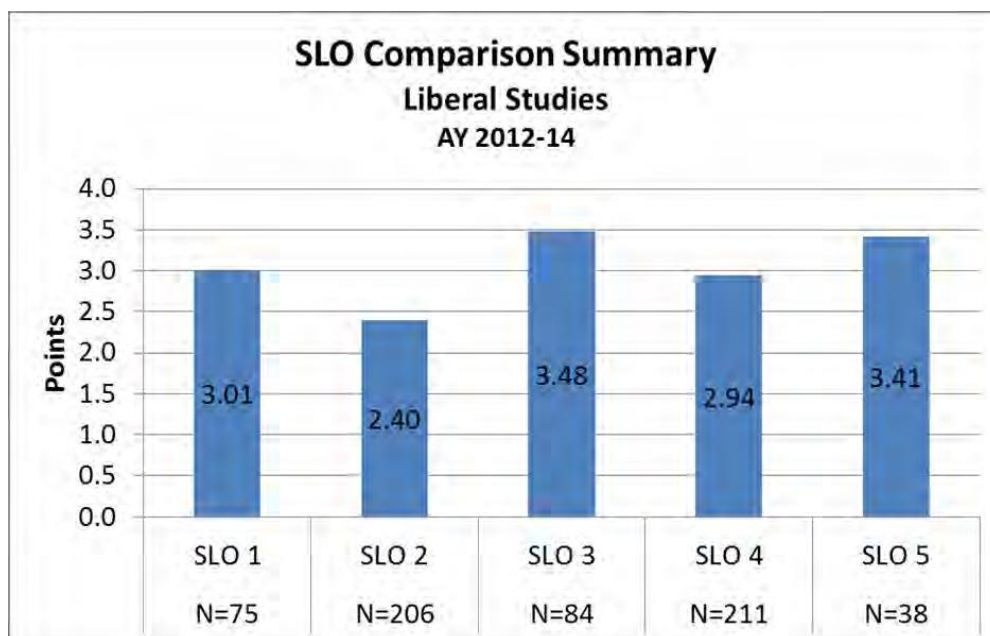
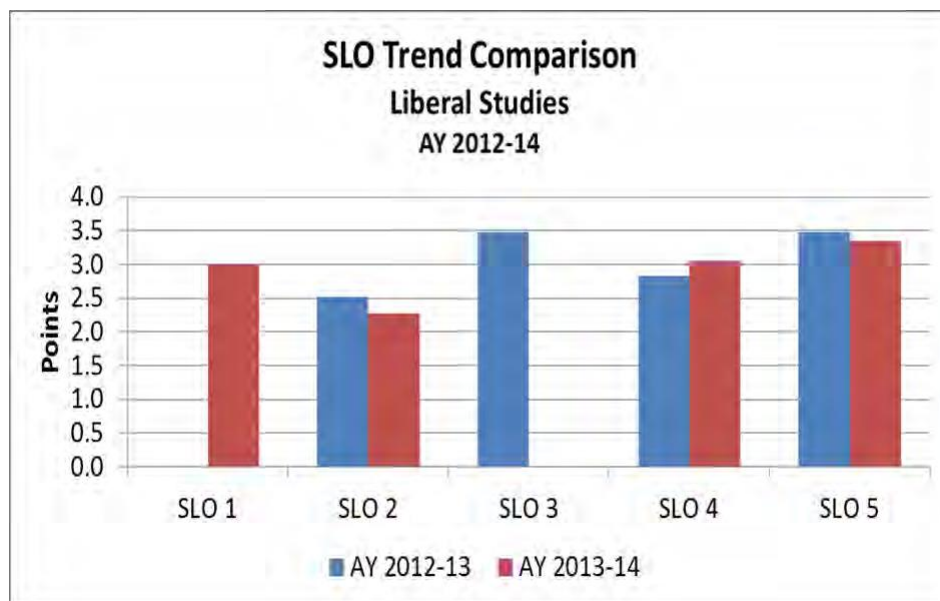


Figure 2

Figure 2 shows trends in SLO data across two years based on points earned.



- 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.

The program has reviewed and interpreted data from the following survey items (identified below). Relevant survey data can be found in Appendix B.

Survey

College of Education Student Success Survey

Items

Advising

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.

In addition to reviewing program SLO data and survey response data, faculty and staff within the Liberal Studies program regularly review Institutional Research and Assessment Data to inform decisions that are made related to program and practice improvement. Specifically, the cohort graduation rates (displayed in Tables 3-5 above) provide one very useful indicator of student success. These data are disaggregated by Under-represented Minorities (Latino, Black, Native American) students and Non-under-represented Minorities (White, Asian) students. The Highly-Valued Degree Initiative steering committee reviews these data as evidence of program quality and student support.

Analysis and Actions

5. Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)

Table 8

Interpretations and Discussion of Program Strengths and/or Areas of Needed Improvement

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
1	SLO 4, Demonstrate Proficiency in History & Social Science Subject Matter	Signature Assignment Rubric	Consistency, alignment across sections	Signature assignment rubric alignment—is it needed across courses/SLOs?	In the past we did not want rubric review across courses/SLOs—this is something new for the program
2	SLO 1, Demonstrate Proficiency in Language Arts Subject Matter	Signature Assignment and rubric	Signature assignment for capstone course, offers a chance for students to reflect on learning across 4 years and look ahead	Rubric and assignment design	See above; also in terms of assignment details the signature assignment hasn't been retooled for several years (except to add CCSS elements)
3	Data Collection for signature assignment scores		We have more data for 2013-14, professors now know what data we want (at least for now they do)	Signature assignments: the N per SLO is uneven	

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
4	SLO 2: Demonstrate Proficiency in Mathematics Subject Matter.	Signature assignment		Student performance: Student performance indicators are lower in this area than in the 4 other SLOs	No prior data on this SLO
5	Program Operations	Student Success Survey	Advising	Consistent information...	
6	Graduation Rates	Institutional Research	Graduation rates are increasing overall.	Under- represented minority students are still taking longer to graduate than their White/Asian counterparts.	
7	Difference in units taken by URMs and NURMs	Institutional Research		Data from the tables indicate URMs are taking more units than NURMs—is this related to ethnicity patterns in ITEP & Track 1?	

6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

Table 9

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
1	Will review analytical rubric and take steps towards creating analytic rubric for use across SLOs	Capstone faculty	End of Spring 2015	N/A
2	Will redesign rubric (see #1) and assignment details	Capstone faculty	End of Spring 2015	11/2014 worked with Writing Across Curriculum Director to analyze rubrics for 3 LST capstone signature assignments, looking at writing demands
3	Continue getting signature assignment data; send reminders in intro letter to faculty (from Chair), and mid semester reminders, and collect at end of each semester when grades are in. Work on finding and securing point person for each subject matter signature assignment	Chair with help from Assessment Office	End of Spring 2015, but also ongoing	Following the rollout we are now in the process of collecting data for all 5 capstones
4	Continue to monitor data collection and engage in conversations with subject matter faculty	LS Chair and capstone faculty	Present/Ongoing	N/A

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
5	Providing consistent information	L/ST program advisors and faculty	Present/Ongoing	All L/ST advisors have been relocated into TPAC to facilitate more consistent and reliable communication of information, both internally to program faculty, as well as to students
6	Continue working with LS Chair, program faculty, and advisors to find strategies to increase grad rates for Under-rep Minority students	LS Chair, program faculty, and advisors	Present/Ongoing	LS Chair & Assoc Dean used Student Success Award (and last part of Cerritos/UTF Fund) to hire an RA to gather and analyze data on URM
7	As a program, analyze potential reasons or causes for differences in unit loads for URM and NURM	Department Chair & faculty & advisors	Fall 2015	

7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?

☒ Yes (see below)

☐ No (no further action is required)

Table 10

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)
LST 400	Literacy Position Paper	TBD	To make assignment more current and relevant to SLO
LST 400, 471, 404	Essays	Establish common analytical rubric components	To have shared analytical rubric across capstones with essays

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.

Liberal Studies Data Discussion Beyond Compliance Workshop Fall 2014

Discussing SLOs and reports

How many PT and FT faculty? 6

1. Identify the SLO to be discussed
2. Review the data on the overall scores and subscores
3. Determine areas of strengths and needs
4. Consider the utility of the signature assignment/rubric
5. Make final determinations and consider next steps

Discussed student success survey results from 2013

Reviewed data available on the IR website—dashboard and department reports

Discussed the SLOs in LST 400 and the relationship of the SLOs to the signature assignment.

Reviewed LST 471 signature assignment and rubric, and began discussion about how to align rubrics across sections.

APPENDIX A:

Candidate Performance Data

Liberal Studies

Signature Assignment Data Report

AY 2012-14

Figure Description:

- **SLO Comparison Summary Graph:** compares aggregate data by SLO for a three-year period based on points earned.
- **SLO Trend Comparison Graph:** displays trends in SLO data across three years based on points earned.
- **SLO Score Distribution Graph:** displays score distribution trends for SLOs across three years based on the percentage of students who earned a particular score
- **SLO Criteria Score Means Graph:** displays aggregate criteria data for SLOs for a three-year period based on the average percentage of points earned.

Student Learning Outcomes

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.

Figure 1

Figure 1 shows aggregate data by SLO for a two-year period based on points earned.

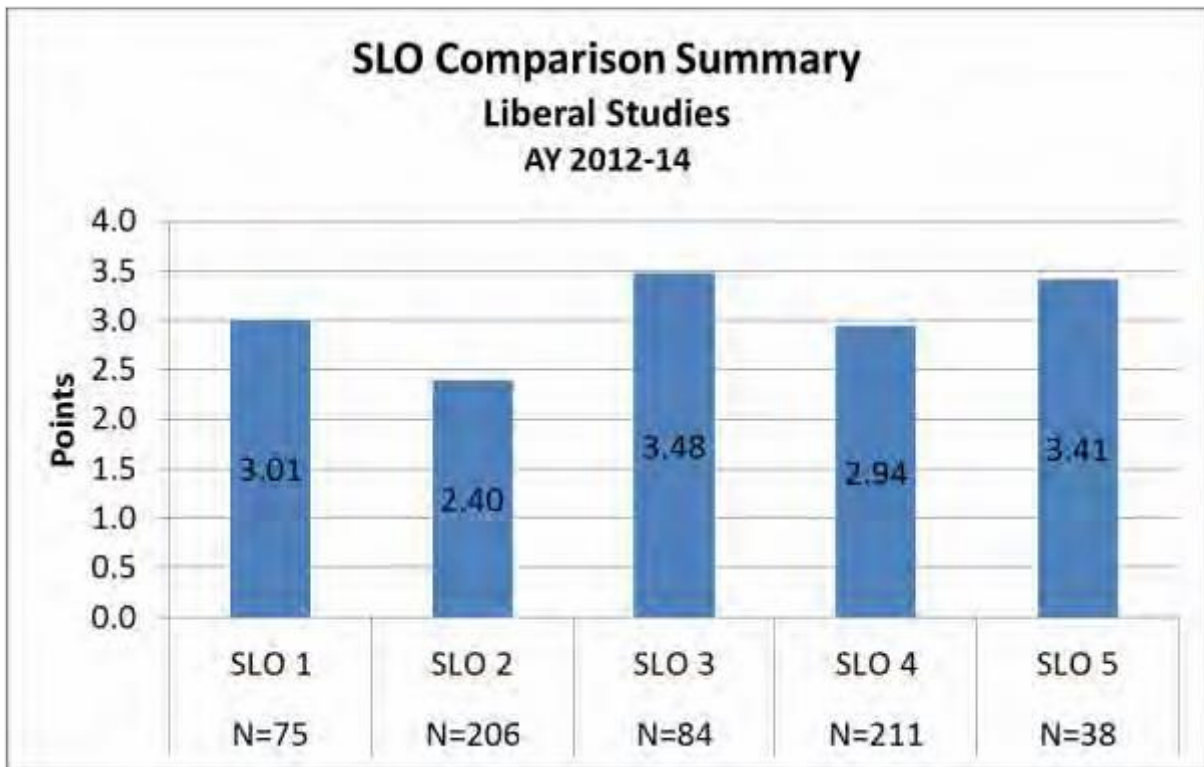
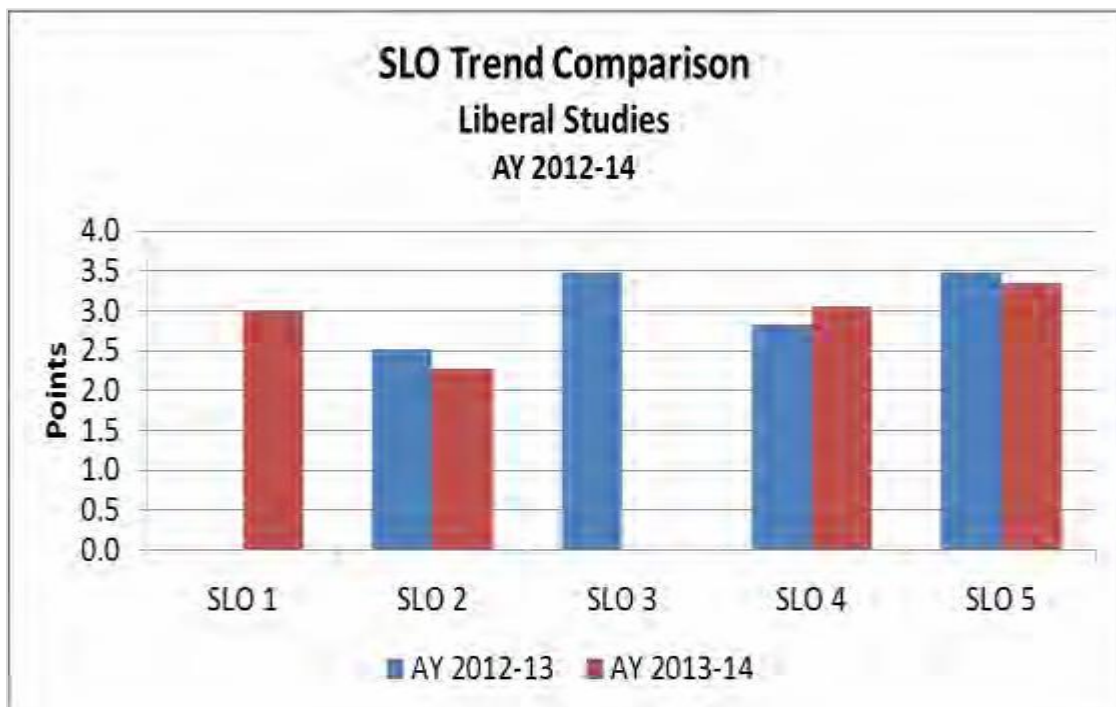


Figure 2

Figure 2 shows trends in SLO data across two years based on points earned.



Outcome 1: Demonstrate Proficiency in Language Arts Subject Matter.

Figure 3



AY	N	Mean	SD
AY 2013-14	75	3.01	0.97

Outcome 2: Demonstrate Proficiency in Mathematics Subject Matter.

Figure 4



AY	N	Mean	SD
AY 2012-13	119	2.52	1.17
AY 2013-14	87	2.28	1.17

Outcome 3: Demonstrate Proficiency in Natural Sciences Subject Matter.

Figure 5

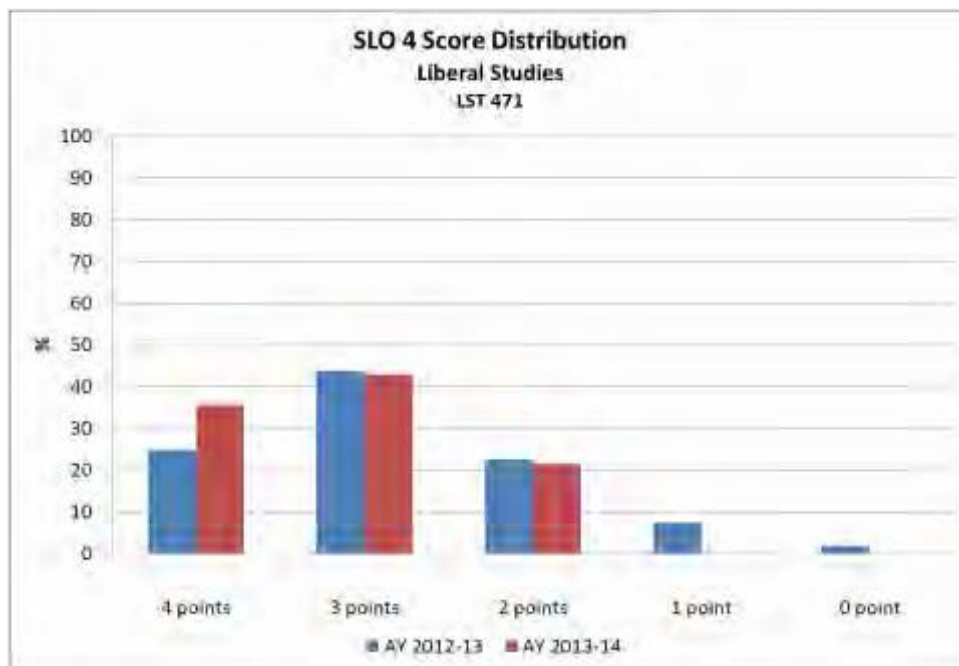


AY	N	Mean	SD
AY 2012-13	84	3.48	0.68

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

Note: OTHER QUALIFYING DATA NOT PROVIDED FOR SLO 4 AY 12-14

Figure 6



AY	N	Mean	SD
AY 2012-13	174	2.82	0.95
AY 2013-14	37	3.05	0.61

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

Figure 7



AY	N	Mean	SD
AY 2012-13	38	3.47	0.64
AY 2013-14	29	3.34	0.8818

APPENDIX B:

Program Effectiveness Data

2013 Student Success Survey - Response Rates

Program	Estimated # in Sample	# of Responses	Estimated Response Rate*
Liberal Studies	842	178	21.14%

Program	Estimated # in Sample	# of Responses	Estimated Response Rate*
Basic Credential Program/Advanced Degree/Credential Program	1239	438	35.35%
Community College Certificate	1	0	N/A
Credential: Service (Unknown)	31	0	N/A
Curriculum and Instruction Elementary/Secondary Masters	22	8	36.36%
Dual Language Development Masters	15	4	26.67%
Early Childhood Education Masters	49	12	24.49%
Education Administration Masters/Credential (Tier 1)	26	12	46.15%
Education Specialist Credential (Preliminary)	107	53	49.53%
Educational Leadership Doctorate	52	29	55.77%
Educational Psychology Masters	2	4	200.00%
Ed Technology & Media Leadership Masters (including Library Media Teacher)	30	7	23.33%
Marriage and Family Therapy Masters	61	12	19.67%
Mathematics Education Masters	22	5	22.73%
Multiple Subjects	113	35	30.97%
Reading and Language Arts Masters/Credentials	0	0	N/A
School Counseling Masters/Credential	41	18	43.90%
School Psychology Masters/Credential/Ed Specialist	39	13	33.33%
Single Subject	516	171	33.14%
Social and Cultural Analysis of Education Masters	26	9	34.62%
Special Education Masters/Credential	30	11	36.67%
Student Development in Higher Education Masters	56	32	57.14%

Bouncebacks = 0

Respondents who did not choose a program 26

Respondents who selected two programs 26

* = A program may have a response rate exceeding 100% if more respondents to the survey self-identify with a program than were associated with the program in the data received from the campus prior to the survey.

1. Please rate your level of agreement with the following statements about the academic environment.

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N	Mean
3	My program advisor has strong knowledge of program requirements.		97	51	9	2	159 1.47
4	My program advisor is responsive to my questions.		104	46	7	2	159 1.42
5	My program advisor is available to communicate with me.		99	47	9	3	158 1.47

3. Please rate your level of satisfaction with the quality of each of the following:

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N	Mean
2	Advising related to financial aid and scholarships	20	43	27	13	103	2.32
6	Advising in your program	74	56	9	2	141	1.57

15. Please rate your level of general satisfaction regarding advising and Information with each of the following:

	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Response	N	Mean
	The ongoing advisement and program information I have received from my program advisor.	61	50	6	4	4	125	1.72
2	My advisor's knowledge of my program requirements.	62	49	7	4	3	125	1.70
3	My advisor's availability to meet at times that are convenient for me.	60	50	6	4	5	125	1.75
4	The quality of advising provided by the Liberal Studies Office.	60	48	12	3	2	125	1.71
5	The accuracy and thoroughness of the information provided on the program web site.	42	65	10	1	7	125	1.93
6	The accuracy and thoroughness of the information provided on the college web site.	39	70	8	2	6	125	1.93
7	The SOAR orientation provided by the program.	33	64	14	4	10	125	2.15
8	The resources and services in the university library.	46	67	1		10	125	1.90