Liberal Studies Program (BA)

Faculty Member(s) Responsible for Data:
David Lang, Director, Liberal Studies Program
Section: Quality of Curriculum, Instructional Personnel, and Curriculum Delivery

Criterion 1: Quality of Curriculum, Instructional Personnel, and Curriculum Delivery

Are the program curriculum and faculty qualifications appropriate to breadth, depth and level of the discipline? How does the program use technology?

The Liberal Studies Program is an interdisciplinary program involving curricular offerings from several departments as part of the major. There are no full-time faculty members in this program. There is a Director, a shared staff member, a full-time advisor, and a team of faculty advisors from various departments. The Director is advised on all matters, including learning outcomes and assessment, by the Liberal Studies Council. From 2006-2007, Kay Moore completed her service as the Director. Lindy Valdez served as Director from 2007-2010. David Lang began his service as Director in 2010. The Liberal Studies Program adopted the Sacramento State Baccalaureate Learning Goals as our own Learning Goals in 2009. The California Commission on Teacher Credentialing (CCTC) requires students to be considered “Subject Matter Competent” before entering into a Multiple Subject Teaching Credential Program. Since the implementation of No Child Left Behind (NCLB), this means that all of our students must pass the very challenging California Subject Examination for Teachers (CSET). Our ability to continue to serve as a pre-credential program relies completely on our students’ competence in the specific disciplines required by the CCTC and tested on the CSET. As such, the breadth, depth, and level of the discipline are to a large extent determined by the Standards of the CCTC. As a result of the breadth of the curriculum and the high-unit requirement, the Liberal Studies students are exempt from the General Education requirements of CSUS.

Contemporary Curriculum

** It should be noted that while the Liberal Studies Program has chosen which courses to require and accept, there is only ONE Liberal Studies course (LBST 110 – California Studies) as part of the major. **

The Liberal Studies Program is a high-unit major that requires a core of 88 units (31 classes) and a 12 unit concentration (4 classes) in Linguistics/Composition, Literature, Foreign Language, US History, World History, California Studies, American Studies, Multicultural Studies, Mathematics, Natural Science, Art, Music, Theater, Physical Education, or Human Development. The Core consists of 15 units of English coursework, 9-12 units of History coursework, 9-12 units of Mathematics coursework, and a variety of other coursework in Communications, Biology, Geology, Chemistry, Physics, Humanities and Religious Studies, Government, Economics, Geography, Art, Music, Theater, Health Science, Kinesiology, Child Development, and Education. The curriculum of the Program was chosen to meet the specific and contemporary standards required by the CCTC.

Curriculum Rigor

** It should be noted that while the Liberal Studies Program has chosen which courses to require and accept, there is only ONE Liberal Studies course (LIBS 110 – California Studies) as part of the major. **

Despite this proviso, the rigor of the curriculum taken by our students is substantial. In addition to it being a high-unit major, the individual courses required by the Program are quite challenging. The average grade awarded in the History and Mathematics, in particular, which comprise larger proportions of the Core is uniformly lower than the University average. Evidence of this can be seen in the following table:

<table>
<thead>
<tr>
<th>Department</th>
<th>Average 10-term GPA, lower division</th>
<th>Average 10-term GPA, upper division</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>2.50</td>
<td>2.80</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2.27</td>
<td>2.61</td>
</tr>
<tr>
<td>UNIVERSITY AVERAGE</td>
<td>2.64</td>
<td>2.95</td>
</tr>
</tbody>
</table>
Of course, the real source of the curricular rigor in the Liberal Studies Program is found in the breadth of material that students in which are required to establish competency. No other major of the CSUS campus comes close to the number of departments that our Liberal Studies students are required to encounter in the classroom. And each Department has its own set of Faculty, Chairs, rules, procedures, and expectations.

**Faculty (and staff where appropriate) Qualifications**

As it should be noted that while the Liberal Studies Program has chosen which courses to require and accept, there is only ONE Liberal Studies course (LBST 110 – California Studies) as part of the major. As a result of this point, the Program has no ability to control who is teaching the courses that comprise the Program, with the sole exception of LBST 110. Faculty qualifications are determined strictly by the departments offering the courses. In other words, the Liberal Studies Program is almost entirely reliant on the various departments to ascertain the high qualifications of the faculty teaching these courses.

LBST 110 (California Studies) is an interdisciplinary course that is part history, part government, part economics, part geography, and part ethnic studies. As such, the qualifications for teaching this particular course can be quite varied. We have tried to ensure a varied approach to this course by having part-time faculty (and borrowed full-time faculty from other Departments) to have disparate training and perspective. This has served our students well over the years.

**Percent of Instruction by Full-time Faculty**

As it should be noted that while the Liberal Studies Program has chosen which courses to require and accept, there is only ONE Liberal Studies course (LBST 110 – California Studies) as part of the major. As a result of this point, the Program has no ability to control who is teaching the courses that comprise the Program, with the sole exception of LBST 110. Faculty qualifications are determined strictly by the departments offering the courses. In other words, the Liberal Studies Program is almost entirely reliant on the various departments to ascertain the high qualifications of the faculty teaching these courses. LBST 110 is either taught by a part-time faculty member or by a full-time faculty member on loan from another Department on campus. Since we have no faculty of our own, the Percent of Instruction Taught by Full-time Faculty will always by 0% for Liberal Studies.

**Use of Technology, as appropriate for discipline**

The various Departments that are part of the Liberal Studies Program’s curricular offerings regularly utilize the appropriate technologies both in the classroom as well as in online course supplementation. SacCT is widely used in these courses as well as online office hours, faculty webpages, email, data-based research techniques, and many other features. For a more complete discussion of this, I would encourage the reader to read the appropriate section from those Department’s reports.

**Additional Information**

As it has most likely been made clear, the Liberal Studies Program is quite proud of the Program and menu of courses that it has assembled. However, it has virtually no control over the specific techniques employed in the classroom or who is teaching these courses. This is a particularly awkward and inappropriate criterion for our Program to be evaluated on as a result of this.

The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology.
The Liberal Studies Program is an interdisciplinary program involving curricular offerings from several departments as part of the major. There are no full-time faculty members in this program. There is a Director, a shared staff member, a full-time advisor, and a team of faculty advisors from various departments. The Director is advised on all matters, including learning outcomes and assessment, by the Liberal Studies Council. From 2006-2007, Kay Moore completed her service as the Director. Lindy Valdez served as Director from 2007-2010. David Lang began his service as Director in 2010. The Liberal Studies Program adopted the Sacramento State Baccalaureate Learning Goals as our own Learning Goals in 2009.

The culture concerning learning outcomes and assessment has always been strong during this timeframe. The Liberal Studies Program is accredited by the California Commission on Teacher Credentialing (CCTC). One of the key instruments utilized is student test data from the California Subject Examination for Teachers (CSET). However, up until last year, these data were only looked at descriptively. We have recently begun the process of analyzing these data on an annual basis in order to inform the Program on strengths and weaknesses in our curriculum.

There have been significant changes to the underlying rules governing the Liberal Studies Program in recent years. The first change was that the California Commission on Teacher Credentialing (CCTC) no longer allowed programs like ours to serve as waivers for the California Subject Examination for Teachers (CSET). What this means is that we now have more flexibility to alter our curriculum then we previously did when we were beholden to this waiver. Before this change, we were simply not allowed to make curricular changes or potentially lose the waiver which would have been extremely detrimental to the survival of our Program. The second change occurred when the University adopted the new Baccalaureate Learning Goals. As previously mentioned, since the Liberal Studies Program subsumes all graduation and General Education requirements, we must make the Baccalaureate Learning Goals of the institution our own internal Goals as well.

The result of this collection of changes is that the full utilization of our assessment findings to make policy and/or curricular changes has been limited to date. However, there are plans in place to make changes in the near future. The two most notable changes are as follows:

a. More complete analysis of CSET data – As discussed throughout this document, the key instrument in determining whether or not our students are acquiring the knowledge and skill set required to move on to a credential program is their performance on the CSET. These data have certainly been looked at up until recently, however we are now beginning to take advantage of the prevalence of these data to analyze the role that our curriculum plays in the scores. The CSET is not always taken at the very end of our students’ undergraduate careers. Therefore, students are taking these exams with differing courses still omitted from their transcripts. This fact can be used to tease out the effect of various courses on CSET performance. This analysis is in its early stages.

b. More of a focus on the “Integrative Studies” elective – Until recently, students were required to choose between two courses to satisfy this requirement. (American Space and Identity (HRS 162) or Elementary Mathematics and the Learning Process (MATH 107C)). These are each fine courses that require students to synthesize across multiple disciplines and to solve complex problems. However, we find these two course offerings to be limiting both in terms of choices for our students and in terms of seat numbers (which have been dwindling over the years.) As a result, we have developed a longer list of acceptable courses this year. However, it is now critical that we assess whether this collection of courses is actually teaching the students what we want it to be teaching them. Fortunately, the Association of American Colleges and Universities (AAC&U) has developed a rubric for assessing the effectiveness of these courses.
Section: Clearly Developed Learning Outcomes

for assessing the *Integrative and Applied Learning* Goal. The Program will be working with the respective departments that offer these courses to find an appropriate manner to utilize this rubric.

Clearly Articulated Program Links to Campus Baccalaureate Learning Goals

The Liberal Studies Program and its students have a complete waiver from the General Education requirements at Sacramento State. In other words, students who successfully complete the Liberal Studies Program (along with the foreign language, writing intensive, and unit requirements for graduation) will receive the Bachelor’s Degree. As a result of this waiver, the Liberal Studies Program has fully adopted the Sacramento State Baccalaureate Learning Goals as our own. As such, the alignment between our internal learning outcomes and the University’s Baccalaureate Learning Goals is one-for-one. Our top three learning outcomes are identified and discussed in the subsequent section, however our curriculum really does emphasize each of the Learning Goals. It has to do so. This is a reflection of both what we feel is important and what we are required to do from our accrediting body.

Updated Plan that Clearly Identifies Program Learning Goals, Assessment Strategies, and Processes by Which Data Inform Program Curriculum Decisions

• **Integrative Learning**

  The Liberal Studies Program is an interdisciplinary program. It was designed primarily for students interested in becoming credentialed teachers in California elementary and middle schools. As such, students are required to take courses in Communications, English, Mathematics, Biology, Geology, Physics, Chemistry, Government, History, Economics, Geography, Art, Music, Theater, Child Development, Health Science, and Kinesiology. The benefit of a student completing our Program is that they have taken a wide array of courses and are well-versed in a broad set of skills and knowledge. A potential concern is that they may have a difficulty connecting this varied coursework together. This concern is what has lead the primary learning outcome to be able to synthesize and make connections between their courses and to begin to think of themselves as a liberally-trained scholars.

• **Competence in the Disciplines**

  The California Commission on Teacher Credentialing (CCTC) used to allow students who have completed the coursework in the Liberal Studies Program to be considered “Subject Matter Competent” which allowed our graduates to apply and enter directly into post-baccalaureate credential programs without having to pass a very challenging California Subject Examination for Teachers (CSET). With the implementation of *No Child Left Behind* (NCLB), this is no longer the case. Our students now must pass the CSET prior to entry into a credential program. As such, we must ensure that we are providing a curriculum and environment that facilitates the kind of learning and skill set necessary for readily passing this examination as well as future success as teachers.

• **Intellectual and Practical Skills**

  We feel that it is essential for graduates of the Liberal Studies Program to be well-prepared for both their careers (whether as future teachers or whatever other avenue they choose to pursue) and for a life as critical thinkers and informed citizens. As such, the Program emphasizes coursework that focuses on analytical skills, communication skills (both oral and written), and problem solving.

Each of the aforementioned Learning Outcomes is assessed (monitored and measured) as part of the analysis of our students’ performance on the California Subject Examination for Teachers (CSET) coupled with their performance in their selected course in the “Integrative Studies” elective category. While their individual performance on this exam determines whether or not they may enter into a credential program to become a teacher, their collective performance allows our Program to consider to what degree we are successful with our Learning Outcomes and Goals. The California Commission on Teacher Credentialing (CCTC) provides us with detailed data regarding the scores on the CSET at various levels of aggregation to facilitate our analysis. Students generally enroll in their “Integrative Studies” course in their last year at Sacramento State. From here, Sacramento State student-specific data is merged with this report to provide a basis for analysis. The primary
responsibility for analyzing and evaluating the data that stem from this assessment lies with the Director of the Liberal Studies Program. The analysis serves as the backbone of the annual assessment report that is used at Sacramento State and justification to the CCTC of our continued accreditation. The analysis is reviewed by the Liberal Studies Council when they convene to discern potential areas of concern as well as longitudinal trends.

External Assessment and Accreditation Outcomes, where appropriate

The California Commission on Teacher Credentialing (CCTC) requires programs that are approved as subject matter preparation programs to demonstrate that their students will have achieved Subject Matter Competency with a combination of their respective coursework and a passing score on the California Subject Examination for Teachers (CSET). As such, the CCTC’s focal point, as it pertains to Learning Outcomes, is very much limited to “Competence in the Disciplines” which in the Liberal Studies Program also includes “Knowledge of Human Cultures and the Physical and Natural World” to a very large extent. Adhering to the framework and standards of CCTC in this manner is not merely important but essential to the survival of the Liberal Studies Program.

The CCTC does not have anything specific to say about the remaining Learning Goals (Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative Learning). However, we feel that these are vital Goals for our students as well. The difference between the CCTC’s perspective and our own really stems from the different main goal for these students. CCTC is trying to make sure that these future teachers have the expertise to be able to teach in the classroom. Our Program wants to ensure that in addition to the expertise, that they also have the basic skill set to excel in the classroom or any other endeavor they may choose.

Additional Information

The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology.
Criterion 3: Advising Program and Graduation Success

Does the program have a well-articulated advising plan by which to track and facilitate student progress to graduation/degree completion? How well do students do after graduation (employment, graduate school, professional licensing and/or certification)?

University General Education requirements are subsumed within the Liberal Studies major therefore the Program has its own one-stop advising center and majors seek advising at the Liberal Studies advising center throughout their entire academic career. Majors outside of Liberal Studies must seek advising for General Education and graduation requirements in the Academic Advising Center and major advising through their department.

From the initial students contact (in our office or at a local community college during outreach), we make an advising file for each student which is kept in our office. The student’s file is updated during each advising contact. Advisors are available Monday through Friday during the semester and weekly during the winter and summer. Advising hours are top-loaded during the beginning of the semester and during the registration period when students have the most need to see an advisor.

By far, the majority of Liberal Studies majors do not experience particular difficulty progressing through the major. They do rely upon advisors for guidance and support; they stop in just to check on their progress, see that they are making the right decisions, get help with choosing courses for the next semester, ask about the credential program options as they begin to think ahead to graduation and so on. For students experiencing academic trouble, we make a special effort to be in contact. We write to all students who are placed on academic probation directing them to come to the office for advising. They must come in during a timely manner otherwise registration hold will be placed on their record and they will not be able to register. This is the University-recommended process for effectively “urging” probationary students to get advising in a timely way.

Graduation Rate

The data are replicated from Table 14 of the Departmental Fact Book. It is noteworthy that the Liberal Studies Program Graduation Rates, by any measure, exceed both the College of SSIS and the University as a whole – in some cases by a wide margin. For example, the 6-year Graduation rate for First-time Freshmen who entered in 2004 is 67% which far exceeds the 47% for the College and the 42% for the University.

<table>
<thead>
<tr>
<th>First-Time Freshmen</th>
<th>Entering in Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
</tr>
<tr>
<td>Number Entering</td>
<td>129</td>
</tr>
<tr>
<td>4-year graduation rate</td>
<td>25%</td>
</tr>
<tr>
<td>5-year graduation rate</td>
<td>45%</td>
</tr>
<tr>
<td>6-year graduation rate</td>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfers</th>
<th>Entering in Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>Number Entering</td>
<td>191</td>
</tr>
<tr>
<td>2-year graduation rate</td>
<td>33%</td>
</tr>
<tr>
<td>3-year graduation rate</td>
<td>63%</td>
</tr>
<tr>
<td>4-year graduation rate</td>
<td>71%</td>
</tr>
</tbody>
</table>
Distribution of Advising Responsibilities Among Faculty Members

Liberal Studies faculty advisors come from the colleges where the Liberal Studies courses are offered. Currently we have two advisors from the College of Natural Science and Mathematics (Mathematics and Biological Sciences) and one advisor from the College of Arts & Letters (English). Our director is from the College of Social Science & Interdisciplinary Studies. In the past, we have had advisors from the College of Health & Human Services and the College of Education. We do not offer any courses through the Colleges of Business or Engineering & Computer Science so have not had advisors from those Colleges.

The Liberal Studies Program requires a student to choose an area of concentration (or minor). Faculty advisors from the disciplines can speak to students about subject matter in their particular area of expertise. Liberal Studies students are typically seeking multiple subject or special education credentials after graduation but more often we are seeing students seeking added authorizations in additional areas to increase their marketability. Faculty in these areas are especially qualified to advise students.

Proactive Advising Contact with Students to Assure Progress to Degree

Liberal Studies majors are required to seek advising once each semester minimally. Students on Academic Probation and students who have been disqualified/dismissed must come in twice or more. Registration holds are placed on these students as well as freshmen and sophomore level students. Our resources do not allow us to assign holds to all of our students at this time.

We take great care to try to assure that each individual student has the information she or he requires to complete all program requirements in a timely way. E-mail and the major list-serv are used increasingly to respond to individual questions from students as well as to provide information to prospective students.

Program Roadmap to Curriculum Completion and Graduation Success

All Liberal Studies students have been required to attend an orientation session since the late 1990’s (before it was the University policy). Liberal Studies students who attend orientation spend the entire day with the Lead Advisor in Liberal Studies, other advisors (if available) and a student orientation leader majoring in Liberal Studies. The Liberal Studies Program provides students with a special orientation handbook to prevent confusion with majors requiring a separate General Education program.

- **Transfer:** Each transfer student is asked to provide a copy of their previous coursework to our office in advance and an official evaluation is created and provided to the student at orientation. The program and graduation requirements (including tests) are reviewed as well as the requirements for gaining acceptance into a Sac State credential program. When students leave orientation they have their testing lined up and all of the requirements mapped out to complete their degree. Follow-up advising is required each semester even though the students receive an extremely comprehensive orientation.

- **Freshman:** Based on the students individual test scores, a recommended first semester schedule is provided to each student at the conclusion of the first day of the two day orientation program and the Lead Advisor approves their proposed schedule the second day of orientation. The Liberal Studies Program provides the major requirements to each freshman and during subsequent advising sessions students are advised about how to efficiently complete their major and concentration as well as the possibility of completing a minor(s) with their elective units.

Use of Technology to Supplement and Strengthen Program Advising Effort

The Liberal Studies Program utilizes a listserv. Students receive weekly/daily emails about anything pertaining to their major such as requirements, deadlines, etc. Our website also provides students with a lot of information including program requirements, community college course substitutes, link to the catalog, etc.

Post-degree Success, Graduate Impact on Community, etc.

In a survey of our recent alumni (those graduated in the 5 previous years) conducted in conjunction with our program review, the vast majority remains employed in the field of Education. In the past few years, it has
become increasingly difficult for recent graduates from teaching credential programs to find jobs due to district-level cutbacks. Yet despite this fact, students that complete a Liberal Studies major at Sac State and then complete the Multiple Subject Teacher Credential Program at Sac State find jobs – more often than not, in the greater Sacramento community.

**Additional Information**

In addition to the Director and faculty advisors, the Liberal Studies Program employs a full-time Student Services Professional III as the “Lead Advisor.” The Lead Advisor is responsible for individual and group academic advisement, advisor training, transcript evaluations, academic record keeping, career advisement and managing and conducting student outreach and orientation. The Lead Advisor acts as liaison with Degree Evaluations, academic departments, administrative offices within the university and with community college advisors. The Lead Advisor works closely with the program director and faculty advisors to promote consistency in advisement and a commitment to serving a diverse population of student majors and all others to ensure academic success and student retention.

The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology.
Criterion 4: Strength of Teaching Performance

Is the faculty of the program collectively committed to providing high-quality instruction?

The Liberal Studies Program is an interdisciplinary program involving curricular offerings from several departments as part of the major. There are no full-time faculty members in this program. There is only one non-supervisory course offered by the Liberal Studies Program. Having said that, the Program conducts regular meetings of the Liberal Studies Council and the Liberal Studies Advisors to discuss and revise teaching practices in this course. The Course has gone through several revisions and improvements as a direct result of these meetings as well as student outcomes in this class. Since the actual courses required for the Liberal Studies BA Program are taught by various departments, the commitment to high-quality instruction is primarily made within those Departments.

The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology.

Clearly Articulated Program Statements Regarding Quality of Teaching

** It should be noted that while the Liberal Studies Program has chosen which courses to require and accept, there is only ONE Liberal Studies course (LBST 110 – California Studies) as part of the major. **

As a result of this, there is no specific Program statement regarding the quality of teaching. However, each of the Departments that provide courses to our majors has its own statement which we have reviewed.

Ongoing, Meaningful Assessment of Teaching Performance of Faculty, Post-Tenure

** It should be noted that while the Liberal Studies Program has chosen which courses to require and accept, there is only ONE Liberal Studies course (LBST 110 – California Studies) as part of the major. **

The California Faculty Association along with our University ARTP process does not allow the Liberal Studies Program to conduct student teaching evaluations of our own in another Department’s course offerings. As such, this is inapplicable.

Systematic Program Attention to Problematic Individual Teaching Performance

** It should be noted that while the Liberal Studies Program has chosen which courses to require and accept, there is only ONE Liberal Studies course (LBST 110 – California Studies) as part of the major. **

The California Faculty Association along with our University ARTP process does not allow the Liberal Studies Program to conduct student teaching evaluations of our own in another Department’s course offerings. As such, this is largely inapplicable. However, we do closely monitor the Student Evaluations in LBST 110. The Director discusses these evaluations with the faculty member after each semester. Faculty members who do not improve upon problematic teaching performance are not asked to return to teach this class.

Multiple Measures of Teaching Performance of Full-time and Part-time Faculty Members

** It should be noted that while the Liberal Studies Program has chosen which courses to require and accept, there is only ONE Liberal Studies course (LBST 110 – California Studies) as part of the major. **

The California Faculty Association along with our University ARTP process does not allow the Liberal Studies Program to conduct student teaching evaluations of our own in another Department’s course offerings. As such, this is inapplicable. Having said that, in a recent alumni survey we received the following responses that suggest a high level of success in our course offerings:
In addition, student evaluations are performed in each section of LBST 110. Due to the limited number of faculty members who teach this course each semester, the requirements of the California Faculty Association and the CSUS ARTP guidelines, along with the public nature of this report, the evaluations for this course are not permitted to be reproduced here.

**Additional Information**

As it has most likely been made clear, the Liberal Studies Program is quite proud of the Program and the level of instruction in the courses that it has assembled. However, it has no control over the specific techniques employed in the classroom or the quality of instruction in these courses. This is a particularly awkward and inappropriate criterion for our Program to be evaluated on as a result of this.
Criterion 5: Program History and Development Status

What is the context of the program, to inform the subsequent criteria? Is the program young and still building to meet expectations or is it a fully mature program and capable of adapting to changing demands? Has the program considered what lies in its future?

The traditional Liberal Studies major at CSUS is clearly focused on the future elementary and/or special education teacher. Responding to the overall directive of the California Commission on Teaching Credentials (CCTC) program standards that “each subject matter program is based on a conception of a well-educated person,” the CSUS Liberal Studies major is comprised of an array of courses intended to give students a solid but broad foundation in the required subject areas. These are language, literature, mathematics, science, social science, history, humanities, the arts, physical education and human development. In some case, courses are drawn from those developed of taught in the General Education program for the overall University population. In other cases, courses are designed with the curricular needs of prospective teachers in mind. Thus, LBST majors will study economics, American history and world civilization, for example, as taught in the economics and history departments for General Education students. On the other hand, they will study linguistics, mathematics and music, for example, in courses developed with their subject matter needs as a focus.

The Liberal Studies major was developed at CSU Sacramento in 1974, in response to passage of the Ryan Act by the California legislature. The Ryan Act prescribed aspects of teacher preparation and it mandated that individuals who sought to become elementary teachers must earn a baccalaureate degree in an academic major first, and subsequently enter a credential program to earn a teaching credential.

Liberal Studies is a “subject matter program” as termed by the CCTC, which oversees the implementation of state law with respect to teacher preparation. Thus, individuals who wish to become teachers must demonstrate their “subject matter competency” in order to enter a credential program. Liberal Studies is a CCTC-approved elementary subject matter program for individuals who wish to enter the multiple subject credential program to become K-8 teachers. Due to No Child Left Behind, students currently take the CSET in multiple subjects in order to formally demonstrate subject matter competency. They are prepared for this subject matter test by taking the required subject matter courses in the Liberal Studies major.

From its inception in 1974, until 1996, Liberal Studies was a program/major housed in the School of Arts and Sciences and overseen primarily by the Associate Dean, first Ty Yamanaka and then Ann Weldy. In the late 1980s, the Commission on Teacher Credentialing established a task force (on which CSUS President Don Gerth served), which proposed a set of standards of program quality and effectiveness that institutions had to frame their programs to meet. CSUS developed its program in 1991, under the leadership of faculty who included Susan Slaymaker from geology and Tim Hallinan from geography. Through the 1990s, the Liberal Studies program was coordinated by various dedicated faculty, including Professor Susan Wanlass from English, Professor Gary Shannon from mathematics, and Professor Tim Hallinan from geography. The number of students majoring in the program grew throughout this period to reach some nine hundred by 1998.

In the late 1990s, the state’s increasing focus on the need for large numbers of teachers led to greater attention being paid to teacher preparation in the CSU as a whole and at CSU Sacramento as well. In the 1996 reorganization of Arts and Sciences into three separate units, Liberal Studies was placed in the College of Social Sciences & Interdisciplinary Studies. SSIS Dean, Joe Sheley, determined to raise the profile of the Liberal Studies major, and rectify its status as “step-child” program (suggested by its location in the temporary buildings)—not really belonging to any department, and suffering somewhat from neglect. The importance of preparing well-qualified teachers suggested that Liberal Studies be given greater attention. He worked with the Provost to bring this about and in July, 1998, the program was physically moved to expanded offices in Lassen Hall where it shares quarters with the social science subject matter program.

A governing structure, comprising a Liberal Studies Faculty Council, was created at that time and the deans of the colleges in arts and sciences appointed the faculty to serve on the faculty council. They come from the various areas of the curriculum within the major.
Level of program development (e.g. young, growing, mature)

The Liberal Studies Program was revised to meet a new set of standards of program quality adopted by the CCTC in September, 2000. Two CSUS faculty members, Professors Jean Torcom and Gary Shannon served on the task force that developed those standards. It involved considerable revision of existing, and development of new courses. Universities were given a period of time to develop a comprehensive program of study to prepare future elementary school teachers in the subject matter in which they would need to be competent in order to enter a multiple subject credential program and ultimately to become teachers. We are a CCTC subject matter approved program but we no longer have the ability to provide “subject matter competence” with successful completion of the major. Due to the No Child Left Behind implementation, as of 2004 California requires all multiple subject and special education teacher candidates to pass the California Subject Examination for Teachers in multiple subjects in order to enter a multiple subject or special education credential program in California in order to be deemed subject matter competent.

Ability of program to adapt to current demands

The Liberal Studies Program prides itself on its flexibility. It is this flexibility that has made the major an attraction for its students and has led to our high graduation rate. In addition, we must remain flexible from a programmatic standpoint to respond to the needs of the California Commission on Teaching Credentials and the CSUS Teacher Preparation Program. We have routinely added or deleted requirements to the Program as a direct result of the needs of these two entities coupled with sound pedagogical reasoning internally.

Future goals of program

As previously discussed, the pre-credential portion of the Liberal Studies Program is quite successful. We would like to continue to serve this population of students well by refining our curricular offerings and continuing to meet the requirements of our accreditation body. For the students with an alternate career path, we would like to build on our non-traditional (non-teaching) pathway.

Additional Information

The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology.
Criterion 6: Impact, Justification and Centrality to University Mission

In what ways does the program fulfill the University’s mission*? Is the program unique in our region? Does the program add to the distinctiveness of our campus? Does the program serve a unique demographic or societal function?

The CSUS Mission includes the following statements, annotated as appropriate:

“California State University, Sacramento is an integral part of the community, committed to access, excellence and diversity.”

- The Liberal Studies Program is primarily designed for students planning to go on to careers teaching in Sacramento-area elementary and middle schools. As such, the Program is integral and integrated into the community.

“California State University, Sacramento is dedicated to the life-altering potential of learning that balances a liberal arts education with depth of knowledge in a discipline. We are committed to providing an excellent education to all eligible applicants who aspire to expand their knowledge and prepare themselves for meaningful lives, careers, and service to their community.”

- The Liberal Studies Program prides itself on both the breadth of knowledge our students are afforded by taking courses throughout the social science disciplines and the depth of knowledge attained by creating future teachers and learned critical thinkers. Our students are well-prepared for life as teachers, scholars, businesspeople, lawyers, and citizens.

“California State University, Sacramento is committed to teaching and learning as its primary responsibility. In both the academic and student support programs, success is measured in terms of student learning. In addition, the University recognizes the vital connections between pedagogy and learning, research activities and classroom instruction, and co-curricular involvement and civic responsibility. All students, regardless of their entering levels of preparation, are expected to complete their degree programs with the analytical skills necessary to understand the social, economic, political, cultural, and ecological complexities of an increasingly interconnected world.”

- The Liberal Studies Program is proud of its recognition as a Subject Matter Competency Program by the California Commission on Teacher Credentialing (CCTC). The interdisciplinary nature of our Program not only affords our students a wide array of analytical skills, but makes them ideal examples of students who have directly considered the “social, economic, political, cultural, and ecological complexities” suggested here.

Additional Information

The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology.
Section: External Demand for the Program

Criterion 7: External Demand for the Program

How does the program support community engagement with the campus? What is the demand for the program’s resources and expertise? What are the local trends in enrollment? What is the demand from employers, or from graduate schools?

As a pre-credential program for future teachers, the Liberal Studies Program trends in terms of number of majors is almost entirely dependent on the demand for kindergarten – 6th grade teachers in Sacramento-area public schools as well as available slots in teacher credential programs at CSUS and other competing institutions. Unfortunately, due to the recent budget crisis, both the availability of teaching positions in California public schools and the number of students that credential programs are admitting has been shrinking. Of course, this is completely dependent on the state of the economy. For the next couple of years, we expect that our numbers will remain flat. However, as the economy begins to expand once again, Sacramento and its surrounding communities will once again be in expansion mode. This will, in turn, lead to more school-aged children, more schools, and greater demand for teachers.

However, it is noteworthy that the Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology. It is offered as a major on every CSU campus with the exception of the California Maritime Academy.

Here are the numbers of Liberal Studies majors over the last five years:

<table>
<thead>
<tr>
<th>Fall, Year</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2007</td>
<td>818</td>
</tr>
<tr>
<td>Fall, 2008</td>
<td>790</td>
</tr>
<tr>
<td>Fall, 2009</td>
<td>790</td>
</tr>
<tr>
<td>Fall, 2010</td>
<td>668</td>
</tr>
<tr>
<td>Fall, 2011</td>
<td>637</td>
</tr>
</tbody>
</table>

Additional Information

None at this time
Criterion 8: Program Size, Scope

What is the program’s breadth of curricular coverage? How many degrees and certificates are awarded? What is the enrollment per program element (major, minor, certificate)? Are the program’s resources and faculty expertise appropriate to support and enhance the breadth and depth of university curriculum?

Number and types of degrees, concentrations, and certificates awarded (relative to campus standards, or national standards, as appropriate)

** The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology. **

The Liberal Studies Program offers one BA degree. The number of degrees conferred per academic year follows:

- 2006-07: 318
- 2007-08: 241
- 2008-09: 202
- 2009-10: 200
- 2010-11: 187

Annual FTES in major, minor, certificate elements of program

** It should be noted that while the Liberal Studies Program has chosen which courses to require and accept, there is only ONE Liberal Studies course (LBST 110 – California Studies) as part of the major. **

As a result of this, we feel that it is inappropriate to merely consider the FTES TAUGHT by the Liberal Studies Program. Rather, it is more appropriate to consider the FTES GENERATED by the Liberal Studies Program. Students majoring in Liberal Studies must take courses in Communications, English, Mathematics, Biology, Geology, Chemistry, Physics, Humanities and Religious Studies, Government, History, Economics, Geography, Art, Music, Theater, Health Science, Kinesiology, and Child Development that they otherwise would not take. This is a more accurate reflection of the size and scope of the Program.

<table>
<thead>
<tr>
<th>Year</th>
<th>FTES, taught by LBST</th>
<th>FTES, generated by LBST</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>28.0</td>
<td>1456.0</td>
</tr>
<tr>
<td>2007-08</td>
<td>28.4</td>
<td>1390.4</td>
</tr>
<tr>
<td>2008-09</td>
<td>34.8</td>
<td>1390.4</td>
</tr>
<tr>
<td>2009-10</td>
<td>37.0</td>
<td>1175.7</td>
</tr>
<tr>
<td>2010-11</td>
<td>40.4</td>
<td>1091.4</td>
</tr>
</tbody>
</table>

Internal, non-major demand for the program

There is no internal, non-major demand for the program.

Additional Information

None at this time
Criterion 9: Internal, Non-major Demand for the Program

What is the demand for the program’s courses from other programs on campus? Does the program produce other services used by different programs in the home department or in other departments? How do the program’s courses fulfill demand for general education on campus?

The Liberal Studies Program is an interdisciplinary program involving curricular offerings from several departments as part of the major. There are no full-time faculty members in this program. There is only one non-supervisory course offered by the Liberal Studies Program and offered exclusively to Liberal Studies majors. As such, this is an inappropriate criterion for our Program.

Service courses (accompanying AY FTES)

n/a

GE courses (accompanying AY FTES)

n/a

Research resources

n/a

Additional Information

The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology.
**Criterion 10: Quality of Program and Resource Utilization**

*How does the program use its resources to carry out its mission? Are those resources used efficiently and effectively?*

The Liberal Studies Program is housed in the Advising Center for Teaching Majors along with the Social Science Program. Office supplies, staff, administrative support, computer equipment, and the Director’s times are shared liberally between these two programs.

**Faculty productivity in non-teaching areas**
- Scholarly and creative activity
- Service

The Liberal Studies Program is an interdisciplinary program involving curricular offerings from several departments as part of the major. There are no full-time faculty in this program. As such, this is an inappropriate sub-criterion for our Program.

**Access to and utilization of resources**

The Liberal Studies Program has a small operating budget. Staff salaries are provided. Equipment is refreshed and replaced on a routine basis. The Director is provided release time from his/her home department’s teaching responsibilities. And the one course that is offered is taught by either a faculty member on loan from another department or by a part-time hire.

**Collaboration across program lines that improves the quality of programs**
- Working with other Programs
- Effective sharing of resources
- Facilitating student access to Programs

The Liberal Studies Program – by necessity and by preference – works closely with several other programs on campus. Our curriculum involves and relies upon several other departments on campus including but not limited to Communications, English, Mathematics, Biology, Geology, Chemistry, Physics, Humanities and Religious Studies, Government, History, Economics, Geography, Art, Music, Theater, Health Science, Kinesiology, and Child Development. So we communicate frequently regarding course offerings and related matters. As previously mentioned, the Liberal Studies Program shares its budget, supplies, office space, Director, and Staff with the Social Science Program. In addition, the Liberal Studies Council (consisting of faculty and staff from several of the aforementioned departments) meets to discuss quality matters routinely.

**Additional Information**

The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology.
Criterion 11: Revenue and Other Resources Generated by Program

What sorts of revenues does the program generate, to be compared with costs. What are the other, non-monetary resources generated (e.g. relationships with outside institutions)?

The lack of course offerings from our Program and the lack of faculty make this criterion mostly irrelevant to us. However, given the size of our Program and the incredibly low costs, we are proud of both our alumni support and subject matter evaluations funds.

Enrollment-based budgetary support from University

The Liberal Studies Program is an interdisciplinary program involving curricular offerings from several departments as part of the major. There are no full-time faculty members in this program. There is only one non-supervisory course offered by the Liberal Studies Program and offered exclusively to Liberal Studies majors. As such, this is an inappropriate sub-criterion for our Program.

Research grants, in-kind equipment donations, fundraising

There are no full-time faculty in this program. Therefore, there is limited ability to account for research grants that pertain to the Program in particular.

Potential revenue (gifts, alumni support)

Currently, our unused donations from Alumni total $1,837.

Value of other services and resources provided

The Director of the Liberal Studies Program was previously given the ability to conduct Subject Matter Competency evaluations for students from outside of CSUS who would like to attend a multiple subject teaching credential program. For this evaluation, students payed $50. The University took a cut of this and the remainder is in an account that can be used for program-enhancing activities. This account currently has $2,130. With the implementation of No Child Left Behind, the California Commission on Teaching Credentials (CCTC) ended this practice for now, however we are hopeful that it will be reinitiated at some point in the future.

Additional Information

The Liberal Studies BA is the 8th most popular major at CSUS and the 4th largest major across all CSU’s behind Business, Psychology, and Biology.
Section: Costs and Other Expenses of Program

Criterion 12: Costs and Other Expenses of Program

A criterion not to be examined independently from the others, but to provide context. Consider both indirect and direct costs. What steps has the program taken to improve efficiency? What kind of investment is needed to improve the program?

The Liberal Studies Program is an incredibly inexpensive program to administer and maintain. We offer ONE course for our majors only (2 sections in the Fall semester and 3 sections in the Spring semester) typically taught by part-time faculty members.

The biggest efficiency gain began in 2011 when the Directorships of the Social Science and Liberal Studies Programs were combined into one position thereby eliminating 3 WTU per semester of release time.

Program Cost Analysis

**The numbers below are reported for Fall 2011 which is more typical of our personnel costs.**

### Instructional Costs for Department Liberal Studies Program:

<table>
<thead>
<tr>
<th></th>
<th>Instructional WTU:</th>
<th>Student FTE</th>
<th>FTES/WTU</th>
<th>Half-Year Instructional Salary/WTU</th>
<th>Half-Year Instructional Salary/FTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent faculty</td>
<td>0.0</td>
<td>0.0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Temporary faculty</td>
<td>6.0</td>
<td>18.4</td>
<td>3.1</td>
<td>$1,196.67</td>
<td>$390.22</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>0.0</td>
<td>0.0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Staff/MPP’s that teach</td>
<td>0.0</td>
<td>0.0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Totals</td>
<td>6.0</td>
<td>18.4</td>
<td>3.1</td>
<td>$1,196.67</td>
<td>$390.22</td>
</tr>
</tbody>
</table>

List all programs housed within this department (referenced above).

- Liberal Studies, BA
- 
- 
- 
- 

Program Name: Liberal Studies, BA
Please indicate below whether the fall 2010 semester is representative of a typical academic semester. Provide a brief explanation if untypical.

We offer five sections of LBST 110 annually – two in the Fall and three in the Spring.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Mean: Degrees Conferred (Factbook Table 12)</th>
<th>Average Full Time Faculty Load</th>
<th>Number of required courses per year exclusively offered to serve students in the program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>230</td>
<td>n/a</td>
<td>1 course; 5 sections</td>
</tr>
<tr>
<td>Program</td>
<td>230</td>
<td>n/a</td>
<td>1 course; 5 sections</td>
</tr>
</tbody>
</table>

**For minors and credentials provide 5-year total enrollment information instead**
### Section: Costs and Other Expenses of Program

Provide the following information for the **fall 2010-spring 2011 academic year:**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>As Overload?</th>
<th>Shared Cost/ How Many Programs?</th>
<th>How many WTU’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate whether your program uses instructionally related supervisory units for:

- [ ] Student Teaching
- [ ] Internships
- [ ] Independent Study (199/299)
- [ ] Field Instruction
- [ ] Thesis/Capstone
- [ ] Workshops

1-Please indicate whether these units add to workload reports and are not part of the 12-unit instructional load.
2-Please indicate whether these units are shared across multiple programs.

### Additional Information

As suggested above, this is a very inexpensive program by any measure.