

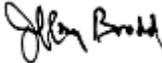


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October 21, 2016

Memorandum

TO: Faculty Senate Executive Committee

FROM: Jeffrey Brodd, Chair 
Academic Program Review Oversight Committee

SUBJECT: Program Review of Liberal Studies Program

The Academic Program Review Oversight Committee has reviewed the Academic Program Review report of the Liberal Studies Program prepared by Jian-zhong “Joe” Zhou and his review team, and agrees that it is ready for final approval. The Committee gratefully acknowledges receipt of the response from Tim Fong, Director of the Liberal Studies and Social Science Program (LSSSP), and notes that the final version of the report reflects the fact that the Review Team has addressed the issue involving Recommendation #4. The Committee thanks and commends all of those involved in the review for their collegial and effective approach to the process.

The Review is ready for action by the Faculty Senate.

cc: Timothy P. Fong, Director, Liberal Studies & Social Science Programs
Orn Bodvarsson, Dean, College of Social Sciences & Interdisciplinary Studies
Liam Murphy, Chair, Curriculum Policies Committee
Donald S. Taylor, Interim Assistant Vice President, Academic Programs and Educational Effectiveness
Ming-Tung “Mike” Lee, Provost and Vice President for Academic Affairs (Interim)

To: Jeff Brodd, Chair, Academic Program Review Oversight Committee (APROC)
Fr: Tim Fong, Director, Liberal Studies and Social Science Program (LSSSP)
Re: Response to the Liberal Studies Academic Review Report
Date: September 27, 2016

The Liberal Studies Program thanks the members of the Academic Review Committee for the report, commendations, and recommendations. Below are our responses to the recommendations.

R1: Collect more comparative data for program reviews. The Review Team does not have comparative data and has to collect data indicating family income, gender, and minority graduation rate for the Table 1.

We agree with this recommendation. However, the data recommended is not in any department *Factbook*, and would require a special request from the Office of Institutional Research.

R2: Track students who continued to the credential programs and their prerequisite fulfillment for the credential program. These data were not formally collected and passage rate on the CBEST and CSET exams are also not tracked.

Liberal Studies has never tracked CBEST passage. Liberal Studies used to track CSET passage. The practice was stopped by previous directors because tracking CSET passage rates was a cumbersome and ineffective assessment. CSET data were available only for candidates who requested their scores to be sent specifically to Sacramento State. Thus CSET passage rates were not an objective random sample of Liberal Studies graduates.

Liberal Studies has now begun using more standard assessments through the annual assessment process at Sacramento State: <http://www.csus.edu/programassessment/annual-assessment/2015-16reports/liberal%20studies.html>

It is also important to note that on September 9, 2016, the California Commission for Teacher Credentialing (CCTC) approved reinstating the multiple subject matter competency waiver. This will require Liberal Studies to strengthen assessment practices based on required CCTC standards.

R3: Improve program level assessment by linking the program Student Learning Outcomes to the University's Baccalaureate Learning Goals and use the assessment for continuous program improvement.

As stated above, Liberal Studies is now working closely with Dr. Amy Liu and the Office of Academic Program Assessment to link the program Student Learning Outcomes to the University's Baccalaureate Learning Goals:

**Aligned Liberal Studies and Sacramento State Learning Objectives
Student Learning Objectives**

Sacramento State	Liberal Studies	Where LBST SLOs are Measured
1. Competence in the Discipline	1. Synthesize fundamentals of interdisciplinary approaches as the basis for competence for primary school teaching and learning.	<p>Measured throughout the interdisciplinary program in the areas of Language and Literature, Mathematics, Natural Science, Social Science, Visual and Performing Arts, Physical and Health Education, Human Development, Integrated Studies, and Field Experience.</p> <p>In addition, Passage of the California Subject Examination for Teachers (CSET) is required of all Liberal Studies majors before acceptance into a teacher credential program.</p>
2. Knowledge of Human Culture and the Physical and Natural World	2. Demonstrate knowledge of human cultures and the physical and natural world required for primary school educators.	Measured in coursework that focus on Social Science, Mathematics, Natural Science, Physical and Health Education, and Credential Prerequisites.
3. Intellectual and Practical Skills:	3. Demonstrate intellectual and practical skills:	Measured in specific required courses taken exclusively by all Liberal Studies majors:
3.1 Critical Thinking	3.1 Critical Thinking	Social Science (LBST 110)
3.2 Information Literacy	3.2 Information Literacy	Social Science (LBST 110)
3.3 Written Communication	3.3 Written Communication	Language and Literacy (ENGL 16, 107A, or 107B)

3.4 Oral Communication	3.4 Oral Communication	Social Science (LBST 110)
3.5 Quantitative Literacy	3.5 Quantitative Literacy	Mathematics (Math 107A, 107B)
3.6 Inquiry and Analysis	3.6 Inquiry and Analysis	Natural Science (BIO 7, CHEM 107, or PHYS 107)
4. Personal and Social Responsibility	4. Apply personal and social responsibility	Measured in specific required courses taken exclusively by all Liberal Studies majors:
4.1 Civic knowledge and engagement	4.1 Civic knowledge and engagement	Field Experience (EDUC 124A/B, 125A/B, or 127A/B)
4.2 Intercultural knowledge and competence	4.2 Intercultural knowledge and competence	Social Science (LBST110) or Credential Prerequisites (EDUC 170)
5. Integrated Studies	5. Synthesize integration of studies	Passage of the California Subject Examination for Teachers (CSET) required of all Liberal Studies majors before acceptance into a teacher credential program.

R3: Consider developing a capstone course that serves as summative assessment for the program. Assignments developed for the Capstone course can be used to assess student subject matter proficiency, and passing CBEST and CSET can be set as part of the capstone course objectives.

In 2003, Title IV was revised and elementary subject matter approved programs in California (including Sacramento State’s Liberal Studies Program) were no longer able to “waive” the California Subject Examination for Teachers in multiple subjects due to the federal No Child Left Behind act. At that time the summative assessment in Liberal Studies, a portfolio, was halted in lieu of the CSET in multiple subjects. As stated above, CCTC has just reauthorized elementary subject matter approved programs to waive CSET (September 2016). The Liberal Studies Program will now begin revisiting the summative assessment beginning in fall 2016 when the Liberal Studies council is reconvened after a long hiatus.

R4: Establish a formal connection between Liberal Studies Program and the Teaching Credentials Program in the College of Education.

The Sacramento State credential program relies on the Liberal Studies Program to provide correct and current information to our students about applying to the Sac State credential program. In the past, the Sacramento State credential program held regular meetings with the credential staff and subject matter advisors from across campus to provide stakeholders with updates on the Sac State credential programs. However, that has not been the case in many years. Recently the Liberal Studies Program reached out to the Teacher Credentials department to request such a meeting to be offered in the future and we were told it is a good idea and will happen in the future.

There is new leadership in the College of Education and the hope is this will afford better communication. The chair of Teacher Preparation Programs has been invited to sit on the reestablished Liberal Studies Faculty Council (see R5 below). Additionally, the director of Liberal Studies is now a voting member of the Council on Preparation of School Personnel (CPSP) and the Liberal Studies lead advisor also attends on a regular basis. The director of Liberal Studies also attends the semester Sacramento State credential appeals committee meeting.

R4: Many Liberal Studies students are not finishing with the prerequisites required by the teaching credentialing program,

We are unclear on this recommendation and there is no evidence for the statement.

This being said, it is important to note that Liberal Studies students move on to many credential programs, not only Sacramento State. They examine other local options, especially when programs offer a combined credential and MA option. Sacramento State does not offer the combined credential/MA option thus many students have been looking at other programs outside our campus such as UC Davis and other private for-profit colleges.

Regardless of this recent trend, Liberal Studies advisors actively advise Liberal Studies students about the two remaining Sac State credential program prerequisites (EDUC 170 and EDUC 100A/B). These courses are listed prominently on the Liberal Studies advising form and, in addition to all Sac State credential program admissions requirements, are also in the Liberal Studies orientation handbook that each student receives at orientation. Additionally, a Sacramento State credentials representative attends each Liberal Studies transfer orientation to present on the path to our university's credential program.

It is important to note that the Sacramento State credential program course prerequisites are not required to graduate with the BA in Liberal Studies. Students ultimately make the decision whether to complete them based on where they are planning to attend a Sacramento State credential program. It is also important to note that Sacramento State credential program previously accepted the prerequisites as co-requisites for their three-semester program, but that was changed in 2015-2016. Now both courses are required prior to a fall start regardless of choosing a two- or three-semester Sac State credential program. Additionally, there is not always enough availability in these prerequisite classes, even for graduating seniors, so there is no guarantee they will get a seat in one or both of these classes.

R4: Liberal Studies Program does not have a formalized fieldwork component in their courses every year.

The CCTC requires field experience as part of their approved elementary subject matter programs, not a formalized fieldwork component each year. The Liberal Studies Program requires two field experience classes, CHDV 35F and EDUC 124A/B or EDUC 125A/B or EDUC 127A/B, totaling 90 hours of field experience (both group and one-on-one settings). If students are able to fit in EDUC 170 and EDUC 100A/B along with their BA requirements they will complete an additional combined 40 hours of field experience.

R5: Activate the Liberal Studies Faculty Council as a governing structure of the program. At least one faculty each (including the program director) should be from the College of Education, College of Arts and Letters, College of Health and Human Services, College of Natural Sciences and Mathematics, and College of Social Sciences and Interdisciplinary Studies.

The Liberal Studies Program has reconvened the Liberal Studies Faculty Council in fall 2016. Members on this committee are:

- Kristen Anderegg, Lead Advisor, Liberal Studies
- Stephanie Biagetti, Chair, Teaching Credentials, College of Education
- Chloe Burke, Professor of History
- Karen Davis O'Hara, Chair Undergraduate Studies, College of Education
- Kimberly Elce, Professor of Mathematics
- Tim Fong, Director, Liberal Studies & Social Science
- Kathe Goodwin, Lead Advisor, Teaching Credentials, College of Education
- Sue Metz, Professor of Music
- Adam Rechs, Professor of Biological Sciences
- Mi-Suk Seo, Professor of English
- Lindy Valdez, Professor of Kinesiology

R6: Start discussions between College of SSIS and the College of Education to evaluate the campus structural location of the Liberal Studies Program. The Review Team believes the Non-Credential Track of Liberal Studies Program should be part of the College of SSIS, but the Review Team can't draw the same conclusion for the Credential Track, which has three quarters of Liberal Studies students.

We do not agree with this recommendation. The Liberal Studies Program is an interdisciplinary major utilizing courses from the Colleges of Arts and Letters, Natural Science and Math, Social Science and Interdisciplinary Studies, Health and Human Services and Education that offers two tracks, the traditional track ("pre-teaching") for those students with plans to pursue a teaching credential and the non-traditional track ("non-teaching") for those students who are not necessarily interested in the elementary subject matter waiver for eventual entrance into a multiple subject credential program. We operate as a one-stop program advising center for our students in Lassen Hall. Our faculty advisors come from the colleges where our courses are offered.

With the exception of Child Development, all other Pre-credential subject matter majors (Art, English, Home Economics, Kinesiology, Mathematics, Music, Science, Social Science/History) are not housed in the College of Education. It is the deep conviction that both tracks of the Liberal Studies Program are in the right place in the College of Social Science and Interdisciplinary Studies.

R7: If the Liberal Studies Program remains at SSIS, the Review Team recommends a stronger connection with the College of Education by adding an Associate Director's position for the Liberal Studies Program. The Director and Associate Director will come from the College of SSIS and the College of Education respectively.

We do not agree with this recommendation. The reconvening of the Liberal Studies Faculty Council (R5) negates the need for an Associate Director in the College of Education. In addition, no other pre-credential subject matter majors outside of the College of Education (Art, English, Home Economics, Kinesiology, Mathematics, Music, Science, Social Science/History) has an Associate Director.

R8: Consult with the University Library and the University Archive to build an electronic institutional repository system for easy access to previous program review reports and various assessment reports.

We agree with this recommendation. We fully intend to work with the University Library, the University Archive, as well as the Academic Program Review Oversight Committee (PROC) for improving the process of saving all program review reports. This includes both the internal and external review reports, as well as the program response.

Academic Program Review Report

Liberal Studies Program

California State University, Sacramento

Review Team

Jian-zhong “Joe” Zhou (Review Team Chair)
University Library

Sujatha Moni
College of Social Sciences and Interdisciplinary Studies

Lisa Romero
College of Education

External Consultant

Daniel O’Connor
California State University, Long Beach

Spring 2016

OVERVIEW OF THE PROGRAM REVIEW PROCESS

The Liberal Studies (LS) program underwent a self-study in 2012/13 that reflects the program assessment effort under the leadership of program director David Lang. In consultation with the Program Review Committee (PRC), the LS program chose to adopt Option C: “Focused Inquiry” approach. But changed to Option A de facto: “Standard Academic Programs and Assessment” during the Self Study revision. Following the guidelines of the revised Program Review Policy, the main components of Option A are as follows:

- Introduction/History
- Academic Program
- Student
- Faculty/Staff
- Governance
- Institutional Support
-

The LS program self-study report prepared by David Lang has the following sections:

- History of the Program
- Student Background
- Faculty/Advisor Background
- Assessment
- Recommendation and Concerns

During the course of the review process, the Review Team consulted the following individuals, documents, and other resources.

Individuals Consulted

Dr. David Lang, Liberal Studies Program Chair

Ms. Kristen Anderegg, Liberal Studies Program Advisor

Ms. Ms. Deborah James, Liberal Studies Administrative Assistant

Dr. Lindy Valdez, previous Liberal Studies Program Chair

Dr. Adam Rechs, Biological Sciences and faculty advisor for Liberal Studies Program

Dr. Sheree Meyer, Dean, Undergraduate Studies

Dr. Ted Lascher, Interim Dean of Social Science and Interdisciplinary Sciences (SSIS)

Dr. Orn Bodvarsson, Dean of Social Science and Interdisciplinary Sciences

Dr. Dianne Angela Hyson, SSIS Associate Dean

Dr. Amy Liu, Director, Office of Academic Program Assessment

Dr. Pia Wang, Chair, Teaching Credentials Program

In addition, 11 Liberal Studies students and alumni were interviewed.

Documents Consulted

- *Liberal Studies Program Self Study, 2013*

- *Program Review Report for the Liberal Studies Program, 2001*
- *Dr. Daniel J. O'Connor, Liberal Studies Program External Review, 2015*
- *California State University, Sacramento. Program Review Manual, 2013*
- *California State University, Sacramento. University Policy Manual, 2013*
- The Liberal Studies Program website <http://www.csus.edu/libs/>
- Academic Affairs Program Review website at <http://www.csus.edu/acaf/progReview/>
- Office of Academic Program Assessment
<http://www.csus.edu/progrmassessment/index.html>
- Academic Affairs Data Center
<http://www.csus.edu/acaf/academic%20resources/Data%20Center.html>
- College of Social Sciences and Interdisciplinary Studies website
<http://csus.edu/ssis/index.html>
- College of Education, Teaching Credentials website
<http://www.csus.edu/coe/academics/credentials/>
- California State University, Sacramento Strategic Plan
<http://www.csus.edu/universitystrategicplan/>
- CSU Liberal Studies Lower Division Transfer Patterns
http://www.calstate.edu/acadaff/ldtp/docs/liberal_studies_20090720.pdf
- California Educator Credentialing Examinations
http://www.ctcexams.nesinc.com/about_CSET.asp
- *WASC 2013 Handbook of Accreditation* <http://www.wascenior.org/resources/handbook-accreditation-2013>
- *Feedback for the 2012-2013 Annual Assessment Report – Liberal Studies*
- *Sacramento State Liberal Studies Fact Book, 2010-2015*
- *Sacramento State University Fact Book, 2012-2015*

SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS

Commendations:

C1: Liberal Studies students graduation rate consistently exceeds that of the University or the College for first-time freshmen and for transfer students. The Liberal Studies students are at the comparable or higher percentage in remediation and from low family income background compared to the College of SSIS and the University.

C2: Three quarters of Liberal Studies graduates continued on to the credential program, although not necessary at Sac State, to become teachers. However, the program needs to collect data to track the career choices of its students, see R1 below.

C3: Systematic advising by Liberal Studies Advising Coordinator and three faculty advisors who teach courses in Language Arts, Mathematics, and Natural Sciences contributed to student success.

C4: As evidenced by students/alumni participation of the program review process, there has been a strong student culture and advisor-student-alumni connection. The program attracts students from diverse background even in the economic down time when demands for teachers were low.

C5: The curricular preparation of Liberal Studies students is strong, particularly the traditional program that is designed for students in teaching careers.

C6: The location of Liberal Studies Program at the student service building (Lassen Hall) has advantages for student access.

Recommendations to the Liberal Studies Program:

R1: Collect more comparative data for program reviews. The Review Team does not have comparative data and has to collect data indicating family income, gender, and minority graduation rate for the Table 1 below.

R2: Track students who continued to the credential programs and their pre-requisite fulfillment for the credential program. These data were not formally collected and passage rate on the CBEST and CSET exams are also not tracked.

R3: Improve program level assessment by linking the program Student Learning Outcomes to the University's Baccalaureate Learning Goals and use the assessment for continuous program improvement. Consider developing a capstone course that serves as summative assessment for the program. Assignments developed for the Capstone course can be used to assess student subject matter proficiency, and passing CBEST and CSET can be set as part of the capstone course objectives.

R4: Establish a formal connection between Liberal Studies Program and the Teaching Credentials Program in the College of Education.

Recommendations to the College of SSIS:

R5: Activate the Liberal Studies Faculty Council as a governing structure of the program. At least one faculty each (including the program director) should be from the College of Education, College of Arts and Letters, College of Health and Human Services, College of Natural Sciences and Mathematics, and College of Social Sciences and Interdisciplinary Studies.

Recommendations to the Office of Academic Affairs:

R6: Start discussions between College of SSIS and the College of Education to evaluate the campus structural location of the Liberal Studies Program. The Review Team believes the Non-Credential Track of Liberal Studies Program should be part of the College of SSIS, but the Review Team can't draw the same conclusion for the Credential Track, which has three quarters of Liberal Studies students.

R7: If the Liberal Studies Program remains at SSIS, the Review Team recommends a stronger connection with the College of Education by adding an Associate Director's position for the Liberal Studies Program. The Director and Associate Director will come from the College of SSIS and the College of Education respectively.

R8: Consult with the University Library and the University Archive to build an electronic institutional repository system for easy access to previous program review reports and various assessment reports.

Recommendation to the Faculty Senate:

Based on the self-study report prepared by the Liberal Studies Program, the External Consultant Report, the Program Review Team recommends that Liberal Studies degree program be approved for six years or until the next scheduled program review.

Introduction

Throughout the CSU system, students majoring in Liberal Studies typically take wide variety of courses from 30 different departments. The traditional Liberal Studies major at CSUS is centrally 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 or taught in the General Education program for the overall University population. In other cases, courses have been specifically designed with the curricular needs of prospective teachers in mind. Thus, Liberal Studies 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 has no full-time faculty other than its director and students rarely experience multiple learning experiences with the same faculty member. This creates identity challenge for students and the Liberal Studies full-time advisor and the staff member is the key to build a strong student/alumni culture.

Liberal Studies Program Review

The following table summaries the Liberal Studies first-time freshmen student success.

Table 1, Liberal Studies Fact Summary

LS Program (College, Univ)	2010	2011	2012	2013	2014
Remediation	61.1%, (62.3, 64.9)	71.4%, (62.0, 60.3)	63.3%, (57.5, 55.7)	65.0%, (54.5, 53.2)	75.0%, (63.7, 58.9)
All Minority	36.1% (41.7, 45.5)	38.3% (43.6, 47.6)	42.1% (45.7, 49.6)	43.6% (48.6, 51.2)	44.6% (50.0, 52.9)
Male	13.3% (29.6, 42.9)	13.5% (30.3, 43.2)	13.9% (30.4, 43.2)	14.7% (31.7 43.5)	15.8% (31.6, 43.7)
Low Income (University)	48.5%	51.3% (50.61)	53.0% (51.09)	53.6% (53.34)	49.5% (50.66)
4-year Grad Rate	24% (18, 10)	20% (13, 8)	15% (12, 7)	15% (11, 7)	14% (13, 9)
6-year Grad Rate	67% (47, 42)	47% (44,41)	56% (48, 40)	59% (44, 41)	51% (49, 43)

Compared to the College of SSIS and the University average, there were higher percentages of students in the Liberal Studies program who need remediation, comparable low-income students, a little lower percentage of minority students, and a much lower percentage of male students.

Other data from the Office of Institutional Research (OIR) shows that the course load for Liberal Studies students were 0.5-1.0 units higher than the College of SSIS and the University average. However, the 4-year and 6-year graduation rates for the Liberal Studies students have been consistently higher than the average in the College of SSIS and the University. The same pattern is true for transfer students. The Liberal Studies program received commendation for its student success.

- C1: Liberal Studies students graduation rate consistently exceeds that of the University or the College for first-time freshmen and for transfer students. The Liberal Studies students are at the comparable or higher percentage in remediation and from low family income background compared to the College of SSIS and the University.
- C2: Three quarters of Liberal Studies graduates continued on to the credential program, although not necessary at Sac State, to become teachers.

The Liberal Studies minority students and low-income students percentages have increased, as well as male students. However, a breakdown statistics of graduation rate for minorities and under represented minorities, low income, and male students will help for program improvement. In addition, the Review Team was only provided with the graduation rate and the Review Team has spent some time and compiled Table 1 with data from the OIR. The Review Team recommended the Liberal Studies program to improve its data collection:

- R1: Collect more comparative data indicating family income, gender, and minority graduation rate for program improvement.

Liberal Studies program has a very strong advising program. As stated by the external reviewer that “it is not an exaggeration to state that perhaps the single most important factor contributing to the success of Liberal Studies students at Sac State be attributed to the efforts of the Advising Coordinator, Ms. Kristen Anderegg,” the review team concurs with the statement for the Advising Coordinator and the faculty advisors.

- C3: Systematic advising by Liberal Studies Advising Coordinator and three faculty advisors who teach courses in Language Arts, Mathematics, and Natural Sciences contributed to student success.
- C4: As evidenced by students/alumni participation of the program review process, there has been a strong student culture and advisor-student-alumni connection. The program attracts students from diverse background even in the economic down time when demands for teachers were low.

The overall curricular preparation of Liberal Studies, particularly the breath, is very strong. The Liberal Studies pre-credential program is dependent on the demand for K-6th grade teachers. Although the number of students in the Liberal Studies program has declined in the last 10 years, it is still one of the top 5 largest majors across all CSU. The career path is clear for traditional Liberal Studies students and the job market for teachers is relatively stable in the Sacramento area in 2014-2016. The demand for teachers in the Sacramento region will increase when the economy is doing better in the near future.

- C5: The curricular preparation of Liberal Studies students is strong, particularly the traditional program that is designed for students in teaching careers.
- C6: The location of Liberal Studies Program at the student service building (Lassen Hall) has advantages for student access.

The Review Team also felt that the Liberal Studies only has mechanisms to assess the individual courses, but it lacks an overall assessment plan for program learning outcomes that linked to the University's Baccalaureate Learning Goals. The *Feedback for Annual Assessment Report – Liberal Studies* recommended to align the program learning outcomes with the University and the College missions and visions and to develop an assessment plan to for the program learning outcomes. Based on program description and courses listed for Liberal Studies, there is no capstone course where students can demonstrate their subject matter proficiency. In addition, the curriculum lacks formal fieldwork component that provides students intentional experiences linked to the course and many students could not finish with the pre-requisites required by the teaching credentialing program. The Review Team has the following recommendations:

- R2: Track students who continued to the credential programs and their pre-requisite fulfillment for the credential program. These data were not formally collected and passage rate on the CBEST and CSET exams are also not tracked.
- R3: Improve program level assessment by linking the program Student Learning Outcomes to the University's Baccalaureate Learning Goals and use the assessment for continuous program improvement. Consider developing a capstone course that serves as summative assessment for the program. Assignments developed for the Capstone course can be used to assess student subject matter proficiency, and passing CBEST and CSET can be set as part of the capstone course objectives.
- R4: Establish a formal connection between Liberal Studies Program and the Teaching Credentials Program in the College of Education.

Recommendations to the College of SSIS and the Academic Affairs:

The Liberal Studies Faculty Council has not met in recent years and there is limited communication among faculty across or even within the subject areas. There is also limited communication among the program director, Teacher Education faculty, faculty from community colleges, and local school district partners. Most students identify the Liberal Studies program with the advising staff, not faculty member or even the director. The Review Team has the following recommendations for the College of SSIS and the Academic Affairs:

- R5: Activate the Liberal Studies Faculty Council as a governing structure of the program. At least one faculty each (including the program director) should be from the College of Education, College of Arts and Letters, College of Health and Human Services, College of Natural Sciences and Mathematics, and College of Social Sciences and Interdisciplinary Studies.

- R6: Start discussions between the College of SSIS and the College of Education to evaluate the campus structural location of the Liberal Studies Program. The Review Team believes the Non-Credential Track of Liberal Studies Program should be part of the College of SSIS, but the Review Team can't draw the same conclusion for the Credential Track, which has three quarters of Liberal Studies students.
- R7: If the Liberal Studies Program remains at SSIS, the Review Team recommends a stronger connection with the College of Education by adding an Associate Director's position for the Liberal Studies Program. The Director and Associate Director will come from the College of SSIS and the College of Education respectively.

The Review Team conducted a thorough research and consulted about 20 documents, but was unable to retrieve the immediate past *Liberal Studies Program Review Report* completed in 2006/07. The Review Team waited a few months and made some effort trying to track down the previous report with no success. So this report is missing a section checking the recommendations from the previous report. The Team believes to build a digital university archives for all program reports in the future will benefit faculty, students and future program review teams.

- R8: Consult with the University Library and the University Archive to build an electronic institutional repository system for easy access to previous program review reports and various assessment reports.

CONCLUSION: Recommendation to the Faculty Senate

After careful examination of the *Liberal Studies Program Self Study* and the *External Consultant Report*, various related documents, meetings and conversations with the Deans, faculty, staff, and students/alumni, the Program Review Team recommends that all of the Liberal Studies degree programs be approved for six years or until the next scheduled program review.