

# Program Action Plan for Liberal Studies

## Implementation of Program Review Recommendations

### Developed from Program Review Conducted 2008-2010

The Program Action Plan is an agreement among the Provost, Dean of Faculty, and Program Chair to implement recommendations that emerged during the program review process. These recommendations were derived from the program's self-study, the external review, and the PARC review. Through the Program Action Plan, the goal is to integrate program review results into Academic Affairs planning and budgeting. To the extent that resources and changes in program and division strategic priorities permit, the Action Plan identifies two-year and five-year targets for implementation of recommendations.

				TWO YEAR PLAN	FIVE YEAR PLAN
REVIEW RECOMMENDATIONS	PROGRAM CITATION AND RATIONALE	RESPONSIBLE PARTIES	RESOURCE IMPLICATIONS	DELIVERABLE 2012	DELIVERABLE 2015
<b>PROGRAM PURPOSE AND UNIVERSITY GOALS</b>					
Delay implementation of the Accelerated Program until Fall 2012	Decreased demand for Multiple Subject Teachers; declining enrollments in Teaching and Learning (T & L) Option. Delayed until 2012. External Review P. 20 #8.	Director School of Education and Liberal Studies Coordinator.	Staff/Administrator time: 3 units allocated by Dean of Faculty for faculty to write CTC accreditation report 2010/2011	Catalog language; CTC Report; Timeline for implementation developed in 2010-11; Analysis completed in 2011-2010 of financial implications including faculty needed and field placement sites and supervisors needed <b>Accelerated Program has been removed from the catalog copy for 2013-2014 and can be added once the resources and CTCC approval is in place.</b>	
Implement the Accelerated program	Anticipated need for Multiple Subject teachers with upcoming retirements of "baby boom" era teachers	LS Coordinator, Accelerated program faculty	Reassigned time for the LS Coordinator; faculty hires; field placement increases-cooperating teacher stipends, mileage for supervisors; increased workload for Field Placement Director.	<b>As of AY 2013 , still not resourced to implement</b>	The language in the catalog; program brochure; transfer advising guide for community colleges; orientation sessions for transfer students
<b>ACHIEVING EDUCATIONAL OUTCOMES/ASSESSMENT</b>					
Explore a more finite and measureable set of program learning outcomes (PLOs)	Assessment plan currently in place was developed in the 2006 "Smith" program assessment process. If we define a more finite series of PLOs and their associated KPIs then all of the planned assessments will have to be re-planned.	LS Coordinator and the LS Program Committee (LSPC)	LS Coordinator time and LSPC time as well as time from the disciplinary faculty who teach classes for LS majors: Faculty stipends (15 disciplines, 1 day retreat x 15 stipends at \$250 each = \$3750)	New set of PLOs with an associated set of KPIs for each LS program option. <b>This has been accomplished.</b>	
Identify Key performance indicators (KPIs) for PLOs	Necessary pre-cursor to the development and implementation of an Assessment plan, Self Study P. 30; External Review P. 20; PARC P. 3.	LS Coordinator and the LSPC in collaboration with University wide faculty who teach courses for the LS majors.	Since this is curriculum work outside of the scope of disciplinary majors, stipends or reassigned time will be needed to get the faculty from across campus to participate in this process. Faculty stipends (15 disciplines, 1 day retreat x 15 stipends at \$250 each = \$3750)	Matrix of KPIs linked to the Program Learning Outcomes. <b>This is in progress.</b>	

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Identify KPIs embedded in required classes	Efficiency and effectiveness will be determined by the degree to which the KPIs are embedded in the educational experiences of the majors. Self Study P. 3; External Review P. 6; PARC P. 3	Faculty who teach classes within the LS majors	Stipends or reassigned time (this work to be included in faculty stipend for line 8, above)	List of embedded KPIs. <b>Not accomplished</b>	
Cumulative demonstration of student learning for assessment plan (T&L students)	Concern for the alignment between State Standards in CSET and the content coverage in the LS T&L Major. External Review P. 4 & 5; PARC Report P.1 & 2, # 1,2, and 3.	LS Coordinator and Credential Office staff	LS Coordinator time and staff time (between-term stipend for LS Coordinator to collect and analyze data: 5 days at \$250 each = \$1250; for catalog, brochures, and Web updates, student to enter and collate data-5 days @\$40/day=\$200	Matrix of T&L graduates with scores/pass fail on CSET; Notes from discussion with SOE faculty about the strengths of credential graduates and courses identified by the reviewers. <b>Not Accomplished.</b>	
Monitor average grade assigned to T&L majors	This will allow us to determine if there is grade inflation. External Review P. 8	LS Coordinator with data from the Office of Institutional Research (IR).	Administrative time	Comparison of average grade assigned to LS majors with other majors enrolled in the same class. Average grade assigned to classes with only LS majors compared with average grade assigned by major and across the University. <b>Not Accomplished.</b>	
Update and revise assessment plan	Assessment plan currently in place was developed in the 2006 "Smith" program assessment process. If we define a more finite series of PLOs and their associated KPIs then all of the planned assessments will have to be re-planned including a.) data collection processes, b.) summarization and analyses; c.) program revisions and d.) reporting results.	LS Coordinator, the LSPC, selected faculty from across the disciplines	Reassigned time for the LS Coordinator; small stipends for the LSPC and the disciplinary faculty who help with the process of identifying the PLOs.	<b>In progress.</b>	New set of PLOs, KPIs, assessment processes, data collection processes, assessment report.

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Continue to monitor student success in the CSET	Continue to address concern for the alignment between State Standards in CSET and the content coverage in the LS T&L Major. External Review P. 4 & 5; PARC Report P.1 & 2, # 1,2, and 3.	LS Coordinator and The Office of Institutional Research (OIR)	Reassigned time for LS Coordinator and additional resources for OIR	Monitoring accomplished and reflected in modifications to catalog copy to reflect requirements for success on the CSET and T & L course content.	Annual data set of CSET scores by content area
Continue to monitor Grades assigned to LS majors	Continue to compare average grade assigned to LS majors with other majors enrolled in the same class. Average grade assigned to classes with only LS majors compared with average grade assigned by major and across the University	LS Coordinator and the Director of OIR.	Reassigned time for the LS Coordinator; additional resources for the OIR.	GPA of LS majors comparable to other majors	Annual comparison of T&L majors' grades compared to non T&L student grades.
DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY					
Seek general fund resources to support the elements of this plan	The small number of faculty associated with Liberal Studies generates a very small operating budget. Therefore funds need to be sought outside of the existing budget such as "club" fees from student fees. External Review P. 9.	The Provost, Dean, Director of LS, Director of the School of Education	Money for all resources outlined in this report	Additional operating funds. Continually seeking additional resources.	

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Additional reassigned time for Liberal Studies Coordinator	The advising duties alone for Concentrated Studies option constitute a very heavy burden on the LS Coordinator. Program leadership and management activities need more assigned time. The external reviewers' greatest criticism focused on the dearth of resources and reassigned time provided to Liberal Studies. In their experience the T&L option alone with its advising and supervision requirements needed significant additional resources. The additional responsibilities for the Concentrated Studies Option with its unique programs and heavy advising elements make the Coordinator assignment in LS essentially unworkable. Separating the two elements of the LS programs will not solve the problem, merely transfer a portion of the problem to another programmatic area. External Review P. 9; PARC P.4.	The Provost and the Dean	Additional reassigned time: Current WTU devoted to LS Coordinator is 6/6. Raise this to 9/9.	Additional reassigned time for the Coordinator. <b>Assigned time remained the same: 6 WTU.</b>	

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Continue to lobby for additional resources to support the LS program and the activities of the Director.	Without additional resources, the majority of the elements of this plan cannot be implemented. With 12 weighted workload units assigned to teaching, there is very little time left to pursue the other expectations/necessary activities of a university professor. If assessment and program development are essential to the well being and future of the University, then priorities within the budget process must reflect our rhetoric. Resources (faculty, reassigned time and operating dollars) must be assigned commensurate with University expectations.	LS Coordinator, Director of the SOE	Designated operations budget	Lobbying continues.	
Make full use of reassigned time to manage the LS program.		LS Coordinator, the Dean, LSPC	LS Coordinator's time. Raise WTU allocation from 9/9 (suggested for implementation in Year 2) to 12/12. Provide second faculty member with 6/6 WTUs for advising Concentrated Studies students (\$21,540 salary +9046.80 benefits).	Assigned time of 6/6 WTU has been sufficient to manage the LS program and advising role. However, as the numbers of majors continue to grown, more time will be required for advising.	

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<b>CREATING A LEARNING CENTERED ORGANIZATION/STRUCTURE</b>					
Re-examine the LS program conformity with the CSU lower division transfer program (LDTP)	This was a recommendation by the External Reviewers P.21	LS Coordinator and LSPC	Additional reassigned time	Reaffirmation of the alignment of the LS T&L program with the CSU LDTP and in consideration of the strengths of the CSUCI prepared teachers (e.g., Engl 475). <b>Annual review of alignment has been undertaken to ensure that transfer students lower division preparation aligns with lower division undergraduates CI LS majors.</b>	
Continue to adjust the T&L program as the System LDTP requires.	At a system level, the LDTP remains as a work in progress. Perhaps, more than any other degree program in the CSU, the Liberal Studies T&L option will likely assume a, more or less, uniform structure since the content is driven by CCTC standards. Thus, as legislative changes are introduced to improve the educational experiences of children, there must be concomitant changes in the professional preparation of new teachers.	The Dean, the Director of the SOE, Coordinator of LS, LSPC	LS Coordinator's time	<b>Adjustment on an annual basis to reflect updates in transfer requirements. As of 2012, no longer utilizing the LDTP system. This has been replaced with recent legislation concerning transfer.</b>	T&L option endorsed by CCTC; Articulation agreements for local community colleges; brochures

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Program assessment and review	The regular reaccreditation reviews by WASC and the CCTC require a continuing assessment review process complete with feedback to the various elements of the program.	Director of Institutional Research, the LSPC, and the Coordinator of LS program	LS Coordinator's time; IR time. Change LS Coordinator contract to 12 month assignment	Regular review of the LS program has been undertaken.	1.) Annual reports from IR; 2.) LS section in the annual report of SOE; 3) A data set that reflects the key performance indicators and other assessment program elements that is updated annually; 4.) Self study as part of the second cycle of 5 year cyclical review.

Other Comments: The greatest challenge will be to find the additional resources to respond to the external reviewers' observation that the LS programs at CSUCI are woefully under resourced.