Liberal Studies Program Review

Self Study

In Accordance with Senate Policy 05 -35

Prepared by Alexander W. McNeill

March 31, 2008

Certification and Signatures

Date

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Alexander W. McNeill Ph.D.
Director of Liberal Studies Programs

_____ _____

Joan M. Karp Ph.D.
Senior Associate Dean and Director of the School of Education

_____ _____

Ashish K. Vaidya Ph.D.
Dean of the Faculty

_____ _____

Theodore D. Lucas Ph D.
Provost and Vice President for Academic Affairs

Executive Summary and Recommendations

Executive Summary

The two established options (Teaching and Learning and Concentrated Studies) offered in Liberal Studies since 2002 have served more students than any other major. Enrollments in these two options currently represent approximately 12.5 percent of the student body in Fall 2007. The University is offering a new Accelerated Program Option Fall 2008 for prospective elementary teachers. It permits students to complete a baccalaureate degree in Liberal Studies and the multiple subject credential program, concurrently. Establishing the University Center for Integrative Studies (CIS) has stimulated new discussions of a defined Interdisciplinary Studies Option that has specified program characteristics and requirements. Such an option would be a complement to the CIS and increase the visibility of the interdisciplinary aspect of the University's mission. It is anticipated that this option may be available to students in Fall 2010.

In the early years of the University's operation, Liberal Studies was the degree of choice for ethnically diverse students (42.6 percent of the total student body). This percentage has declined over the first 5 years of operation of the University to 13.6 percent. (Despite the dramatic drop in the fraction of LS students that is ethnically diverse, the actual number of ethnically diverse students who chose a Liberal Studies major in Fall 2007 more than doubled.

The Liberal Studies majors (79 percent in Fall 2007) are second only to Nursing in terms of majors of choice for female students at CSUCI.

Liberal studies majors carry, on average, the same number of units as all other majors at CSUCI (approximately 12 units per semester). Their retention rate as determined by the proportion of students who move from freshmen to sophomore, sophomore to junior, and junior to senior is approximately double that of other majors. Thus since they carry the same work load and twice as many are retained, their rate of graduation must be approximately double that of other majors.

Data from external sources, a survey of employers conducted by the CSU Chancellor's Office, support the conclusion that Liberal Studies majors at CSUCI who graduate from the Teaching and Learning Option have a high level of content preparation, and they score higher than many students from other CSU campuses.

Conclusions

It is difficult to imagine a process of program review that is more rigorous than that which was required across a four year period by WASC during its review for the initial accreditation of the University. One might argue that all academic programs at CSUCI experienced careful and extended scrutiny by the Western Association of Schools and Colleges in the process of awarding Initial Accreditation to the University.

The WASC Commission lauded the University for its progress and achievements but also recognized that there remain some challenges. Program assessment remains as a daunting task for the University, including the Liberal Studies programs. To quote from the Commission's letter in which it announced the award of "Initial Accreditation :

> ***"As a new institution, CSUCI demonstrated educational foresight by organizing all its course syllabi around student learning outcomes, then proceeded to identify assessment strategies aligned with those outcomes. Assessment is becoming embedded within the culture of CSUCI, including in student services programs. This will serve the University well as it engages in systematic program review in coming years."***

Thus, it is logical to argue that each of these four reports, and all of them in their entirety, together with the responses and observation of the external reviews from WASC constitutes the best support for concluding that the Liberal Studies programs are achieving their educational outcomes.

Recommendations

1. **For the new Accelerated Program Option for prospective Multiple Subject Teachers:**

   A. **Work with the University's articulation officer to develop new advising materials for the Teaching and Learning Option and the Accelerated Program Option.**

   B. **Organize a series of workshops with "feeder" Community Colleges to help ensure a smooth transition for transfer students beginning in Fall 2010. (The Accelerated Program Option will only be available to Freshmen in Fall 2008.)**

2. **Nurture the dialog between the University Center for Integrative Studies and the Liberal Studies Program Committee to develop an Interdisciplinary Option in Liberal Studies.**

3. Encourage and support the implementation of the assessment blueprint developed as a part of the Smith Family Assessment Plan Preparation Program.

A. Provide sufficient additional resources to allow for assessment activities in LS to support additional time for the LS Director and a group of faculty who teach LS majors and are willing to work on the assessment challenge to work together for two or three days annually.

i. Refocus assessment activities on evaluation of writing competencies and oral presentation skills in capstone courses.

ii. Seek University-wide solutions for common data sets to include but not limited to:

a. Centralizing data acquisition and storage for common elements.
(1) Exit surveys of majors
(2) Employer surveys
(3) Alumni surveys

B. Work with the Office of Institutional Research and the University's Assessment Officer to identify an existing instrument to assess general academic skills, e.g., MAPPS.

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Alexander W. McNeill Liberal studies Director

March 31, 2008

INTRODUCTION AND OVERVIEW

The Liberal Studies degree was among the first degrees offered at CSU Channel Islands (CSUCI.) It represents the University's response to a demand from within the communities that it serves, and the CSU's commitment to preparing teachers for California's schools, especially Multiple Subject Teachers. Currently, the Liberal Studies program at CSUCI matriculates the second largest number of majors in the university; only The School of Business matriculates more. Since its implementation, Liberal Studies (LS) has matriculated more students than any other major at CSUCI, including Business.

Curricula for disciplinary majors are usually developed by the specialty faculty appointed to the discipline represented by the major. The Liberal Studies major is unique because it has no program specific faculty. Unlike traditional majors, the Liberal Studies curriculum was created by a group of faculty from across the University who were committed to the concept of liberal education and liberal studies. LS majors may take course work from any academic program, or several academic programs offered by the University. Thus, the potential richness of the educational experience in Liberal Studies results from the diversity of the faculty at large, and the unique ways in which disciplinary content can be combined to create a coherent program of study not represented by traditional majors.

ELEMENT ONE

Defining Program Purposes and Ensuring Educational Outcomes

1. The program has a statement of its purpose and operating practices. Statement of Purpose

A. The program

The Bachelor of Arts in Liberal Studies provides students with a comprehensive, multidimensional education in a variety of disciplines

and serves as a preparation for prospective multiple subject teachers for California's schools and as a base for graduate school or further professional development. Currently, there are three options available in Liberal Studies, with a nascent fourth option in interdisciplinary studies under discussion. This fourth option is being explored collaboratively among members of the Liberal Studies Program Committee and the University's Center for Interdisciplinary Studies (CIS). In this early stage of development of the University, the relationships and authority of the University Centers with the Academic Units of the University have yet to be defined. At the very least, the Centers should likely serve as catalysts and sponsors for courses, experiences and curricula that reflect the theme of the Center. The Centers are discussed later in this self study.

The Options described in the 2007 – 2008 University Catalog.

Teaching and Learning Option

This option is for students who plan to pursue a career as an elementary school teacher or an elementary-level special education teacher. It is 120 unit major that culminates in a baccalaureate degree in Liberal Studies. The Teaching and Learning Option (TLO) provides the required multiple-subject content preparation for students seeking the Multiple Subject Teaching Credential for teaching kindergarten through 8th grade or a Special Education credential. The option includes the subject-matter content specified by the California Commission on Teacher Credentialing (CCTC). Upon completion of the baccalaureate degree in Liberal Studies, TLO students seek admission into a teacher credential program where they complete a professional preparation program designed to prepare them as entry level teachers with the skills, competencies and dispositions necessary to be a successful teacher in California's public schools.

The TLO has required curriculum in the following areas to address the content requirements of the CCTC:

- Reading, Language and Literature;
- History and Social Science;
- Mathematics;
- Science;
- Visual and Performing Arts;
- Physical Education and Health;
- Human Development, Cognition and Learning;

The Concentrate Studies Option

The present use of the Concentrated Studies Option (CSO) to prepare multiple subject teachers is an artifact of the early development of the University. During the first 2 or 3 years of the University's operation, this option was used as a mechanism to assist prospective multiple subject teachers who transferred to CSUCI from the community colleges that feed CSU Channel Islands before the campus had articulation agreements in place. The CSO provided a way to "customize" a program for individual transfer students. This option has not been available for prospective multiple subject teachers for the last 2 or 3 years. Thus, the CSO will be utilized as a pathway to multiple subject preparation only as long as it takes students matriculated in the first two or three years of the University's operation to complete their programs of study.

Initially, the concentrated studies option was designed to respond to the needs of two groups of students:

- those who sought to complete a major that was in the process of development and approval at CSUCI, but had yet to be implemented by the University; and:

- those who sought a more multi-disciplinary experience in the form of a general liberal education.

Students in the CSO are advised, when at all possible, to complete one or two minors as a part of their program of study. Students may no longer complete a CSO in a major or discipline that is now in the University catalog.

After identifying the general area or areas in which she or he wishes to design a program of study, students work with a faculty advisor to develop a program of study that focuses on one of the following: a single discipline; across several disciplines; or in an interdisciplinary area. In addition to students interested in non-traditional or interdisciplinary degree programs, this option attracts students who have taken substantial course work from a four-year institution in a discipline not currently reflected in the majors at CSUCI.

New Option Available in the 2008 – 2009 University Catalog

The Accelerated Program Option

The Accelerated Program Option is a new option for prospective elementary teachers available to native freshmen Fall 2008. It permits

students to complete a baccalaureate degree in Liberal Studies and the multiple subject credential program, concurrently. The option also includes the subject-matter content preparation specified for multiple subject teachers by the California commission on teacher credentialing (CCTC) and the professional preparation necessary to be recommended for a teaching credential.

The TLO may be completed in 8 semesters. Two additional semesters are required to complete a multiple subject credential. The APO and a multiple subject credential may be completed in 9 semesters. Prospective multiple subject teachers who wish to enter the accelerated program and have met all of the requirements for admission, may apply for admission at any time prior to the end of their junior year. Students who are unable or choose not to be admitted into the integrated program may complete a baccalaureate degree in Liberal Studies with an Option in Teaching and Learning then seek admission into a multiple subject teaching credential program. Credential programs are available in many communities throughout California, and “on-line” from CAL Teach.

B. Operating Practices

In the early years of the University, Liberal Studies developed as a program with volunteer as opposed to assigned faculty. These volunteer faculty were self-selected disciplinary faculty from across the University who had a commitment to broad, liberal education; they were willing to volunteer their time to guide the development of the Liberal Studies Degree and its options. Development of the initial LS degree program was in response to CSU’s commitment to prepare Multiple Subject Teachers for California’s Schools. The demand for a curriculum to prepare such teachers for admission into a credential program was the impetus for developing a Liberal Studies Major with an option in “Teaching and Learning Option that reflected the content requirements for Multiple Subject Teachers mandated by the California Commission on Teacher Credentialing.

Concomitantly, there was a need for a program area that could function as an “incubator” for new degree programs in curricular areas where the University had yet to hire faculty. These new degree programs were, generally, proposed by faculty from other disciplines who had an interest in initiating curriculum in areas that would benefit the developing University. Thus were new degree program areas introduced into the planning process of Academic Affairs at CSUCI.

As might be anticipated, faculties from core areas of Arts and Sciences, and Professional Studies coalesced into program areas that

reflected the University's original academic programs. As the University's faculty grew in size, so too did the faculties associated with these disciplinary program areas. The earliest structures of the University were self organized by disciplines. These structures are the primary mechanism that the University uses to assign faculty resources.

Unlike disciplinary majors, the Liberal Studies degree has no disciplinary content that is unique. Liberal studies stands apart from the parent disciplines, because of the myriad ways that traditional disciplinary content may be combined to create a catholic education. The broad educational outcomes associated with a Liberal Studies degree results from the different perspectives associated with multi or interdisciplinary studies. Thus, graduates from the Liberal Studies program are dependent upon the parent disciplines for content, and for the "mix" of course work for the multiple perspectives that they learn to bring to problem solving. The development, maintenance and oversight of Liberal Studies programs requires the intellectual, fiscal and collegial support of the faculty from the traditional disciplines.

In the early years of the LS program at CSUCI, a single faculty resource was assigned to Liberal Studies in the form of an LS Chair who was held responsible for the day to day management of the LS programs. The Chair was identified by the faculty and appointed by the Dean of Academic Programs. Initially, oversight and guidance of the LS Program was provided by a group of faculty and staff operating as the "The Liberal Studies Advisory Committee" (LSAC). This Committee met regularly each semester to establish curriculum and develop operating procedures. The Chair of Liberal Studies convened the LSAC and served as a liaison with the disciplinary faculty.

During the 5 year period covered by this review (2003 – 2008), four faculty members have served in the leadership role in Liberal Studies:

2002 - 04 Dr. Philip Hampton

2004 - 05 Dr. Lillian Vega Castaneda

2005 - 06 Dr. Robert Bleicher

2007 - Present Dr. Alexander McNeill

Effective Fall 2006, the Division of Academic Affairs at CSUCI underwent a restructuring and realignment of programs. Prior to Fall 2006 most academic programs (including the LS program) were administered by "Chairs." In Fall 2006, the LS program was aligned

administratively with the Education programs, and the former LS Chair position redefined as a Director position that reported to the Chair of Education and Liberal Studies. This realignment and change in nomenclature of the LS leadership position included a reduction from a 12 month appointment to an academic year appointment, and the elimination of supervisory responsibilities for part – time faculty. The newly designated Director of Liberal Studies retained the responsibility for scheduling classes in Liberal Studies, Health, and Physical Education and advising students. In Fall 2007 the University founded a "School of Education" at CSUCI under the leadership of a Director. Currently, Liberal Studies is a program area within an administrative unit called the School of Education and Liberal Studies. The Director of Liberal Studies reports to the Director of the school who was recently given the additional title of Senior Associate Dean of the Faculty.

Evolution of Bylaws

During the first 4 years of operation, the "membership" of LSAC at CSU Channel Islands was self selecting. Any faculty member with an interest in broad liberal education could attend and participate in the curriculum and management activities of the Liberal Studies Programs. When Liberal Studies was realigned with Education, it became apparent that the relationship of the LS programs to Education and to other disciplinary programs of the University needed to be defined.

In the past, only a very small number of faculty attended LSAC meetings with any regularity. The staff members who served on LSAC from the Office of Academic Advising and from the Credential Office were assigned by their supervisors and, as a result, attended regularly. At the same time, the faculty was increasing in size and complexity and the demands on disciplinary faculty time were increasing. If the Liberal Studies programs were to be successful and grow along with CSU Channel Islands, steps needed to be taken to:

- Define the relationship of the Director of Liberal Studies to the leadership of the School of Education;
- Define the role and scope of the Liberal Studies Advisory Committee;
    - Define the membership of the Liberal Studies Advisory Committee;
    - Define Bylaws and operating procedures for the Liberal Studies Advisory Committee.

During the last year of his tenure as Director of Liberal Studies, Dr. Robert Bleicher guided the development of Bylaws for the Liberals Studies Committee. As a part of this process the LSAC was renamed

the Liberal Studies Program Committee. The Bylaws were approved by the Dean of the Faculty in May 2007.

Bylaws (Approved May 3, 2007)

The Liberal Studies Program Committee (LSPC) is a subset of CSUCI faculty and staff that has the collective responsibility for the development of curriculum and policy in Liberal Studies. The LSPC forwards its recommendations to the chair of Education and Liberal Studies.

1. Membership

   The Liberal Studies Program Committee (LSPC) shall consist of the following 11 voting members:

   Academic Advising (one representative)
   Credential Office (one representative)
   Arts & Humanities, including English, Visual and Performing Arts (combined, one representative)
   Education Program (two representatives)
   Social Sciences, including Anthropology, History, Psychology, Political Science, Sociology (combined, one representative)
   Mathematics and Computer Science (one representative)
   Science, including Biology, Chemistry, Physics, and Geology (combined, one representative)
   Capstone instructor (one representative)
   Member-at-large (one representative, who would be interested in promoting integrative or interdisciplinary studies)
   Director of Liberal Studies

2. Election of LSPC members

   2.1 The representatives from the Advising, Credential, and Recruiting Offices will be appointed by each area's head respectively.

   2.2 Representative(s) from the Discipline/Program areas C – H shall be elected by the faculty members of each of those discipline/program areas respectively.

   2.3 The Member-at-large shall be elected from the faculty at large if a nominee is forthcoming.

2.4 The Capstone instructor shall be elected from among the pool of active Academic Year Capstone instructors.

2.5 Members shall be appointed to staggered two-year terms to ensure continuity of membership.

2.6 Elections/appointments shall be held in the Spring semester before the 5th day of May each year.

3. Duties of the Liberal Studies Director

[The Director of the School of Education is consulting with the Dean to develop a statement of the job responsibilities for the Liberal Studies Director.]

4. Evaluation of the Liberal Studies Director - Discussion and action item for LSAC

5. Selection of the Liberal Studies Director

5.1 Under regular circumstances, the selection and appointment of a new Liberal Studies Director shall be completed before the 5th day of April in the spring semester of the last year of the outgoing LS Director's appointment.

5.2 The Liberal Studies Director shall be a tenure track faculty member who currently serves, or has served during the prior year on the Liberal Studies Program Committee (LSPC). Normally, the Director shall serve for a term of 3 years and may serve for more than one term.

5.3 The Dean or her/his designee shall solicit nominations from the academic community.

5.4 A representative from the Advising, Credential, or Outreach office shall receive the nominations and prepare a slate of candidates for consideration by the Liberal Studies Program Committee (LSPC).

5.5 Each candidate shall be required to provide a vita, make a brief presentation to the LSPC regarding her/his vision for Liberal Studies programs at CSUCI, and answer a series of questions prepared by LSPC members.

5.6 After all candidates have presented, LSPC will discuss the presentations.

5.7 Each LSPC member present shall cast only one vote.

5.8 The successful candidate shall be identified by a simple majority vote on paper ballots.

5.9 The LSPC member with lowest alpha order surname will count the ballots in the presence of the other members.

5.10 In case of a tie vote, there will be a second vote with only the two candidates in question on the ballot.

5.11 The name of the preferred candidate shall be forwarded as a recommendation to the Chair of Education and Liberal Studies by LSPC.

5.12 After consulting with the Dean, the Chair of Education and Liberal Studies shall appoint the Director of Liberal Studies.

6. Committee Charges

The responsibilities of the Liberal Studies Program Committee shall include:

6.1 Providing advice on Liberal Studies curricula;

6.2 Developing curriculum and policies related to the Liberal Studies major;

6.3 Participating in the periodic review of the Liberal Studies Program;

6.4 Advising the LS Director on program assessment;

6.5 Selecting and recommending candidates for Liberal Studies Director to the Chair of Education and Liberal Studies.

7. Changes to the Bylaws

7.1 Changes to the Bylaws shall be effected by a majority vote of LSPC members.

2. The program has clearly stated educational objectives and has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.

The learning objectives for the three options in liberal studies are essentially the same and are published in the University catalog. The purpose of each option has been described above.

PROGRAM LEARNING OUTCOMES

Students graduating from the Liberal Studies programs will be able to:

- Evaluate effectively oral or written communication for accuracy of content, logic of argument, and clarity of reasoning;

- Demonstrate high levels of computer literacy, information literacy, and technological literacy;

- Compare and contrast cultures and their customs regarding race, class, ethnicity, gender, and language and discuss societal issues that may arise;

- Demonstrate content area knowledge related to their program of study and intended career goals; demonstrate content area knowledge related to the CCTC content standards for the Multiple Subject Teaching Credential for graduates from the Teaching and Learning option.

3. The program accurately publicizes its academic goals, programs, and services to students, within the university and to the larger public.

Much of the material presented in section 1A above is taken directly from the University catalog. The catalog is available in hard copy and electronically on the University's web site and may be viewed at http://www.csuci.edu/.

Reflection on Element One

A. Program mission statement/program goals

There is no mission statement for the Liberal Studies degree. The degree and its options were designed around philosophical commitments in five broad areas:

- A commitment to the development of content knowledge – breadth and depth;

- A commitment and respect for diversity of all students;
- A commitment to scholarship, teaching, and active, lifelong learning
- A commitment to excellence across program areas;
- A commitment to active involvement with the surrounding community.

B. Distinctiveness of the program from that of other CSUs or elsewhere

The CSU prepares more teachers than any other university or university system in America. The Chancellor has required that each of the 23 campuses offer teacher preparation programs. The legislature, through the California Commission for Teacher Credentialing (CCTC) has mandated, often in great detail, the content necessary for multiple subject teachers to be effective teachers in California's schools. The Teaching and Learning Option and the Accelerated Program Option are each designed to meet these content knowledge requirement mandates. Given the broad subject matter content requirements and the CSU mandate for a 120 unit degree, there is very little opportunity to craft a degree program that is unique to CSUCI. Indeed there has been a great deal of effort extended by the Chancellor's Office to put in place a uniform "lower division transfer package" that will allow any student in California to transfer from a local community college to any campus of the CSU and not "lose" transfer credits in the process. Thus, the pressure from the Chancellor's Office and from CCTC results in each campus of the CSU having similar Liberal Studies Options for preparing multiple subject teachers.

The real opportunity for developing a unique program in Liberal Studies will be in the area currently being explored with the Center for Integrative studies, as it described later in this self study.

C. Relation of program mission to the University's mission and goal

CSUCI's Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides graduate and undergraduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and global perspectives.

The university is comprised of several Divisions. Each division has a mission that is congruent with the University's mission. To foster

collaboration among and across the divisions, the campus community has created 4 mission based centers:

The Center or International Affairs
The Center for Integrative Studies
The Center for Multicultural Engagement
The Center for Community Engagement

By design, the centers foster communication and collaboration across divisions, and contribute to the mission elements of the University by:

- Supporting and facilitating mission elements in scholarship and research;
- Supporting and facilitating mission elements in teaching and learning;
- Working with programs to develop appropriate assessments of the mission elements in assessing the baccalaureate degree.

The University mission identifies integrative study within and across disciplines, and multicultural and global (International) perspectives as key characteristics of our graduates. Each center, working across the divisions of the University helps members of the University community and individual graduates achieve these characteristics.

Science, technology and professional practice all tend to drive our culture toward specialization. At the beginning of this 21st millennium, academic majors are, predominantly, disciplinary undertakings. This is life on the "high hard ground of theory." (Schön) At the same time, there is a growing recognition that success in our work places ("the swamp of reality," Schön) will demand a plethora of skills. Liberal studies degree programs are founded on the principle of a broad, liberal exposure to disciplinary content from the arts, humanities, and the sciences, and the concept that graduates of such programs can use the knowledge and research methodologies from multiple disciplines and multiple perspectives to help solve life's (society's) problems. Students in the TLO and the APO experience community engagement in EDUC 101and multicultural environments in SPED 345; Students in all three options are required to take 9 units interdisciplinary course work to meet upper division General Education requirements for graduation and complete a multicultural requirement as part of the lower-division General Education requirement.

The specific goals of the Center for Integrative Studies (CIS) are to:

- Create the infrastructure for integrative and interdisciplinary teaching and learning;

- Design and implement programs and curricula that promote integrative and interdisciplinary;
- Foster understanding for students in all fields of study;
- Assist faculty in developing the integrative and interdisciplinary dimensions of their teaching, scholarship, and service activities;
- Facilitate and develop academic and scholarly exchanges and partnerships for students and faculty;
- Coordinate activities that enhance campus awareness of interdisciplinary and integrative studies and their importance to the life of the campus and local community.

Thus, this one center in particular has enormous potential to support and contribute to thinking within and across disciplines. And, students in Liberal Studies are an important resource assisting the Center for Integrative Studies to fulfill its mission. The Center for Integrative Studies and Liberal Studies majors are natural allies in achieving the mission of the university.

The Liberal Studies degree at CSUCI, and its options were designed around philosophical commitments in five broad areas:

- A commitment to the development of content knowledge – breadth and depth;
- A commitment and respect for diversity of all students;
- A commitment to scholarship, teaching, and active, lifelong learning
- A commitment to excellence across program areas;
- A commitment to active involvement with the surrounding community.

These commitments are congruent with the mission of the University, and thus have potential as complements to CIS.

CSUCI has adopted a six-part conceptual framework for assessing and evaluating the effectiveness of its Liberal Studies Programs. These six steps form a cycle that will be repeated many times across the years. They represent a commitment to continuous evaluation and improvement. They are embedded in the fabric of our day-to-day operation. Further, the faculty has accepted that the quality and nature of academic programs are not sufficient measures, by themselves, against which to judge the effectiveness of our efforts. Rather, we must assess the knowledge, skills, competencies and dispositions of our graduates in relation to the learning objectives that we have established for the Liberal Studies program, and relate them to the educational experiences that we have designed. We must continually

"tune" our curricula to meet the changing needs of the communities that we serve with our Liberal Studies programs.

The six steps are as follows:

- Operationally define measurable learner outcomes that we wish for our graduates;
- Identify the measures that we will use to determine the degree to which these learner outcomes are being realized;
- Conduct assessments using the measures identified;
- Evaluate the degree to which we have achieved the learner outcomes that we established for our program;
- Use the resulting data to inform decision making regarding content and pedagogy; and,
- Institutionalize feedback mechanisms to ensure that these data will be used to modify practice.

D. Dissemination of the mission statement/program goals

The dissemination of program objectives was addressed earlier in this section and further amplified in section E below.

E. Course and Program learning outcomes

Liberal Studies Program Goals and Student Learning Outcomes

Four program learning outcomes have been identified for graduates from Liberal Studies. They are published in the University Catalog.

- **Evaluate effectively oral or written communication for accuracy of content, logic of argument, and clarity of reasoning;**
- **Demonstrate high levels of computer literacy, information literacy, and technological literacy;**
- **Compare and contrast cultures and their customs regarding race, class, ethnicity, gender, and language and discuss societal issues that may arise;**
- **Demonstrate content area knowledge related to the California Commission on Teacher Credentialing (CCTC) content standards for the Multiple Subject Teaching Credential.**

F. Processes used for documenting student achievement of learning outcomes

The four program learning outcomes were identified during a University-wide assessment activity in spring 2005, and embedded within the Liberal Studies Plan for Assessment of Student Learning outcomes.

Where ever possible, the Liberal Studies assessment plan is designed to use data and products that are already required elements of programs. These data sets represent authentic measures of student performance. However, we also believe that it would be beneficial to have assessment data from standardized instrument(s) in addition to these authentic measures. Our initial efforts were focused on the following program outcome:

Our graduates will be able to evaluate effectively oral or written communication for accuracy of content, logic of argument, and clarity of reasoning.

Because all of our native freshmen must complete a freshman level class in critical thinking, our initial assessment and evaluation of critical thinking and reasoning skills was associated with this class. After a brief examination of the literature we elected to use the ***California Critical Thinking Skills Test***. (The California Academic Press – http://insightassessment.com)

California Critical Thinking Skills Test

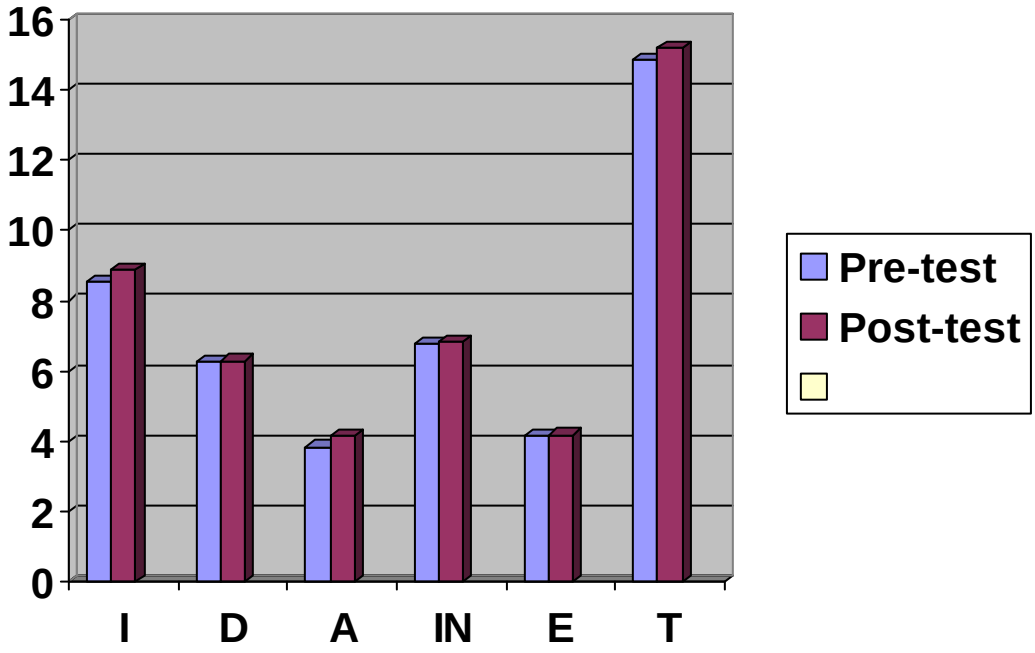
Construct and Content Validity: The CCTST is based on the conceptualization of critical thinking articulated in the Expert Consensus Statement on College Level Critical Thinking (1990) known as **The Delphi Report**. This concept was supported by an independent replication research study of policy-makers, employers, and academics which was conducted at Penn State University, sponsored by US Department of Education.

Scores Reported: The CCTST Total Score targets the strength or weakness of one's skill in making reflective, reasoned judgments about what to believe or what to do. The CCTST generates several scores relating to critical thinking.

- Overall critical thinking skills **total** score and norm-group percentile.
- Sub-scale scores by the classical categories of **Inductive Reasoning** and **Deductive Reasoning.**

- Sub-scale scores by the contemporary categories of **Analysis, Inference, and Evaluation.**

The test was administered to all students registered in UNIV 110 Critical Thinking in Interdisciplinary Contexts in Spring semester 2006 and Fall semester of 2005 using a pretest-posttest format. The essential finding from these assessments was that there was no significant difference in the students' critical thinking and reasoning skills after the16 week critical thinking class. (See data below)



Where:

I = Induction; D = Deduction; A = Analysis; IN = Inference; E = Evaluation; and T = Total

These data by themselves are insufficient to make any recommendation regarding the nature and levels of learning in the critical thinking class. The data are confounded by the fact that only 60% of the students elected to take both the pretest (N = 66) and the posttest. (N = 40)

Assessment using this instrument has not occurred in Fall semester 2006 for two important reasons:

- Funding for this aspect of assessment was not included in the budget process for 2006 – 2007,
- A university-wide examination of General Education resulted in University support for a pilot program using an ETS test - *Measure of Academic Proficiency and Progress (MAPP)* - a test designed to measure student learning in general education in three areas: mathematics, writing, and critical reading and thinking. After examining the test scores from the pilot group, it was determined that the constructs measured on the critical reading/thinking section of the MAPP focused on similar concepts as taught in the critical thinking section of the general education program. And, by careful sampling, it would be relatively easy to disaggregate student sub-populations, including Liberal Studies majors, to create portraits of students completing the GE Program as well as examine critical thinking skills at other important landmarks in students' programs.

While no decision has been made regarding the adoption of MAPP as a university wide measure of academic skills, it seems likely that it will become the instrument of choice, at least in the early stages of program assessment and evaluation at CSUCI.

Conclusions and implication for the Liberal Studies Program

At this stage of development of our assessment and evaluation activities within Liberal Studies, it would be unwise to draw any conclusions regarding the program. There is simply insufficient data to justify any action. New and different data will be derived from MAPP scores, if MAPP is adopted by the University. It will be these data over time that will inform our decision making regarding pedagogy and programs.

However, there is much to be gained from a thoughtful analysis of what we have learned about student willingness to take tests, and the various incentives that we might adopt to help us generate more complete data sets in the future. The Liberal Studies program in particular, as well as the University as a whole, needs to reflect on the costs of assessment and evaluation in fiscal terms, as well as in human resource terms, and plan accordingly. Considerable resources will be needed to fully implement the assessment plans of the various academic programs. Identifying and planning their allocation are very important steps that must occur if we are to successfully meet the assessment and evaluation expectations of an accredited university.

Although our current programmatic data are very limited, there is much to inform us regarding the manner in which we design and collect our

data sets in the future, and we have sufficient data to create the mechanisms needed to institutionalize feedback loops in our assessment and evaluation programs. The Liberal Studies Implementation Plan for the Assessment of Student Learning Outcomes proposes that five members of the Liberal Studies Advisory Committee (LSAC) meet for one or two days in the intersession between Fall and Spring semesters to evaluate annual assessment data, and reflect on what we have learned. The product from this meeting will be a series of recommendations directed to the entire LSAC during the course of the Spring semester. This will provide a regular mechanism that ensures that assessment and evaluation data guide our decision making in pedagogy and programs.

The following statement was taken from the report of the WASC site visiting team in 2006:

The institution has made great strides in the development and use of learning outcomes, which under gird all efforts to assess learning aligned with those goals. As CSUCI continues its pursuit of exemplary practices in assessment, learning outcomes will need to be clearly specified for each program, for general education, and for each of the four Centers, together with indications of the expected levels of learning associated with each stated outcome. An enhanced focus on identifying more precisely the learning that defines a CSUCI graduate may also help the University preserve its distinctive identify and mission as it grows.

ELEMENT TWO

Achieving Educational Outcomes

2.1 The program's expectations for learning and student attainment are reflected in its academic programs and policies, including its curriculum requirements.

2.2 The program has identified its program learning outcomes and these are widely available to faculty, students and external stakeholders. Its learning outcomes are assessed and analyzed on a regular basis. Where appropriate, evidence from external constituencies such as alumni, employers and professional societies is included in such reviews.

In Spring 2007, the Western Association of Schools and Colleges awarded Initial Accreditation to CSUCI for the maximum possible period of seven years. In the cover letter, Mr. Ralph Wolff made the following observation on behalf of the commission:

> *"The Commission notes with considerable appreciation that CSUCI has completed four self-study reports and site team visits in as many years - with the CPR and EER for Candidacy in spring 2003 and fall 2004, respectively, and the CPR and EER for Initial Accreditation in spring 2006 and spring 2007, respectively. It was clear to the Commission that, with each review happening on schedule and revealing significant institutional development, CSUCI both values and embraces the WASC process. CSUCI has been exemplary in the many ways in which it has engaged with and benefited from WASC accreditation."*

Furthermore, the Commission noted that:

> *"As a new institution, CSUCI demonstrated educational foresight by organizing all its course syllabi around student learning outcomes, then proceeded to identify assessment strategies aligned with those outcomes. Assessment is becoming embedded within the culture of CSUCI, including in student services programs. This will serve the University well as it engages in systematic program review in coming years"*

It is difficult to imagine a process of program review that is more rigorous than that which was required across a four year period by WASC during its review for the initial accreditation of the University. In many ways, one might argue that a 5-year, cyclical review of a degree program in the same year that the Western Association of Schools and Colleges awarded Initial Accreditation to the University based upon a four year review process requiring four separate reports and four associate site visits by teams of external reviewers, constitutes a level of programmatic scrutiny that borders on overkill. Again, quoting from the Commissioner's letter:

> *"As a new institution, CSUCI demonstrated educational foresight by organizing all its course syllabi around student learning outcomes, then proceeded to identify assessment strategies aligned with those outcomes. Assessment is becoming embedded within the culture of CSUCI, including in student services programs. This will serve the University well as it engages in systematic program review in coming years."*

Thus, it is logical to argue that each of these four reports, and all of them in their entirety, together with the responses and observation of the external reviews from WASC constitutes the best support for concluding that the Liberal Studies programs are achieving their educational outcomes.

The University Catalog, advising materials distributed to our local “feeder” community colleges as a part of our articulation agreements with these colleges, and a number of open forums available annually to prospective students provide such students with accurate information regarding the requirements and pre-requisites for transfer and other students who wish to complete a Liberal Studies degree at CSUCI.

As presented earlier, the Liberal Studies degree has no disciplinary content that is unique, with the exception of a single capstone experience in the senior year. Because of the myriad ways that traditional disciplinary content may be combined to create a catholic education, Liberal Studies stands apart from the parent disciplines, yet is dependent upon instruction from many areas within the traditional disciplines. The broad educational outcomes associated with a Liberal Studies degree results from the different perspectives associated with multi or interdisciplinary studies. Thus, graduates from the Liberal Studies program are dependent upon the parent disciplines for content, and for the “mix” of course work for the multiple perspectives that they learn to bring to problem solving. For a variety of reasons, e.g., the nascent nature of the University, the budgetary limitations associated with a developing institution, and the rapid growth of our student body, the University utilizes even more part-time faculty colleagues than our more mature, sister institutions. While each academic program (discipline) may integrate part-time faculty into the day to day operation of the program in a variety of different ways, the existence of a collective bargaining agreement (CBA) for part-time faculty, with entitlements regarding instruction, ensures that there is a greater degree of continuity in instruction by part-time lectures than might otherwise be the case were the entitlement clauses not included in the CBA. Furthermore, part-time faculty have representation on the Academic Senate, and served extensively in the development of reports and materials for our Regional Accreditation, including the development of the assessment practices and blueprints for the various disciplines.

2.3 Course learning outcomes are aligned with program learning outcomes disseminated to students and to faculty, including adjunct faculty.

The following two quotations were taken directly from the Educational Effectiveness report that was submitted to WAS in 2006:

The Curriculum Committee, a standing, elected committee of the Academic Senate, is responsible for reviewing and evaluating all courses and academic programs. Courses that are approved by the Curriculum Committee must either support the mission of the University or provide foundational knowledge in a recognized discipline. Each course proposal must include a set of Student Learning Outcomes (SLOs) that are carefully scrutinized by the Curriculum Committee to ensure that they are assessable, are appropriate for the course level, and are reasonable in number. The faculty are required to

include the approved course-level SLOs in their syllabi, and program chairs are responsible to see that their faculty adhere to this rule.

All CSUCI academic major programs have a set of Student Learning Outcomes (SLOs). These outcomes are a requirement of the major approval process and are subjected to review both on campus and off campus by the Chancellor's Office. In spring 2005, the campus took a major step toward the assessment of the major program SLOs by establishing the Smith Family assessment Plan Preparation Program (APPP). APPP was made possible by a generous gift from the Smith Family. Their gift made it possible to provide honoraria to encourage faculty to participate in a series of working sessions designed to produce assessment models and blueprints for each of the CSUCI academic major programs.

2.4 The program actively involves students in the learning process, challenging them with high expectations, and providing them with appropriate feedback about their performance and how it can be improved.

Liberal Studies identified six essential phases in monitoring program effectiveness:

- Operationally defining measurable learner outcomes that we wish for our graduates;
- Identifying the measures that we will use to determine the degree to which these learner outcomes are being realized;
- Conducting assessments using the measures identified;
- Evaluating the degree to which we have achieved the learner outcomes that we established for our program;
- Using these data to inform decision making regarding content and pedagogy; and,
- Institutionalizing feedback that assures that these data will be used to modify practices.

The challenges of assessment were addressed earlier in this document. Indeed, for Liberal Studies, this remains as the single greatest area of need. In part because of the challenges of working across disciplines, and in part because it remains as a major challenge for the University as whole, and perhaps most of all because of the fiscal constraints currently impacting the CSU in general and CSUCI in particular. Authentic assessment is the foundation upon which the new WASC process of accreditation was built. In order to receive Initial Accreditation, the University had to demonstrate to the WASC visiting teams that it was focused on student learning. The University had to convince WASC that the learning outcomes for individual classes and programs of study were being monitored by assessment processes. Supporting the idea that this is and will remain an area of need for the whole

campus, the WASC commissioner observed in his letter informing the University of its Initial Accreditation:

> *"The institution has made great strides in the development and use of learning outcomes, which under gird all efforts to assess learning aligned with those goals. As CSUCI continues its pursuit of exemplary practices in assessment, learning outcomes will need to be clearly specified for each program, for general education, and for each of the four Centers, together with indications of the expected levels of learning associated with each stated outcome."*

The approach that Liberal Studies will likely take to respond to the need for assessment data is to work with the Liberal Studies Program Committee and the academic programs to identify data elements that might be embedded within the regular requirements of a particular course or series of courses, thereby avoiding the additional expense of generating a data set for a particular learning outcome. However, identifying an existing data set does not mean, necessarily, that the data are easily accessible, or that these data are "cost free" in terms of analysis and interpretation. In some instances, for example in the area of critical thinking, the University may wish to use the MAPP test from ETS but be constrained by the current fiscal climate. Any collection, analysis and interpretation of a data set will have a cost, either in the form of a direct fiscal impact, or in the form of an opportunity cost. Increasing the assessment challenge for Liberal Studies is the fact that the Concentrated Studies Option represents a series of individualized degree programs. Thus, it may be that the best approach for at least a portion of the Liberal Studies Majors will be a series of assessments analogous to a "single subject" design process.

The relationship and contribution to the mission-based elements of the university were addressed beginning on page 19 of this document. The nature of a broad Liberal Studies education requires an interdisciplinary approach to learning. Each Liberal Studies graduate as (s)he lives and is employed in the communities that the University serves and brings her/his interdisciplinary thought processes to bear on community and work issues is a positive step for the University in realizing its mission.

2.5 The program demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its standards are embedded in criteria faculty use to evaluate student work.

Each year, staff at the Chancellor's Office conducts a statewide survey of graduates from the CSU's teacher education programs. The survey respondents are school administrators. The school administrators evaluate new teacher performance using a standardized survey. The survey has been administered each year for several years. The data are presented in

aggregate for the whole CSU system, and by campus program to provide an external evaluation of the quality of graduates. While only the graduates from the Teaching and Learning Option at CSUCI are included in this review, and not all of the credential candidates at CSUCI are CSUCI LS graduates, the survey data do provide for some interesting observations. Figure 2.1 shows the proportion of credential candidates who were also graduates from the CSUCI Liberal Studies program. Table 2.1 is a comparison of the content preparation of CSUCI Multiple Subject Credential Graduates with the System as a Whole.

As might be expected, the proportion of CSUCI credential candidates who are also CSUCI Liberal Studies graduates is increasing over time. Since the first class of students in Fall 2002 were transfer students only, there could be no significant number of graduates until 2005 because, as we shall see later, the average unit load for students is approximately 12 units.

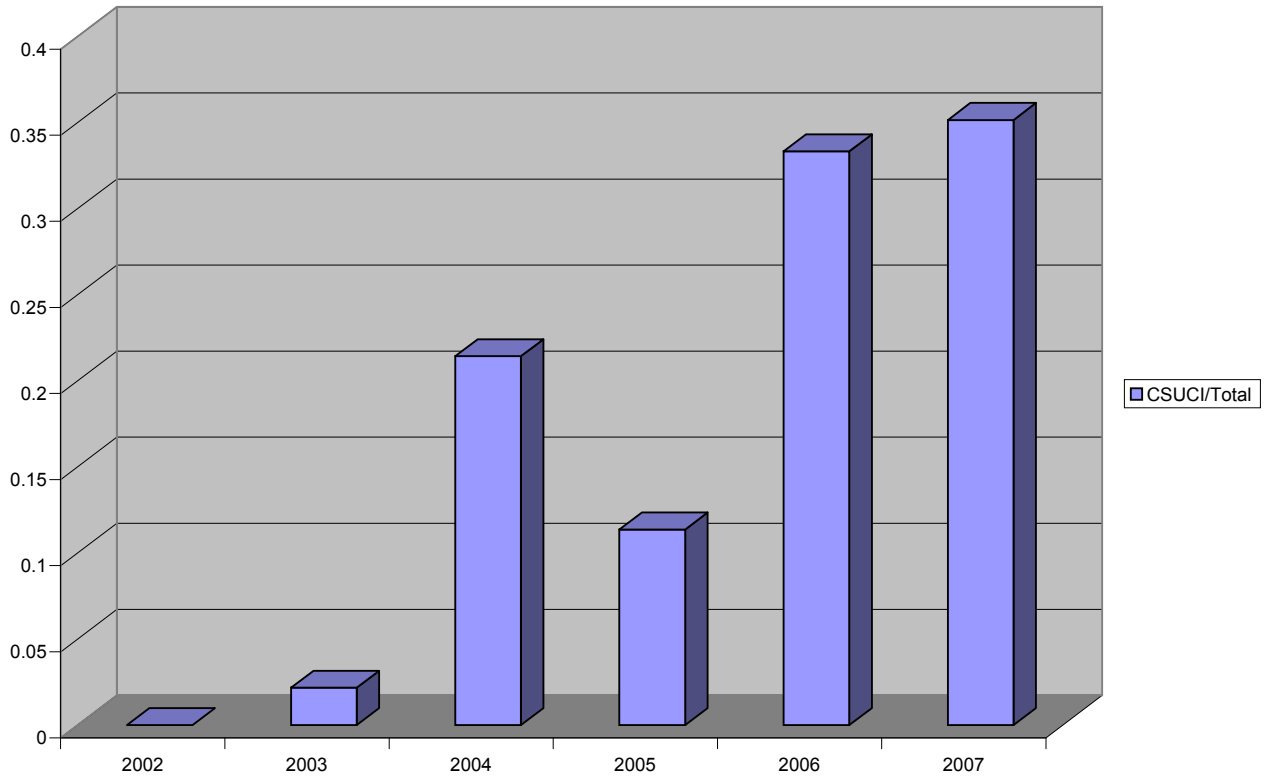


Figure 2.1 Proportion of CSUCI Credential Students that graduated from the Liberal Studies Program at CSUCI

Content Area		Percent Grads Adequately and Well Prepared 2004-05
Multiple Subjects	CSUCI	100
	System wide	81
Reading Language Arts K-8	CSUCI	94
	System wide	84
Mathematics K-8	CSUCI	86
	System wide	83

Table 2.1 Comparison of the Content Preparation of CSUCI Multiple Subject Credential Graduates with the System as a Whole

Despite there being several years of data from the Chancellor's Office, given the newness of the campus, the first year that CSUCI can be included in the data set from the Chancellor's survey is 2004 – 2005. As can be seen in Table 2.1, the graduates from the CSUCI credential program score better than graduates in general from other campuses of the CSU. Figure 2.1 shows that there was approximately 20 percent of the credential students in 2004 – 05 at CSUCI who were also CSUCI graduates. They are included within the CSUCI sample, thus we must conclude that they are performing a level that is generally higher than some graduates from other CSUs.

For all students, as a part of the assessment in the Capstone class, the Liberal Studies program developed two rubrics for the learning objective related to oral and written communication, although these rubrics have yet to be used in these classes. The rubrics are presented below:

Liberal Studies
Rubric for Capstone Written Report

Extraordinary

The report is characterized by clearly-stated, defensible arguments/theses related to the capstone. Sufficient data are used to defend the arguments, and the data are accurately interpreted to support the thesis of the report. Paper reflects solid understanding of the major themes of the capstone experience. Paper is clearly

organized (with an introduction, transition sentences to connect major ideas, and conclusion) and has few or no grammar or spelling errors. Scholarly ideas are cited correctly using an appropriate style guide.

Exceeds expectations

The paper is driven by a defensible argument/thesis related to the topic, but it may not be stated clearly and consistently throughout the report. The argument is defended using sufficient data and reflection, but the use of this evidence does not always demonstrate a clear understanding of the major themes of the capstone. Scholarly ideas are cited accurately, using an appropriate style guide; the writing is polished, with few grammar or spelling errors.

Meets Expectations

The report contains an argument/thesis related to the capstone experience, but the argument may not be defensible using the evidence cited. Data are used to defend the argument/thesis in a perfunctory way. Scholarly ideas are cited accurately, using an appropriate style guide. Report may have either significant organizational or proofreading errors, but not both.

Fails to Meet Expectations

The report does not have an argument/thesis, or is missing a major component of evidence/data to support the thesis. Alternatively, or in addition, the paper suffers from significant organizational and proofreading errors. Scholarly ideas are cited, but without following an appropriate style guide.

Unacceptable

The report does not provide an argument and contains little or no evidence in support of the argument/thesis. The report suffers from significant organizational and proof reading errors. Scholarly ideas are not cited, paper receives an automatic “F.”

Liberal Studies
Rubric for Capstone Oral Report

Extraordinary

Demonstrates solid understanding of the major themes of the course, using course readings to accurately define sociological concepts and to place the argument within a broader discussion of the relationship between social status and individual opportunity.

Clear organization and natural “flow” (with an introduction, transition sentences to connect major ideas, and conclusion) with few or no grammar or spelling errors. Scholarly ideas are cited correctly using the ASA style guide.

Exceeds expectations

Uses course readings to define sociological concepts and place the argument within a broader framework, but does not always demonstrate solid understanding of the major themes.

Clear organization (introduction, transition sentences to connect major ideas, and conclusion), but writing might not always be fluid, and contain some grammar or spelling errors. Scholarly ideas are cited correctly using the ASA style guide

Meets expectations

Uses course readings to place the argument within a broader framework, but sociological concepts are poorly defined or not defined at all. structure, and it might not be sufficient.

Organization unclear and/or the paper is marred by significant grammar or spelling errors (but not both). Scholarly ideas are cited correctly using the ASA style guide.

Fails to meet expectations

Course readings are used, but paper does not place the argument within a broader framework or define sociological concepts

Organization unclear and the paper is marred by significant grammar and spelling errors. Scholarly ideas are cited correctly using the ASA style guide.

Unacceptable

Course readings are only mentioned, with no clear understanding of the relationship between the paper and course themes.

Effort to cite is made, but the scholarly ideas are not cited correctly. (Automatic "F" if ideas are not cited at all.)

2.6 The program contributes to the mission-based elements of the University such as internationalism, interdisciplinarity, service learning and civic engagement, and multiculturalism, general education, as appropriate to the discipline.

The relationship between the mission of the University and the Liberal Studies program was covered in depth in Section 3C, page 22.

2.7 The program demonstrates its academic degrees can be completed in a timely fashion.

Degree Completion

Table 2.2 illustrates that the time taken to complete a baccalaureate degree for a Liberal Studies major at CSUCI is essentially the same as it is for all other majors at CSUCI. Since the average student, regardless of major, carries a little over 12 Units per semester, most students will require 5 years to complete the 120 Unit degree. Thus, a typical student at CSUCI cannot complete a degree in four years regardless of major, given the current student practice of taking marginally more than 12 units per semester.

Student Enrollment	**F 02**	**F 03**	**F 04**	**F 05**	**F 06**	**F 07**
CSUCI % - Full Time (≥12 hrs)	57.1	72.6	73.1	74.9	77.5	78.2
Part time (≤ 12 hrs)	42.9	27.4	26.9	25.4	22.5	21.8
Average Unit Load (hrs)	11.1	12.5	12.3	12.4	12.7	12.6
Liberal Studies % - Full Time (≥12 hrs)	59.8	74.1	72.4	74.1	75.8	73.1
Part time (≤ 12 hrs)	40.2	25.9	27.6	25.9	24.2	26.9
	11.0	12.6	12.0	12.4	12.5	12.3

Table 2.2 Average Unit Load and Percent Student Enrolled Part-Time and Full-time

2.8 The program values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination.

Quality teaching and a regular commitment to scholarship activities are important elements in all academic programs at CSUCI. Since a Liberal Studies major may take classes from any discipline, it is important that there are mechanisms, university-wide, to ensure that individual faculty members reach and maintain such standards. The CSU is an institution that values teacher scholars. Universities set themselves apart from community colleges, in large part, because their faculties make a commitment to scholarship. It is our belief that teaching is informed by scholarly activities; active scholars are more successful in the classroom; and, students learn more than they would if there was no scholarship requirement of their instructors.

As a represented faculty, the collective bargaining agreement (CBA) for the CSU as a whole defines the "wages, hours, and terms and conditions of work." These are the "mandatory" area for bargaining. For the CSU, the CBA requires contributions in three areas: instruction, scholarship and creative activities, and professional service. However, each campus is charged with developing its own standards for tenure and advancement through the ranks. The retention, tenure and promotion standards for an institution explicate how an individual faculty member can be successful in the University; success is defined as earning tenure and eventually being promoted to the rank of professor. The faculty at CSUCI has chosen to decentralize this process of standard setting and to permit each academic program (discipline) to develop standards appropriate to its discipline. The process for developing and approving these standards includes a set of checks and balances at faculty and administrative levels to ensure that reasonable rigor and fairness operates in the review process for retention, tenure and Promotion.

Inherent to the process by which CSUCI faculty are reviewed, retained, tenured and promoted is that each faculty member will contribute to the body of knowledge represented by her/his discipline through peer reviewed publications and presentations of scholarly work appropriate to her/his field of expertise. Since all academic programs have approved standards for scholarship, all academic programs promote scholarship and instructional innovation. Thus Liberal Studies majors are exposed to faculties who have a commitment to scholarship and quality instructional practices.

2.9 As appropriate, the program implements co-curricular programs and activities that are integrated into its academic goals and programs, and supports student professional and personal development.

The four University Centers represent pillars of the mission of the University. The relationship among the Centers and the Liberal Studies major is described in 3C, page 19; the Centers, by design, have significant involvement with the Division of Student Affairs, Thus, as the Centers mature in their roles within the University, and the opportunity and potential for co-curricular activities expands, student learning for the Liberal Studies major

can become a seamless, integrated experience of academic and co-curricular experiences.

2.10 The program ensures students receive timely and useful information and advising about their academic requirements.

Academic advising for Liberal Studies majors is a strength at CSUCI. Prior to transferring to CSUCI, prospective Liberal Studies students may attend one a several workshops at CSUCI that are designed to inform them about the upper division major requirements for each Liberal Studies Option. The Office of Academic Advising also offers individualized advising for transfer students when they first arrive at CSUCI to ensure that students declare the appropriate Liberal Studies Option. The Liberal Studies programs has matriculated more students than any other major since the University opened in 2002 (N = 2,486). It remains as the second largest major at the University in Fall 2007 (N = 450) with only the Business programs matriculating more students (N = 573) in Fall 2007.

The Concentrated Studies Option represents approximately one third of the Liberal Studies majors; the remainder are in the Teaching and Learning Option. The Teaching and Learning Option is a defined program of study providing the required multiple-subject content preparation for students seeking the Multiple Subject Teaching Credential for teaching kindergarten through 8th grade or a Special Education credential. The option includes the subject-matter content specified by the California Commission on Teacher Credentialing (CCTC). Upon completion of the baccalaureate degree in Liberal Studies TLO students seek admission into a teacher credential program. As such, all of the students in this option follow essentially the same degree program with small changes depending on the emphasis that each student elects to complete. Because this a defined program of study, it is an option that can be advised entirely through the Office of Academic Advising using professional advisors. This arrangement maximizes efficiency and allows Teaching and Learning majors ready access to advising services.

Majors who opt for the Concentrated Studies Option are advised by a single continuing faculty member who also serves as the Director of Liberal Studies. The Director of Liberal Studies works with each Concentrates Studies Major to design a degree program that represents a coherent program of study and to ensure that the Liberal Studies major is not seen as a way to earn a baccalaureate degree in a disciple in which the University offers a BS or BA degree. Advising Concentrated Studies majors represents more than 50% of the work assignment of the Liberal Studies Director.

2.11 Program serves transfer students by providing accurate information about transfer requirements and ensures the equitable treatment of transfers with respect to its policies on degree completion.

Academic advising for Liberal Studies majors is a strength at CSUCI. It begins with carefully wrought articulation agreements with our feeder community colleges. At CSUCI, approximately 20% of the registered students are native freshmen. In the last three years, the percent of sophomores (native and transfer) has been between 8 and 10%. Thus, approximately 70% are upper division students. Of this 70% only 10% can be native to CSUCI. Thus 60 percent of our enrolled students must be community college transfers. Hence the importance of having clear and accurate communications with the community colleges that prepare students to transfer to CSUCI.

Enrollment

Figure 2.2 illustrates the annual enrollment for Liberal Studies majors in the years between 2004 and 2007,

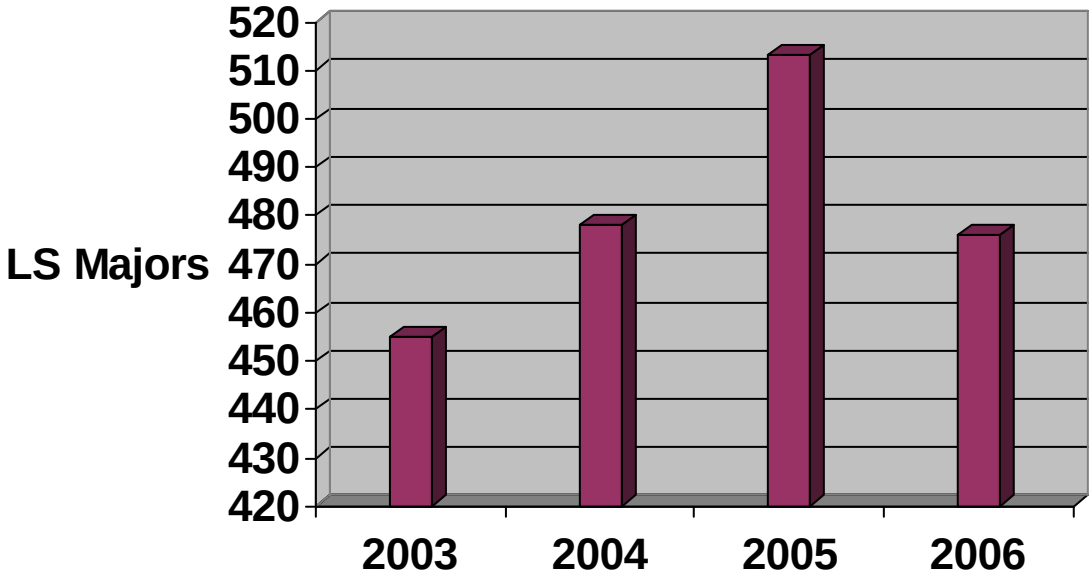


Figure 2.2 Number of Liberal Studies Majors by Year

Figure 2.3 illustrates the enrollments by major for each year since a major was implemented at CSUCI. Clearly, the number of Liberal Studies majors has stabilized, but it is also clear that Liberal Studies remains among the larger majors offered at CSU Channel Islands.

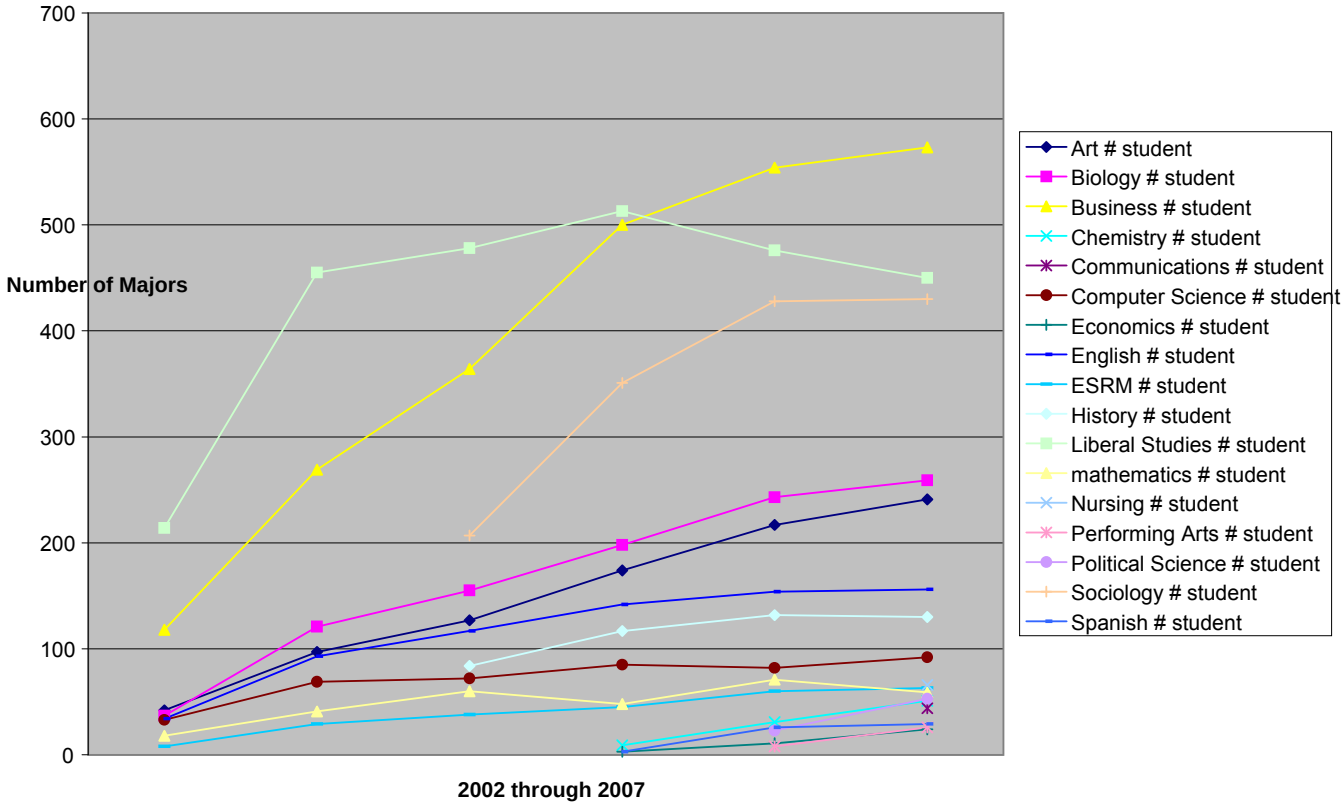


Figure 2.3 Major Enrollment by Year

Gender

The data from Institutional research supports the conclusion that more women choose to be Liberal Studies majors than most other majors within the University. Indeed with the exception of the Nursing Program, the LS programs have a larger percentage of female majors than any other major at CSUCI. See Table 2.3. and Figure 2.4. It is well established that the majority of multiple subject teachers are female. Since approximately 60 percent of the Liberal Studies Majors are in the Teaching and Learning Option, and the Teaching and Learning Option is designed for Prospective multiple subject teachers, it is not surprising that a large fraction of the Liberal Studies majors would be female.

It is also interesting to note the gender distribution for the University as a whole, regardless of major. The data regarding the gender distribution of students within the student body at CSUCI has been remarkably stable since the opening of the University in 2002. These data support the notion that there is a major social phenomenon illustrated by these data. It is clear that many more women choose to continue their education beyond high school than do men. These particular data suggest at almost twice as many women choose to seek a college degree than their male counter parts. Since only women can bear children, and most single parents are female, one might speculate from these data that there is a major difference in the social responsibility of women and men, and that women, especially young women, are much more socially responsible than men in our society. These data would suggest that the University needs to systematically recruit more male students.

Student Demographic Data	**F 02**	**F 03**	**F 04**	**F 05**	**F0 6**	**F 07**
CSUCI data - Percent Female	64.8	63.7	63.8	63.0	62.3	62.5
Percent Male	35.2	36.3	36.2	37.0	37.7	37.7
Liberal Studies – Percent Female	77.1	80.2	81.6	84.4	83.6	79.0
Percent Male	22.9	19.9	18.4	15.6	16.4	15.5
Nursing - Percent Female						85.0
- Percent Male						15.0

Table 2.3 Gender Distribution for all Students, for Liberal Studies Majors and for Nursing Majors

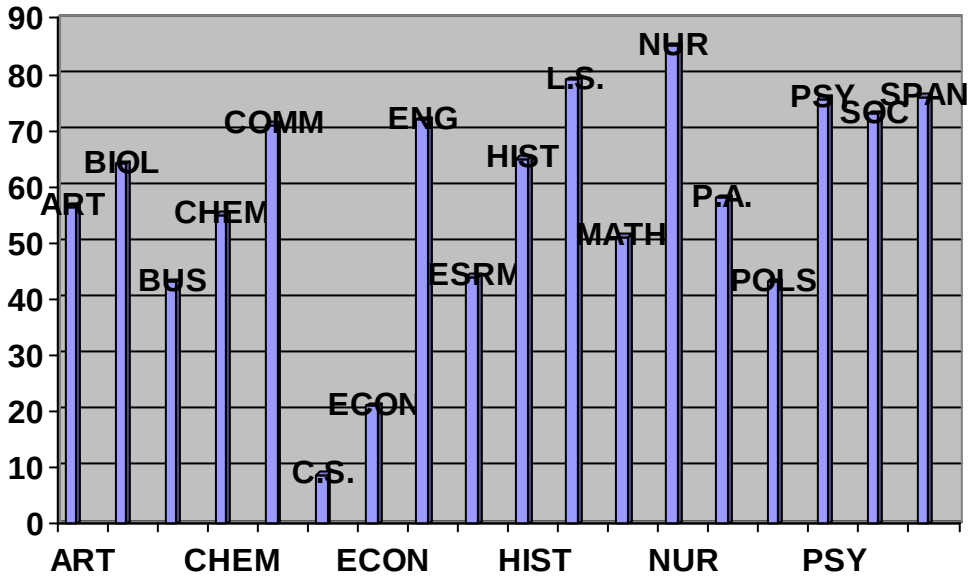


Figure 2.4 Percent of All Majors that are Women

Ethnicity

The fraction of the total University student body that is represented by ethnically diverse students has been steadily increasing since 2002. This is most clearly demonstrated in Figure 2.5. However the proportion of the enrollment in Liberal Studies that is represented by ethnically diverse students has steadily declined across the same period of time, see Figure 2.6. Table 2.4 illustrates that in 2002 the total enrollment was 630 students of which 140 were ethnically diverse students, or 31.2% of the total enrollment. In 2007 the total enrollment was 3599 students, of which 1285 were ethnically diverse students, i.e., 35.6% of the total enrollment was represented by ethnically diverse students. Again examining Figure 2.5 we can see that the years between 2002 and 2007 show a small but steady increase in the proportion of the student body that represents ethnically diverse students.

Examining Table 2.4, by comparison for the Liberal studies students, in 2002 there were 84 students from various ethnically diverse populations compared with 197 for the whole university. This represents 42.6 of the total ethnically diverse enrollment at the university. By Fall 2007 the total ethnically diverse enrollment at the University had increased to 1285 students while the ethnically diverse enrollment in Liberal studies had only increased to 175 students. Thus, in 2007 the proportion of the ethnically diverse student enrollment that is represented by the Liberal Studies majors, compared to the entire university population, has declined to 13.6 percent. It is tempting to conclude that ethnically diverse students as showing less interest in the University's Liberal Studies programs. However, in real terms, more than twice as many ethnically diverse students are enrolled in Liberal Studies in 2007 than were enrolled in 2002. What has changed is the additional opportunities for a variety of majors at the University for all students. In 2002 there was a very limited number

of majors offered at CSUCI. Five of the original nine majors were in the area of mathematics and the sciences, two were from the arts and humanities and two from professional studies. Liberal Studies was the only bridge between the arts and sciences and professional studies. It also served, as mentioned earlier in this report, as a incubation site for new degree programs. Thus, although there are no data to support this observation, it is, none-the-less true, that students who initially declared a major in Liberal Studies in 2002 and 2003 later changed their major when new degree programs came on line.

Race	2002		2003		2004		2005		2006		2007	
	Univ	LS	Univ	LS	Univ	LS	Univ	LS	Univ	LS	Univ	LS
Amer Ind	5	4	16	5	21	5	30	4	25	3	30	4
Afr Amer	9	2	25	4	37	6	58	9	79	10	90	8
Asian	43	12	113	20	125	16	163	18	226	16	243	11
Hispanic	140	66	350	135	492	159	610	171	771	148	922	152
∑ Minor	**197**	**84**	**204**	**164**	**675**	**186**	**861**	**202**	**1101**	**177**	**1285**	**175**
White	305	92	794	2232	1059	239	1421	260	1648	251	1941	242
Unknown	128	38	262	59	287	53	285	51	336	48	373	33
Total	630		1560		2021		2567		3123		3599	

Table 2.4 Total Ethnically diverse Enrollment in Liberal Studies and the University by Year

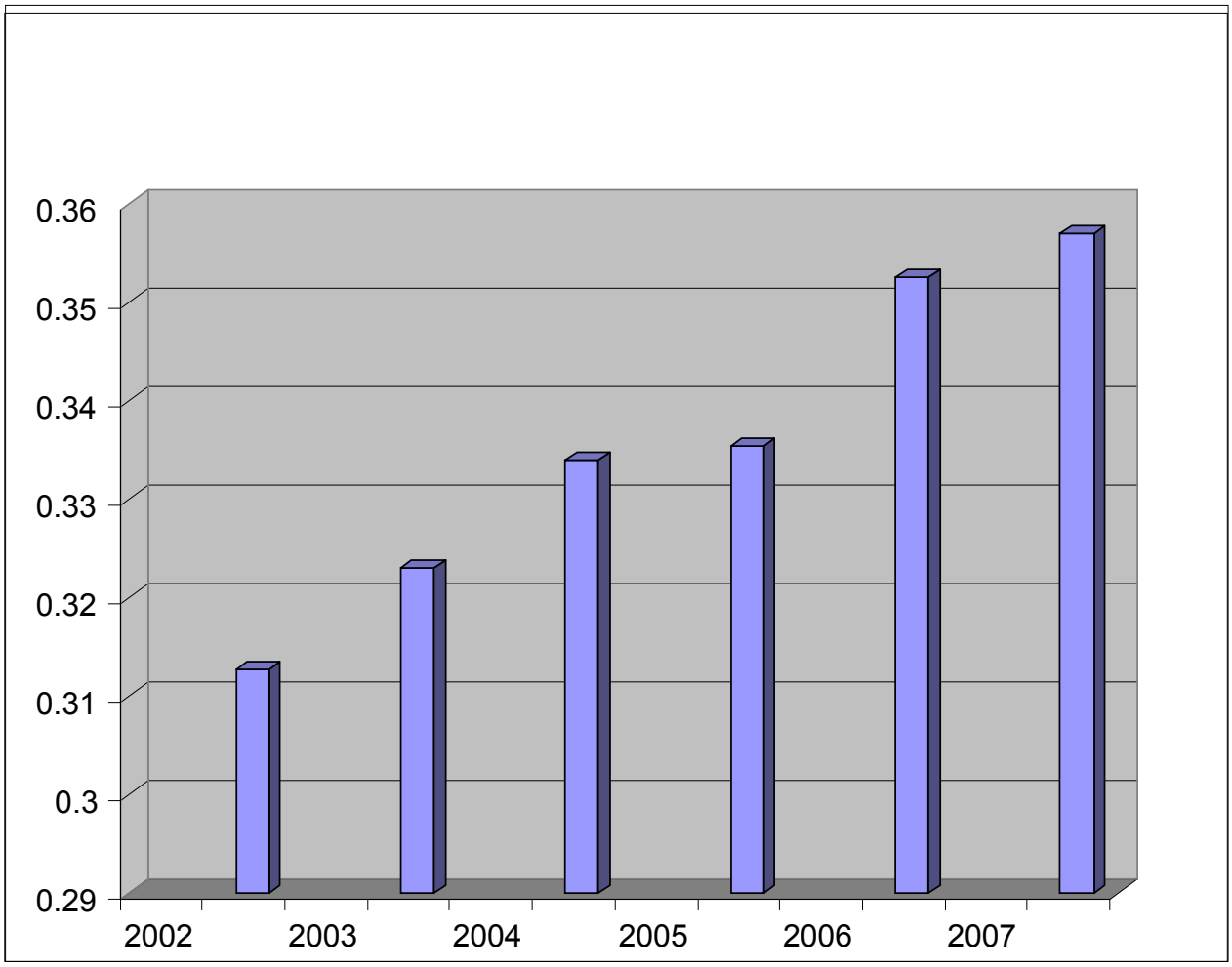


Figure 2.5 Proportion of the Total Student Body that is Ethnically diverse by Year.

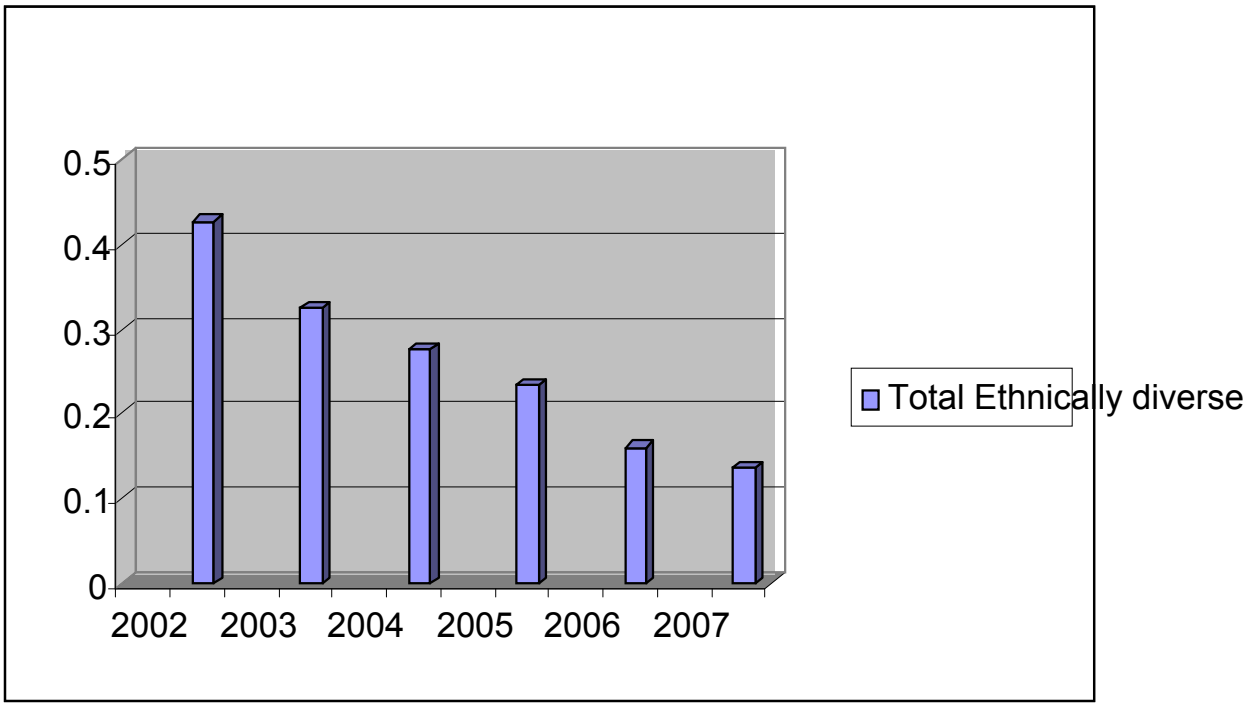


Figure 2.6 Proportion of the Total Ethnically diverse Student Body that has a Major in Liberal Studies

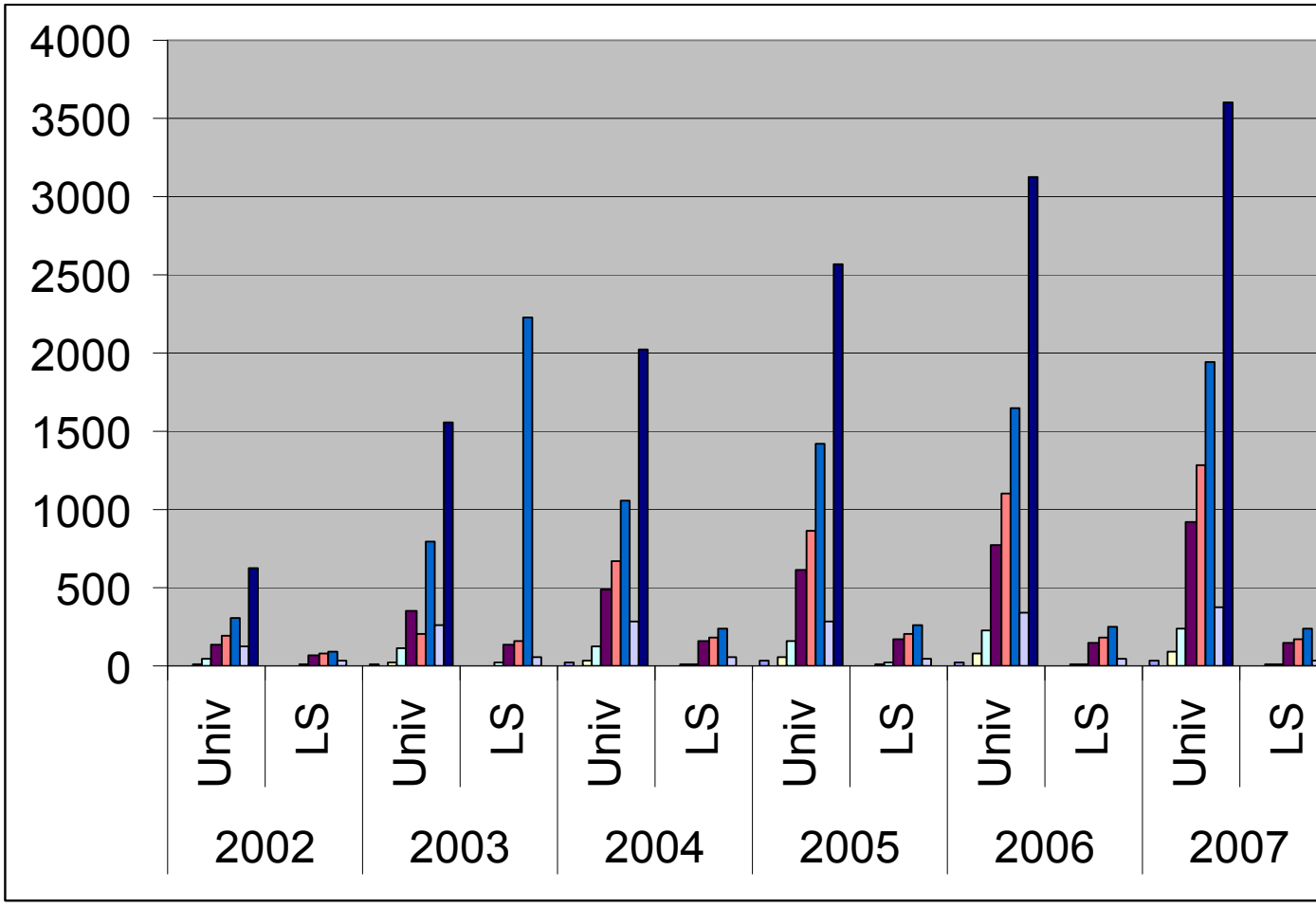


Figure 2.7 Ethnically diverse Enrollments in Liberal Studies and the University by Year

From Table 2.4 and Figure 2.7 it is clear that the largest two racial and ethnic minorities represented at CSUCI are Hispanic and Asian. Both of these minorities continue to increase in size over time. However, this pattern does not hold for the Liberal Studies majors. The enrollment of Hispanic students in Liberal Studies has remained essentially constant since 2003. Indeed, we can conclude from Figure 2.7 that the enrollments in general in Liberal Studies and the mix of ethnicities has been stable since 2004, despite the general increase in the Asian, Hispanic and white enrollments at the University. It would seem fair to conclude that future growth at CSUCI will likely be in program areas other than Liberal Studies.

Degree Completion

Time to completion of the degree was addressed earlier in this self study, with Liberal Studies majors being indistinguishable from all other majors. Since the common practice is to carry approximately 12 units per semester, all student will require 10 semesters (5 Years) to complete a baccalaureate degree.

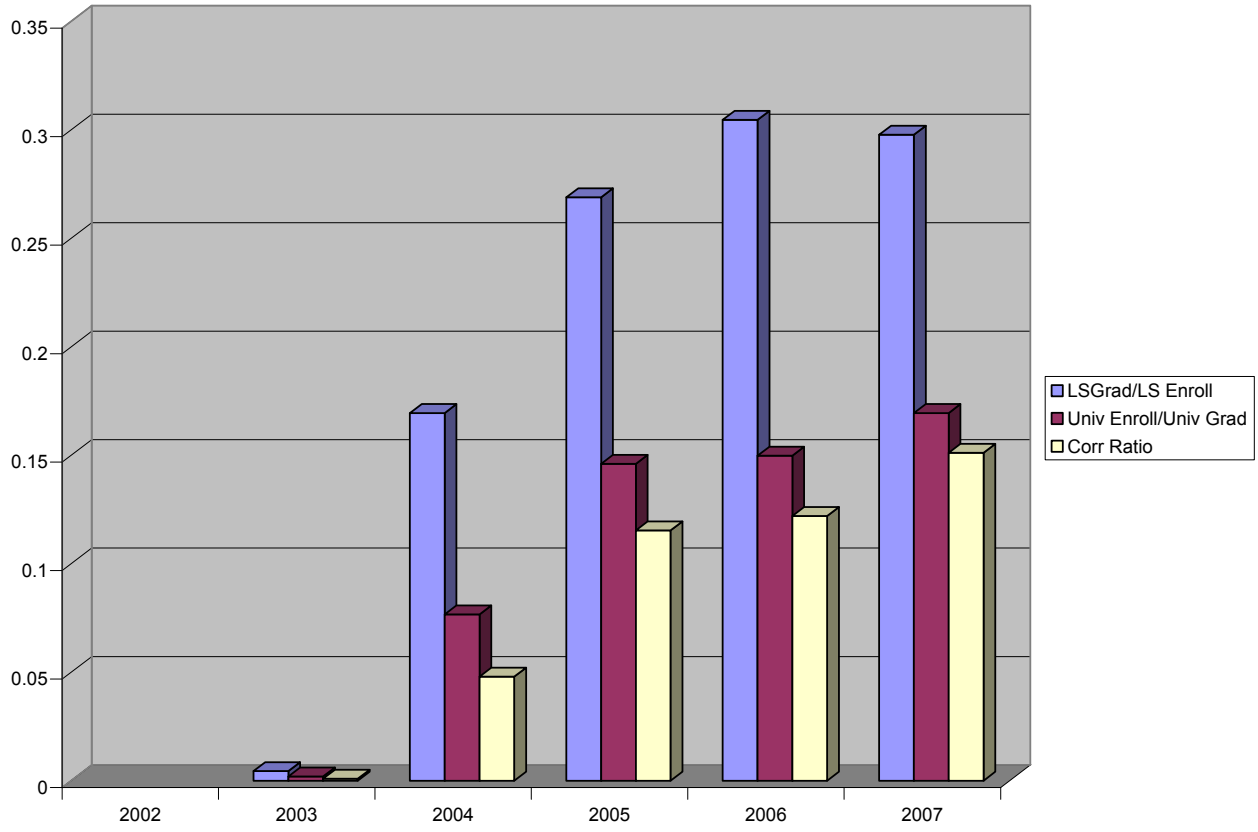


Figure 2.8 Proportion of Enrolled Students that Graduate

In Figure 2.8, each column represents the number of graduates in any one year divided by the number of students enrolled. The corrected ratio is the total number of University graduates minus the number of Liberal Studies divided by the total

University enrollment minus the Liberal Studies enrolled. It is clear that in the last three years almost twice the proportion of Liberal Studies majors graduate each year when compared to other majors in the University. Thus, it seems appropriate to conclude that Liberal Studies majors complete degrees in essentially the same time frame as other majors, but at approximately twice the rate of other majors across the University.

Retention

Figure 2.9 Illustrates that the retention rate for native-freshmen. Liberal Studies Majors were considerably greater than for native freshmen enrolled at CSUCI in all years with the exception of 2007. Whether the data exhibited in 2007 is a trend or merely an artifact can only be determined by further examination in future years.

Figure 2.10 provides an overall picture of the proportion of Liberal Studies majors retained from the Freshman year to the Sophomore year, the Sophomore year to the Junior year, and the Junior year to the Senior year as compared to all university majors. The proportions were determined by dividing the number of students in the previous class by the number of students in the current class. With three exceptions, the proportion of majors retained in Liberal studies and in the University as a whole are very similar. There was a much smaller proportion of Liberal Studies majors retained from the Junior year to the Senior year in the first year of the University's operation (2002). While this is evident in Figure 2.10, it much more dramatically apparent in Figure 2.12; there were also greater proportions of native LS freshmen retained in 2005 and 2006. There seems to be no rational reason for these differences.

Figures 2.12 and 2.13 illustrate the proportion of the total University student body retained by class and by year, and the proportion of the Liberal Studies major retained by class and by year. From Figure 2.12 we can conclude that the number of students enrolled in the Junior and Senior class, in each of any one academic year has been approximately the same since 2004, although the enrollment has steadily increased from calendar year to calendar year. While this does finding does tend to support that the retention of Juniors into their Senior year has been very high at CSUCI since 2004, the number of Seniors is actually a mix of Juniors that are retained and new transfer senior students. It will take a more refined data set o determine the relative contribution of each of these student groups. The data for the Liberal Studies majors supports a very similar conclusion.

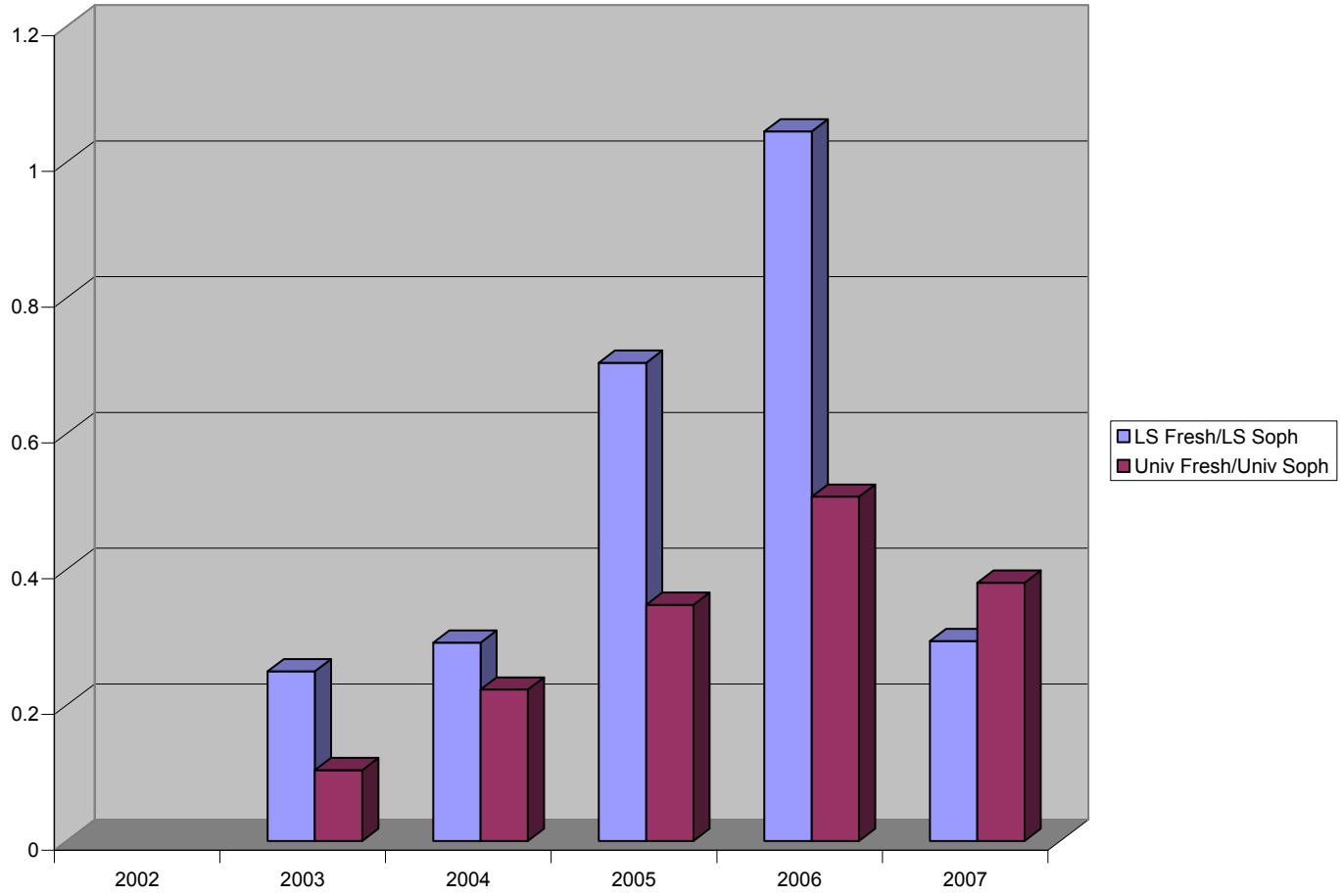


Figure 2.9 Retention Rate for LS Freshmen Compared to University Freshmen

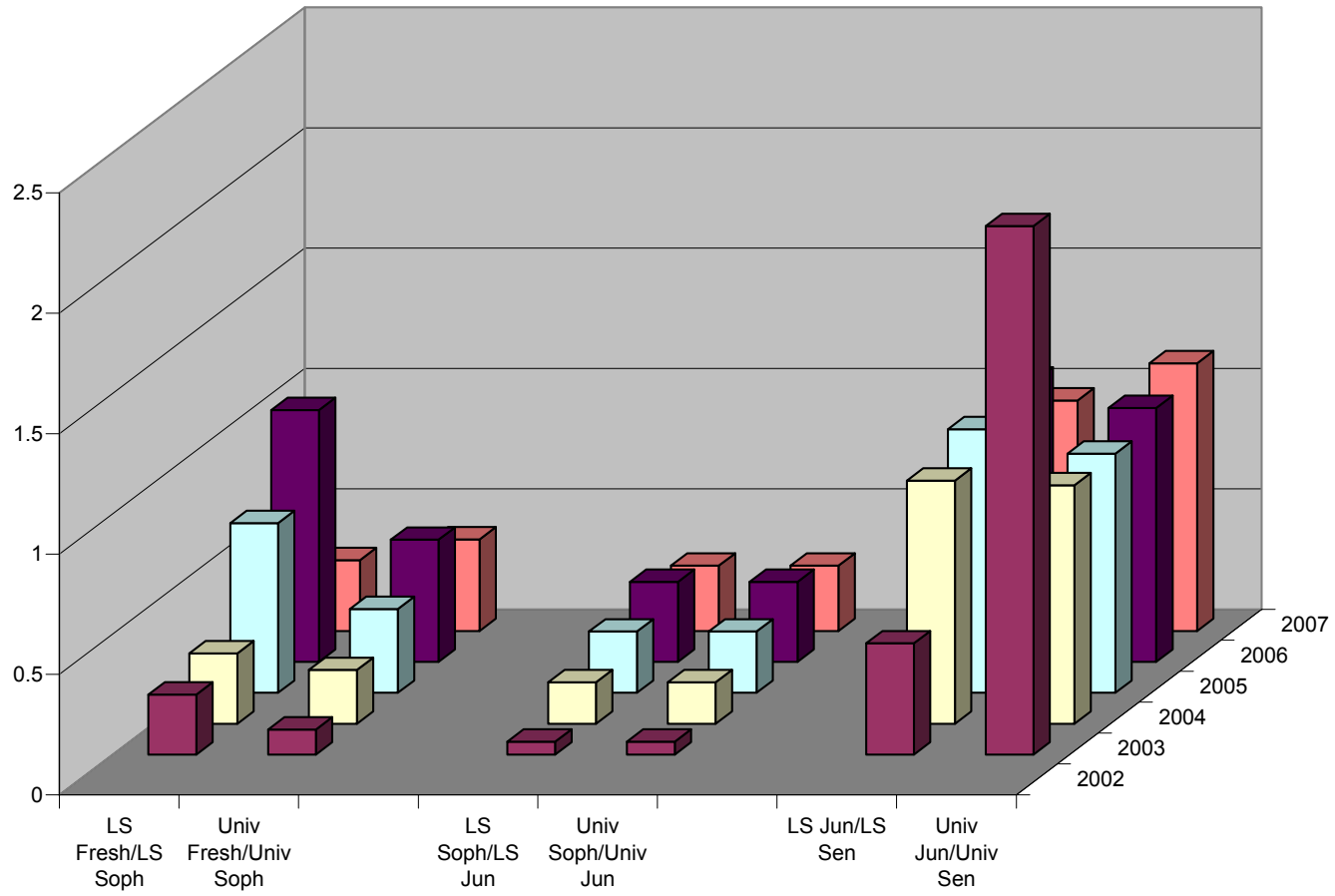


Figure 2.10 Retention Rates for LS Students in Relation to Total University by Class and Year

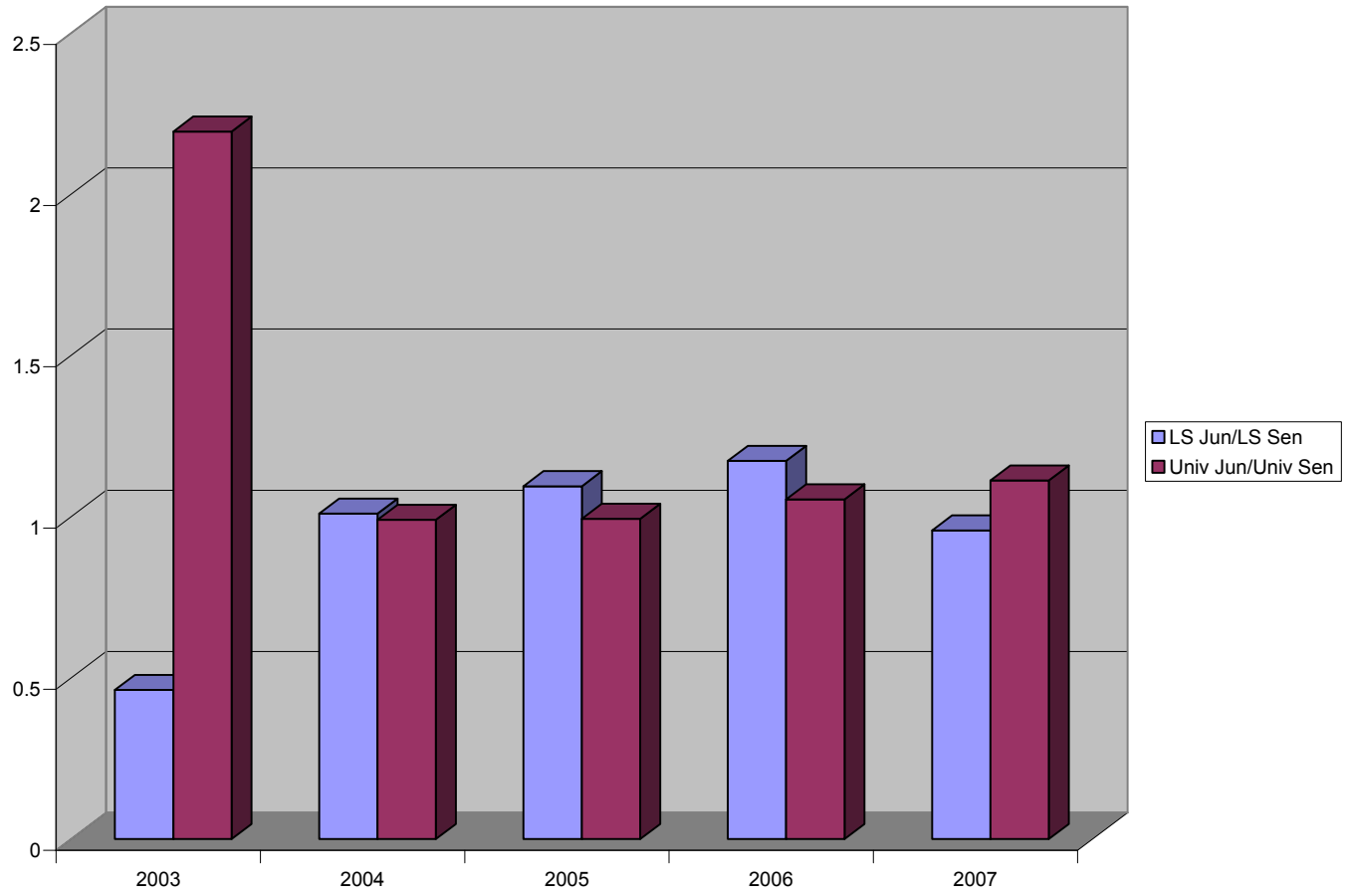


Figure 2.11 Proportion of Liberal Studies Majors Retained from Junior Year to Senior Year in Relation to Total University

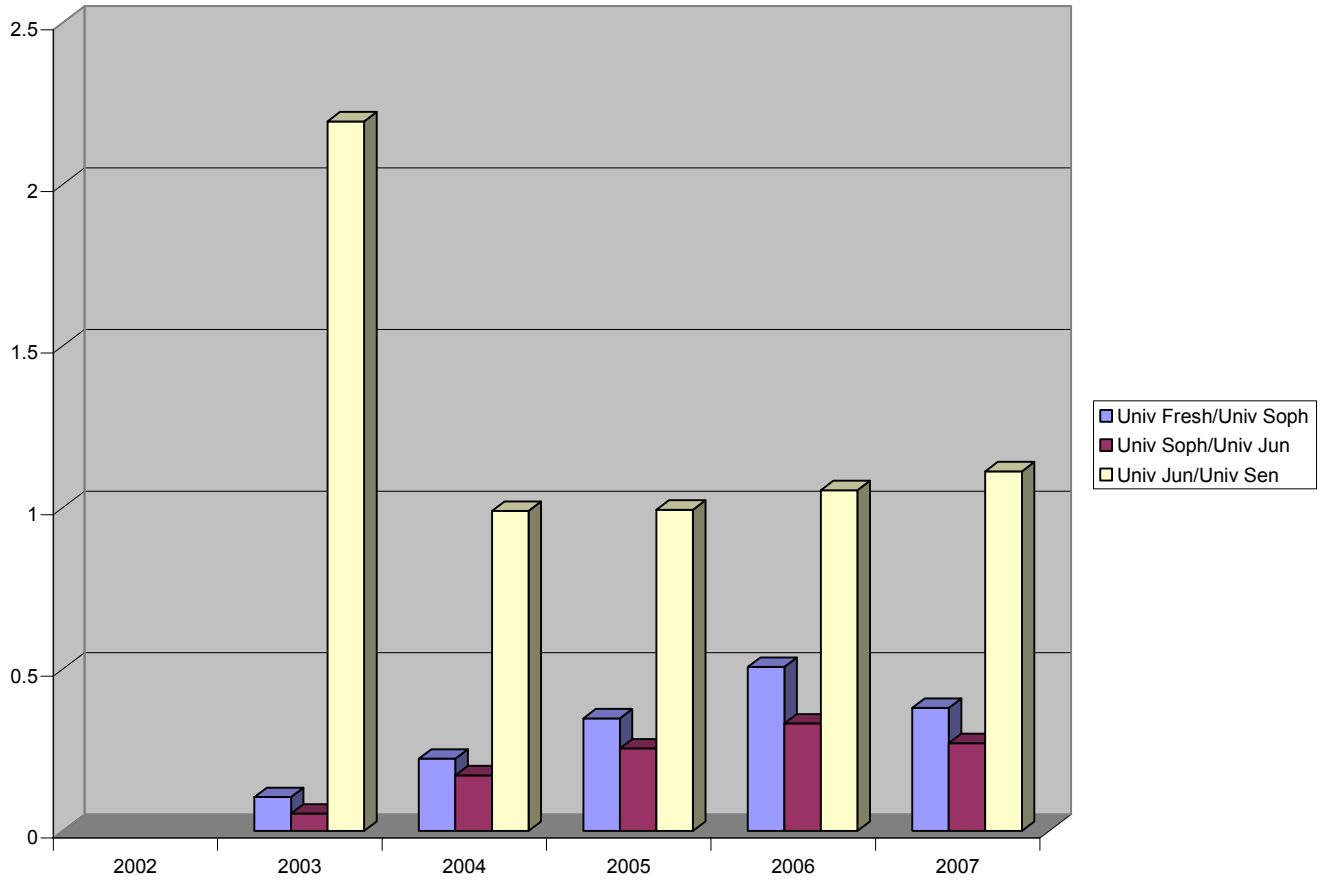


Figure 2.12 Proportion of Total University Student Body Retained by Class and Year

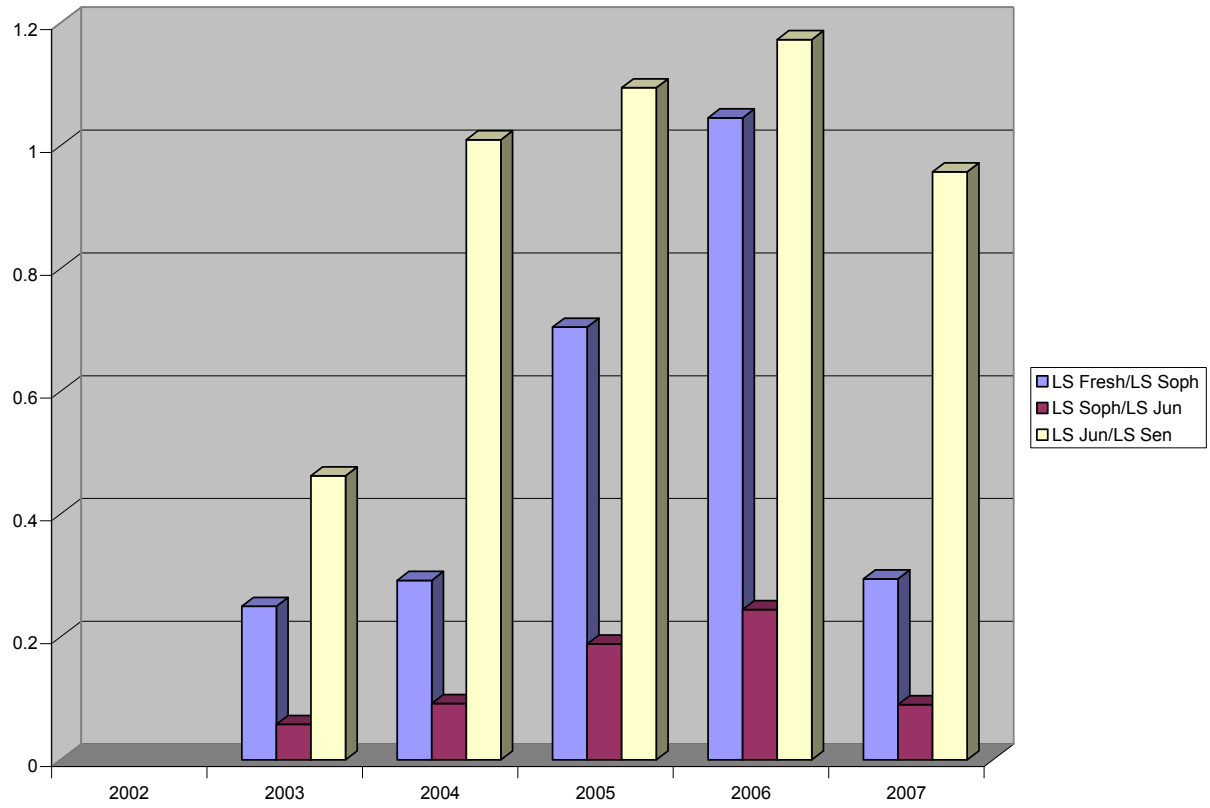


Figure 2.13 Proportion of Liberal Studies Majors Retained by Class and Year

ELEMENT THREE

Developing and Applying Resources

3.1 The program employs faculty in sufficient in number, and with appropriate professional qualifications and diversity, to support its academic program consistent with its educational objectives.

Unlike many other academic programs at CSUCI, enrollment in the Liberal Studies Programs appears to have stabilized at approximately 450 – 500 majors (See Figure 2.3.) This most likely reflects two major factors:

- Each new major added to the degree offerings at CSUCI provides for additional opportunities and choices for all students. Thus, in the early years many students chose the Liberal Studies major because it was one of only a small number of options. As more programs were added, fewer students chose Liberal Studies.

- There is a temporary decrease in the demand for educators in Ventura County and the surrounding counties due to the fiscal dilemma faced by the State, and as a result of a decline in the school age population in some areas of Ventura County. Nationally, it is well established that prospective teachers generally wish to teach in the area where they receive their education and their professional credential. Thus, the decrease in local demand for teachers, especially multiple subject teachers, appears to have impacted the number of students who seek the Liberal Studies degree as content preparation for a career as an elementary teacher.

Clearly, the first limitation will be ongoing. However the projection is for there to be an increased demand for teachers in the future, in large part due to retirements in the existing work force, but also as the result of in-migration of people to the central south coast, and the shifting demographics of the region.

Figure 2.3 illustrates the enrollments by major for each year since a major was implemented at CSUCI. Clearly, the number of Liberal Studies majors has stabilized, but it is also clear that Liberal Studies remains among the larger majors offered at CSU Channel Islands. As such, it is responsible for generating a significant number of FTES for the campus, with fewer direct costs associated with its options.

All students at CSUCI need advising. Thus, this cost is not unique to the Liberal Studies Major. However, since all but one class for the Liberal Studies majors (the Liberal Studies capstone class) are offered by other programs and disciplines, and all of these other classes are taught under departmental/program prefixes, Liberal Studies majors can be considered as having a symbiotic relationship to the other programs on the CSUCI campus. Their presence in these other classes enhances the productivity of the department offering the class by filling seats than might otherwise go unfilled.

The nature and adequacy of the faculty who teach Liberal Studies majors must be the same as the nature and adequacy of faculty for all other programs in the university because these students share classes with all of the other majors. Thus, LS students experience all of the strengths and whatever weakness are experienced by other majors. In the University's Educational Effectiveness Report (2006) submitted to the Western Association of Schools and Colleges, the University made the following statement:

> *"CSUCI has developed a unique faculty recruitment process to identify and recruit faculty with a high level of disciplinary expertise who embrace the CSUCI mission and values, and who will thrive in*

the challenging start-up environment. In particular, the recruitment reflects the mission and values through its collegial process, in its commitment to interdisciplinary development, and in its quest for diversity. Given that high-quality teaching and curriculum development within and across disciplines remains the central mission for the CSUCI faculty, the recruitment process includes:

- *a review of instructional and teaching portfolios*
- *a focus on experience in curriculum development*
- *a process to assess candidates' ability to work collaboratively in an interdisciplinary environment*

Faculty recruitment at CSUCI is highly collaborative. Faculty and administrators determine faculty position allocations together. Position descriptions are written by faculty, prominently feature the University mission, and are widely advertised. To date, the faculty recruiting committee has been a faculty committee-of-the-whole. Following campus interviews, candidates are recommended to the Dean of the Faculty, who adds his recommendations to the faculty's recommendations and then forwards them to the Provost and the President. Tenured faculty members conduct reference checks of candidates after telephone interviews with particular attention to collegiality and fit with the mission and campus culture.
This process has resulted in the successful recruitment of a diverse, highly mission-focused faculty."

The team of external peers who evaluated the University concurred with this description of the faculty at CSUCI. Thus, It seems appropriate to conclude that our current and future faculty will continue to exhibit these characteristics.

3.2 Faculty workload, incentives, and evaluation practices are aligned with institutional practices.

As a represented faculty, the collective bargaining agreement (CBA) for the CSU as a whole defines the "wages, hours, and terms and conditions of work." These are the "mandatory" area for bargaining. For the CSU, the CBA requires contributions in three areas: instruction, scholarship and creative activities, and professional service. The contractual agreement applies to all faculty.

As mentioned earlier in this report, the Office of Academic Advising provides excellent support through its advising serves for transfer students and those students who select the teaching and Learning Option within Liberal Studies. At the program level, the Director of Liberal Studies is assigned to a Support Services Coordinator who is also assigned to the Director of the School of Education. The Administrative Unit that is called "The School of Education

and Liberal Studies" is, in my opinion understaffed in the area of administrative support personnel, given the complexity of its programs. However, Liberal Studies is not singled out as a program that is being short changed. All of the programs in the administrative unit are in need of additional staff support.

3.3 The program supports appropriate and sufficient faculty development opportunities that are designed to improve teaching and learning.

All of the faculties of the CSU are represented, and they operate under a collective bargaining agreement between the California faculty Association and the Trustees of the California State University. This agreement articulates "the wages, hours and terms and conditions of work" for the faculty, By law this agreement must be applied without bias. Thus, the expectations and workload assignments for Liberal Studies faculty is the same as for all other faculty.

Policy 06 – 11 of The Academic Senate at CSUCI describe the manner in which faculty are evaluated in accordance with the Collective Bargaining Agreement This policy applies to all represented faculty regardless of program.

"APPLICATION OF THIS DOCUMENT:

1. *This document establishes policies and procedures that govern retention, promotion, and granting of tenure for probationary faculty, and the promotion of tenured faculty (RTP).*
2. *This RTP Policy (and its associated appendices) applies to each faculty hired after the original adoption of this document in the 2003-04 Academic Year. Faculty members within the retention, tenure or promotion cycle at the time of this document's adoption may elect to continue under the RTP Policy in force at the time of their hire. Following a personnel action carried out under the old policy (Tenure or Promotion or both), the faculty member will be subject to the current policy. If a faculty member receives tenure or promotion or both under the "old" RTP Policy (SP 01-44) and more than 6 years has passed since this last personnel action, they must submit their request for promotion under this RTP Policy (SP06-11). If less than six years have passed since their last personnel action (tenure or promotion or both), faculty members may remain under the 'old' RTP Policy and submit their request and materials according to the 'old' RTP Policy (SP 01-44).*
3. *The policies in this document apply to teaching, counseling, and library faculty.*
4. *At California State University Channel Islands, all phases of the RTP*

process support faculty growth and development as well as serve as the formal means of evaluation. To further growth and development, it is important both to the University and to the faculty member that each faculty member establishes a plan to meet program and University standards, as reflected in this document, for RTP.

5. *The policies and procedures of this document are subject to Board of Trustees policies; the California Administrative Code, Title 5; California Education Code; the Unit 3 Collective Bargaining Agreement (CBA); and other applicable State and Federal laws."*

3.4 The program employs professional staff in sufficient numbers and with appropriate experience to maintain and support its academic programs.

The power of a common vision as a necessary substitute for planning in the early years of the University's development is discussed later in this report in Element Four (page 61). However, not only is there a common vision, the faculty also share a common commitment to create a student learning centered university. This common commitment resulted from a clear understanding and acceptance of the University's mission. One way in which this common commitment has been made visible is in the way that the disciplinary program chairs make courses available to liberal studies majors. Additional sections of classes are added as they are needed by students, regardless of the students' majors. This makes for a very positive work and learning environment.

As a part of the work environment, the University provides support for faculty development. The following is a quote from the University's Educational Effectiveness Report (2006) submitted to the Western Association of Schools and Colleges :"

"*Providing faculty support for improving teaching and learning is central to educational effectiveness at CSUCI. To facilitate these opportunities the Office of Faculty Development (OFD) was established in summer 2002. OFD has its own budget and currently an interim director. A search is underway for a permanent Faculty Development Director for 2007-08 AY. OFD takes the lead role in advocating, promoting and providing opportunities to support improved teaching and learning. It calls on the Faculty Development Advisory Committee, an elected standing committee of the Academic Senate, to provide direction and to make recommendations regarding grant and award funds. OFD programs and activities include:*

- *publicizing and providing support for on-campus and off-campus faculty development opportunities and events to improve teaching and learning*

• creating and maintaining the faculty development resource reading room and library with materials on effective teaching
• fostering networks to support distinct groups of faculty (for example, lecturers and untenured faculty)
• assisting with and publicizing "brown bag lunches" for the purpose of sharing scholarly and creative activities
• offering research and travel grants
• supporting pilot assessment projects
• providing individual consultation services for faculty on the retention, tenure, and promotion (RTP) process
• assisting with the establishment of the faculty writing group
• sponsoring workshops
• matching individual faculty interests and needs with specific opportunities for faculty development
• assessing both individual and campus-wide efforts to improve teaching and learning
• creating a Faculty Mentor program for new tenure track faculty members
• supporting retreats for faculty to focus on scholarly activities
In addition to OFD, several other campus offices provide faculty development support, including the Office of Research and Sponsored Programs (ORSP), the University Library, and Information Technology (IT). OFD works with these offices to promote their faculty development support.

3.5 Fiscal and physical resources are aligned with program

Figure 3.1illustrates the annual budget assigned to Liberal Studies in the four year period from 2003 - 2007. The annual enrollment in Liberal studies remained fairly constant with a minimum enrollment in 2003 (N = 455) and a maximum enrollment in 2005 (N = 513), or a, 11% change in enrolled majors (See Figure 2.2). In the same four year time period, the annual budget varied from a low of $125,273 in 2005, to a high of $332,298 in 2006, or a 62.3% change in annual budget. The increase in budget from 2005 to 2006 was due, in apart, to a recognition by the Dean that Liberal Studies was under-funded in 2005. It is also interesting to note that in 2005, the year when the number of major enrolled in Liberal Studies reached its highest level, the assigned budget was at its lowest level.

Not withstanding the increased allocation from the Dean, it seems most unlikely that the budget allocated to Liberal Studies fluctuated by over 60% in a four year time period when the maximum enrollment fluctuation was approximately 10%, We must conclude that there is an error in the data. Furthermore, since the enrollment data have been a required reporting element for the Chancellor's Office since the University opened in 2002 and are a critical statistic in determining the State level of funding for the

university, but the budget data are derived from records within Academic Affairs which are vulnerable to the “bugs” inherent in implementing new software (Peoplesoft), It is most likely that the enrollment data is more reliable than the budget data.

It should be noted (Figure 3.1) that the budget assigned to the Liberal Studies Program by the Dean of the Faculty in 2007 was $242,114. This allocation is much more in line with the budget allocation in 2003 and 2004.

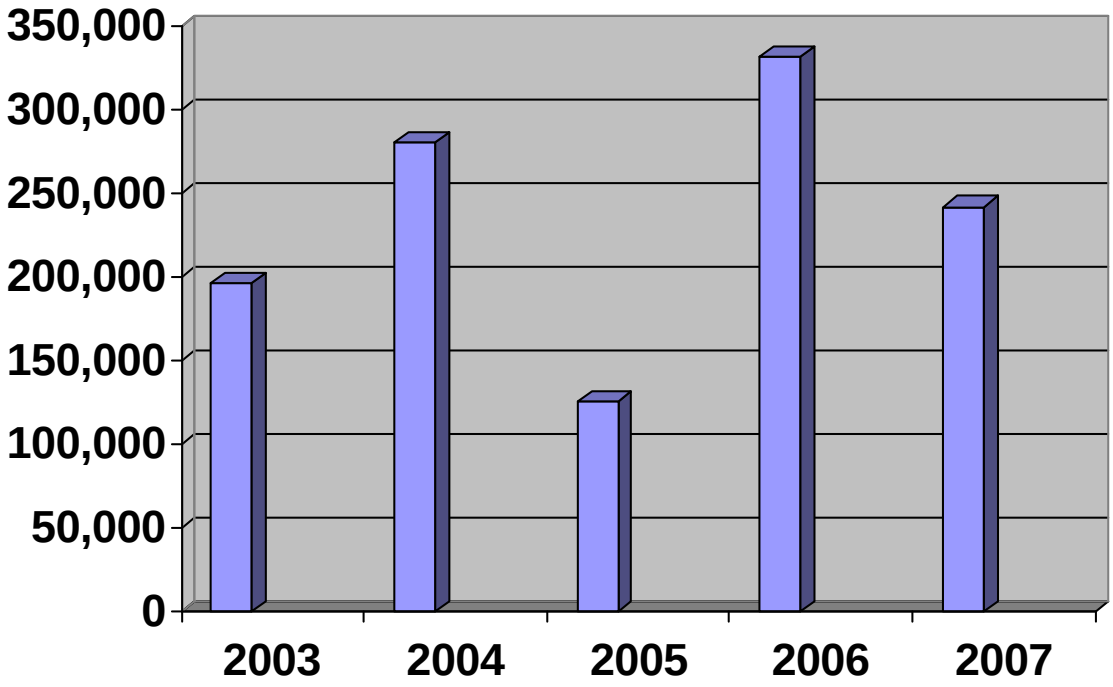


Figure 3.1 Total Liberal Studies Budget by Year Including Budget Assigned by Dean for 2007 - 2008

The budget data may also reflect a change in the status of the Liberal studies program that occurred in Summer of 2006. Prior to July 1, 2006 the Liberal Studies program was managed as an independent unit within Academic Affairs. The Director reported directly to the Dean and was appointed to as a 12 month faculty employee. In the Summer of 2006, the dean re-aligned the Liberal Studies program with the Education programs and changed the Director appointment from 12 months to a regular academic year appointment. These changes in structure were the result of two factors: a need to conserve fiscal resources; and a philosophical shift in terms of the relationship of Liberal Studies to other University programs. The reality that approximately 60% of the Liberal Studies majors were prospective multiple subject teachers made it logical to closely associate the Liberal Studies

Programs with the Education Programs and have the Liberal Studies Director report to the Director of the School of Education, rather as a direct report to the Dean.

In retrospect this realignment of programs has been very successful in one respect, i.e., the communications between the LS Director and the Multiple Subject faculty in Education. However, the change in the nature of the appointment of the LS Director from a 12 month appointment to a regular academic year appointment has, and will continue to hamper the development and institutionalization of some important elements of the curriculum. The collective bargaining agreement (CBA) between the CSU and the California Faculty Association establishes the academic work year as "not (to) exceed 180 days." The CBA goes on to establish that these 180 days must be assigned within a 10 month period. This represents two semesters of 18 weeks each. This permits a regular 16 week instructional semester, with one week prior to the beginning instruction for opening activities, and one week after the completion of instruction for grading and related activities. Whatever time period exists between these two 18 week semesters is time "off-contract" Thus, the time between the Autumn semester and the Spring semester is time off-contract; the time between the end of the Spring semester and the beginning of the Fall semester is, similarly, off-contract. Prior to the change in the appointment period of the Director of Liberal Studies, even taking into account vacation time, there was an additional 9 – 10 weeks where key planning and development activities could be completed. This was important time that could be devoted to the development of assessment strategies for the Liberal Studies Program and reflection on ways to implement the assessment blueprint for Liberal Studies.

3.6 The program has access to information resources, technology, and staff sufficient in size and skill to support its academic offerings and the scholarship of its faculty.

Funding for technology in most universities is a challenge. This also true at CSUCI. There are many program areas that would benefit from more technology dollars. However, the Liberal Studies program is supported in a manner similar to like programs at CSUCI.

3.7 The program draws effectively upon service units, such as the career center, student disabilities services, and others, to assist its students in their educational development

With the development and approval of the Bylaws for the Liberal Studies Program in May 2007, the structure of he LS Program and the decision making processes have been codified (See page 14 of this document.)

However, it remains unclear how reporting lines might change if a future Liberal Studies Director is chosen from a field other than Education.

The academic organization of the University is yet to be defined. Existing academic structures appear to have been created serendipitously, and by acts of fortune (or ill fortune) - a response to benefactors, or the response to fiscal exigencies. Titles are confusing. Individuals with the same titles have very different authorities and responsibilities, even within the same administrative unit. For example, there are two sets of academic programs with their faculties that have been clustered and given the title of “School”. Each “School” is Administered by a “Director” who has budget authority and until recently was, in accordance with the CBA, within the collective bargaining unit. Thus, could have very limited supervisory authority. Recently these two directors were assigned an additional title as “Senior Associate Dean (of the Faculty) and Director of their respective schools. The Director of Liberal Studies reports to the Director of the School of Education. They will change over time as more resources become available to the University, and as normal, healthy changes take place in the leadership of the institution.

Currently, there is a “Structure Task Force” within the School of Education working to recommend structure and reporting lines for programs housed within the newly created School of Education. Recommendations from the Structure Task Force will be forwarded through the Director of the School of Education to the Dean of the Faculty. These activities by the faculty are an example of the commitment by the University to shared governance.

3.8 The program's organizational structure and decision-making processes are clear and consistent with university policies, and effective in supporting the program's education program.

The LS Program operates with a Liberal Studies Program Committee defined in its bylaws:

“The Liberal Studies Program Committee (LSPC) shall consist of the following 11 voting members:

A. Academic Advising (one representative)
B. Credential Office (one representative)
C. Arts & Humanities, including English, Visual and Performing Arts (combined, one representative)
D. Education Program (two representatives)
E. Social Sciences, including Anthropology, History, Psychology, Political Science, Sociology
combined, one representative)
F. Mathematics and Computer Science (one representative)

G. Science, including Biology, Chemistry, Physics, and Geology (combined, one representative) (2 yr)
H. Capstone instructor (one representative) (2 yr)
I. Member-at-large (one representative, who would be interested in promoting integrative or interdisciplinary studies)
J. Director of Liberal Studies.

ELEMENT FOUR

Creating an Organization Committed to Learning and Improvement

4.1 The program periodically engages in planning activities which assess its strategic position, articulate priorities, and examine the alignment of its core functions with those of the institution.

The Liberal Studies Program Committee and its forerunner, the Liberal Studies Advisory Committee, served as the intellectual crucible in which ideas were explored and refined. The *modus operandi* of the Liberal Studies Program was the same as the *modus operandi* of the campus as a whole. Ideas and programs were annealed in the heat of the developing campus. Programs were developed "sans anything" except a common commitment to excellence and a zeal to develop a learner centered institution.

The first few years at CSUCI were the best example of the business maxim of the latter part of the 1980s: "Fire! Ready - Aim, Ready - Aim!" This was not an approach elected by choice. This was a reality thrust upon a small group of new faculty charged to create a new university in an incredibly short period of time by politicians and system administrators. The faculty were, in an often used phase, "building the airplane as they were flying it." It is a testament to the faculty and to the leaders of the university that CSUCI has the exceptional faculty that it has, and that the academic programs are dynamic and strong. These two phenomena speak to the uniformity of the vision created by the early faculty and University's leadership.

The early years were characterized by frantic processes guided by a common vision. It is only after several frenetic years of building that the institution could step back and examine what had been achieved and begin to ***plan*** the ways in which programs could be completed and achievements assessed. Within Liberal Studies as with all academic programs these efforts had their genesis in the Smith Family Assessment Plan Preparation Program.

Liberal Studies Option in Development

Interdisciplinary Studies Option

Although students may elect for an interdisciplinary within the existing Concentrated Studies Option, establishing the University Center for Integrative Studies (CIS) has stimulated new discussions of a defined Interdisciplinary Studies Option that has specified program characteristics and requirements. Such an option would be a complement the CIS and increase the visibility of the interdisciplinary aspect of the University's mission.

Formal dialog among the members of the Liberal Studies Program Committee and the CIS are scheduled for Spring 2008 to explore the potential for such a collaboration between a mission based University Center (CIS) and an academic program. Among the questions that will be explored are the following:

- What will the relationship be between the CIS and the LSPC?
    - Should the CIS have representation on the LSPC?
- What should the option look like?
    - How many credits should the option require?
    - Should it have an interdisciplinary core requirement?
    - How many prefixes can be used in the option?
        - Should there me a minimum number?
        - Should there be a maximum number?
- Should an undergraduate thesis be a requirement of an interdisciplinary option.
    - Should the thesis require an interdisciplinary approach?
- Who should advise the students in this major?
    - Program development?
    - Thesis?
- Who should be included in the approval process of such an option in Liberal Studies.

4.2 The planning process aligns curricular, personnel, fiscal, physical needs with the program's educational goals, and these planning processes are informed by data and student learning outcomes.

The planning process for this new option is in its earliest stages. As with the other LS Options, the cost of implementation will be minimal, since the course work for the option will already exist. Additional costs will be associated with the adoption of such program elements as an undergraduate thesis. Advising theses is a time consuming and costly undertaking. Unfortunately, the CIS is similar to the LS program in as much as the CIS has no faculty.

The OIR Data Pack

The reflections presented in Element 2 above, are derived from the Data Pack distributed by the Office of Institutional Research March 5, 2008. Unfortunately, the

scope of these data is limited as a result of the resignation of the Director of Institutional Research in early Spring Semester 2008, and the subsequent resignation of the Assistant to the Director of Institutional research approximately 2 weeks later. The data packs are incomplete in several areas, and some data sets appear to contain errors.

Data reported in Section 1, Section 2, Section 3, and Section 4 of the Data Pack appears to be accurate and essentially complete. The data in these sections deal with student demographics (gender, race/ethnicity), are related to enrollment and graduation, average class loads and average GPA, and academic preparation.

Section 5 that reports faculty data is incomplete. The only data available in this section are derived from annual Fall semester statistics and include the numbers of Full Time Equivalent Faculty (FTEF), the Number of Full Time Equivalent Students (FTES), both of which are "calculated" variables and a third calculated variable, the Student: Faculty Ratio (SFR) which is defined as:

SFR = FTES/FTEF

FTES = Total Units/15
FTEF is a calculated variable based on "Instructional" effort only and does not include reassigned time for other functions.

Section 5 does not include faculty data related to rank, gender ethnicity and workload, the Weighted Work Load Units (WTU) assigned to full-time and part-time faculty, or the time reassigned from instruction to other necessary functions of the academic operation. Also there is no information in this section of the data pack regarding the instructional service contribution to developmental classes, general education, or other courses offered as a service to other degree programs. Finally, this section of the data pack does not provide any information regarding the distribution of instruction among full-time and part-time faculty,

Section 6 appears to report budget data for four years only: 2003 - 04, 2004 - 05, 2005 – 6, and 2006 – 07. The data reported in section appears to be annual rather than Fall semester data, although all other data reported in the data pack is for one semester only with the exception of the annual graduation rates. Even a casual inspection of the budget data reveals either a major change in the way in which budgets was reported in 2005 – 06 and 2006 - 07, or a significant error in this section of the Data Pack.

RECOMMENDATION ON PROGRAM IMPROVEMENT

Recommendations for program improvement have been addressed within each element of the self study. In summary they are:

1. **For the new Accelerated Program Option for prospective Multiple Subject Teachers:**

    A. **Work with the University's articulation officer to develop new advising materials for the Teaching and Learning Option and the Accelerated Program Option.**

    B. **Organize a series of workshops with "feeder" Community Colleges to help ensure a smooth transition for transfer students beginning in Fall 2010. (The Accelerated Program Option will only be available to Freshmen in Fall 2008.)**

2. **Nurture the dialog between the University Center for Integrative Studies and the Liberal Studies Program Committee to develop an Interdisciplinary Option in Liberal Studies.**

3. **Encourage and support the implementation of the assessment blueprint developed as a part of the Smith Family Assessment Plan Preparation Program.**

    A. **Provide sufficient additional resources to allow for assessment activities in LS to support additional time for the LS Director and two or three days annually for a group of faculty who teach LS majors and are willing to work on the assessment challenge.**

        i. **Refocus assessment activities on evaluation writing competencies and oral presentation skills in capstone courses.**

        ii. **Seek University wide solutions for common data sets to include but not limited to:**

            a. **Centralizing data acquisition and storage for common elements.**
                (1) **Exit surveys of majors**
                (2) **Employer surveys**
                (3) **Alumni surveys**

    B. **Work with the Office of Institutional research and the University's Assessment Officer to identify an existing instrument to assess general academic skills, e.g., MAPPS.**

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Liberal Studies Assessment Blueprint May 20 05.doc

Liberal Studies Outcomes Assessment Fall 2006 w data.doc

LSPC ByLaws Fall 2006 Approved by the E&LS Chair and Dean 02 07 07.doc

CSUCI Senate Policies

The Center or International Affairs: SP 03 - 28

The Center for Integrative Studies: SP 04 – 07; SP 05 - 18

The Center for Multicultural Engagement: SP 05 - 06

The Center for Community Engagement: SP 06 -15; Sp 07 - 03

CSUCI WASC DOCUMENTS

2006 Education Effectiveness Report.

WASC EER 2007 Site Team Report

WASC Seven Year Accreditation Letter