

Liberal Studies Review Committee

Wednesday, October 5, 2011

10:00 a.m. ED 316

Members Present: Kim Morin, James Mullooly, Susan Schlievert, Bob Powell, Marilyn Shelton, Breannah Evans, Nan Barker, Janell Morillo, Jim Marshall, Rajee Amarasinghe, Paulette Fleming

Guests: Jessica Choy, Esther Rodriguez

The meeting was called to order at 10:07 am.

Announcements

CBEST/CSET Prep Books- Adrian Ramirez contacted Janell about funding for prep books for students. He agreed to purchase the prep books and they are located at the circulation desk in the library. LS students will receive an email about the books being available. Kim added that we should notify LS faculty and advisors.

Reading and Beyond- organization offering volunteers to be reading tutors. Jim indicated that LS students may be great candidates for this opportunity. They can receive service learning credit. They need to be finger printed but will be reimbursed for that expense and it would take care of their clearance for the credential program. We could also incorporate it in to specific courses. Breanna noted that LING 132 would be a good choice. The Reading and Beyond reps will also be referred to Glen Devoogd to discuss the possibility of our MA Reading students participating.

LS Advisory Board- every fall a board of faculty and community college reps meets. A meeting is being planned in November. The goal of the meeting is to plan the spring conference, which is to be student focused this year.

Old Business

- **LS Report- “Where are they going?”** Amber and Janell have been gathering data. Our LS students complete a survey when they meet with an advisor for major approval. Fall 10 and Spring 11 were reviewed. The CSET/CBEST passing rates are a factor. Students’ plan to pursue a credential was also surveyed. We should also determine what other majors credential candidates are coming from. Tina Leimer may be able to track a sampling of students through the LS program. We do know that LS has the highest graduation rate of all majors. And the more LS students we have the more move in to a credential program.

If we’re losing students because they have trouble passing the CSET/CBEST, or are delayed by it, that is something to look at. We need to look at our student outcomes. We don’t even know how many are taking it. Advisors are finding that students are putting it off. The new computer based testing will make it easier to

schedule the exam, but it is also very expensive at \$90 per CSET subset. Taking the pertinent courses to prepare for each subset is a factor as well.

Perhaps the faculty could take the exams to see what is on the exams. Reminders in the pertinent courses may help as well, for example encouraging students during MATH 100 that they should take the Math/Science subset. Should we target the key course faculty to encourage their students? We could also create Learning Communities with math/science, Kines/art, lang arts/social science.

CSET preparation concentration- it has been discussed before, but at this point we don't have faculty to develop courses. It would be modeled like a Capstone. We could choose existing courses from other concentrations in order to construct the new concentration.

Is the cost a factor in students not taking the CSET? There is a chancellor's grant MSTI that funds the math/science exams.

We are in the process of getting several 1-unit web based test prep courses approved.

Clearly the question of where students are going is in part related to CSET. Learning communities would be very beneficial. Students in the learning communities can be tracked. It is also important to track students during their moving through the LS program, not just as they graduate.

CSET is not telling us about learning outcomes, but it is a factor in where our students are going.

Meeting was adjourned at 11:05