

## **Liberal Studies Program 2012-2013 ANNUAL ASSESSMENT**

1. As a result of last year's assessment effort, have you implemented **any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?**
  - a. If so, what are those changes? How did you implement those changes?
  - b. How do you know if these changes have achieved the desired results?
  - c. If no, why not?

*No. Our learning outcomes, assessment plan and tools, and learning goals have remained the same. The Liberal Studies Program adopted the Sacramento State Baccalaureate Learning Goals as our internal Learning Goals in 2009. In addition, the Liberal Studies Program is accredited by the California Commission on Teacher Credentialing (CCTC) and, as such, has designed the Program in a manner to facilitate assessment regularly in conjunction with the Baccalaureate Learning Goals of Sacramento State.*

2. As a result of last year's assessment effort, have you implemented **any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?**
  - a. If so, what are those changes? How did you implement those changes?
  - b. How do you know if these changes have achieved the desired results?
  - c. If no, why not?

*The Liberal Studies Program is in the middle of its formal Program Review. As such, we are waiting for the formal recommendations to come forward before we implement any significant changes to the way that we conduct our business.*

3. What **PROGRAM** (not course) learning outcome(s) have you assessed this academic year?

*Integrative Learning. Since the Liberal Studies Program is an interdisciplinary program involving curricular offerings from several departments as part of the major, it is critical to ensure that students are able to put all of this information together and graduate in a timely manner.*

4. What method(s)/measure(s) have you used to collect the data?

*The ideal data to use for this assessment would be to analyze student test data from the California Subject Examination for Teachers (CSET) that all Liberal Studies students must take if they plan to go into a teaching credential program. However, the Liberal Studies Program does not have direct access to these data at this time. The Credential Program on campus does receive this report, but it is not clear whether or not student privacy laws allow the Liberal Studies Program to have access to them. This is an ongoing problem for which we are seeking a solution. We expect the Program Review to highlight the need to access these data in the future. For this assessment report, we chose to look at our graduation rates as an outcome. The Liberal Studies Program and its students have a complete waiver from the University's General Education requirements. As such, our advising program is mandatory, and intentionally very intrusive for students. We are using this assessment report as a way to see how we are doing with this compared to other programs on campus.*

5. What are the criteria and/or standards of performance for the program learning outcome?

*Our data can be compared directly to averages across the College of SSIS and the University as a whole to see how we are doing.*

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

- a. In what areas are students doing well and achieving the expectations?
- b. In what areas do students need improvement?

*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.*

<i>Entering in Fall</i>							
<i>First-Time Freshmen</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
<i>Number Entering</i>	<i>129</i>	<i>115</i>	<i>85</i>	<i>87</i>	<i>86</i>	<i>66</i>	<i>85</i>
<i>4-year graduation rate</i>	<i>25%</i>	<i>25%</i>	<i>34%</i>	<i>21%</i>	<i>24%</i>	<i>20%</i>	<i>15%</i>
<i>5-year graduation rate</i>	<i>45%</i>	<i>43%</i>	<i>58%</i>	<i>37%</i>	<i>48%</i>	<i>53%</i>	<i>-</i>
<i>6-year graduation rate</i>	<i>51%</i>	<i>53%</i>	<i>67%</i>	<i>47%</i>	<i>56%</i>	<i>-</i>	<i>-</i>
<i>Entering in Fall</i>							
<i>Transfers</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>
<i>Number Entering</i>	<i>191</i>	<i>149</i>	<i>167</i>	<i>139</i>	<i>150</i>	<i>138</i>	<i>127</i>
<i>2-year graduation rate</i>	<i>33%</i>	<i>35%</i>	<i>26%</i>	<i>17%</i>	<i>31%</i>	<i>24%</i>	<i>34%</i>
<i>3-year graduation rate</i>	<i>63%</i>	<i>59%</i>	<i>58%</i>	<i>45%</i>	<i>61%</i>	<i>57%</i>	<i>-</i>
<i>4-year graduation rate</i>	<i>71%</i>	<i>70%</i>	<i>66%</i>	<i>55%</i>	<i>75%</i>	<i>-</i>	<i>-</i>

*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.*

7. As a result of this year’s assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

- a. If so, what changes do you anticipate? How do you plan to implement those changes?
- b. How do you know if these changes will achieve the desired results?

*While we are doing quite well compared to our peers on campus, we still feel that we could do better. More focused effort will be placed on checking in with students who are “at-risk” of failing to graduate in a timely manner. It will be easy to see whether or not we are successful in subsequent years by*

*simply comparing the percentages. Of course, graduation rates are not the ideal measure of our success. As previously mentioned, we hope to be able to get our hands on the aforementioned test data to ascertain how well we are doing as a program.*

8. Which program learning outcome(s) do you plan to assess next year? How?

*By next year, we hope to have a plan in place that allows for the regular analysis of CSET data through cooperation with the Teacher Education office at Sac State. As such, we intend to assess our Learning Goal of “Competence in the Disciplines.” This is not trivial in the Liberal Studies Program since the Program itself is really a collection of courses from several other disciplines. Since our Program serves as a precursor for those students who are planning to go into a teacher credential program, it is appropriate to confirm our Program’s ability to serve in this capacity by analyzing these test scores.*