

# **Program Review for MA Liberal Studies**

## Development of Action Steps

### **General Comment:**

The reviewer described the program as a “gem.” She believed that the program is a strong one and has opportunities for growth.

### **Commendations:**

1. Lehman College’s Master’s Program in Liberal Studies (MALS) is a "Bronx gem."
2. The program advances students in their careers and develops students' critical thinking, research, and writing skills enhanced enough to advance students into doctoral programs
3. SCPS is an “excellent host” for the MALS program
4. The Program’s cohort model is a strength
5. High (80%) student satisfaction with the Program’s core requirements and electives
6. High retention (sic) rate (completion rate, as the footnoted piece deals with attrition)
7. Committed faculty

### **Identified Issues:**

1. Support services were rated somewhat lower than the program’s core requirements and electives by students
2. MALS has not been regularly assessed

**Recommendations:**

Recommendation	Strengths Leveraged/Issues Addressed	Notes	Responsible Party	Actions Taken/Scheduled Actions
<p><b>1. Enhancing MALS Profile and Outreach:</b></p> <p>a) Website can feature alumni success stories</p> <p>b) Public communications via email concerning MALS' successes</p> <p>c) Build out engaged faculty for MALS through incentives</p> <p>d) Develop new certificates based on student interests</p> <p>e) Host workshops for career enhancement through Workforce Education</p>	<p>Opportunity for growth</p>		<p>Dean Program</p>	<p><b>Summer 2023:</b> Collect written student and alumni testimonials and photographs. Focus on career success post-MALS and specific capstone and thesis projects.</p> <p><b>Fall 2023:</b> Post written student and alumni testimonials with photographs on MALS website Collect videotaped student and alumni testimonials</p> <p>Using resources provided by Hanover group, revamp website to provide more visibility to MALS on banner; add a direct link to tuition rates; work with IT to improve on search engine optimization by examining opportunities for increasing the visibility of MALS on different Lehman websites.</p> <p>Reach out to graduating seniors in the new Lehman BA in Liberal and Interdisciplinary Studies to inform them about MALS (repeat each semester).</p> <p>Publicize MALS</p>

			<p>more effectively through SCPS, including its annual catalogue and Workforce Education programs.</p> <p>Work with Enrollment Management and Graduate Admissions to improve MALS recruitment efforts.</p> <p><b>Spring 2024:</b> Post videotaped student and alumni testimonials on MALS website</p> <p>Work with Lehman's Veterans and Military Affairs Office to reach out to that population</p> <p>Work with the Lehman Administration, the Writing Center and other Lehman MA programs to introduce graduate-level tutoring.</p> <p>Encourage BLIS majors to enroll in one or two graduate-level courses in their senior year, which they can transfer into MALS (repeat each semester).</p> <p>Send email blast to ADP alumni (February) with link to new website (repeat each spring)</p> <p><b>Fall 2024:</b> Build on self-study report to establish a</p>
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				database with student demographics, alumni activities, course selection, and departmental contact information, which can be used by future academic directors.
<p><b>2. Assessment:</b></p> <p>a) Use of e-portfolios b) Use assessment results to review learning objectives (700-level courses)</p>	Issue #2	<p>Cost: N.A. for now</p> <p>C. Quirke (reviewer) is skeptical of the cost-benefits of e-portfolios. Will be considered in the future after evaluating other assessment work. Could be revisited.</p>	Dean Program	<p><b>Fall 2023:</b> Consult with OAAE about best practices for assessment and appropriate strategies for MALS</p> <p><b>Fall 2024:</b> Continue first round of assessment, focusing on required courses.</p> <p><b>Spring 2025:</b> Building on results of first round of assessment, develop best practices for core classes (including model syllabi), which can be circulated to faculty who teach such courses.</p> <p>Initiate second round of assessment, focusing on courses that are cross-listed with undergraduate courses. Form a MALSAC subcommittee (including faculty who have taught such courses) to develop rubrics and evaluate student performance.</p> <p><b>Fall 2025:</b></p>

				<p>Initiate third round of assessment, focusing on student capstone projects. Form a MALSAC subcommittee (including faculty who have advised capstones) to develop rubrics and evaluate student performance.</p> <p>Building on results of second round of assessment, develop best practices for 700-level electives that meet with undergraduate courses, which can be circulated to department chairs and faculty who teach such courses.</p> <p><b>Spring 2026:</b> Building on results of second round of assessment, develop best practices for capstone projects (including model syllabi), which can be circulated to department chairs and faculty who teach such courses.</p> <p>Revisit assessment in light of 2024-25 results; discuss the potential costs and benefits of e-portfolios. Either switch to that system or repeat 2024-25 three-pronged approach (2026-2027).</p>
<p><b>3. Curriculum and Student Support:</b></p>	<p>Opportunity for growth and Issue #1</p>	<p>Requires approval of the faculty committee.</p>	<p>Dean Program</p>	<p><b>Spring 2024:</b> Submit curriculum changes to</p>

<p>a) Consider development of an interdisciplinary MALS course</p> <p>b) Consider eliminating the requirement that transfer classes be taken within 5 years of enrollment</p> <p>c) Identify potential academic supports for MALS students</p>		<p>Now evaluating workplace certificates for M.A. prior learning credit (accelerates time to degree)</p>	<p>Graduate Studies Committee (February) pending MALSAC approval. These may include a new internship course; reducing required courses from 4 to 3; eliminating thesis/thesis defense option.</p> <p>Work with relevant faculty and MALSAC to develop new certificates</p> <p>Initiate first round of assessment, focusing on required core courses. Form a MALSAC subcommittee (including faculty who have taught in the core) to develop rubrics and evaluate student performance.</p> <p><b>Fall 2024:</b> Introduce certificates in selected fields of interdisciplinary study (e.g. Women's Studies, Latinx Studies, Africana Studies, Disability Studies) and market these on website and in direct mailing.</p> <p><b>Spring 2026:</b> Pending sufficient enrollment, introduce stand-alone MALS electives for students in the program (these would also be</p>
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				available for other participating MA programs, e.g. Social Studies Education, English Education, History and English).
<p><b>3. Curriculum and Student Support:</b></p> <p>d) Teaching &amp; Learning Commons: Development of professional resources for graduate students' research and inquiry skills</p>	Opportunity for growth and Issue #1		Provost Dean Program	<p><b>Spring 2024:</b> Discuss with relevant stakeholders (perhaps in collaboration with the Graduate Studies Committee) planning the T&amp;L Commons the ability to incorporate graduate teaching into the Center.</p> <p><b>Fall 2024:</b> Work with Lehman administration to incorporate graduate education into the proposed new Teaching and Learning Commons</p>
<p><b>4. Institutionalization:</b></p> <p>a) Establish minimum requirements in undergraduate courses (new 700-level topics courses) b) Development of a succession plan for when a new Graduate Director will be needed. Development of systems, information, etc., can be started now. c) Reconstitute the MALS Advisory Committee and integrate it into the College's governance processes</p>	Opportunity for growth	Minimum requirements will follow assessment discussions (year 2).	Dean Program OAE	<p><b>Fall 2023:</b> Reconvene MALS Advisory Committee and hold meeting to discuss marketing, curriculum, assessment, and a possible annual lecture series featuring MALS faculty and alumni (October)</p> <p>Fall 2024: A deputy director will join the program. The appointment of a deputy director will be key in the succession planning.</p>