05-06 Assessment Reports

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Department: Liberal Studies

Mission: The Liberal Studies program is intended for individuals who wish to become multiple subject teachers. Its purpose is to educate beginning teachers who are well grounded in the wide-ranging subject matter that will prepare them, along with the professional training they will receive in the credential program, to become effective teachers. Conscious as we are of our location in a major urban center, with a highly diverse public school population, we take as our guiding mission a commitment to providing high-quality academic, pre-professional preparation for a diverse group of future teachers who will assume roles of effective teaching, mentoring, and leadership in California's classrooms. Academic excellence and commitment to the values of diversity, community, and collaboration distinguish the vision behind the Liberal Studies program.

Outcome: The program is designed to prepare prospective multiple subject teachers to:
1) develop effective reading skills, oral and written communication skills, and collaborative skills;
2) synthesize and apply information from multiple sources;
3) demonstrate critical thinking skills;
4) make decisions on rational bases;
5) master content in curricular areas taught in elementary schools; and
6) appreciate diverse perspectives.

Description: 1) Performance on California Subject Examination for Teachers (CSET): Students report their scores on the three subtests of CSET to the Teacher Preparation and Credentials (TPAC) office (Eureka Hall, Room 216). Scores of Liberal Studies students are obtained and tracked. Since CSET and the standards created by CCTC for subject matter programs (Liberal Studies) are aligned, this should provide direct feedback on student achievement. Senior exit exam: Given by advisors to graduating seniors as they come in for final advising appointment.

Date and Time: CSET is given 6 times per year;

Result: 1) 967 LIBS students have taken CSET between Sept. 2003 - July 2006. Overall passage rate is 85%. 128 BETEP (Blended Elementary Teacher Education Program) students have taken CSET during same time frame with 98% passage rate. 2) Data summary available from program.

program_change: 1) Advisors cluster classes that students take according to various parts of CSET. This helps students have the content knowledge needed to pass the test. The BETEP course sequence was also changed so that the math and science semesters were back-to-back to help BETEP students with subtest II of CSET. 2) Consistency of advising has been a topic of discussion by advisors based on exit survey data.

procedure: 1) CSET test scores are monitored after every administration. The campus passage rates have consistently been increasing with these advising and programmatic changes. 2) On-
going data will determine if students feel advising in new program is more consistent. Also, since there are less choices in the new program, this should assist with consistency. Once all students who are on the old program pathway have finished, this will also lessen the confusion students have about what pertains to them.

**academic_change:** We have designed a non-teaching program option which will help a few students finish the major more efficiently.

**Upcoming_year:** Since numbers in the major are decreasing, we want to monitor retention rates and student satisfaction.

**NotEngage:**