

Program Review Self-Study  
College of Education and Integrative Studies

BA Liberal Studies – General Studies  
BA Liberal Studies – Pre-Credential

AY 2018-2019

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## Section 1. Introduction

### 1.1. Program Description<sup>1</sup>

The major in Liberal Studies offers a diversified curriculum for those who are attracted to an interdisciplinary program of study. The purposes of Liberal Studies are twofold: (1) to provide the undergraduate preparation for students to teach in the public elementary schools of California, and (2) to provide the undergraduate preparation for students with multiple disciplinary interests who seek to enter careers in law enforcement, human services, health professions, and graduate school among others. The program's core curriculum is focused on understanding the human condition or what it means to be human through different human perspectives and disciplinary lenses, the historical aim of a liberal arts education. Adjusting for a 21<sup>st</sup> century context, courses in the Liberal Studies Department are organized around program themes of social responsibility/social justice, sustainability and wellbeing.

Two main subplans are available. The first is a baccalaureate curriculum (subject matter) preparation for the teaching credential program called the *Pre-credential* subplan, which has emphases in **Human Development, History, Visual and Performing Arts, Literature, Kinesiology, Mathematics and Science**. *General Studies* subplan is a flexible program of study that assures a breadth of education across disciplines for students who desire to combine two or more disciplinary areas for personal and/or career objectives. It provides a choice of emphases in **Sustainability, Communities Studies, Professional Studies, or General**.

<b>UNIVERSITY<sup>2</sup></b>	<b>Mission</b> - We cultivate success through a diverse culture of experiential learning, discovery, and innovation.
	<b>Vision</b> - Cal Poly Pomona will be the model for an inclusive polytechnic university that inspires creativity and innovation, embraces local and global challenges, and transforms lives.
	<b>Values</b> <ul style="list-style-type: none"><li>• <u>Academic Excellence</u> – We demonstrate academic quality, relevance, and excellence through our teaching, learning, scholarship, and creative activities with student centered faculty in an evidence-based culture.</li><li>• <u>Experiential Learning</u> – Our polytechnic identity fosters an integrative approach to education through collaboration, discovery, learn-by-doing, and innovation. Our approach encourages reflection, informed risk-taking, and continuous learning.</li><li>• <u>Student Learning and Success</u> – We are deeply committed to educational experiences and supportive services that engage our students, enhance personal well-being and growth, provide career opportunities, and foster ethical citizenship.</li><li>• <u>Inclusive</u> – Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity.</li></ul>

<sup>1</sup> Source: [https://catalog.cpp.edu/preview\\_entity.php?catoid=4&ent\\_oid=1547&returnto=732](https://catalog.cpp.edu/preview_entity.php?catoid=4&ent_oid=1547&returnto=732)

<sup>2</sup> Source: <https://www.cpp.edu/~aboutcpp/calpolypomona-overview/mission-and-values.shtml>

	<ul style="list-style-type: none"> <li>• <u>Community Engagement</u> – We nurture mutually beneficial and meaningful relationships with community partners and stakeholders.</li> <li>• <u>Social and Environmental Responsibility</u> – As global citizens, our individual and collective actions reflect our commitment to one another, society, and the environment.</li> </ul>
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<b>COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES<sup>3</sup></b>	<p><b>Mission</b> – The College of Education and Integrative Studies is a learning community focused on meeting the present and future needs of students in our communities. We educate students to become highly qualified and significant leaders in our society. We are committed to the principles of diversity, ethics and social justice, and life-long learning. Central to our mission are innovative and integrative thinking, reflective practice, collaborative action, and learning by doing.</p>
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<b>Department of Liberal Studies<sup>4</sup></b>	<p><b>Mission</b> – Educating today’s through interdisciplinarity, critical inquiry, collaboration, experiential learning, social responsibility and justice, and service to communities to cultivate a meaningful, informed and purposeful 21<sup>st</sup>-century life.</p>
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The Liberal Studies Department aligns with the university values in its focus on critical inquiry and introspection as intellectual tools for academic excellence. Likewise, experiential learning, social responsibility, and service to communities (community engagement) are additional values that the department and university share. At the college level, our mission aligns with the service to communities and social responsibility and integrative learning (interdisciplinarity). Our focus on student-centered strategies, collaboration and experiential learning align with university’s and college’s value of student-centered pedagogy.

**1.2. Reflection of Previous Self-Study**

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<sup>3</sup> Source: <https://www.cpp.edu/~ceis/about/index.shtml>

<sup>4</sup> Source: Curriculog

## **Section 2. The Program Description**

This section fully describes the program and its role in helping the University achieve its overall mission.

### **2.1. Units to Degree**

The program converted from quarters to semesters in Fall 2018 and quarter and semester program descriptions and curriculum follow.

#### *Quarter Program*

A B.A. in Liberal Studies, General Studies Subplan has a total of 180 quarter units. All students must complete 68 units of General Education, 60 units of major courses, and 20 units of support courses (constituting a concentration), and 32 unrestrictive elective units. Of the 60 units of major courses, majors took 8 LS-prefix courses, and the 20-unit concentration was based on disciplines (e.g., Psychology, Biology, Philosophy).

A B.A. in Liberal Studies, Pre-credential Subplan has a total of 120 semester units. All student must complete 68 units of General Education, and 60 units of major courses, 74 units of Support courses, 20 units of restrictive electives, and 0-2 unrestrictive electives. Of the 60 units of major courses, majors took 8 LS-prefix courses, other major and support and restrictive electives are content courses to prepare students for the California State Exam for Teachers and prerequisites for the credential program.

There were three other subplans on this program that were discontinued; their curriculum sheets are supplied in Appendix E. First is Bilingual Pre-Credential, students take 8 units in Ethnic and Women's Studies, which replaces two Credential program prerequisites. Next are the Blended subplans. The BA Credential (a blended BA and teaching credential) and Bilingual BA Credential are built on the Pre-Credential and Bilingual Pre-Credential curriculum, respectively. For the BA Credential subplan, there are 68 units of General Education, 48 units of major courses, and 94 units of support courses, which includes courses in the teaching credential program and 20 restrictive elective units. Twenty-eight units, double count as GE, bringing the total units to degree to 202. For the Bilingual BA Credential subplan, all units for the bilingual pre-credential are included along with an additional credential course on bilingual pedagogy. For the Bilingual BA Credential subplan, there are 68 units of General Education, 48 units of major courses, and 110 units of support courses, which includes courses in the teaching credential program, and 20 restrictive elective units. Thirty-two units, double count as GE, totaling 214 units for the degree.

#### *Semester Program*

A B.A. in Liberal Studies, General Studies Subplan has a total of 120 semester units. All student must complete 48 units of General Education, and 72 units of major courses. Thirty-nine units constitute the major core, where all 10 LS-prefix courses are designated, 9-unit required option core, and a 17 or 18-unit emphasis in a Community Studies, Sustainability, Professional Studies, or General, and 6-19 unrestrictive electives.

A B.A. in Liberal Studies, Pre-credential Subplan has a total of 120 semester units. All student must complete 48 units of General Education, and 72 units of major courses. Thirty-nine units constitute the major core, where all 10 LS-prefix courses are designated, a 25-unit required option core which include subject matter courses in preparation of the CSET or pending ESM waiver, and a 12-unit emphasis in a subject matter area (e.g., Math, English, History). Forty-five units double count as GE and subject matter courses in preparation of the CSET or pending ESM waiver.

## 2.2. Curriculum

### 2.2.1. List of Curriculum

The department had and has no minors.

Quarter Program – Liberal Studies Curriculum for Pre-Credential and General Studies Subplans, , GE units excluded

**Chart 1. Quarter Program - Liberal Studies General Studies Curriculum, excluding GE**

Course #	Course Name	Units
<b>Required Core Courses</b>		
A 2.0 cumulative GPA is required in core courses in order to receive a degree in the major.		
<b>LS 201</b>	Introduction to Liberal Studies	4
<b>LS 301</b>	Concepts in Liberal Studies	4
<b>LS 401</b>	Liberal Studies Seminar	4
<b>LS 421</b>	Integrated Arts II	4

### Subplan – General Studies

<b>Required Subplan/Subplan Courses</b>		
<b>HST 101</b>	History of World Civilization: The Ancient Period	4
<b>HST 102</b>	History of World Civilization: The Middle Period	4
<b>HST 103</b>	History of World Civilization: The Modern Period	4
<b>LS 459</b>	Liberal Studies Synthesis I	4
<b>LS 460S</b>	Liberal Studies Synthesis II – Service Learning	4
<b>LS 461</b>	Senior Project I	4
<b>LS 462</b>	Senior Project II	4
<b>TH 423</b>	Integrated Arts I	4
Lower division	Elective in Math or Science (see advisor)	4
Upper division	Elective in Math or Science (see advisor)	4
Upper division	Elective in English, history, philosophy, or art history	4
<b>Elective Support Courses</b>		
Choose 20 units in a single area of study in consultation with advisor.		
<b>Unrestricted Electives</b>		
32		

**Chart 2. Quarter Program - Liberal Studies Pre-credential Curriculum, excluding GE**

Course #	Course Name	Units
<b>Required Core Courses</b>		
A 2.0 cumulative GPA is required in core courses in order to receive a degree in the major.		
LS 201	Introduction to Liberal Studies	4
LS 301	Concepts in Liberal Studies	4
LS 401	Liberal Studies Seminar	4
LS 421	Integrated Arts II	4
LS 4601S	Liberal Studies Synthesis Interdisciplinary Perspective on Contemporary Public Education - Service Learning	4
LS 4611	Liberal Studies Senior Capstone – Activating the Liberal Studies Mindset	4
HST 1101	World Civilizations to 1500	4
HST 1102	World Civilizations from 1500	4
TH 4230	Integrated Arts	4

**Subplan – Pre-credential**

<b>Required Subplan/Subplan Courses</b>		
ENG 323	Language Acquisition	4
HST 101	History of World Civilization: The Ancient Period	4
HST 102	History of World Civilization: The Middle Period	4
HST 103	History of World Civilization: The Modern Period	4
LS 459	Liberal Studies Synthesis I	4
LS 460S	Liberal Studies Synthesis II – Service Learning	4
LS 461	Senior Project I	4
LS 462	Senior Project II	4
MAT 394	Elementary Mathematics from an Advance Perspective: Algebra	4
MAT 395	Elementary Mathematics from an Advance Perspective: Geometry	4
TH 423	Integrated Arts I	4
<b>Required Support Courses</b>		
BIO 110/111L	Life Science (B2, B3)	3/1
GED 400/400L	Foundations of Educational Computer Literacy	3/1
GEO 102	Human Geography (D3)	4
GEO 351	Geography of California (D4)	4
GSC 350	Natural Disasters (B5)	4
HST 201	United States History (D2)	4
HST 202	United States History (D1)	4
HST 370	History of California (C4)	4
KIN 328/328A	Elementary Physical Education	2/1
KIN 441	School Health Education	3
MAT 194	Mathematical Concepts for Elementary School Teachers: Number	4

	Systems (B4)	
<b>MU 100</b>	Introduction to Music (C1)	4
<b>PLS 201</b>	Introduction to American Government (D1)	4
<b>SCI 210/210L</b>	Physics Concepts and Activities (B1)	3/1
<b>TED 405</b>	Introduction to Contemporary Teaching	4
<b>TED 406</b>	Educational Psychology	4
<b>TED 407</b>	Education in a Diverse Society	4
<b>Restrictive Electives</b>		
<b>ENG 324</b>	Children’s Literature	4
<b>MAT 494</b>	Elementary Mathematics from an Advanced Viewpoint: Probability, Statistics, and Data Analysis	4
<b>PSY 206</b>	Child Psychology for Educators	4
<b>SCI 211/211L</b>	Chemical Sciences	3/1
<b>SCI 212/212L</b>	Earth Sciences	3/1
<b>Unrestricted Electives</b> 0-2		

**Chart 3 – Semester Program - Liberal Studies Curriculum for Pre-Credential and General Studies Options, GE units excluded**

Course #	Course Name	Units
<b>Required Core Courses</b>		
A 2.0 cumulative GPA is required in core courses in order to receive a degree in the major.		
<b>LS 1020</b>	Integrating Knowledge, Learning, and Engagement for Success	3
<b>LS 2011</b>	History and Purposes of the Liberal Arts: What is a Liberal Studies Mindset?	3
<b>LS 3011</b>	Knowledge and Knowing in the Liberal Arts	3
<b>LS 3021</b>	The Humanities and the Liberal Arts	3
<b>LS 3031</b>	The Social Sciences and the Liberal Arts	3
<b>LS 3041</b>	The Natural Sciences and the Liberal Arts	3
<b>LS 4011</b>	Liberal Studies Special Topics in Humanities, Social Science or Natural Sciences	3
<b>LS 4211</b>	Arts Integration II	3
<b>LS 4601S</b>	Liberal Studies Synthesis Interdisciplinary Perspective on Contemporary Public Education - Service Learning	3
<b>LS 4611</b>	Liberal Studies Senior Capstone – Activating the Liberal Studies Mindset	3
<b>HST 1101</b>	World Civilizations to 1500	3
<b>HST 1102</b>	World Civilizations from 1500	3
<b>TH 4230</b>	Integrated Arts	3

**Subplan - General Studies**

Required Subplan/Option Courses		
COM 3340	Professional Writing and Speaking	3
EWS 4450	Multiethnic Heritage of California	3
IGE 3200	Visions of Science and Technology	3
Option Electives - Emphasis		
Community Studies Required Emphasis Core (9 units)		
MHR3020	Organizational Behavior (D4)	3
PSY2210	Mind, Brain and Behavior: An Integrated View	3
MU4250	Life and Death in the Arts (3) (C3)	3
Emphasis Electives (Select 9 units)		
COM 2270	Media, Politics, Sex and Violence	3
DAN 4490	Dance in Contemporary Culture	3
EC1100	Contemporary Economic Issues	3
GEO 1020	Human Geography	3
GEO 3150	Urban Geography	3
HST 4011	History of Cities	3
KIN 4490	Sport and Culture	3
Sustainability Required Emphasis Core (10 units)		
BIO 1210 + BIO 1210L	Foundations of Biology: Energy, Matter, and Information (B2) and Foundations of Biology: Energy, Matter, and Information Laboratory (B3)	3/1
GEO 3030	Climatology (B5)	3
GE 3200	Visions of Science and Technology (C3)	3
Emphasis Electives (Select 8 units)		
ANT 3500	Environment, Technology and Culture (B5 or D4)	3
AST 3420	Life, the Universe, and Everything (B5)	3
HST 4230	Modern Science in World History (C3 or D4)	3
PHL 3330	Bioethics (B5 or C3)	3
RS 1110	Introduction to Regenerative Studies (E)	3
STS 2010	Introduction to Science, Technology, and Society (C2a)	3
Professional Studies Required Emphasis Core (10 units)		
ENG 3151	Writing for the Professions	3
PSY 2201	Introduction to Psychology (E)	3
STA 1200	Introduction to 1200 (B4)	4
Emphasis Electives (Select 9 units)		
BIO 1060	Human Biology (B2)	3
BIO 2340 + BIO2340L	Human Anatomy and Human Anatomy Laboratory	2/2
BIO2350 + BIO2350L	Human Physiology and Human Physiology Laboratory	3/1
CHM1210 + CHM1210L	General Chemistry I (B1) and General Chemistry Laboratory I (B3)	3/1
CHM1220 + CHM1220L	General Chemistry II (B1) and General Chemistry Laboratory II (B3)	3/1

<b>General Emphasis (18 units)</b>	
Lower Division Humanities, Social Science, and/or Natural Science (ENG, PHL, HST, ANT, PSY, SOC, GSC, BIO 1000)	6
Upper Division Humanities, Social Science, and/or Natural Science (ENG, PHL, HST, ANT, PSY, SOC, GSC, BIO 3000-4999)	12
Unrestricted Electives 6-19	

### Subplan – Pre-Credential

<b>Required Subplan/Option Courses</b>		
CHM 2120 + CHM 2120L	Chemistry for Elementary Educators + Chemistry for Elementary Educators Laboratory	2/1
ENG 3800	Children’s Literature	3
ECS 3600	Emergent Literacy in First	3
GSC 2120 + GSC 2120L	Earth Science for Elementary Educators + Earth Science for Elementary Educators Laboratory	2/1
KIN 3260 + KIN 3260A	Teaching Elementary Physical Education and Fitness	2/1
MAT 3940	Mathematical Concepts for Elementary School Teachers: Algebraic and Statistical Reasoning	4
MAT 3950	Mathematical Concepts for Elementary School Teachers: Geometry	3
PSY 2260	Child Psychology for Educators	3
<b>Option Electives - Emphasis</b>		
<b>Emphasis within Option (12) - Select ONE of the following EMPHASES</b>		
<b>Emphasis within Option – Elective Emphasis Courses for <i>Human Development</i></b>		
ECS 3800	Early Childhood and Physical Growth	3
PSY 2201	Introduction to Psychology	3
PSY 2210	Mind, Brain & Behavior: An Integrated View	3
PSY 3325	Multicultural Psychology	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>History</i></b>		
HST 3340	American Institutions and Ideals	3
HST 4408	History of American Science and Technology	3
HST 4423	Modern Science in World History	3
HST 4433	Nonviolence in the Modern World	3
<b>Elective Emphasis Courses for <i>Visual and Performing Arts</i></b>		
AH 3333	History of Design	3
COM 2280	Understanding and Appreciating the Photographic Image	3
DAN 4460	The Meeting of Dance and Art: Dance, Fine Art and Their Shared Historical/Cultural Influences	3
TH 3010	Through the Artist’s Eyes	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>Literature</i></b>		
ENG 2150	Multimodal Literacy	3
ENG 2801	Adolescent Literature	3

ENG 2701	World Literature	3
ENG 3520	Harry Potter as Literature and Culture	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>Kinesiology</i></b>		
KIN 2460S	Introduction to Students with a Disability - Service Learning	3
KIN 2990	Contemporary Issues of Kinesiology and Health	3
KIN 3010	Foundation of Exercise Science	3
KIN 4440	Sports and Film	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>Science</i></b>		
BIO 1060	Human Biology	3
BIO 3040	Environment and Society	3
BIO 3090	Biology of the Brain	3
BIO 3120	Biodiversity Conservation	3
<b>Emphasis within Option – Elective Emphasis Courses for <i>Mathematics</i></b>		
MAT 1050	College Algebra	3
MAT 1060	Trigonometry	3
MAT 1200	Calculus for Life Science	3
STA 1200	Statistics with Applications	3
<b>Unrestricted Electives 0-5</b>		

Chart 4 shows how the conversion of LS courses from quarters to semesters translates.

**Chart 4. Liberal Studies Quarter to Semester Conversion Chart**

Quarter Course Number	Quarter Course Title	Quarter Units	Semester Course Number	Semester Course Title	Semester Units
LS 102/102A	Engaged Education: Education and Beyond	2	LS 1020	Integrating Knowledge, Learning and Engagement for Success	3
LS 201	Introduction to Liberal Studies Major	4	LS 2011	History and Purposes of the Liberal Arts: What is the Liberal Studies Mindset?	3
LS 301	Concepts in Liberal Studies	4	LS 3011	Knowledge and Knowing in the Liberal Arts	3
			LS 3021	Humanities and the Liberal Arts	3
			LS 3031	Social Sciences and the Liberal Arts	3
			LS 3041	Natural Sciences and the Liberal Arts	3
LS 401(S)	Liberal Studies Seminar	4	LS 4011	Special Topics in Humanities, Social Science or Natural Science	3
LS 421	Integrated Arts II	4	LS 4211	Integrated Arts II	3
LS 459	Synthesis I	4			

<b>LS 460(S)</b>	Synthesis II - Service Learning	4	<b>LS 4601S</b>	Liberal Studies Synthesis – Interdisciplinary Perspective on Contemporary Public Education	3
<b>LS 461</b>	Senior Capstone I	4	<b>LS 4611</b>	Liberal Studies Senior Capstone- Activating Liberal Studies Mindset	3
<b>LS 462</b>	Senior Capstone II	4			

### 2.2.2. Service Learning and Honors Courses

In the program, there are 2 service-learning courses and 1 in development (see Table 1). Supported by the Bronco Volunteer Program in the Center for Civic Engagement, LS 1020 requires 10 hours of community service, although it is not a S-designated course. The service component satisfies the GE SLOs in Area E, which is expected to 1) familiarize students with the link between university and communities and university resources, 2) exercise civic engagement, and 3) explore career opportunities early. For elementary education candidates, this service is meant to provide early field experience. LS 1020 did not exist on the quarter program. LS 4211, LS 421 in quarters, is currently being revised to include a service component to provide students with 1) an exercise of civic engagement and 2) field experience for elementary education candidates. Service learning in LS 4601S or LS 460S on quarters has been the department’s service-learning course since 2008 designed for students to 1) gain real-world experience in schools while learning about public education, 2) exercise civic engagement, 3) acquire field experience for elementary education candidates. Instructors have the option of designating any section of a course into a S-designated course.

**Table 1 – List of Service Learning Courses**

Quarter Course #	Semester Course #	Semester Course Title
NA	LS 1020	Integrating Knowledge, Learning, and Engagement for Success (FYE course)
LS 421	LS 4211(S)	Arts Integration II (*under development through grant)
LS 460S	LS 4601S	Liberal Studies Synthesis Interdisciplinary Perspective on Contemporary Public Education - Service Learning

The following courses are used as honors courses when Liberal Studies honors students require a designated course to complete their honors project (Table 2). These sections can be organized by a single faculty member, usually the department chair, but may also be another faculty member with a specialization a student wishes to study.

**Table 1 – List of Honors Courses**

Quarter Course #	Semester Course #	Semester Course Title
LS 460SH	LS 4601SH	Liberal Studies Synthesis Interdisciplinary Perspective on Contemporary Public Education - Service Learning
LS 421H	LS 4000H	Independent Study
LS 460SH	LS 4211H	Arts Integration II
LS 461H	LS 4611H	Liberal Studies Senior Capstone --- Applying a Liberal Studies Mindset

### 2.2.3. General Education and Service Courses

**Table 3 – List of General Education Courses**

Course	Course Title
LS 1020	Integrating Knowledge, Learning, and Engagement for Success (hours 10-15 community service as part of career exploration component)

The course in Table 3, LS 1020, is the sole GE course in the department currently, and did not exist on the quarter program. It was developed to address the need for orienting freshmen students to university life and expectations at the onset of their college career. Given the department’s URM, first-generation college student and low-income student population, the course is designed to acclimate first-time freshmen to the college-going experience (e.g., study habits, advising, wellness, career exploration) as well as to develop habits of mind (e.g., metacognition, critical thinking, creative thinking), mindsets (e.g., growth mindset) and strategies (e.g., reading, writing, notetaking, collaboration) for continuing academic work and professional development. Additionally, we are using the course to begin the development of a professionalism and a professional identity, which has been reported from our credential program to be an issue with some students in credential courses and directed teaching.

This academic year we have served 104 Liberal Studies majors and 56 students from other majors with five sections. After revision to the curriculum and ECOs based on the first year of instruction, the department goal is to provide the FYE course as a service course to more departments across campus. LS 1020 services students in other majors who opt to take the course to satisfy this GE requirement. Adding the S designation to the course is under consideration since a service learning course is applied learning and the current service has not been fully developed as such given the complications of students’ life circumstances to manage service learning requirements in the face of other class schedules, competing work and home demands, and transportation and parking constraints. Further, the department must manage three service-learning courses—a high impact practice--given the costs of materials and fees (e.g. fingerprinting costs to work in public school settings) and faculty time to manage partnerships and service option logistics. Greater university or college financial support for service-learning would strengthen this aim.

#### 2.2.4. Curriculum Comparison

In the CSU, Sonoma State University has a comparable Liberal Studies program in its structure, curriculum and pedagogy. [The Hutchins School of Liberal Studies has three degree pathways: Interdisciplinary Studies, Elementary Teaching Pre-Credential Preparation, and a Blended Program.](#) The school provides an Interdisciplinary General Education for lower division students across the university. Liberal Studies students are required to take 48 units of General Education followed by “Hutchins distinctive, interdisciplinary 40-unit major in Liberal Studies” either in Interdisciplinary Studies track or Elementary Teaching Pre-Credential Preparation track. They have small class sizes (16 students) where students can “create practical working relationships with faculty and instructors,” and offer students “a scholastically engaging learning environment” with “field trips and outdoor labs,” “symposia sessions featuring guest speakers, films, and performance,” and opportunities to contribute to “the annual Hutchins Art Show and Zephyr Literary Magazine.” Our program resembles these features and structures, with a few exceptions. Our major-to-faculty ratio allows us to keep faculty sizes between 25-35 students, providing a familiar experience for students and faculty to develop a sense of community. The department’s budget limits the amount of co-curricular experience we can offer students: currently we have an annual Spring Community themed event that serves as community building, academic learning and enjoyment. We are strategizing to think about ways to provide students with other co-curricular events. Instead of field trips, which are difficult to finance and orchestrate

given the number of majors, most faculty are dedicated to the notion of service learning, which is a strong and much appreciated feature, indicated by student input below.

At this point, the specific student demographics of each CSU institution must be presented to contextualize the comparison. SSU had 231 Liberal Studies majors compared to 638 at CPP in Fall 2018, which resembles the total enrollment at both campuses, 8,565 and 24,931 respectively. Last year, Liberal Studies conferred 256 degrees, the largest number in 16 years, while SSU conferred 48 in Education in 2014-15. At SSU, Liberal Studies students in Fall 2018 were 58% white and 25% Hispanic compared to 61% Hispanic and 15% white student in CPP Liberal Studies program. Our programs are structured similarly, but we serve different populations at a greater scale.

One uniqueness of SSU's program is that they use learning communities to engage freshmen whereas CPP uses a first-year-experience course as part of GE to create a cohort learning experience. This first-year-experience course affords students the opportunity to socially engage with students outside the department and college as they are acclimating to the new setting. Learning outcomes are also similar to ours, and their program ends in a capstone where students complete a presentation and assessment of a student portfolio whereas our capstone focuses on developing a semester-long research project based on students' interest. SSU's Interdisciplinary track program also services students pursuing the same career options as our general studies students "in which creativity, independent thinking, and effective communication are prime requisites"—"education, counseling, social services, diplomacy, law, media, journalism, and many types of business." A second uniqueness of SSU's Interdisciplinary track is the "Field Experience or Study Away requirement...[which provides students] experiences as diverse as a period of domestic or international study and travel, an independent project in a nearby community, an internship with a local arts organization, business, school, or social service agency, created ... in consultation with an advisor." In this last aspect, our General Studies Subplan does not have such an experience outside the capstone experience.

Liberal Studies Programs outside the CSU tend to exist in small liberal arts colleges. University of La Verne offers a Liberal Studies program but unlike CPP Liberal Studies, separates the teacher pathway into a different program. University of La Verne offers an interdisciplinary studies pathway in a Liberal Studies department and a B.A. teacher prep pathway under [Educational Studies](#), where they are able to focus heavily on teacher training. Like CPP Liberal Studies, the latter program's "unique curriculum [that] includes the practical application for teaching subject-matter content areas in elementary...schools." The curriculum also provides "field experience and CSET preparation" and "excellent instruction, advisement, and professional preparation" committed to "ensuring quality subject matter competence to future multiple subject teachers." University of La Verne's [Bachelor of Arts in Liberal Arts](#), gives students the opportunity to design an individualized, interdisciplinary major centered around a focus, theme, or issue area of the student's choosing," suited for "students planning to pursue graduate work in disciplines that require a broad-based bachelor's degree."

The CPP Liberal Studies Program has pathways like its CSU and non-CSU counterparts. Still in the process of re-organizing after converting to semesters, it is aligning with the new university's focus on an "[inclusive polytechnic identity](#)" and an emerging distinction of the College of Education and Integrative Studies. Using inquiry-based learning, discussion-based pedagogy, active learning, and experiential learning, particularly service learning, the program and curriculum have been reorganized around three pressing themes: social responsibility/social justice, sustainability and wellness. It embraces the tenets of a liberal arts education to develop intellectual capacities (independent thinking, interdisciplinary thinking, and critical thinking), broad disciplinary knowledge base across the humanities, social sciences and natural sciences, and career-ready skills

and dispositions ([effective communication, collaboration, digital technology, global/intercultural fluency, ethical reasoning, leadership](#)). Our multi-disciplinary faculty are scholars and educators who philosophically believe education is a personal and societal good and engage students in contemplation, discussion and debate about topics, issues and enduring questions relevant to the 21<sup>st</sup> century such as food security, food studies, climate change, the role of art in contemporary life, global art communities, the role of technology in society and everyday life, public education as right or privilege, and understanding social groups. This approach cultivates a “big picture” understanding of human living, societies and the natural world to perceive multiple perspectives and critical connections necessary for prepared professionals and engaged community members. We are still in the process of adjusting the program to changes or still underway at the university and college level.

#### 2.2.5. Curricular Changes

The Liberal Studies quarter program existed with little curricular change since 2003 when it was developed as a traditional liberal arts-based series of courses meant to develop graduates’ intellectual abilities and dispositions associated with a liberal art education—the state mandated major for elementary educators. In 2013, the program had five subplans, four teaching oriented (Pre-Credential, Bilingual Pre-Credential, BA Credential, Bilingual BA Credential) and one for non-teaching majors (General Studies). The Pre-Credential and Bilingual Pre-Credential degree became a subject-matter waiver approved approximately in 2002 until the California Subject Exam for Teachers became the single assessment of teacher subject matter competency through the No Child Left Behind Legislation 2004. The Pre-Credential subplans retained their curricular structure to provide majors in these subplans the subject matter preparation for the CSET. The department provided instruction in integrated teaching and learning in eight courses (LS 201, 301, 401, 421, 459, 460, 461, 462). There were two changes to the curriculum from 2004 to 2018, First, two synthesis courses (LS 459 and 460S) in 2006 were re-designed to focus on public education, aimed at acclimating future teachers and citizens (non-teaching majors) to the role of education as a social institution in a democratic society. Second, in 2012, the department designed a first-year experience course (LS 102/102A) as a result of a university initiative. The course was listed on the official curriculum but was never added to students’ curriculum sheets or taught in the department because the additional units would exceed 180 for a degree. In 2013, the department had nine courses, eight taught every term and one never implemented.

When the university announced it was converting to semesters in 2014, the faculty sought the opportunity to revise the curriculum to address curricular issues that had developed over the years as well as to make the program more relevant and meaningful for students. The major change was to streamline subplans from five to two (Pre-Credential and General Studies) by discontinuing the blended subplans and bilingual pre-credential, all of which were small. The remainder of the discussion will focus on the two official subplans and one subplan [Integrated Teacher Education Program (ITEP) in Special Education], where the Liberal Studies Department and Special Education Credential Program developed in 2017-18, blended BA in LS Pre-credential subplan and a special education credential in four years still in the process of campus approval. All said, the Liberal Studies program has three subplans: Pre-Credential, General Studies, and, eventually, a blended ITEP program in special education. Further, the Pre-Credential is in the process of re-activating its subject matter waiver status. For undergraduate teacher candidates, we expect to have three pathways toward a multiple

subjects teaching credential: Pre-Credential BA + waiver status<sup>5</sup>, Pre-Credential or General Studies BA + CSET passage, and Blended Liberal Studies Pre-Credential BA + Special Education Teaching Credential (ITEP).

Regarding curriculum structure in the semester program, both teaching and non-teaching subplans have always had a common major core (See 2.2.1), which has been re-organized as a result of EO 1071. Additionally, we realized through advising students both subplans required more structure to help students plan course work in relation to their career and personal interests. The liberal arts tradition of student choice in coursework was too flexible for some students who found the decisions daunting in the face of meeting all university requirements and managing personal and work demands. Also, through advising, we discovered that General Studies students not pursuing education had particular career trajectories, which we would use to develop emphases for greater structure to the subplan.

The Pre-Credential subplan was highly structured to prepare students for the CSET and pre-requisites for a multiple subjects teacher credential program, which resulted in students having few elective units. On the semester program, however, changes to the university's multiple subjects credential program and the waiver program application required notable changes. First, the subplan had more elective units, since the pre-requisites for the credential program have been subsumed in their core courses in the semester program. Also, the requirements of the waiver program allowed the delineation of emphases in subject matter areas that will allow students a small specialization that can be enhanced by working toward a minor. The results of these changes are viewable in charts in the section above, 2.2.1 Chart 3. Additionally, between 2015-2018, the department hired three new tenure-line faculty, the first since two faculty hires in AY 2002-2003. The areas in specialization added by new faculty (environmental science and education, Anthropology, Performance Studies, and Ethnomusicology) also fortified the changes in the curriculum in the areas of social and natural science (LS 3031, LS 3041) and the humanities and integrated arts (LS 3021, LS 4211), for the first time providing instructional and disciplinary expertise in all three larger domains.

The greatest curricular change in the past 5 years has been the conversion and revision of the Liberal Studies curriculum for semesters. Referring to Chart 4 above, the LS-prefix courses increased from 9 (or 8) to 10. While semester conversion provided the opportunity for curricular changes, these changes were spurred by student assessment data and the need for professional skills in the workplace.

First, the results from two major assessments tools in the quarter program, the Liberal Studies Exit Survey and the Liberal Studies Pre-Post Essay, identified two necessary changes. The exit survey data from 2013-2015 showed that, by degree's end, LS students continued to struggle to understand the descriptive, epistemological and methodological differences between disciplines in the humanities, natural science, and social science, distinctions faculty considered key to developing interdisciplinary thinking and learning. The survey and generalist approach to LS courses also did not afford faculty in those respective areas to develop depth of disciplinary concepts, theories or works that could be used in upper division courses. As a result,

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<sup>5</sup> In 2016, the California Commission on Teacher Credentialing re-instated the subject matter waiver program as a pathway to entering a teacher credentialing program to address the serious teacher shortage in the state. Cal Poly Pomona Liberal Studies Program was a subject matter waiver program until 2004, when the program was replaced by the California Subject Examinations for Teachers. The No Child Left Behind legislation designated the exam the only mechanism to determine a "highly qualified" teacher. Certified by the commission, pre-credential graduates from approved "waiver" programs can "waive" the CSET to apply to a credential program. Currently, our program is awaiting approval for re-activating its status as a wavier program.

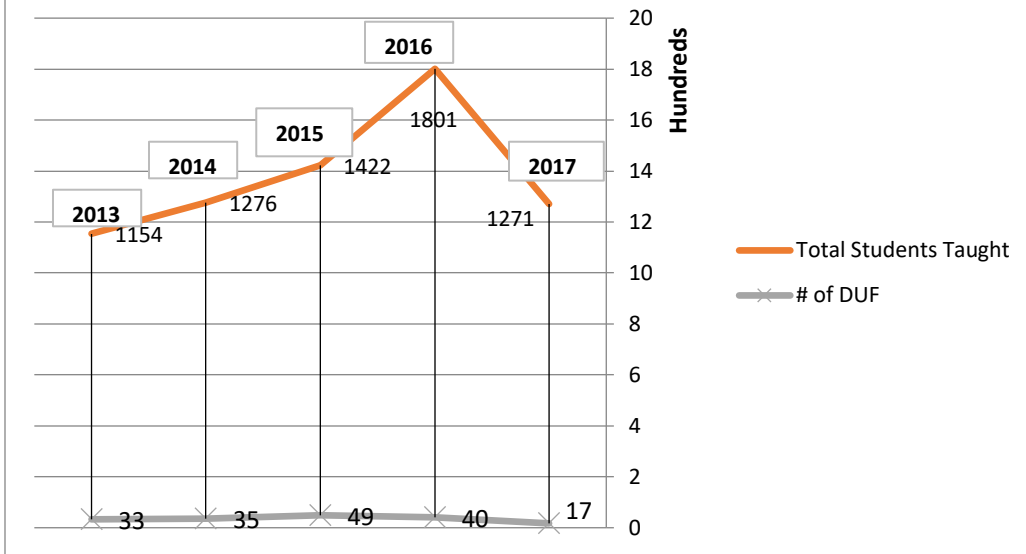
when revising the semester curriculum, the faculty decided to add three new courses (LS 3021, 3031, and 3041) to provide students with more depth of study in these areas and discontinue two upper division courses (LS 459, second synthesis, and LS 462, a second capstone).

Next, in 2016-17, the department assessed five years of Pre/Post Liberal Studies essays collected in the introductory course (LS 201) and the senior Capstone (LS 462) courses using the same prompt to measure students' writing abilities. It took five years to collect a sufficient number of matched pairs (bookend essays), 75 in total, to assess student writing upon entry in and exit from the program. Two teams of two faculty members rated 30 randomly selected pairs (15 for each team) using a 5-point rubric (*unacceptable, below acceptable, acceptable, competent, exemplary*). For one team, ratings were on average "acceptable" pre-essays and "acceptable" for post-essays; the second team had average ratings between "below acceptable" and "acceptable" for pre-essay and "acceptable" post-essay. There were cases in the competent and exemplary category. The results suggest little difference in students' writing ability from entry to exit (acceptable to acceptable), in spite of the 95% first-time Graduate Writing Test (GWT) passage rate for majors over the last five years. Faculty will rely on authentic writing samples collected at the beginning middle and end of the program.

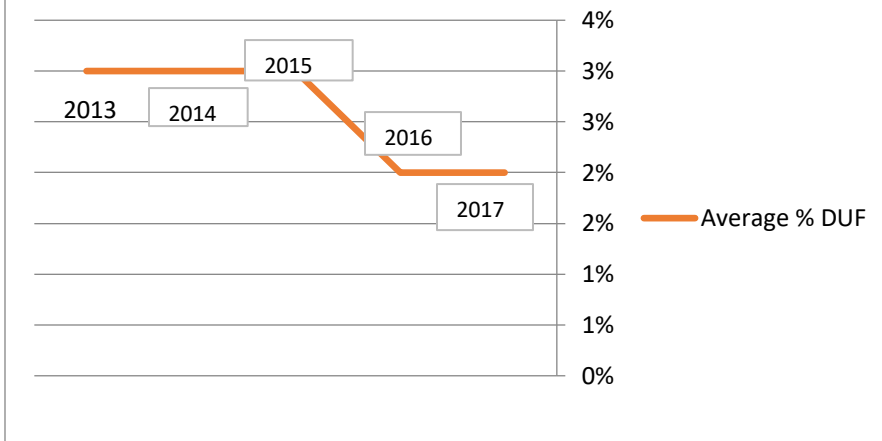
Second, in discussions about how well the curriculum prepares students for the professionalism needed for upper division coursework and today's workplace, including working in schools and the community as department representatives. Given the research on [the effects on an extended adolescence for American youth](#) and the tendency for LS students to remain in service positions during their degree work, faculty felt the curriculum needed a curricular experience to cultivate students' professional skills. When creating the semester curriculum, the department's first-year experience course (LS 1020) was revised to expose students to skills and abilities related to workplace demands and career exploration.

A strength of the program is its low DUF (grades) rate, suggesting the courses are taught to achieve student success toward degree completion. In the last five years, the department has had DUF rates lower than 15%, according to [CSU Student Success Data](#). More importantly, between 2013-2017, the average DUF percentage rate either 2% or 3% (see Graph 2); the lowest rates occurred in the last two years of available data (2016, 2017) even when we served the greatest number of students (1801) (see Graph 1). Faculty should be commended for the low DUF rates in comparison to other departments with higher rates on campus such as in History at 15% for HST 101 or English at 19% in ENG 100, *Stretch Composition I* in 2017. Questions remain over whether rates were influenced by students expending greater effort academically to insure graduation before converting to semesters—a notable trend during this period—or whether it was an effect of instruction. Further, Liberal Studies faculty should consider whether the changes in the curriculum might increase, maintain or lower the DUF rate; discussion should occur as to whether the rate is acceptable and whether there are other instructional and/or advising measures that can support students when they struggle in LS courses. Consideration should be given to how well learning (content, skills, abilities) transfers to students' academic success in courses in other departments, perhaps directly seeking linkages to concepts, theories and works taught in other courses (particularly those in the Pre-Credential subplan).

**Graph 1. DUF Rates- Liberal Studies Program 2013-2017**



**Graph 2. Average % DUF - Liberal Studies Program 2013-17**



One reason DUF rates may have been low might be due to course offerings, as indicated in Table 3. Since LS courses were offered every term every year for the last five years, there were no bottlenecks. The same strategy will be used on the semester program in Table 4, so no bottlenecks are expected.

**Table 3 – AY 2017-2018 Course Offerings**

<b>Courses</b>	<b>Fall 2017</b>	<b>Winter 2018</b>	<b>Spring 2018</b>	<b>Su 2018</b>	<b>Comments</b>
<b>LS 102/102A</b>	NA	NA	NA	NA	Course never taught on quarters
<b>LS 201</b>	X	X	X		
<b>LS 301</b>	X	X	X		
<b>LS 401(S)</b>	X	X	X		
<b>LS 421</b>	X	X	X	X	Summer courses not usually taught; 421 taught in summer to facilitate graduation before semesters
<b>LS 459</b>	X	X	X		
<b>LS 460S</b>	X	X	X		
<b>LS 461</b>	X	X	X	X	Summer courses not usually taught; 461 taught in summer to facilitate graduation before semesters
<b>LS 462</b>	X	X	X	X	Summer courses not usually taught; 462 taught in summer to facilitate graduation before semesters

**Table 4 – AY 2019-2020 Course Offerings**

<b>Courses</b>	<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Su 2020</b>	<b>Comments</b>
<b>LS 1020</b>	X	X		
<b>LS 2011</b>	X	X		
<b>LS 3011</b>	X	X		
<b>LS 3021</b>	X	X		
<b>LS 3031</b>	X	X		
<b>LS 3041</b>	X	X		
<b>LS 4011(S)</b>	X	X		
<b>LS 4211</b>	X	X		
<b>LS 4601S</b>	X	X		
<b>LS 4611</b>	X	X		

### Section 3. Program Assessment

#### 3.1. Accreditation Status or Other External Assessments

The Liberal Studies Program does not have external accreditation or assessments of the program. It is seeking the California Teacher Credentialing approval for its subject matter waiver program in the Pre-Credential and ITEP and special education subplans.

#### 3.2. Assessment Plan

The following provides a detailed assessment plan for the program: *Program and Student Learning Outcomes (Table 5)*, *Alignment Matrix (Table 6)*, *Assessment Plan Description (Table 7)*, *Assessment Data Collection/Dissemination and Analysis Timeline (Table 8)*, and *Curriculum Matrix for Quarter Program (Table 9) and Semester Program (Table 10)*.

**Table 5. Liberal Studies Program and Student Learning Outcomes**

<i>Program Outcomes</i>	Liberal Studies Pre- Credential Subplan Student Learning Outcomes	Liberal Studies General Studies Subplan Student Learning Outcomes
<b>Graduates will acquire a broad knowledge base in the arts, humanities, social sciences and natural sciences, understanding the uniqueness, distinction and value between these types of knowledge.</b>	Graduates will be able to retrieve foundational knowledge (concepts, theories, works) in the arts, humanities, natural sciences and social sciences to become subject matter competent and knowledge across disciplines.	Graduates will be able to retrieve foundational knowledge (concepts, theories, works) in the arts, humanities, natural sciences and social sciences to develop a broad knowledge to think, learn and problem solve.
<b>Graduates will think critically to understand and formulate solutions that value the well-being of society.</b>	Graduates will be able to think critically (identify, analyze and evaluate) about various human experiences and perspectives using knowledge (concepts, theories, works) from the arts, humanities, natural sciences and social sciences to develop a multidisciplinary perspective.	Graduates will be able to think critically (identify, analyze and evaluate) about " <a href="#">wicked problems</a> " and humans using knowledge (concepts, theories, works) from the arts, humanities, natural sciences and social sciences to develop a multidisciplinary perspective.
<b>Graduates will think interdisciplinarily to create interdisciplinary works.</b>	Graduates will be able to synthesize (combine) knowledge (concepts, theories, works) in the arts, humanities, natural sciences and social sciences to articulate interdisciplinary perspectives.	Graduates will be able to synthesize (combine) knowledge (concepts, theories, works) in the arts, humanities, natural sciences and social sciences to articulate interdisciplinary perspective to understand and solve problems.
<b>Graduates will understand the spectrum of human experience in a complex world as relates to valuing the well-being of society.</b>	Graduates will be able to articulate the importance of social responsibility/social justice related to complex and intersecting societal factors in a democratic, multicultural, technologically driven, and global society.	Graduates will be able to articulate the importance of social responsibility/social justice related to complex and intersecting societal factors in a democratic, multicultural, technologically driven, and global society.
<b>Graduates will communicate at a college-graduate level to demonstrate thinking and problem solving.</b>	Graduates will be able to write effectively at a college-graduate level for academic and professional purposes.	Graduates will be able to write effectively at a college-graduate level for academic and professional purposes.
	Graduates will be able to speak effectively at a college-graduate level for academic and professional purposes.	Graduates will be able to speak effectively at a college-graduate level for academic and professional purposes.

**Table 6. Alignment Matrix**

Program Learning Outcome	Student Learning Outcome	Core Competencies					Strategic Vision		
		Critical Thinking	Info Literacy	Oral Communication	Written Communication	Quantitative Reasoning	Innovation & Creativity	Civic Engagement	Problem Solving
<b>Graduates will acquire a broad knowledge base in the humanities, social sciences and natural sciences and understand the uniqueness and distinctions between varying types of knowledge.</b>	Graduates will be able to retrieve foundational knowledge (concepts, theories, works) in the arts, humanities, natural sciences and social sciences to become subject matter competent and knowledge across disciplines.		X						
<b>Graduates will think critically to understand and formulate solutions for issues and problems.</b>	Graduates will be able to think critically (identify, analyze and evaluate) about various human experiences and perspectives using knowledge (concepts, theories, works) from the arts, humanities, natural sciences and social sciences to develop a multidisciplinary perspective.	X				X (Science)			
<b>Graduates will think interdisciplinarily and create interdisciplinary works.</b>	Graduates will be able to synthesize (combine) knowledge (concepts, theories, works) in the arts, humanities, natural sciences and social sciences to articulate interdisciplinary perspectives.	X							X
<b>Graduates will understand the spectrum of human experience in a complex world as relates to valuing the well-being of society.</b>	Graduates will be able to articulate the importance of social responsibility/social justice related to complex and intersecting societal factors in a democratic, multicultural, technologically driven, and global society.	X						X	X
<b>Graduates will write and speak at an academic level to demonstrate thinking and to state a position.</b>	Graduates will write effectively at a college level for academic and professional purposes.				X				
	Graduates will speak effectively at a college level for academic and professional purposes.			X					

**Table 7. Assessment Plan Description**

SLOs	Where each SLO is assessed	Assessment tool used to measure outcome success	How assessment data will be reported	Designated personnel to collect, analyze, and interpret data	SLO data dissemination schedule	Closing the loop strategies
1. Foundational knowledge in the arts, humanities, natural sciences and social sciences...	1. LS 2011 & LS 4611 2. LS 4611	1. Entering & Exit-Survey 2. Capstone Signature Assignment 3. Alumni Survey	1. Descriptive Statistics; Content Analysis* 2. Rubric Scores 3. Descriptive Statistics; Content Analysis*	LS Faculty, Department ASC	Summative: 2023-2024	Assessment Subcommittee by SLO(s) report results to set benchmarks, make curricular and assessment changes
2. Critically think about topics and issues using foundational knowledge...	1. LS 2011 & LS 4611 2. LS 4611	1. Entering & Exit-Survey 2. Capstone Signature Assignment 3. Alumni Survey	1. Descriptive Statistics; Content Analysis* 2. Rubric Scores 3. Descriptive Statistics; Content Analysis*	LS Faculty, Department ASC	Summative: 2023-2024	Same as above
3. Synthesize (combine) knowledge in humanities, social sciences and natural sciences...	1. LS 2011 & LS 4611 2. LS 4611	1. Entry Signature Assignment 2. Capstone Signature Assignment 3. Alumni Survey	1. Rubric Scores 2. Descriptive Statistics	LS Faculty, Department ASC	Summative: 2023-2024	Same as above
4. Articulate the importance of social responsibility/social justice related to complex and intersecting societal factors...	1. LS 2011 & LS 4611 2. LS 4601S	1. Entering & Exit-Survey 2. Signature Assignment	1. Descriptive Statistics; Content Analysis* 2. Rubric Scores	LS Faculty, Department ASC	Summative: 2022-2023	Same as above
5. Write effectively at a college level	1. LS 2011	1. Entry Signature Assignment 2. Signature Assignment	1. Content Analysis*	LS Faculty, Department ASC	Summative: 2024-2025	Same as above

	2. LS 4611	3. GWT Scores	2. Rubric Scores 3. Rubric Scores			
6. <i>Speak effectively at a college level</i>	1. LS 1020 2. LS 4611	1. Entry Signature Assignment 2. Capstone Signature Assignment	1. Rubric Scores 2. Rubric Scores	LS Faculty, Department ASC	Summative: 2024-2025	Same as above

**Table 8. Assessment Data Collection/Dissemination and Analysis Timeline**

SLO	CYCLE 1 2019- 2020	CYCLE 2 2020- 2021		CYCLE 3 2021- 2022	CYCLE 4 2022-2023		CYCLE 5 2023-2024	CYCLE 6 2024-2025	
<i>1. Foundational knowledge in the arts, humanities, natural science...</i>	X	--	<b>Formative Feedback Loop</b>	--	--	<b>Formative Feedback Loop</b>	X	--	<b>Closing the Feedback Loop (Summative)</b>
<i>2. Critical think about topics and issues using foundational knowledge...</i>	X	--		--	--		X	--	
<i>3. Synthesize in humanities, social sciences, and natural sciences ...</i>	--	X		--	--		X	--	
<i>4. Articulate the importance of social responsibility/social justice...</i>	--	X		--	X		--	--	
<i>5. Write effectively at a college-graduate level</i>	--	--		--	X		--	X	
<i>6. Speak effectively at a college-graduate level</i>	--	--		--	X		--	X	

**Table 9. Liberal Studies Curriculum Matrix for Quarter Program**

<b>Liberal Studies Courses</b>	<b>Learning Outcome #1</b> Students will be able to identify and explain basic approaches and methods in the humanities and arts, social and natural sciences.	<b>Learning Outcome #2</b> Students will be able to use an interdisciplinary approach to understand and solve issues or problems.	<b>Learning Outcome #3</b> Students will be able to think critically, using inquiry, reasoning, and analytical skills.	<b>Learning Outcome #4</b> Students will be able to write at an academic level.	<b>Learning Outcome #5</b> Students will be able to identify and explain a need for active civic participation and explain the importance of and need for advocating for social justice in a democracy.	<b>Learning Outcome #6</b> Students will be able to recognize and explain the complex and complicated nature of the human condition (multi-causal/ multi-variable), particularly through multicultural and other socially diverse perspectives.
<b>LS 201</b>	I/P	--	I	I	--	I
<b>LS 301</b>	P	I	P	P	--	P
<b>LS 401</b>	P (either humanities, social science, or natural science)	P (either humanities, social science, or natural science)	--	P	I	--
<b>LS 421</b>	D (Arts)	--	--		--	--
<b>LS 459</b>	--	P	--	P	P	P
<b>LS 460S</b>	--	P	P	P	A	P
<b>LS 461</b>	P	P	P	--	D, A	D, A
<b>LS 462</b>	D, A	D, A	D, A	D, A	--	--

Note. I = Introduction; P = Practice; D = Demonstrated; A = Assessed

**Table 10. Liberal Studies Curriculum Matrix for Semester Program**

<b>Liberal Studies Courses</b>	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>	<b>SLO #5</b>	<b>SLO #6</b>
	Retrieve foundational knowledge (concepts, theories, works) in the arts, humanities, natural sciences and social sciences to pass the CSET or to think, learn and problem solve.	Think critically (identify, analyze and evaluate) about “ <a href="#">wicked problem</a> ” or various human experiences and perspectives using knowledge (concepts, theories, works) from the arts, humanities, natural sciences and social sciences.	Synthesize (combine) knowledge (concepts, theories, works) in the arts, humanities, natural sciences and social sciences to articulate interdisciplinary perspectives.	Articulate importance of social responsibility/social justice related to complex and intersecting societal factors in a democratic, multicultural, technological driven, and global society.	Write effectively at a college-graduate level for academic and professional purposes.	Speak effectively at a college-graduate level for academic and professional purposes.
<b>LS 1020</b>	--	I	--	I	I	I; D; A
<b>LS 2011</b>	I	P	I	P	I; D; A	--
<b>LS 3011</b>	P	--	I	--	P	--
<b>LS 3021</b>	P (Humanities)	P (Humanities)	--	P	P	P
<b>LS 3031</b>	P (Social Science)	P (Social Science)	--	P	P	--
<b>LS 3041</b>	P (Natural Science)	P (Natural Science)	--	--	P	--
<b>LS 4011</b>	--	--	P	P	--	P
<b>LS 4211</b>	--	--	P	P	--	P
<b>LS 4601S</b>	P	P	P	D; A	P	--
<b>LS 4611</b>	D; A	D; A	D; A	--	D; A	D; A

Note. **I** = Introduction; **P** = Practice; **D** = Demonstrated; **A** = Assessed

### 3.3. Assessment Results and Conclusions

The data collected in the last five years assessed the previous quarter program. Consequently, results have been used to re-structure the curriculum in the semester program, as has been described in 2.2.5. A major challenge to program assessment has been the number of the department faculty members. From 2002-2018, the department had a total of four tenured professors. In 2015, a new junior faculty member was hired, only after the retirement of a senior member. One individual, the associate chair (the current chair), was largely responsible for coordinating the design, collection and interpretation of assessment; faculty members administered assessment tools, scored data or reviewed results. In department meetings, discussion about the process and results led to decisions, changes or improvements to assessments and curriculum. In spite of the workload issues, this process meets the preferable faculty participation by the administration and university accreditors (WSCUC) who expect high faculty engagement to “creat[e] an organization committed to quality assurance, institutional learning, and improvement” (Standard 4). Specifically, Standard 4.4 explicates the role of faculty in assessment of student learning:

*“4.4 The institution, **with significant faculty involvement**, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. **The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology**” (Italics and bold added).*

In spite of the small department size, tenured and tenure-line members (up 50% in 2018 to 6 members) will continue to have an active role in assessing and improving student learning and instruction through evidenced-based inquiry. The department chair is working on re-structuring subcommittees to use the faculty member expertise to design artifacts and assignments and to interpret data. Nevertheless, the assessment of data has been challenging to manage assessment and convert to semesters while maintaining teaching, research and service duties due to the small faculty size. Managing and sustaining collection, storage, and analysis was challenging to closing the feedback loop. In the new program, the assessment plan was designed to address the manageability and sustainability issue as we consider techniques and tools that will streamline the process. For example, assessment data are integrated in courses through signature assignments, which can be collected through an e-portfolio platform that integrates with the Blackboard LMS, which will digitally manage data collection and storage without needing additional human resources. This approach will require training and commitment by all faculty members to implement the assignments in all sections using this digital tool.

Table 11 explains the previous SLOs and the corresponding assessment tools followed by a description of the major results and conclusions for assessment by SLO.

**Table 11. Liberal Studies Quarter Program SLOs and the corresponding assessment tools**

Quarter Program Student Learning Outcome		Direct Evidence				Indirect Evidence
		Pre-Post Essays	LS 460 Action Plans	GWT Scores	Exit Survey	Alumni Survey
1. Students will be able to recognize the basic approaches of the Humanities, social and natural sciences, with a special emphasis on the arts	<i>a. Identify and use analytical elements in the fine and performing arts and recurring themes in humanities</i>		--	--	--	X
	<i>b. Identify and use major theories/concepts in social sciences and/or natural sciences</i>				--	X
	<i>c. Distinguish and make connections between the Humanities, Social Sciences and Natural Sciences to prepare for interdisciplinary</i>				X	X
2. Students will be able to demonstrate interdisciplinary approaches to problems solving	<i>a. Synthesize knowledge across the Humanities, Social Sciences, and/or Natural Sciences</i>		--	--	X	X
	<i>b. Apply recurring themes and theories/concepts in</i>				--	X

	<i>humanities, social sciences, and/or natural science to real world problems/issues</i>					
3. Students will be able to think critically.			--	--	X	X
4. Student will be able to write at an academic level.	<i>a. Writes to support a position</i>	X [LS 201 and LS 462 collected 2012-2017]	X	X	--	X
	<i>b. Writes to analyze an issue</i>				--	X
	<i>c. Writes to synthesize information</i>				--	X
5. Student will be able to explain the role of civic participation and the importance of and need for advocating for social justice		--	X (LS 460S)	--	X	X
6. Student will be able to explain complex and complicated nature of the human condition (Multi-causal/ Multi-variable)		--	X (LS 460S)	--	X	X

Note. Shaded area intended to measure; shortcomings on administration and design of the LS pre-post essays limited analysis to the writing SLO.

### Description of Quarter Program Assessment Results

The results for SLO 1, 2 and 3 were not fully assessed during the five-year period, complicated by the added duties of converting to semesters. Further, the main artifact (pre-/post-essays) required 5 years to collect sufficient samples for review, limiting the possibilities of revising the assignment for effectiveness. Further, the administration of the essays was not consistent. Students may have been given mixed messages about the expected performance as different instructors assigned credit or no credit to the essay; further, the prompt may have required students to do too much in a short essay (750 words) thereby misconstruing the purpose of the writing. After the 2016-17 review, LS faculty decided to stop collection of the pre-post essays as an assessment measure and opted to collect signature assignments from the introductory (entry) and capstone (summative) courses to assess writing and disciplinary knowledge and interdisciplinary abilities. Additionally, the faculty are developing a writing rubric to be used as a teaching and learning tool to provide direct, authentic and consistent feedback on student writing across courses and their sections. For these reasons, the analysis of SLOs is limited to responses from surveys. This situation also affords department faculty the opportunity to operationalize the concepts of interdisciplinary thinking, disciplinary knowledge, and critical thinking to integrate them into teaching for clarity of expectations for greater success in learning.

The Liberal Studies Exit Survey possesses most of the data since the quality of the pre- and post essays did not have sufficient quality to assess them for some of the SLOs (e.g., *Identify and use major theories/concepts in social sciences and/or natural sciences*). Table 12 displays the number of surveys by academic year.

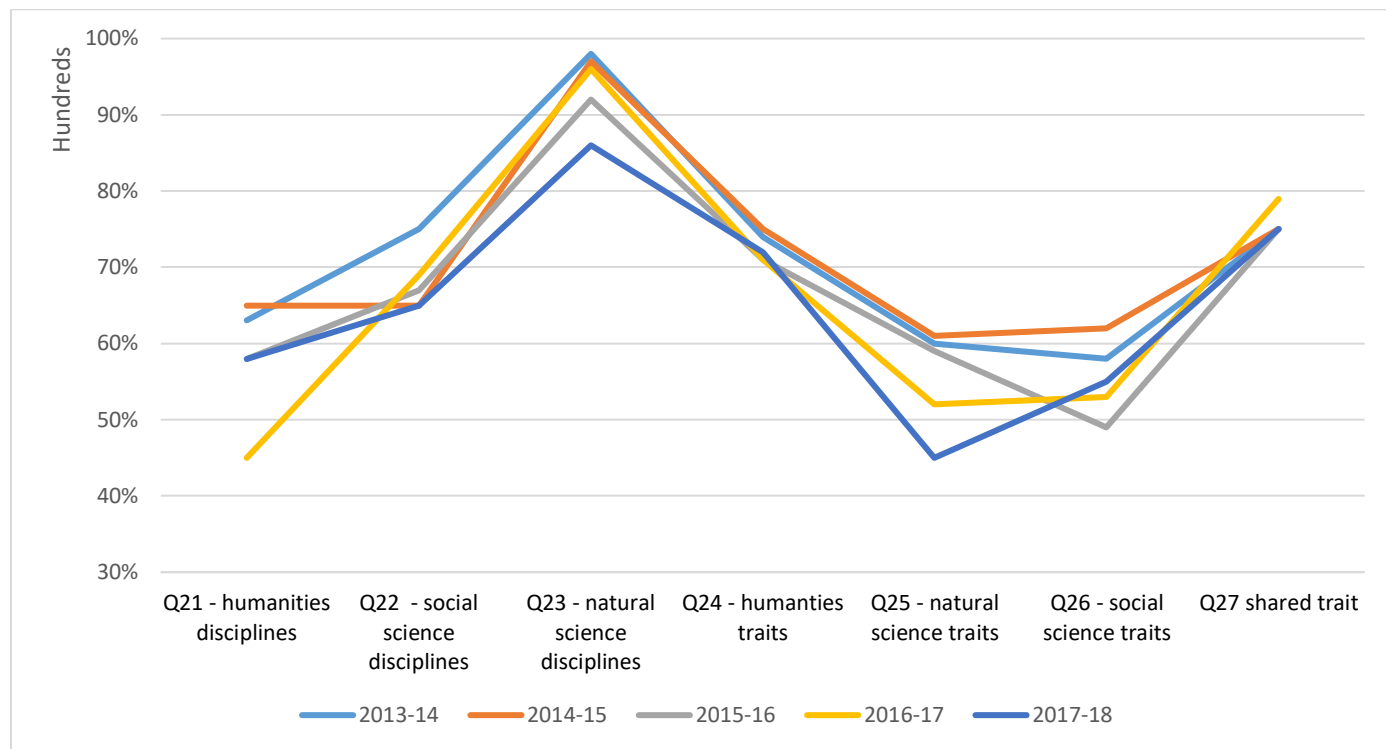
**Table 12. Number of Liberal Studies Exit Surveys by academic year**

	<b>Number of Surveys</b>
2013-14	99
2014-15	108
2015-16	109
2016-17	63
2017-18	78
<b>TOTAL</b>	<b>457</b>

***SLO 1: Students will be able to recognize the basic approaches of the humanities, social and natural sciences, with a special emphasis on the arts***

Seven questions (21-27) were designed to assess students' basic knowledge of the disciplines and traits of the humanities, natural science, and social science. The survey asked two types of questions. One asked for two responses to complete a statement such as \_\_\_\_\_ and \_\_\_\_\_ are disciplines in the humanities. The other type was to identify one correct answer among four distractors: *Which description does not apply to one or more disciplines in the social sciences?* Graph 3 shows how students answered these questions over the five-year period.

**Graph 3. 2013-2018 percentages of students that selected correct responses to basics in humanities, natural science and social science question on LS Exit Survey**



It goes without saying that these questions are basic to what is taught in the department. Nevertheless, as a result, we would expect all answers to have high percentages of students (85-100%) selecting the correct answer. Graph 3 above shows that this occurred on only one question about disciplines in the natural science (86-98%). This trend in the natural sciences dipped significantly when asked to identify traits of natural science (45-61%). Questions about the humanities and social science disciplines had an inverse relationship to one another with more students getting correct responses to disciplines in the social sciences (65-75%) compared to the humanities (45-65%); for traits, more correct answers were selected in the humanities (71-75%) compared to the social sciences (49-62%). These percentages are on par with students' selection of correct answers to traits in the natural science. When asked to identify one trait that all three of these areas share, LS students consistently (75%, 79%) selected the correct answer: critical thinking. Overall, seven of 10 Liberal Studies students upon existing the program can answer these basic questions.

This data was the basis for adding the three new courses in the semester program that provide a focus study in these three areas to improve these percentages. The revision of the Exit Survey will consider the greater depth of study and include questions based on threshold concepts that students are taught and expected to master. Additionally, LS faculty might think about setting benchmarks toward improving scores. Currently, these range from 45-75%. What percentage (80%, 85%, 87%) would the faculty expect students consistently to demonstrate correctly? The

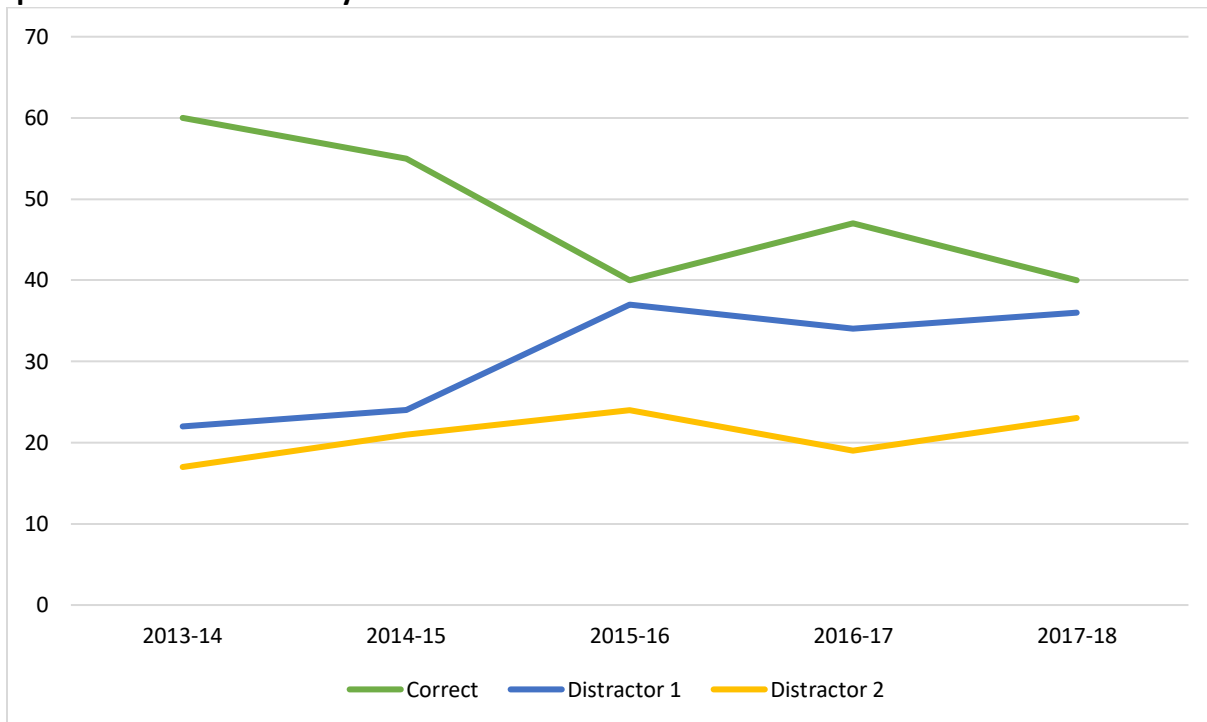
responses would be supplemented with the signature assignment in the new capstone course, which would assess more complex knowledge and abilities in humanities, natural sciences and social sciences.

***SLO 2: Students will be able to demonstrate interdisciplinary approaches to problems solving***

The exit survey has two questions related to measuring knowledge of interdisciplinarity. Unfortunately, due to available human resources and time there was not sufficient of each to assess the open-ended question (Interdisciplinary thinking is...), likely to have very rich data. That data will not be included in this review. Here is another justification why relying on a single faculty member to manage and sustain assessment is not a viable approach. Given the number of qualitative researchers in the department, a rotation of members to analyze open-ended questions to develop a coding scheme through content analysis is a reasonable strategy moving forward.

The second question was discrete, asking students to identify one of three options as an interdisciplinary project (*Which description represents an interdisciplinary project*). Graph 4 shows the results of the percentage of correct answers in relation to the percentages for the two distractors.

**Graph 4. 2013-2018 percentages of correct and incorrect answers on interdisciplinary question on LS Exit Survey**



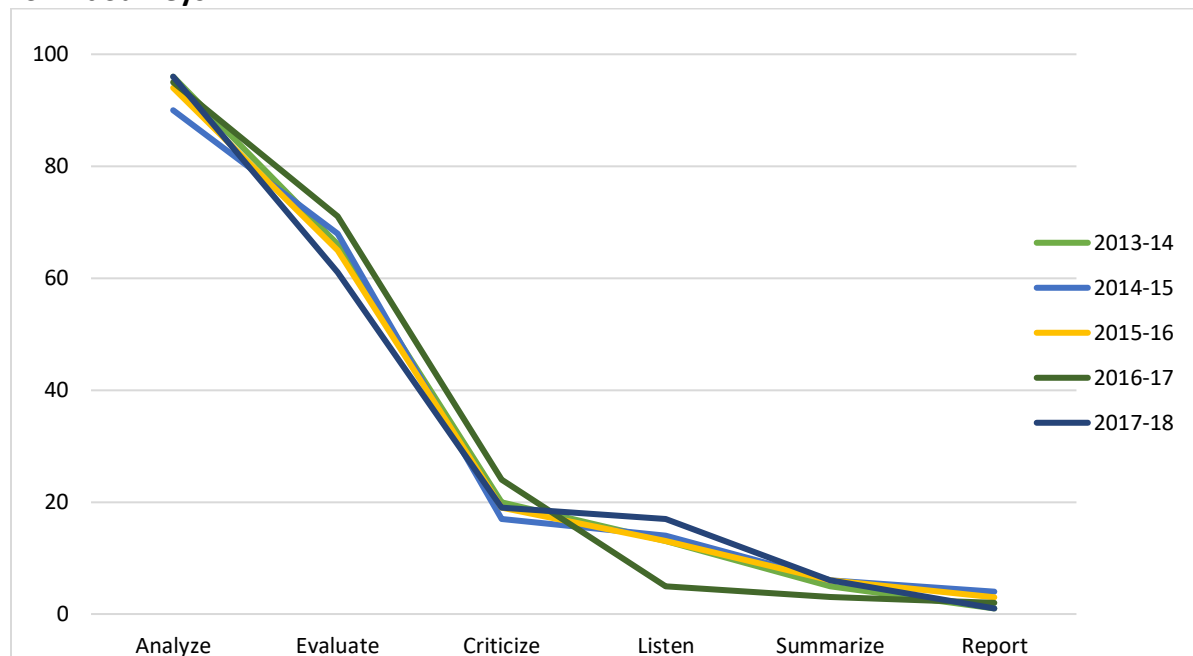
From Graph 4, students’ ability to identify an “interdisciplinary project focused on knowledge from two or more disciplines within or between humanities, natural science and social science

to study a topic, problem or era” experienced a downward trend over the five-year period. In 2013-2014 60% versus 40% in 2017-18 selected the correct answer. Understandably, there has been an increase in incorrect answers. Distractor 1 with the greatest increase from 22%-36% and Distractor 2 from 17%-23%. It should be noted that this period is when students took courses at accelerated rates and substituted courses to expedite graduation; similarly, more sections were taught by lecturers who do not get fully appraised about the curriculum and course expectations because of their contractual restrictions. Nevertheless, 4 to 6 out of 10 LS students at the end of the program were able to identify an interdisciplinary project. Strengthening the concept and practice of interdisciplinarity should be a goal for the department moving forward.

**SLO 3: Students will be able to think critically.**

Two discrete items (question 30 and 31) and one open-ended item (question 32) on the exit survey assessed students understanding of critical thinking. Unfortunately, due to available human resources and time, there was not sufficient of each to assess the open-ended question (*Briefly explain this statement and include a specific example to support your response: "Human experience is complex because there are multiple perspectives on what it means to be human"*), likely to have very rich data. The first discrete item asks respondents to identify two skills enacted when thinking critically among four distractors. Graph 5 shows the results of the percentage of correct skills identified as critical thinking.

**Graph 5. Percentage of correct and incorrect skills identified as critical thinking in 2013-2018 LS Exit Surveys**

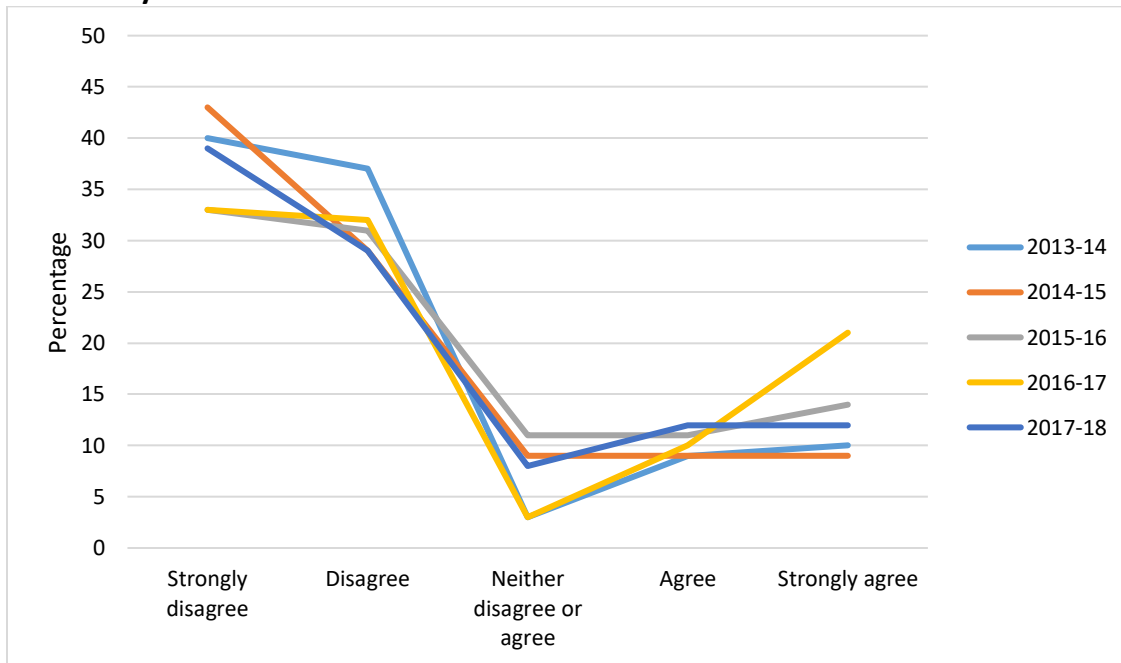


LS students identified analysis (90-96%) consistently high as a skill in critical thinking, one of the correct answers. The second correct answer evaluation was the second most identified but at

lower percentages than the first (61-71%). It is encouraging that by the end of the degree students recognize that summary (3-6%) and reporting (1-4%) are not skills in critical thinking, skills that are display information, but not necessarily analytical. Curiously, but understandably given the curriculum focus on listening to the experiences or perspectives of others, 5-17% students felt this skill was critical thinking. Finally, some attention should be given to the fact that 17-24% of LS students by then end of the program identified criticizing as a skill in critical thinking—a skill often associated with the sharing of controversial or public opinions displayed in the media, which is not necessarily vetted by analysis or evaluation. Overall 9 and 7 out of 10 LS majors at the end of the program can define skills entailed in critical thinking.

The second discrete item asks students to perform critical thinking by taking a position on a statement: “Every issue or problem has only two sides or perspectives.” The basis for the correct answer(s) is rooted in the development of undergraduate students and using a 5-point Likert scale. Initially, they enter with a binary frame of reference (right or wrong, good or bad), then they move to a relativist one (neutral) followed by a skeptical and analytical one. We would expect students at the end of the program to strongly disagree or disagree more than remaining neutral or agreeing (only two sides). Graph 6 shows the results to this question over 5 years.

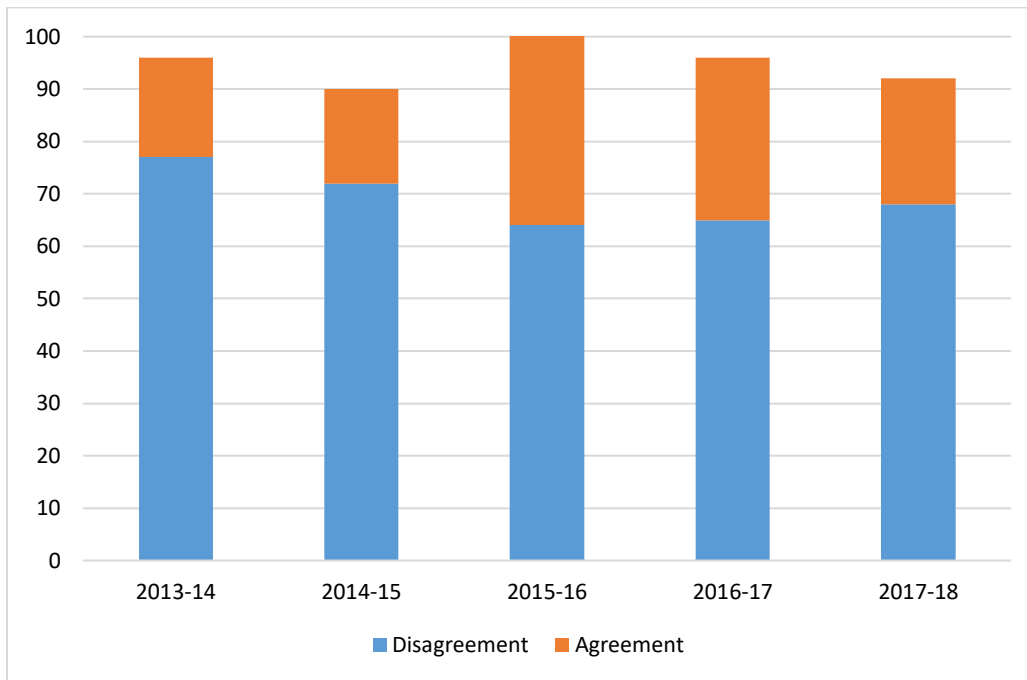
**Graph 6. Percentages of student rating of statement to show critical thinking on 2013-18 LS Exit Surveys**



Graph 6 shows that by degree’s end LS students viewed the statement with skepticism and analytically as they likely recognized that issues have multiple human and disciplinary perspectives thus strongly disagreeing (33-40%) or disagreeing (27-37%) with the statement. The smallest percentages of students were relativists, neither disagreeing or agreeing with the

statement (3-11%). Surprisingly, over the five-year period greater percentages of students agreed (9-12%) or strongly agreed (9-21%) with the statement. When the two outer percentages of responses are combined the divergence in these responses exist.

**Graph 7. Combined disagreement and agreement scores in rating question from 2013-18**



Graph 7 shows how the number of students who agreed with this statement (“Every issue or problem has only two sides or perspectives”) increased significantly in 2015-16, with the greatest number of surveys (109). In the two subsequent years, there have been slight decreases but not to rates prior to 2015-16. One reason may be that the semester conversion process was well underway, with students finding ways to accelerate their progress on the quarter system at the expense of dedicated learning. Additionally, this effect may be a change of major students who begin halfway through their degree from very different disciplinary backgrounds, where orienting to the program expectations can be challenging for some. Similarly, there may be an effect of the polarization of political views that ensued with the campaigning of the 2016 presidential election, and perhaps students who may have otherwise disagreed felt compelled to see the statement according to the polarized societal climate. More specific answers may lie in the qualitative data not analyzed for this review. In either case, the department should place focused attention on how to define and assess critical thinking in a way that increases the proportion of students (7 of 10) who disagree with the statement. This would be consistent with the habits of mind and intellectual capacities the department aims to instill in independent thinking graduates.

**SLO 4: Student will be able to write at an academic level.**

*Graduate Writing Test (GWT)*

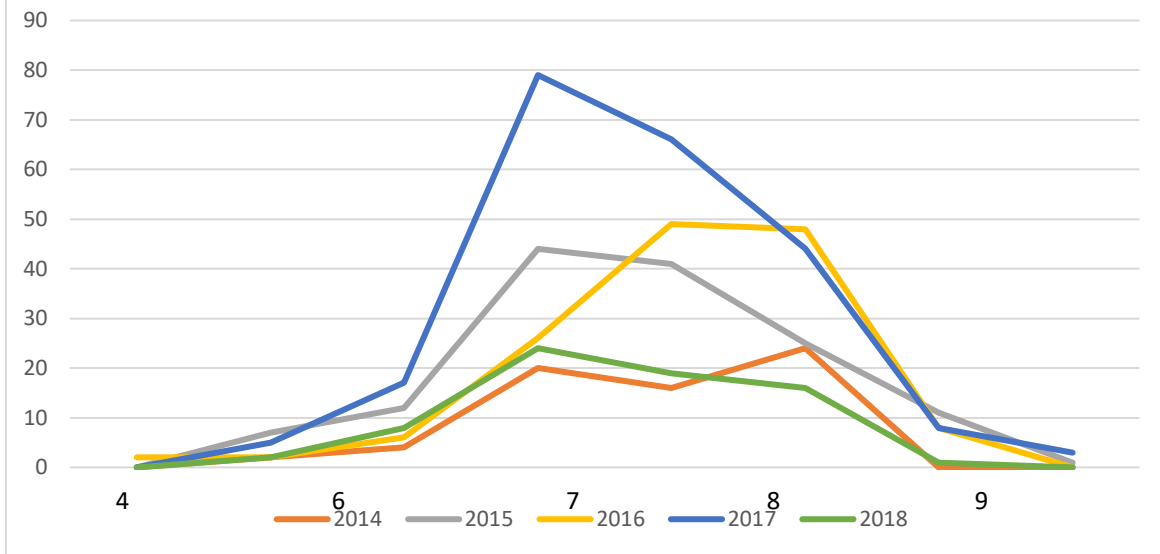
The department chose the GWT as a measure of students' writing because it is an external university measure that can triangulate departmental measures. Data for 2013 was not available at the time of analysis. A passing score is 7 or higher, as a combined score between two readers on a six-point rating scale. Table 13 below shows the number of Liberal Studies students who took the GWT each annual year, pass rates, fail rates, percentages of students that passed and failed. The four-year pass rate was 97% and fail rate was 3.20%.

**Table 13. Liberal Studies students pass and fail rates of GWT from 2014-2018**

	<b>Total Test Takers</b>	<b># Pass</b>	<b># Fail</b>	<b>Percentage Pass</b>	<b>Percentage Fail</b>
<b>2014</b>	66	64	2	97%	3%
<b>2015</b>	141	134	7	95%	5%
<b>2016</b>	141	137	4	97%	3%
<b>2017</b>	222	217	5	98%	2%
<b>2018</b>	70	68	2	97%	3%

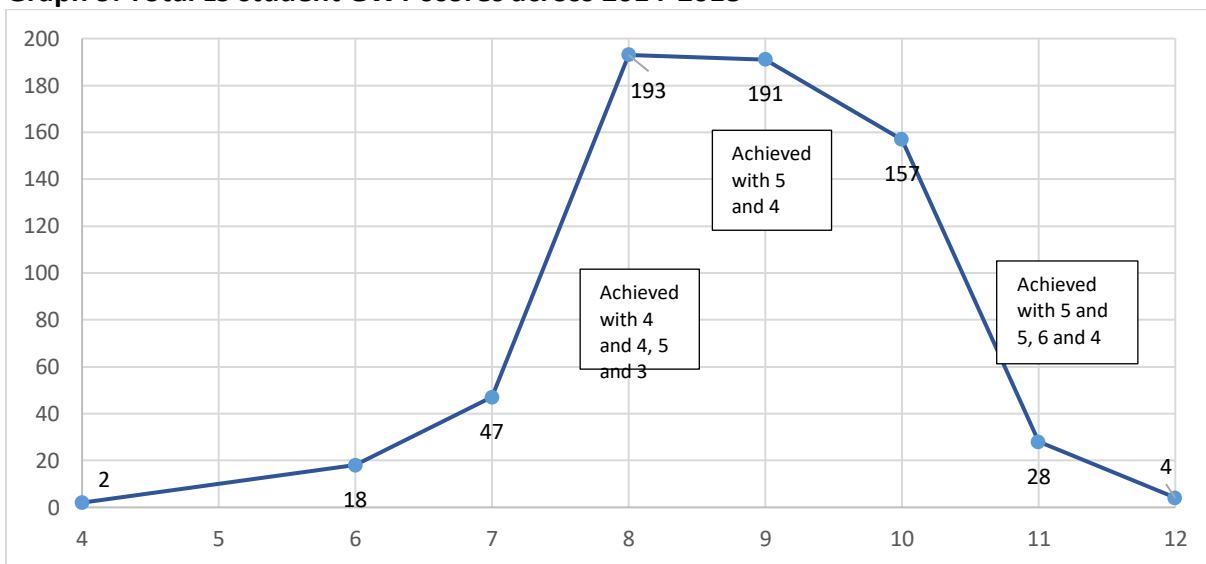
The GWT pass/fail rates indicate a high level of success for Liberal Studies students near the middle of the program since students are required to complete it at 90 units (junior standing). A final analysis of scores suggests a more complex interpretation. Student timed-essays are rated by two readers on response to the topic and thesis, organization and paragraphing, development, sentence structure and word choice, and grammar, punctuation, and mechanics. The [rubric](#) ranges from 1 "very weak writing" to 3 "marginal writing" to 6 "superior writing." Graph 8 shows how LS students' scores by year by the number of students who scored at each level. No student scored 2, 3, or 5.

**Graph 8. Distribution LS Graduate Writing Test Scores 2014-18**



Graph 8 shows the majority of LS students from 2014-18 passed GWT with scores between 7-10 exhibiting marginal, adequate, strong or superior writing according to the rubric. Barring extreme combined rater scores (1 and 6, 2 and 6, 3 and 6), which indicate a significant discrepancy between ratings requiring a third rater, LS students' scores are in the *marginal*, *adequate* and *strong* levels. Graph 9 shows the total scores for each combined score across years.

**Graph 9. Total LS student GWT scores across 2014-2018**



The graph above verifies that most LS students are producing by an institutional measure adequate (4) and strong (5) writing. The specific proportion of marginal (3) and superior (6) are

unknown without disaggregated scores which are not available. More important are the 67 students who did not pass the exam with scores demonstrating writing that was rated very weak (1), weak (2) and/or marginal (3). Similarly, the small proportion of students that have strong and superior writing shows that there are opportunities for the department to strengthen a majority of LS students' writing abilities via the curriculum, particularly as it is a major measure of students' programmatic success.

### *LS Pre- and Post-Essays*

The department collected five years of Pre/Post Liberal Studies essays in the introductory course (LS 201) and the senior Capstone (LS 462) using the same prompt to measure students' writing abilities. At the three-year mark there were only 19 pairs for assessing, so we extended the collection period two years in hopes of increasing the sample. At the five-year mark, we had collected 75 pairs (bookend essays), likely attributed to the increase in graduation rates before the start of semesters. These essays represented student writing upon entry to and exit from the program.

Two teams of two faculty members rated 30 randomly selected pairs (15 for each team) using a 5-point rubric (*unacceptable, below acceptable, acceptable, competent, exemplary*). For one team, ratings were on average "acceptable" pre-essays and "acceptable" for post-essays; the second team had average ratings between "below acceptable" and "acceptable" for pre-essays and "acceptable" post-essay. There were smaller number of cases in the competent and exemplary category. The results suggest there was little difference in their writing ability from entry to exit.

Through discussion, the team identified intervening factors. First, the administration of the essays may have given students mixed messages since different instructors assigned credit (high stakes) or no credit (low stakes) for the essay, which might have resulted in inconsistent, unreliable student performances. Additionally, the prompt may have required students to do too much in a short essay (750 words) that may have had students misconstrue the assessment purpose of the writing. All these factors caused inconsistent performances from some students and an appearance of little growth.

Given the considerable time (five years) to collect sufficient number of essays for review and the intervening administrative variables, LS faculty have decided to stop collection of the pre-post essays as an assessment measure. Instead, beginning fall 2019, the department will collect signature assignments from the introductory and capstone (summative) courses to assess writing. Additionally, the faculty will develop a writing rubric to be used as a teaching and learning tool to provide direct and consistent feedback on student writing across courses and sections. Given that written communication is a program learning outcome, faculty members will receive training to assess writing and provide feedback for student improvement.

## *Alumni Survey*

The Liberal Studies Alumni Survey results from 2012-2013 and 2017-2018 provide another point of view of how well students write after graduation as compared to their use of writing in the workplace or advanced education. Respondents were asked how well they thought their Liberal Studies experience prepared them for skills, abilities and dispositions needed for adult life. Graph 35, on page 70 below, shows the results of alumni ratings of knowledge, skills, and disposition expected to be developed in the program. Although alumni rated writing approximately at a 3 of 4, in comparison to other areas in both periods, it was rated among the lowest. Interestingly, it was the only rating that lowered from the first to the second administration. Given the emphasis the department places on developing students' writing through intensive writing in courses and the high rates of passage on the GWT, these scores indicate that the department perceives or defines writing needs to be revised to somewhat align with how graduates will use it as part of adult life, including the workplace and community.

### *Interpretations and Considerations*

From these results, the Liberal Studies Department develops strong writing skills in students at an institutional level and for adult purposes after graduation, in spite of the fact that our department assessment indicate that students' writing was satisfactory. The results also raise new questions that the department should consider in response to the need for a new assessment of writing.

1. *What is our definition of academic writing?*
  - i. *What types of writing (exposition, descriptive, analytical, etc...) do we aspire to develop and at what level?*
  - ii. *How will the definition account for the various types of writing students are expected to do in different disciplines and as part of work and community life?*
  - iii. *What elements of writing (content, organization, development, grammar, mechanics, etc...) do we aspire to develop and at what level?*
2. *How will the curriculum be structured (assignments, feedback) to develop these elements of writing from entry to completion of the program?*
3. *How will writing be assessed in light of these decisions?*

The department has discussed using signature assignments to measure writing as a way to manage and sustain assessment of writing in the program. Further, the faculty are developing a writing rubric to be used as a teaching and learning tool to provide direct and consistent feedback on student writing across courses and sections of courses. Given that written communication is a program learning outcome, faculty members will receive training to assess writing and provide feedback for student improvement.

**SLO 5: Student will be able to explain the role of civic participation and the importance of and need for advocating for social justice**

*Analysis of LS 460S Action Plans and Exit Survey data (Q33: what is the definition of civic participation) for this outcome is still pending.*

**SLO 6: Student will be able to explain complex and complicated nature of the human condition (Multi-causal/ Multi-variable)**

*LS Exit Survey*

Analysis of Exit Survey Q32 (Briefly explain this statement and include a specific example to support your response: "Human experience is complex because there are multiple perspectives on what it means to be human.") and *Analysis of LS 460S Action Plans still pending.*

## Section 4. Program Quality

The section of the self-study includes both evaluation of faculty and student success indicators.

### 4.1. Faculty

#### 4.1.1. Quality of Teaching

##### *The context*

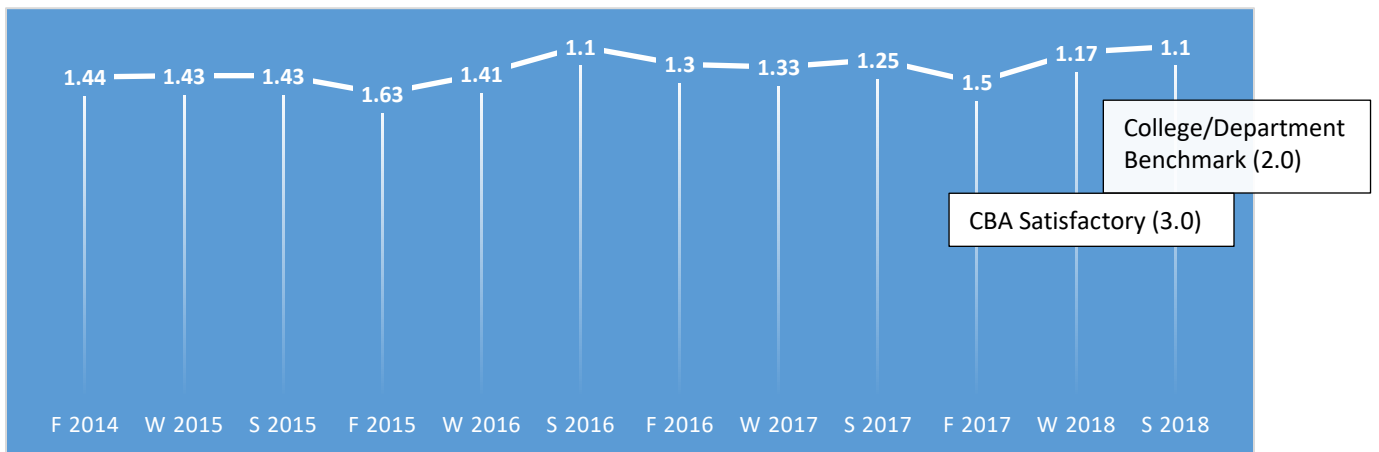
Liberal Studies tenure-line faculty across the CSU has historically been low and pre-dominantly dependent on lecturers or collaborative members. Liberal Studies programs tend to have either a department chair or a department coordinator with few faculty members between one and three dedicated tenure line. Liberal Studies at CPP has followed this same trajectory but has experienced growth in relation to retirement and increased student enrollment. In 2013-14, the department consisted of four tenured professors, of which only two had full-time teaching loads (3 per quarter). One received a course release for associate chair duties; the chair of the department carried an administratively load and did not teach. In 2015, after the retirement of the previous chair, the department hired its first junior faculty member in 13 years.

Then and currently, new faculty members receive one course release per term for two years to acclimate to their position. The new department chair also received a reduced teaching load to assume more administrative duties, teaching one course per quarter. The semester conversion process began in 2014-2015 whereby the 3 tenured faculty and then later junior faculty members worked to revise the curriculum for a semester program. An approximately 40% increase in student enrollment triggered a new faculty search in 2017-18, which resulted in hiring two new faculty members. Currently, the Liberal Studies Department at CPP has six dedicated tenure-line members in multiple disciplinary expertise ranging from the arts, humanities, social sciences and natural science, and some from interdisciplinary programs. In spite of its size, Liberal Studies faculty has effectively served students well through their teaching.

##### *Summary of teaching evaluations (instructional assessments)*

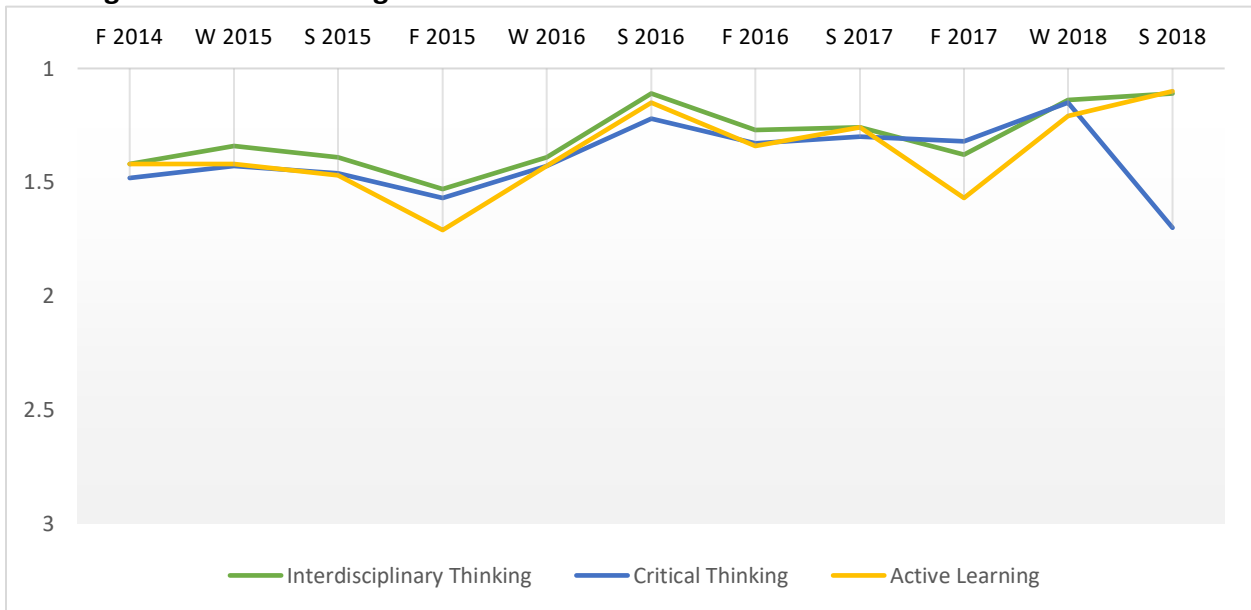
Graph 11 depicts the average of global index ratings for each course for each tenure-line faculty during the review period, which excludes the two new probationary faculty. Data for the academic year 2013-14 was not available since the Campus Climate platform used to collect and distribute such data had not been institutionalized. Averages are affected at times by course releases for assigned or related duties, sabbaticals or leaves. Instructional assessments are based on a five-point scale from 1 as 'very good' and 5 'very poor.' A copy of the questions for the instructional assessment are in Appendix C. The overall trend is for averages to be notably below the college and department benchmark of 2.0 and consistently and considerably lower than the satisfactory benchmark of 3.0, even under labor-intensive demands of converting the program for semesters.

**Graph 11. Averages of global rating for courses for all tenure-line Liberal Studies faculty by term from fall 2014 to spring 2018**



The consistently low rates of the most senior faculty member contribute to these rates. Three questions (2, 3, 4) from the questionnaire represent how well faculty do regarding three areas relevant to student learning outcomes and pedagogy. Graph 12 displays the averages for all tenure-line faculty members teaching each term for each question: Q2 **Interdisciplinary** (*How effective was the course in encouraging interdisciplinary thinking?*), Q3 **Critical Thinking** (*How effective was the course in challenging you to think critically?*), Q4 **Active Learning** (*How effective were the learning activities/exercises in the course at engaging you in the learning process?*)

**Graph 12. Average from Faculty Evaluations on Questions of Interdisciplinarity, Critical Thinking and Active Learning**



The results in Graph 12 above mirror those in the global index averages but can also indicate possible areas for directed improvement in the upper ranges for [active learning](#) and [critical thinking](#), both of which are current trends in teaching and learning in higher education. An effective way to leverage the benefit of this high-quality instruction is for the faculty to find a way to incorporate a teaching-learning collaborative as part of departmental business, where faculty discuss, implement, reflect on the effectiveness of techniques then redirect practice. This process should include lecturers to increase the impact. Further, as new methods, innovations and requirements emerge, the department should expect dips in these scores as the new curriculum is adjusted. Maintaining low rates should coincide with measures taken to improve instruction, learning and the program; the faculty's strength in teaching will be preserved through their dedication to quality instruction.

#### 4.1.2. Research and Scholarly Activities

The description of faculty's research scholarship and creative activities will include new probationary faculty members as they reflect the group moving forward. Liberal Studies faculty are active in research and scholarship. In spite of the challenging teaching demands and service demands of semester conversion, Liberal Studies faculty maintain research agendas. Over these five years, one senior faculty member pursues issue on Latinos in education, currently pursuing her study of community-college educated Latina Ph.D.'s, for which she has presented at professional conferences. Another senior member is shifting her previous agenda from undergraduate teacher candidates to developing the notion of equity-minded teaching in a higher education context, for which she received a two-year faculty collaborative fellowship with the American Association of Colleges and Universities. Both these senior members have a past publication record, and current service demands and senior responsibilities challenge their scholarly production. The junior faculty member who joined the department during the five-year period has a robust research agenda in environmental science, with ample publications and professional presentations. These three faculty members have earned internal grants to support their scholarship. The junior faculty member earned an early-career award last year and has just published a co-edited volume on "interdisciplinary approaches to animal-focused curriculum and pedagogy in environmental education." Most members have earned internal grants to support their scholarship as well as their service-learning pedagogies. The junior faculty member has had two winners of the Learn Through Discovery undergraduate research program, whose projects are aligned to her scholarship interests.

Both new faculty members have active and highly productive research and scholarly activity. One member is an artist scholar with international anthropological research projects; presents international contemporary art exhibitions and commissions; has an academic book forthcoming with Duke Press; and publishes in professional journals in her areas of Contemporary Art and Anthropology. The other member has presented his international research in France, co-organized a professional conference and published in professional journals in his areas of Performance Studies and Queer Studies. In collaboration with the more advanced junior member, a junior faculty member this year submitted external funding

proposals to support their community-based work in the arts and environmental science, while the other member has garnered funds through her solo contemporary art exhibition and public performance commission with an international museum, to expose students to her public performance commission. All three junior faculty members are active in professional organizations at various leadership levels. Suffice to say, the department is well-poised in the future to provide students with teacher scholars in the classroom, which only heightens the experiential nature of a polytechnic education.

#### 4.1.3. Service

The description of faculty's service will focus on mainly tenured and tenure-line faculty prior to fall 2018, and present the contributions of new probationary faculty members as relevant. In the five year-period, the size of the faculty and the charge of semester conversion limited their ability to serve at the college and university levels, focusing on department service. All members participated in department meetings as a committee as a whole since there were not enough members to form subcommittees. Much of the department's work was placed on the department chair, including serving as faculty advisor for the Liberal Studies student club, and members undertook special assignments as needed. Some of these assignments were revising the RTP document, serving on DRTP or faculty search committee, identifying curricular materials and designing courses for semesters, and organizing the annual department community event. At the college level, two senior members participated in college curriculum and assessment committees, and the department chair serves on the college leadership team. The junior faculty member participated on a faculty search committee in another college department. As time allowed, most members participated in university service on committees such as the WSCUC working groups, university strategic planning groups, and standing senate committees.

Most faculty members are engaged in service-learning, teaching LS 4011S or LS 4601S, where they manage a number of community partnerships. A recent SPICE grant is being used to develop a partnership with a local middle school and an arts community partner to be linked to the LS 4211 (arts integration). The time and labor to maintain these relationships in a truly reciprocal manner, is service to the university and community that goes above and beyond traditional classroom formats and not recognized by the university. The advanced junior faculty member also is a member of an urban farming consortium, and another junior faculty member is a CPP Faculty-In-Residence, linking LS departmental programming to the University community.

The advanced junior faculty member has served as a faculty mentor to her undergraduate researchers awarded the Learn Through Discovery grants. A new probationary faculty is mentoring an undergraduate student through a gender studies independent study, which includes a series of facilitated conversations on masculinity politics and men's experiences on campus. This project aligns the student's interest with those of student affairs, academic research, and the department's intention to expand the support and retention of men. Another junior faculty member has cultivated a collaboration between the department, the Pride Center

and University Housing to provide a combined professional drag performance and academic lecture “on globalization, representation, feminist theory, and religion,” which incorporates student performances. The department aims to be highly active in the life of the university to educate majors, and potentially other CPP students, through co-curricular activities.

#### 4.1.4. Faculty Workload

Table 14 shows the annual workload on the new semester program. Currently, the department has 53% tenure density.

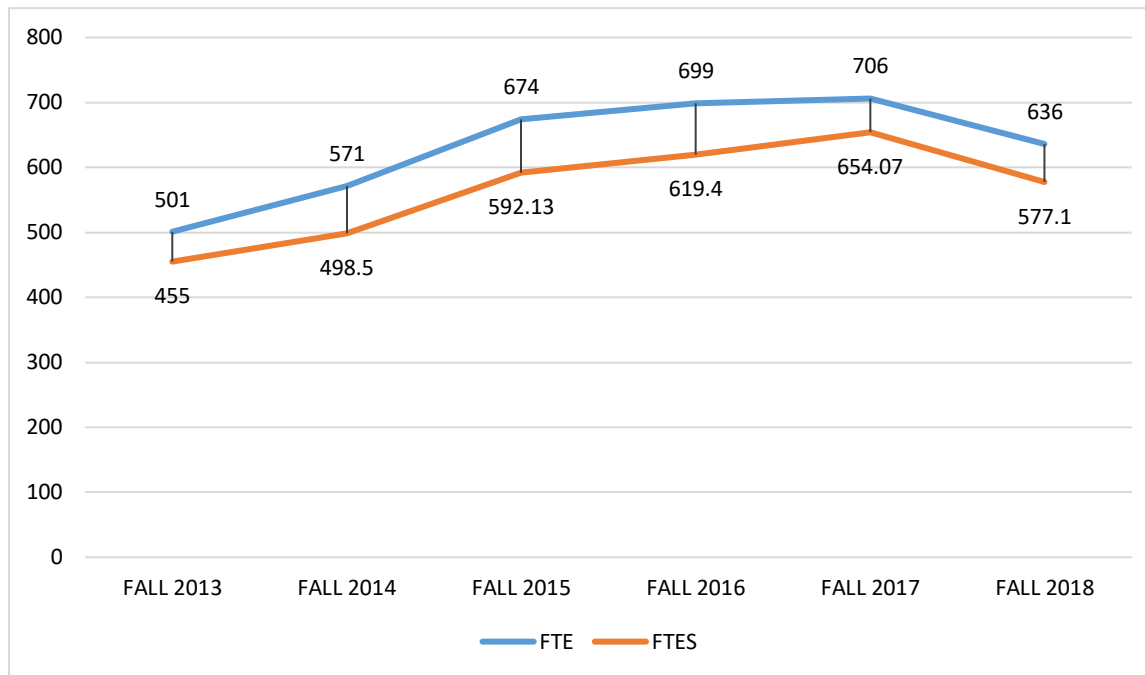
**Table 14. Annual Average Workload on Semesters**

Faculty member	Teaching WTU	Assigned WTU for Research	Assigned WTU for Service	Administrative WTU	Total WTU
Estela Ballon	24	0	6	0	30
Christina Chavez-Reyes, Department Chair	12	0	6	12	30
Karen Langlois	24	0	6	0	30
Teresa Lloro-Bidart	24	0	6	0	30
Maya Stovall*	18	6	6	0	30
Jeff Roy*	18	6	6	0	30

Note. \* = new tenure line faculty in 2018-19; two-year reduced load based on Collective Bargaining Agreement

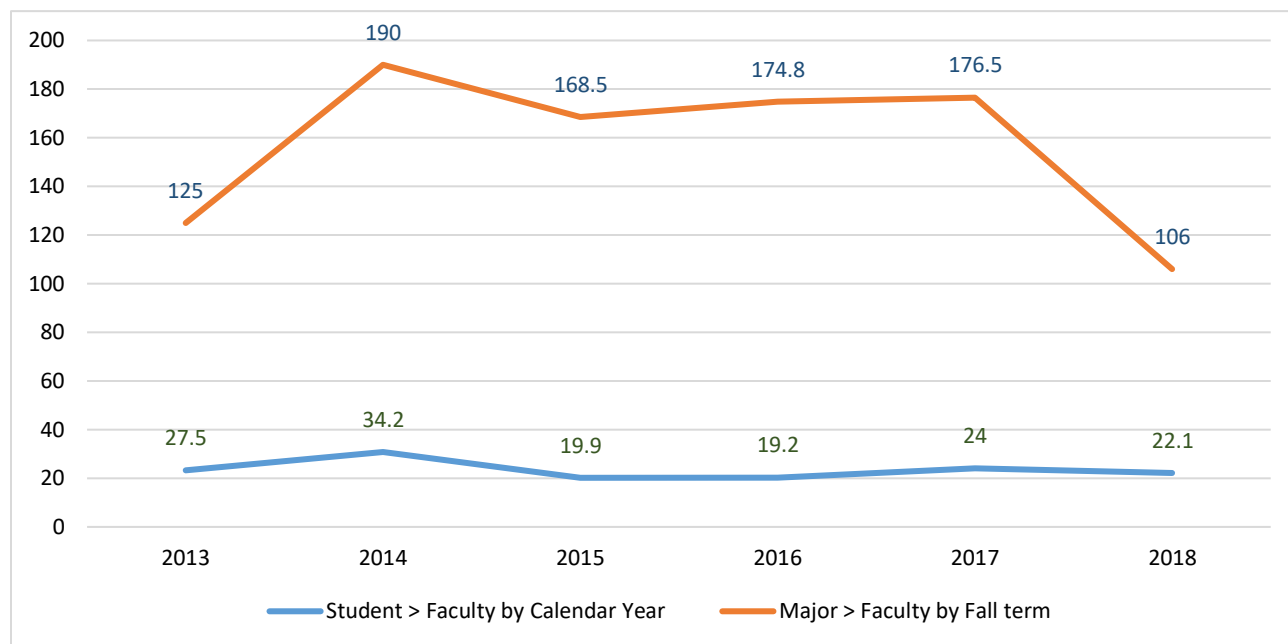
From 2013—2017, the department has experienced a 41% increase in FTE. The 10% decline in FTE is attributed the increase in graduating students before semester conversion and the common trend of enrollment decline the first year. The differences between FTE and FTES 2013-2017 were 9 %, 13%, 12%, 11%, and 7%, respectively, a fairly consistent range (see Graph 13). In spite of the growth, the Liberal Studies tenure-line faculty size with a full teaching load were three as the department chair in 2013-14 did not teach. Increase in teaching was managed by increased hiring of adjunct faculty. In Fall 2015, a new tenure-line faculty member was hired when the department chair retired, increasing the teaching faculty to 4. Since the new department chair taught 3 courses per year and the new faculty member taught 2 per quarter, adjunct lecturers continued to supplement the department teaching load. It is not until Fall 2018, when two new assistant professors have been hired that the need for fewer lecturers has occurred.

**Graph 13. Liberal Studies Department FTE (headcount) and FTES Fall 2013-2018**



The size of the department has had a direct effect on student-to-faculty ratio (SFR) major-to-faculty ratio (MFR) over five years. In Graph 14, the MFR has fluctuated between 125 and 176.5, excluding this fall at 106 with the hiring of two assistant professors in the department. The SFR has ranged from 19.2-34.2. [Fall 2015 the California SFR](#) at a four-year institution was 15.5, and nationally, in 2016, [the ratio was 14 at public 4-year institutions](#). As such, the Liberal Studies department at CPP is well above the California and national average. Both these indicators show the number of LS majors to the number of faculty are insufficient to adequately, let alone exceptionally, serve all Liberal Studies students through advising and teaching, and likely unreasonably challenging faculty to fulfill their research and service expectations as well. Any growth in majors will only exacerbate these tensions. Liberal Studies faculty should be commended for their student retention success and excellence in teaching and scholarship under these conditions.

**Graph 14. Liberal Studies Department student-to-faculty ratio and major-to-faculty ratio 2013 – Fall 2018**



A few factors make it challenging to discuss workload at this time. As described earlier, the numbers represented in Table 14 reflect workloads on semesters while most years of the last five were on the quarter program. Similarly, the start of the semester program reflects the addition of two new tenure-line hires, affected by assigned time for research for the first two years. Currently, the department’s Tenured/ Tenure-Track percentage of Total FTEF is 83% compared to 58% in 2013. Finally, the department is in a transition determining what the sufficient number of sections are to serve students effectively on the new semester program and are creating historical data on class scheduling.

That being said, based on student registration in semesters, 23-25 sections per term (46-50 annually) seem sufficient. The total teaching workload for tenure-line faculty constitutes 46 sections per year, barring course releases or other assigned time. Any growth would require hiring lecturers, should all tenure-line faculty workloads be met.

## 4.2. Student Success

### 4.2.1. Advising and Evidence of Quality

The issue of student success with regards to persistence and degree completion is a serious aim of the department. Since we deal with a student population whose life opportunities will be greatly affected by a college degree we are focused on improving the program to that end, including providing a quality program that improves their opportunities in the job market. More importantly, we are aware that those students who do not complete their degree are the most affected by our efforts to create a quality and navigable program for

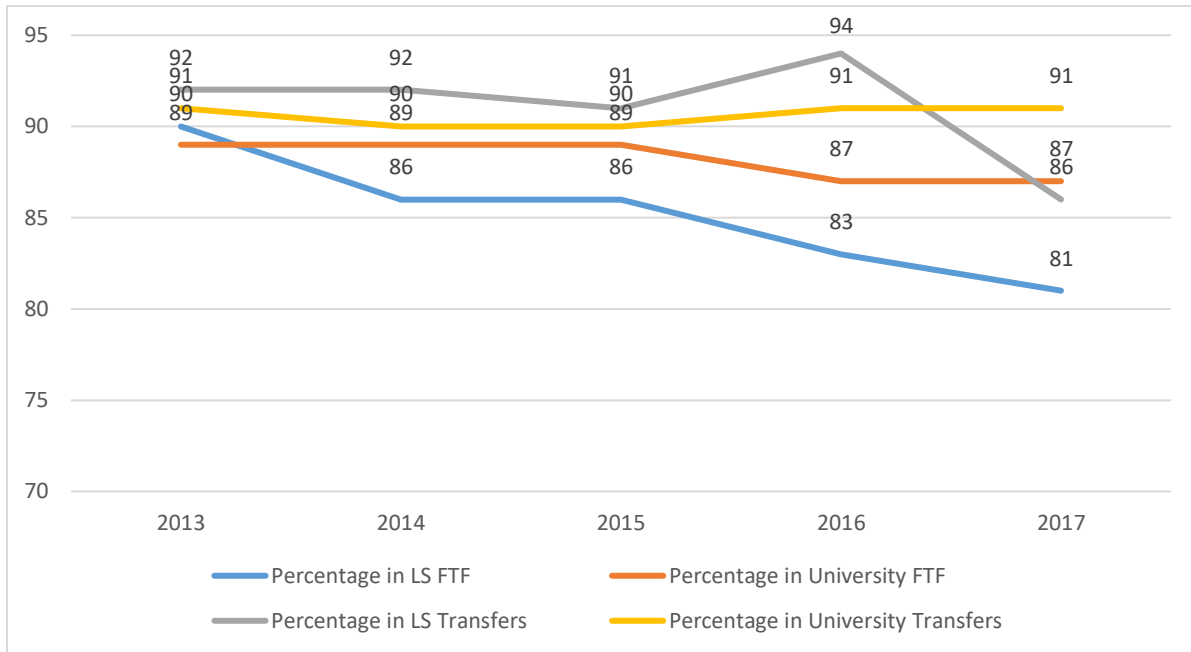
students to complete precisely because these are the students who leave with “debt and no degree,” coined by Beverly Tatum. Our overall aim is to not only increase the number of students who persist but to decrease the numbers that do not so as to provide all Liberal Studied graduates with equitable changes of life success.

*Student Demographics and Student Success indicators for Liberal Studies students*

According to the CSU Student Success Dashboards, Liberal Studies student demographics contextualize the department’s aims at maximizing student success and decreasing student dropout. In Fall 2018, Liberal Studies had 636 majors, Seniors and freshmen were the largest percentages of students, 31% (197) and 28% (177) respectively, followed by 26% juniors (166) and 15% sophomores (96). On average majors took more than a full course load completing 13.9 units per quarter. Demographically, in Fall 2017, eighty-five percent of students were women and 15% were men. Sixty-one percent identified as Hispanic, 15% White, 11% Asian, 5% African American and 11% other. Sixty-five percent classify as URM and 35% as non-URM. Forty-seven percent has a full-load or more (15+ units), 45% were full time (12-15 units) and 8% were part time (< 12 units).

Student success via first-year persistence and persistence to degree can be viewed through First-time freshmen (FTF) and Transfer students (TF) in the major. One other category whose data is not easily accessible is students who have changed majors into Liberal Studies, who have specific entries and trajectories from the other two groups. Graph 15, compares Liberal Studies FTF and Transfer first-year persistence with university rates from 2013-2017, according to the CSU Student Success Dashboards. Most striking is the steady decline of first-year persistence for first-time freshmen students (a loss of a few percentage points each year) compared to LS Transfers and university Transfers and FTF rates. Comparatively, LS Transfers outperform all groups from 2013-2016, then drops below the university FTF rate in 2017. There may be some effects of converting to semesters on both groups, most notable effect for LS FTF. It should be noted that the university FTF rate also experienced a decline moving toward conversion.

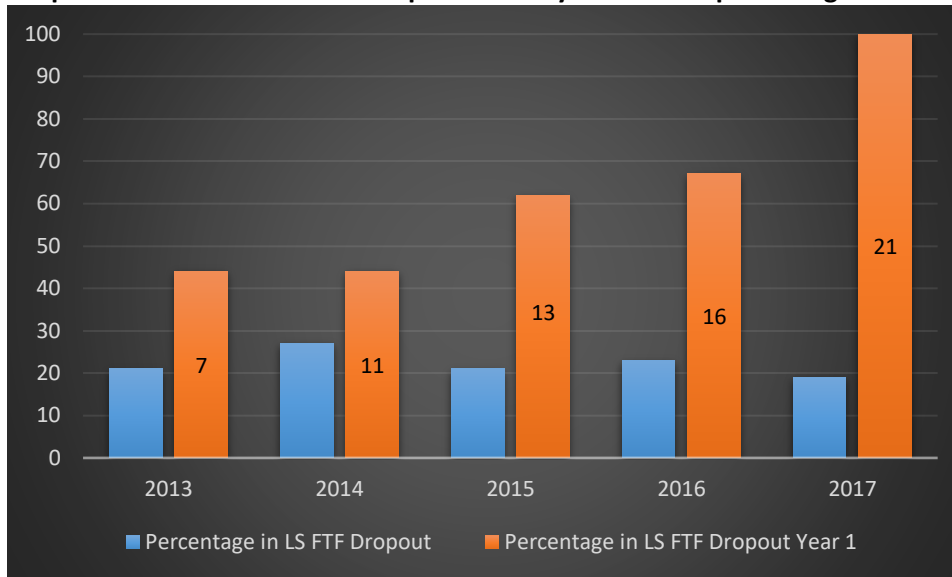
**Graph 15 – Liberal Studies first-year persistence rates: First-time freshmen, Transfer students and Overall University FTF and Transfers 2013-2016**



Note. Cohort for 2013 = 69; 2014 = 96; 2015 = 102; 2016 = 105; 2017 = 108

Graph 16 and 17 below provide further insight into how many drop out in the first year for FTF and Transfers. Graph 16 amplifies the decline in first-year persistent rates of FTF above in the increasing number of students who drop out the first year every year. The dropout rates have been relatively consistent over five years no lower than 19 and no higher than 27 percent with a notable decline after 2014. What stands out is that the percentage of drop outs that left the first year has increased in five years with the greatest number occurring in 2017 at 100% and a 52% increase in the number of dropouts from 2014. A tactical strategy for enrolling in the university may have been a factor during this period. In orientations, we noted that students who had not been accepted into an impacted major enrolled in our major expecting to transfer to the impacted major through changing their major. Once here they discovered through advisors that this type of transfer was very difficult. Students may have decided to leave the university upon this realization. Without verification of this assumption, an issue with dropout of FTF exists. We will track this year whether the FYE course has an effect on this issue.

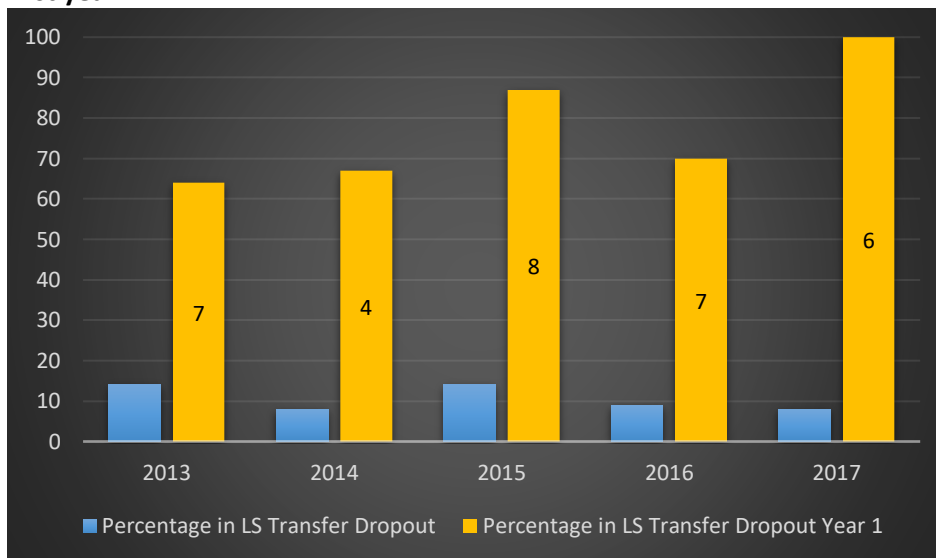
**Graph 16. Liberal Studies FTF dropout rates by cohort and percentage of FTF drop out in the first year**



Note. Numbers in the center of the bar are the number of students affected

Where Transfers are concerned, Graph 17 shows much smaller rates of dropout compared to FTF as well as smaller numbers of individuals lost in the first year. Although the department may do a better job of retaining transfers, there is no intervention like the FYE course for FTF in the new program that could assist these students, many of whom have been in college for many years and have sacrificed much to do so. One possible collaboration that might be applied to this issue is a stronger partnership with the Poly Transfer Program, along with targeted groups advising with academic and faculty advisors to acclimate transfer students to the campus.

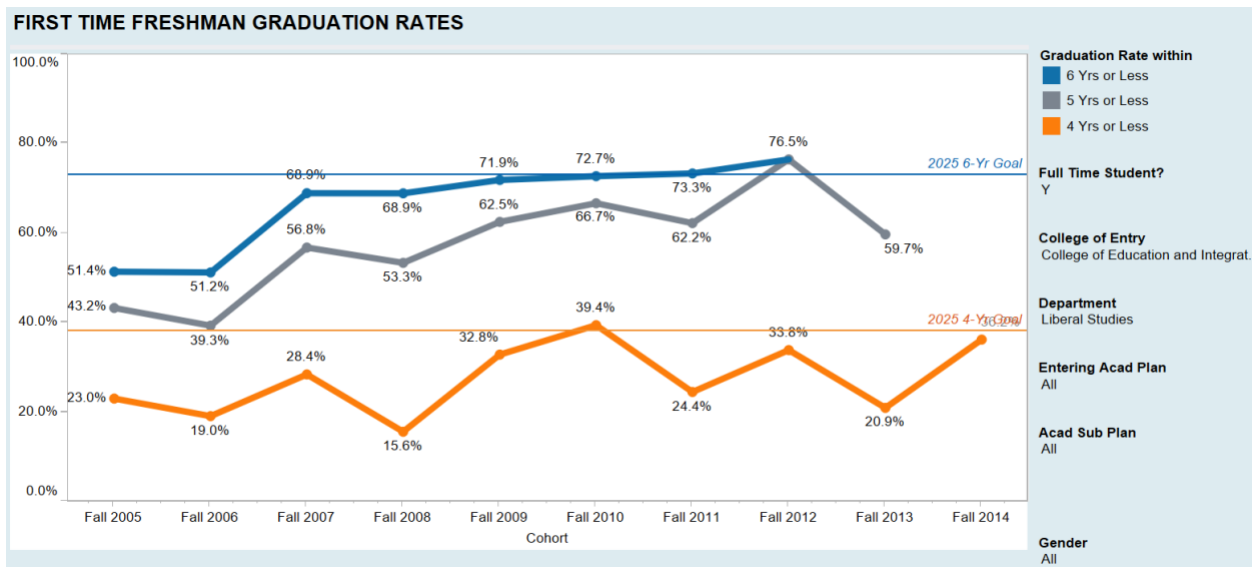
**Graph 17. Liberal Studies Transfer dropout rates by cohort and percentage of Transfers drop out in the first year**



Note. Numbers in the center of the bar are the number of students affected

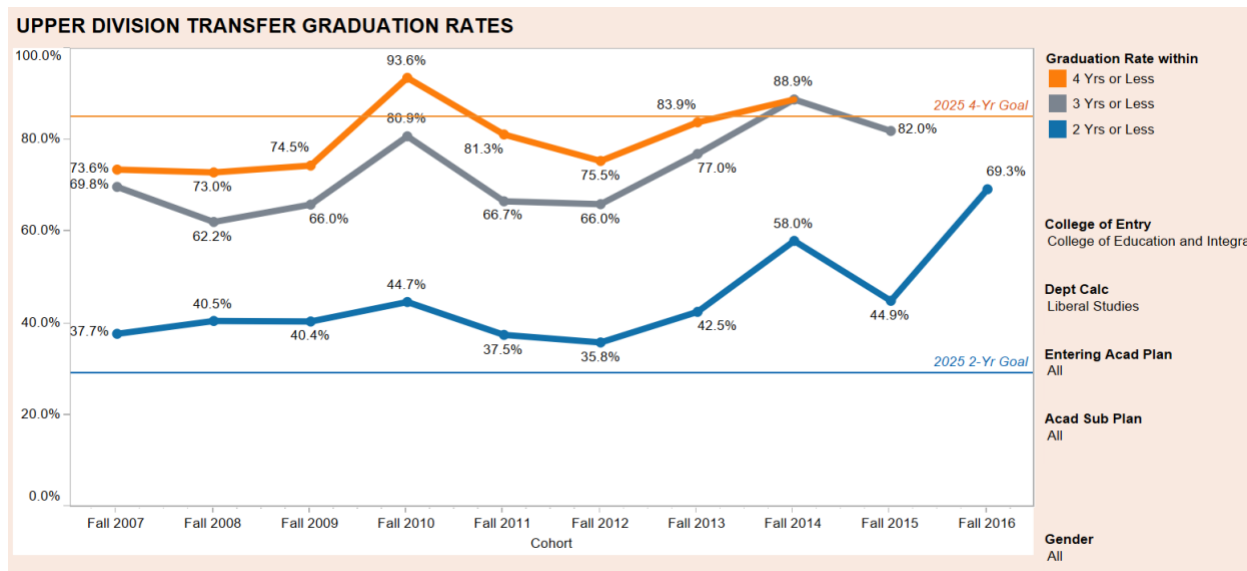
GI 2025 goals are concerned with Liberal Studies FTF and Transfers graduation rates. In Graph 18, the 4-year FTF target grad rate was achieved in Fall 2010, the 5- and 6-year rates were achieved in 2012. For the period for this review, 2014 rate of 36.2% were a few percentage points from the goal (38%). The 2013 graduation rate (20.9%) is approximately, 18% points from the goal, similar to the 2013 five-year grad rate at 59.7%, 15.1% points from the goal (73%). No data exists for 6-year rates. The significant fluctuation in 2013 and 2014 rates leaves much to be explained as to contributing factors, such as advising, that can only be explained by those with access to the raw data.

**Graph 18 – Liberal Studies FTF 4, 5, and 6-year Graduation Rates with GI 2025 Goals**



TR grad rates like their persistence rates are significantly more robust than FTF's. The GI 2025 2-year graduation goal is 29%. Since 2007, Graph 19 shows that the Liberal Studies Department has exceeded this goal every year. For the period of this review, rates ranged from 42% in 2013 and 69% in 2016. The latter percentage may be attributed to measures taken to help students graduate before semester conversion. The 4-year goal of 85% was reached in 3 years and 4 years in 2014, both at 88.9%. The three-year TR grad rate dipped in 2015 to 82%. Like FTF, factors (i.e., advising, co-curricular participation) that affect fluctuations in these rates need to be identified to create a more consistent trend.

**Graph 19 – Liberal Studies TR 2, and 4-year Graduation Rates with GI 2025 Goals**



*Liberal Studies Advising*

The department uses three types of advising. Academic advising through CEIS Advising Center academic and peer advisors, faculty advisors and a career counselor, Career Center liaison. Previous to 2014, LS faculty had a course release to meet with students who had academic holds placed on their records. The high major-to-faculty ratio has always challenged the department to serve all students effectively. When course releases were eliminated, the department chair, who had 100% administrative time, and one academic advisor served all students with registration and requirements to degree completion. Initially, this two-person team approach created an overreliance on the academic advisor for tracking students’ degree progress, which eventually created bottlenecks for advising appointment just before and during registration periods. In fall 2014, the new department chair and the academic advisor sought to implement a campaign for students to take more responsibility and ownership for their degree progress. Often, students entered sessions with a “customer” attitude expecting the advisor to “tell” them what to do. Students many times came to meetings unprepared without appropriate records/documents or time to assess their records or standing. We re-directed students’ attitudes and responsibilities by communicating their role during advising sessions (due diligence) and making clear expectations about what students needed to do “before” advising sessions (e.g., bringing advising worksheets, list of questions, Bronco ID number).

Faculty were available to meet with students during open advising hours separate from office hours. In 2014, the new university president changed the university advising structure to a college-based model. The CEIS Advising Center possessed two academic advisors, who took a central role in preparing students for the quarter to semester conversion, to serve Liberal Studies and Ethnic and Women Studies majors. Once this occurred, faculty needed to redefine

their advising role. During 2016, in consultation with academic advisors, Liberal Studies faculty decided to incorporate career advising into their role since now academic advising was the purview of the CEIS Advising Center. Enlisting the assistance of the college career counselor, Liberal Studies faculty received training to facilitate conversations about students' career trajectory and making referrals to the career counselor and other services as needed.

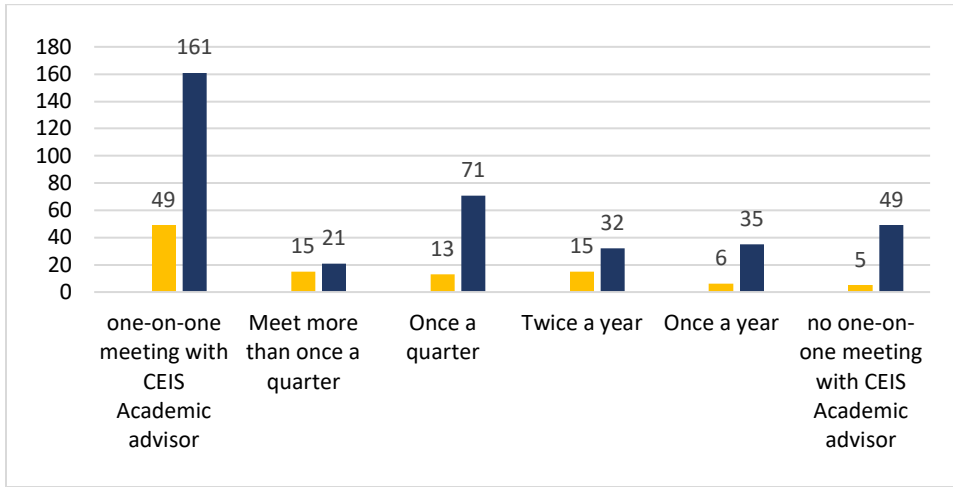
During the same year, the university began implementing the Individual Academic Plan (IAP) for students graduating in 2018. Academic advisors were in charge of promoting, assisting and approving the students' academic plans to graduation; Faculty were to meet with students (averaging 25 per quarter) prior to approval to converse about career path and preparation and make a note in the electronic platform for academic advisors to see before approving students' plans. The need for faculty advisor meetings before approval posed an obstacle to meeting college IAP completion targets. During this same year, the Provost office provided a course release for a department faculty member to meet with students who need a faculty advising. In Fall 2017, faculty advising became supplemental to avoid a delay in meeting IAP approval targets. Anecdotally, faculty members felt that the career conversations were overall positive for many students, and faculty enjoyed connecting with students in this way. Meetings were short for students who were on track and certain in their career path. For those who were not, the meetings provided students with an opportunity to share their concerns and to get advising and referrals to university resources to develop career plans. By April 2017, the college had met its IAP goal at 98.76.

The data reported in this section derives from the periodic department administration of a demographic survey to ascertain Liberal Studies student composition, significant factors to degree progress, their level of engagement in LS courses, and experience with advising. During the five-year period, this survey was administered in 2013-14 (n = 57) and 2017-18 (n = 176). These survey results are the basis of advising evidence.

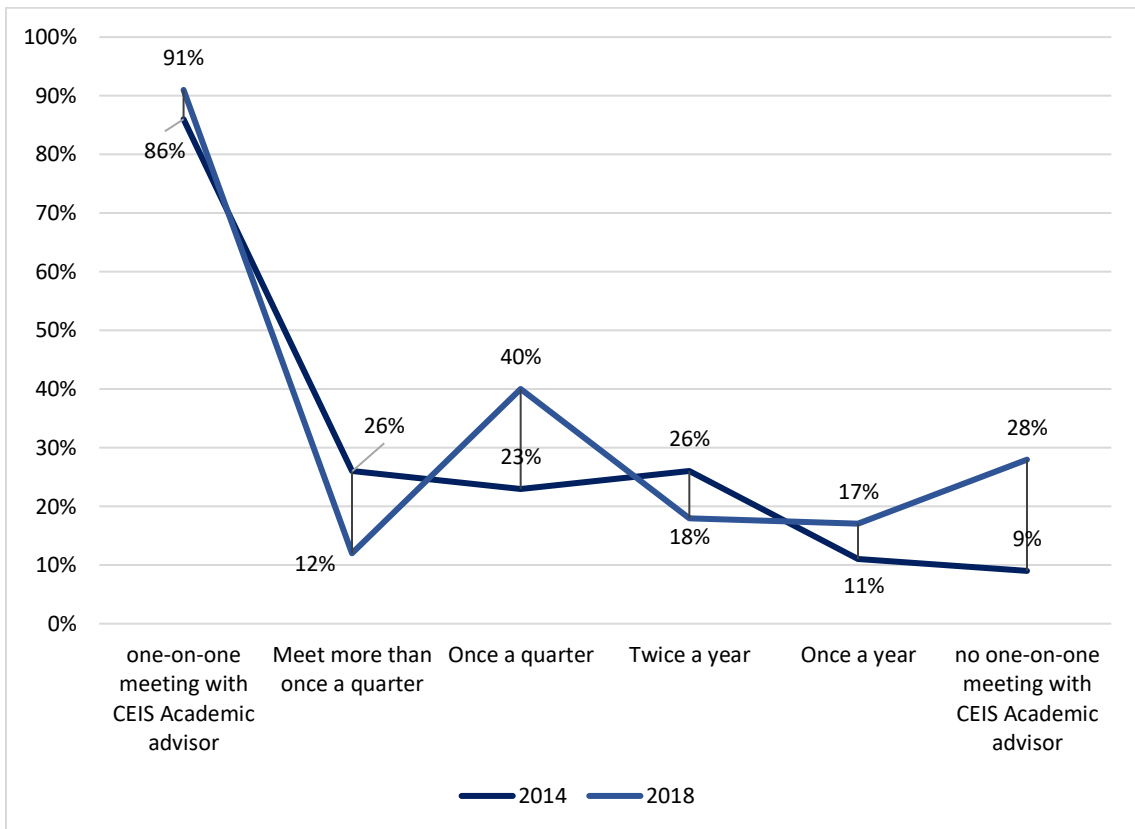
### *Academic Advising*

Regarding advising, the demographic survey collected students' responses on academic advising from the CEIS Advising Center from 2014 to 2018. Graph 20 appears to show a considerable increase in one-on-one meetings, and meetings once a quarter and once a year, suggesting LS students are using academic advising to achieve degree progress.

**Graph 20. Liberal Studies Demographic Survey responses on frequency of visits to academic advisors in 2014 (gold) and 2018 (blue)**



**Graph 21. Percentage difference from 2014 to 2018 LS students' academic advising activity**



Graph 21 uses percentages to account for the difference in sample sizes and makes interpretations of advising activity more meaningful. According to Graph 21, the percentages

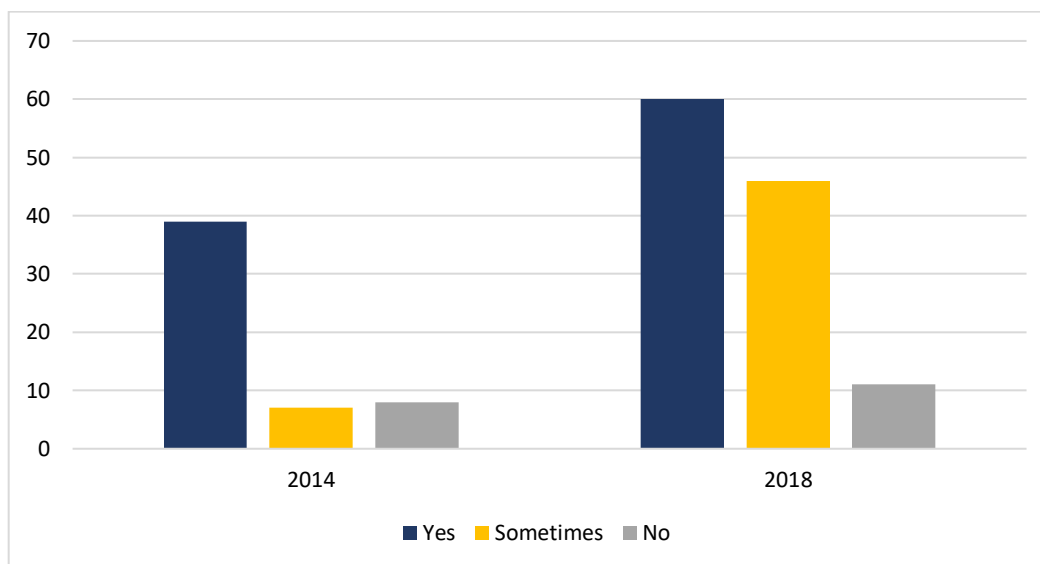
between students' academic advising activity in 2014 and 2018 suggest a complex pattern. In both years, nearly the same percentage of students sought one-on-one meetings with advisors with an increase by four percentage points in 2018.

- A greater percentage of students in 2014 met advisors more than once a quarter and twice a year, 26% for both.
- In 2018, a greater percentage (40%) met advisors once a quarter, and once a year (17%).
- Conversely, the percentage of students in 2018 (28%) who had no one-on-one meeting with an advisor was nearly three times (9%) the 2014 percentage.

While we acknowledge the limitations of self-reported data, these findings show that LS students had seen an academic advisor more frequently and at least once compared to 2014, but more had not sought out advising in 2018 when it was crucial for converting to semesters. The department seeks to identify possible factors that may prevent or deter students from seeking this type of help.

One factor that can affect when students get advising is advisors' availability, which is indicated in Graph 22. The addition of a second academic advisor in 2016 may have contributed to the change in perception. It may also be that more students sought advising as part of their responsibility for degree progress and were met with convenient days and times. Interestingly, nearly the same percentage claimed the dates and times were not available.

**Graph 22. CEIS advisors' availability as convenient for LS students by percentage**

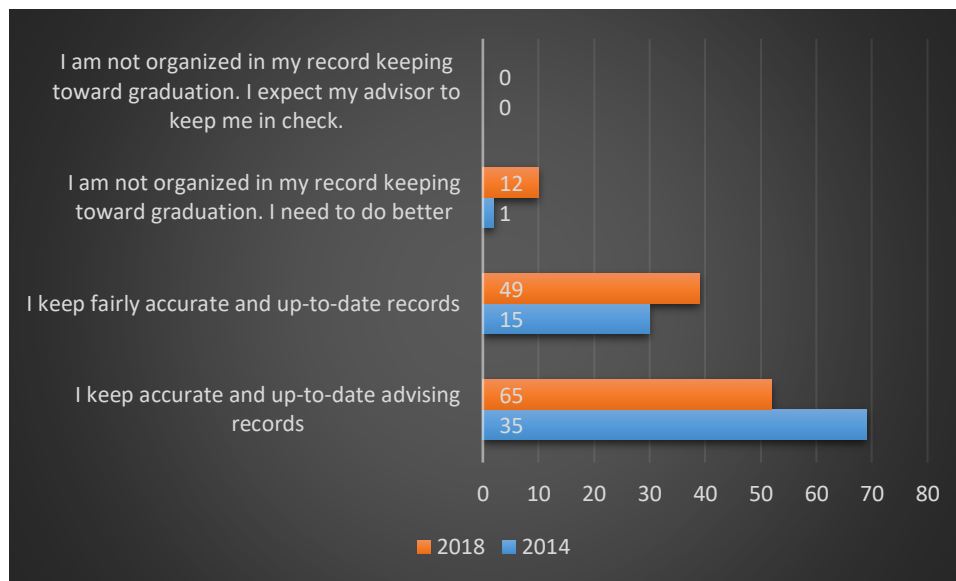


Graph 23 below shows the change in students' self- assessments of their record keeping for advising from 2014 to 2018, hopefully affected by the student responsibility in advising campaign. Unfortunately, this analysis obscures some important results.

- First, although proportionally more students in 2014 (69%) kept accurate and up-to-date records compared to 2018 (52%), the actual number of students in 2018 (65) was nearly twice the number in 2014 (35).
- 30% in 2014 and 39% in 2018 of respondents felt fairly organized in their record keeping, the actual number of students that reported this in 2018 (45) was three times more than 2014 (15)
- While the smallest percentages in both years reported they were “not organized,” 2% in 2014 and 10% in 2018, a greater number of students felt little organized after the student responsibility campaign.
- No students felt the advisor had the sole responsibility in 2018 for their progress toward degree completion, suggesting the advising center had shifted students away from the “customer” perception of advising to one where they share responsibility.

Overall, in 2018, more students felt compelled to report on their advising activity experience, although there may be a need for instruction or support for some students who feel less prepared to keep track of their progress—a curriculum element that can be added to the FYE course.

**Graph 23. Students' self-assessment of advising record keeping in 2014 and 2018**

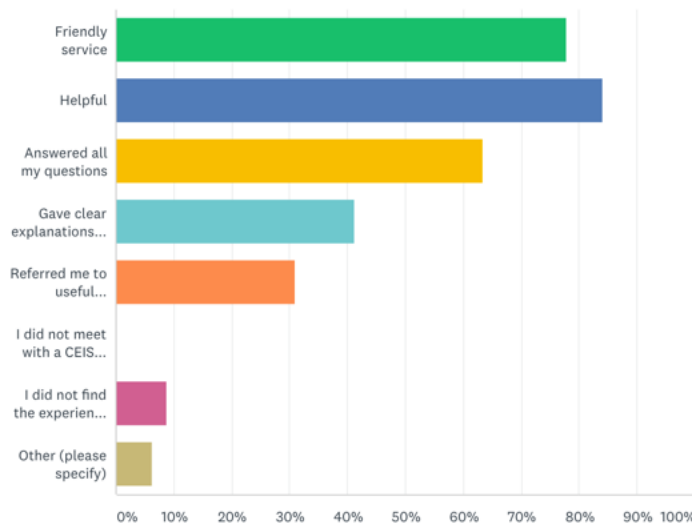


Note. Numbers in the center of the bar are the number of students affected; Zero in 2014 should read NA as this subplan was not given on that survey.

In 2018, the survey sought to assess students on a few more categories of advising that were not asked in the 2014 survey. One question asked respondents to evaluate the outcome of their meeting(s) with a CEIS Academic Advisor. Graph 24 shows the results of this question with a sample of 126.

## Graph 24. Students evaluation of the outcomes of academic advisor meetings

Which of the following generally describe the outcome of your meeting(s) with a CEIS Academic Advisor (Check all that apply)



Seventy-eight percent found the advisor’s service “friendly,” 84% found the meeting “helpful,” 63% got “all questions answered,” 41% felt advisors “gave clear explanations,” and 31% received “useful referrals to other university services.” Nine percent “did not find the experience beneficial.” These percentages show that students generally feel working with college advisors is beneficial and provides useful resources in a friendly environment, particularly the 89% that found the meetings beneficial. This is a great feat for advisors considering they were managing a tremendous workload moving students in three majors from quarters to semesters. The converses of these percentages suggest specific areas the department can work with the CEIS Advising Center to improve service to Liberal Studies students: **Friendly service – 22%, Helpful – 16%, All questions answered – 37%, Gave clear explanations – 59%, and Were referred to useful resources, 31%.**

Another question in the 2018 survey asked about an advising center initiative to support peer advisors. Between 2014 and 2018, and using Student Success Funds, the department funded one or two Liberal Studies peer advisors who worked in an office next to the academic advisors. Peer advisors were trained by academic advisors and worked in summer orientations as part of their training. They were available without an appointment and were meant to be accessible for basic advising questions and information when academic advisors were not available. The 2018 demographic survey asked how many times respondents met with a peer

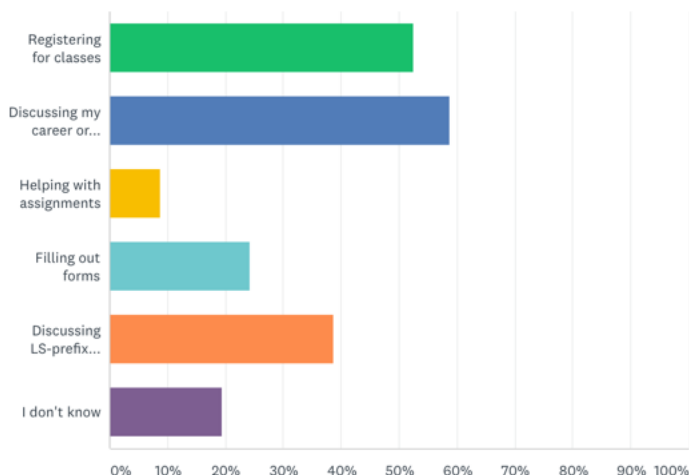
advisor: 40% said never, 32% said once, 17% said twice, 8% said 3-5 times, and 2% said 6 or more times. In the end, 60% of respondents used a peer advisor, while 40% had not, suggesting this service is fulfilling a supplemental purpose to academic advisors for at least 6 of 10 LS majors. The department will continue to measure this activity and request data from the CEIS Advising Center to supplement this finding on a yearly basis to determine its effectiveness and continued financial support.

### **Faculty Advising**

Since the department has been attempting to redefine the faculty advising role, the survey asked students two questions to inform this endeavor. Sixty-seven percent claimed they met with their faculty advisor, while 33% had not. When asked what faculty advisors could help them with, students responded as displayed in Graph 25.

**Graph 25. Liberal Studies Student Survey on Faculty Advising**

What can your Liberal Studies Faculty Advisor help you with? (Check all that apply)



Immediately problematic is 52% and 24% of 126 who thought that faculty advisors can help with registering for classes and filling out forms respectively, which is the role of academic advising. Complementing these percentages that indicate students are not aware of faculty advisors' role is the 19% that indicated they "didn't know" what they do. Promising is the 59% that were aware that faculty advisors "discuss career or academic plans after graduation." These responses indicate that the department needs to continue to redefine the faculty role and to communicate it to students, so they become clearer on faculty advising as a resource. We have taken two measures to clarify students' understanding of advising. One has been to print and email [infographics for students' reference of different advisors' roles](#), particularly to explain [what faculty advisors do](#). A second measure this term has been to enact the new role through targeted advising with students with GPAs between 2.0-3.0, known as the *murky middle* who often persist in spite of being "off the radar", not recognized as at risk and not

recognized as achieving. We are tracking the percentages of students who complete visits as well as the impact the visits have on them and their progress to degree.

### *Addressing equity – GI 2025 gaps and goals*

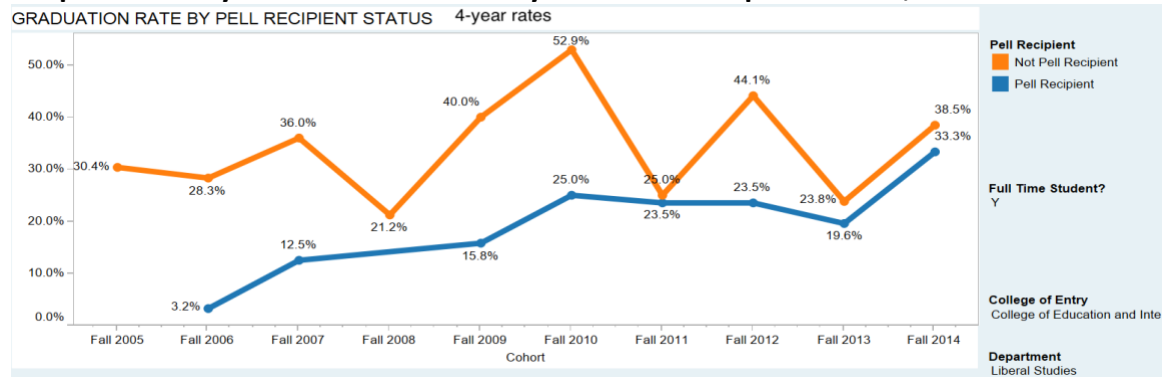
#### *First-time freshmen*

At a university, level there are few resources, little guidance for or discussion about how departments and faculty can close equity gaps. Nonetheless, the department chair, an educationist, has used her expertise to help department faculty 1) understand why equity is part of our curricular and program charge, and 2) implement strategies to affect equity in instruction, advising and services to students. In Fall of 2018, the department chair implemented a [data equity walk](#) with data from the *Student demographics and Student Success* indicators for Liberal Studies students section above during the first department meeting. This experience with the data helped acclimate faculty to students' contexts and circumstances in relation to the equity objective and opportunity gaps. The issue of equity is present when we discuss curriculum and program changes to serve students' successful achievement of SLOs and completion to degree.

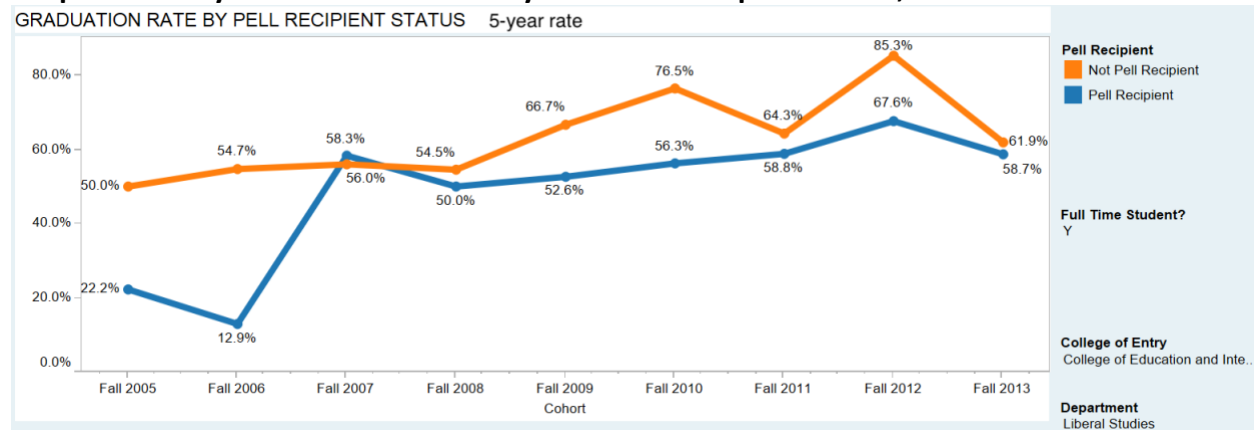
Similarly, faculty learned the differences on performance by other subgroups. Where student graduation is affected by differences in gender, URM status, and Pell status, which can direct what might improve these rates. When reviewing FTF 4, 5 and 6-year persistent rates by Pell Grant recipients, an indicator of low-income status, and non-Pell recipients (Graphs 26, 27), from 2013-2018, only 4- and 5-year rates are applicable since data for six-year rates are unavailable.

Four-year rates show that Pell and Non-Pell LS majors have parallel rates in 2013 and 2014. From 2013-2017, 23.8% Non-Pell recipients completed their degrees, while Pell recipients completed at a rate of 19.6%, a 4% difference. Both grad rates have an upward trend, in spite of large unexplainable fluctuations for non-Pell students from year to year. The four-year rates for 2014 cohorts are sizeable increases from previous cohort at 38.5% of non-Pell and 33.3% of Pell recipients, a 5% difference. While these percentages between Pell and Non-Pell students seem "close" on comparison by year, increasing 4 and 5-year rates, developing strategies that can affect students' financial situation (identified in the demographic survey results below) and other factors might affect both groups' completion.

**Graph 26. Four-year Graduation Rate by Pell Grant Recipient Status, 2005-2014**

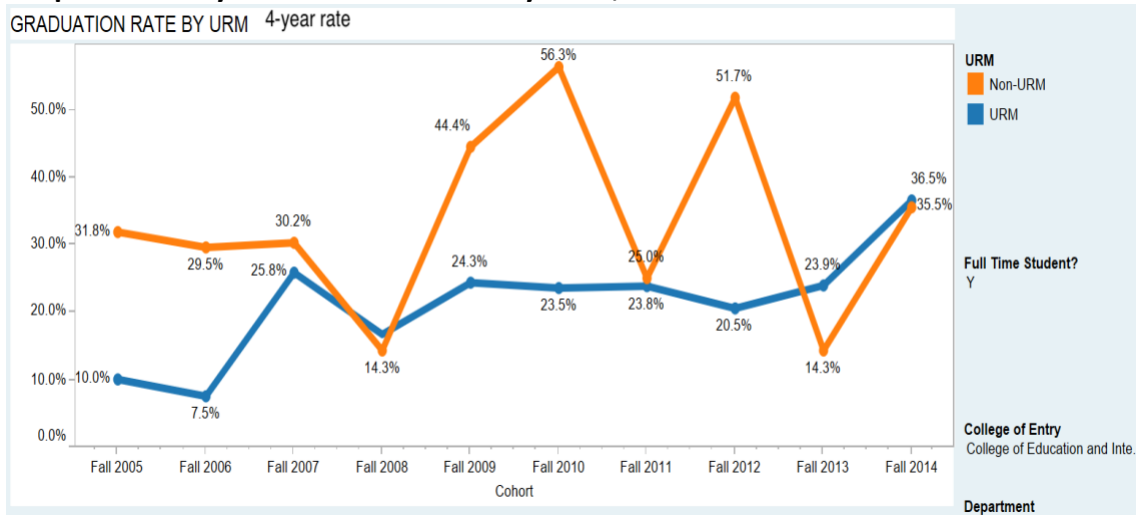


**Graph 27. Five-year Graduation Rate by Pell Grant Recipient Status, 2005-2013**

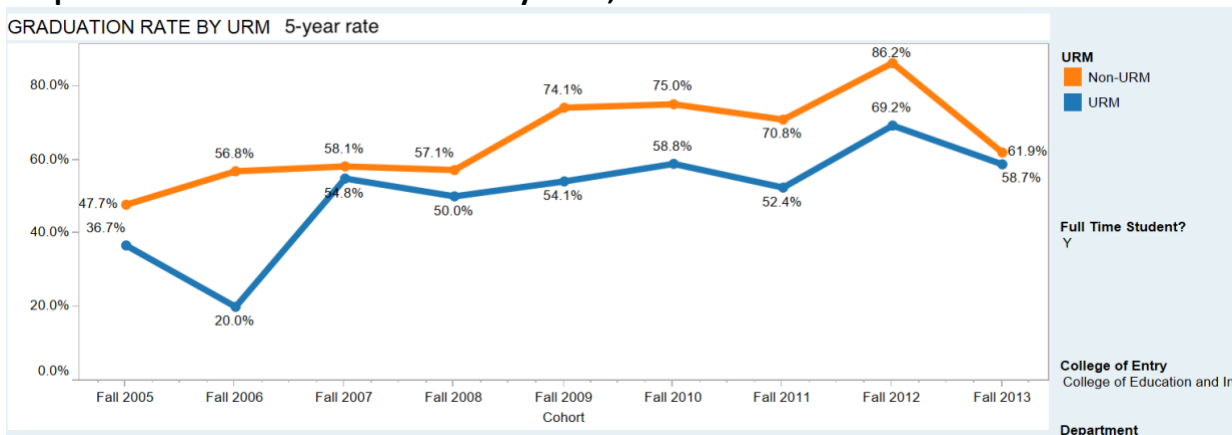


URM Status rates are similar to Pell rates for FTF, only 4 and 5-year rates are applicable since six-year rates for 2013 cohort are unavailable. In 2013, the difference between URM and Non-URM students is notable and contrary (Graph 28 and Graph 29). [Research shows URMs fair less well on graduation rates](#), but in 2013 Non-URMs graduated at 10% lower rate than URMs. Interestingly, the four-year rate for 2014 cohort of URM and non-URM reverts to the research finding as the rates differ by 1% less well, 35.5% and 36.5% respectively. These rates are similar to Pell and Non-Pell rates. This increase may have occurred due to the measures the university took to promote completion before semester conversion (e.g., more sections of bottleneck courses, summer school grants) The five-year rates for URM and non-URM present more consistency, where non-URMs have significantly higher rates than URM (approximately 20 percentage points); In the 2013 cohort these rates are a few percentage points (3.2%) apart.

**Graph 28. Four-year Graduation Rate by URM, 2005-2014**

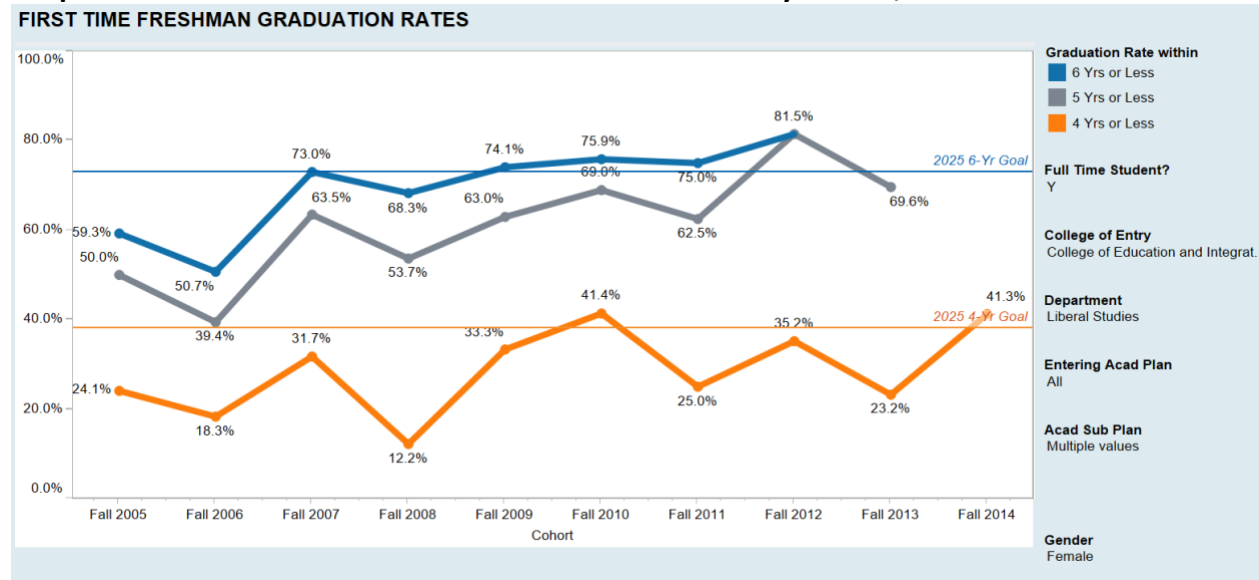


**Graph 29. Five-Year Graduation Rate by URM, 2005-2013**



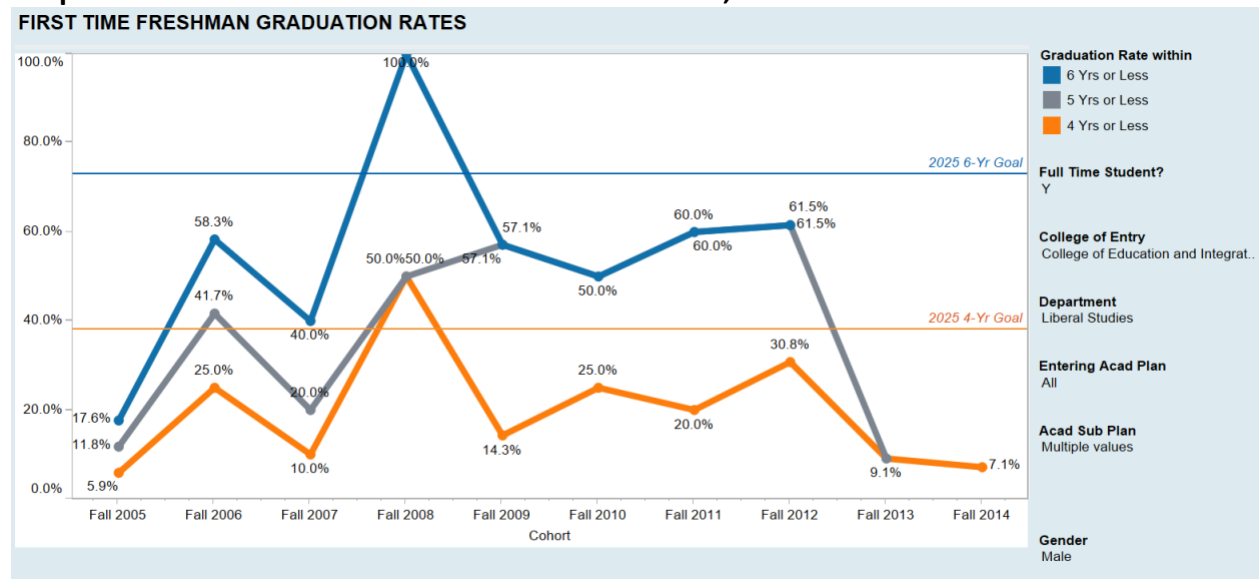
Finally, the differences in graduation rates for FTF are the most striking of the subgroups based on gender (Graph 30 and Graph 31). Since 2005, women in Liberal studies have had a steady increase in graduation rates at the five- and six-year rates. Four-year rates are more fluctuating but still upward. In the review period, four-year rates are 23.2% for the 2013 cohort and 41.3% for the 2014 cohort, the latter above the GI 2025 4-year target. Identifying strategies that continue the upward trend and minimize the fluctuation in rates between years is key to improving women’s completion rates.

**Graph 30. Female First time Freshman Graduation Rates by Cohort, 2005-2014**



The overall trend for men in Liberal Studies program (Graph 31) is complex with a slight incline from 2005-2009, a plateau from 2009-2012, and decline in 2013 and 2014 cohorts in four-, five- and six-year grad rates, the latter in contrast to women’s rates. Only once from 2005 to 2014 did men achieve above the GI 2025 six-year target compared to four times for women. Women exceeded this same target once for the five-year rate, but men’s rates never achieved this level. In the four-year rates the 21% drop in 2013 and additional 2% drop in 2014 is concerning; given the 3:17 ratio of men to women in the program these rates should be higher. [Following the national trend for men to fair less well compared to women in college regardless of race and ethnic group](#), in our department there are clearly some unique factors affecting men in the major, a minority population, that need to be identified to develop targeted strategies.

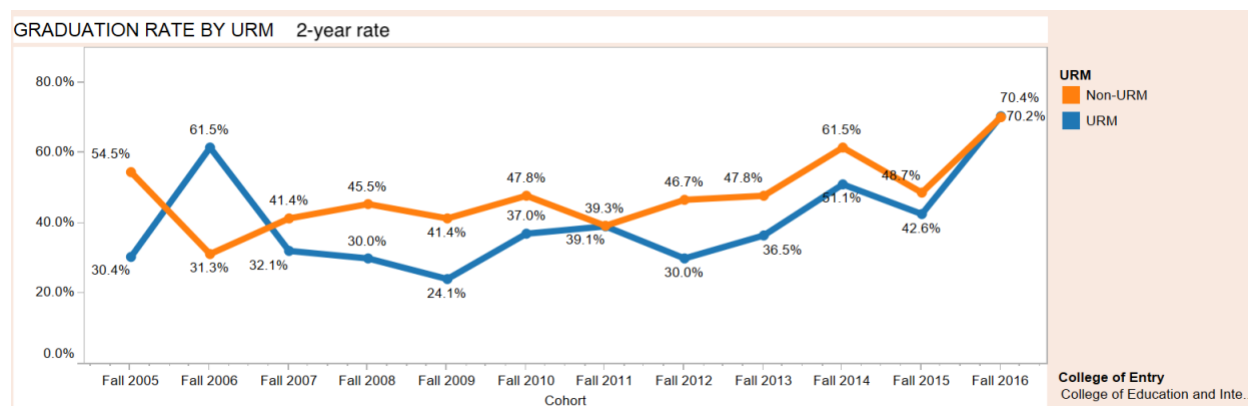
**Graph 31 Male First Time Freshman Graduation Rates, 2005-2014**



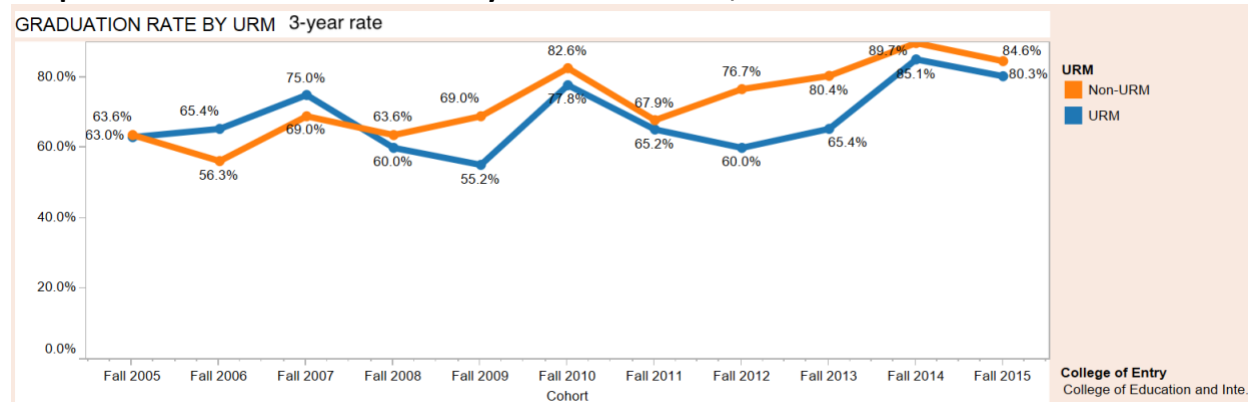
## *Transfer students*

As mentioned previously, URM transfer rates are not disaggregated by undergraduate program but rather are representative of all transfer students that entered in the college. The following graphs on CEIS transfer students shows a steady increase in all rates, much stronger than for first-time freshmen. The two-year rates for non-URMs from 2013-2015 cohorts were 6-20% differences from URM. In 2016, that difference was only .2%. Three-year rates for non-URMs were higher by 15% and 4%, respectively, for 2013 and 2014. In 2015, both Non-URMs and URM declined by 4% or 5% but sustained the 4% differential between them. With all transfer grad and persistence rates transfers do considerably well regardless of subgroups, where Liberal Studies (likely as the largest major in the college) exceed their GI 2025 targets and where maintaining consistency becomes the objective.

**Graph 32. 2-Year Graduation Rate by URM and Cohort, 2005-2016**



**Graph 33. 3-Year Graduation Rate by URM and Cohort, 2005-2015**



### *Strategies to address equity and opportunity gaps*

The following are strategies the department used during the conversion to semesters, which likely aided the upward trends of all groups (with the exception of male FTF).

- Enlisted the use of **Independent Study** course and the **Challenge Exam** for students who were within a few units of completion
- Generated a list of substitution courses for LS core upper division courses applied for seniors graduating in a given term
- Realigned the advising structure and communicated it to students (see [department advising infographic](#))
- Maintained close communication with college academic advisors to identify and resolve issues
- Developed a process and criteria for obtaining permission numbers to manage enrollment in courses to serve graduating students
- Developed a new distribution of advising students in academic distress: Academic advisors see students on at-risk probation; chair meets with probation, disqualification or returning students
- [Redefined faculty advising to complement the academic advisors' work with students.](#) This term faculty received training in a [structured intervention approach](#) (based on the department chair's advising of students in academic distress), basic career advising and study abroad programs. Training is organized as faculty feel they need it
- Given the Major-to-Faculty ratio (106:1), the department is using targeted advising strategies to meet with students. This semester faculty members are meeting with students with GPAs between 2.0-3.0 (known as the murky middle) for another point of contact for students to discuss purpose, direction and progress to degree completion
- Generated consistent emails from department chair to students to communicate relevant policies, programming and events for student development and information
- Offering more sections, supported by ABC (a bottleneck course) funding, and offering courses during the summer
- Reaching out to collaborating department chairs (e.g., Math, Physics, Theater) to open sections for courses students needed to graduate

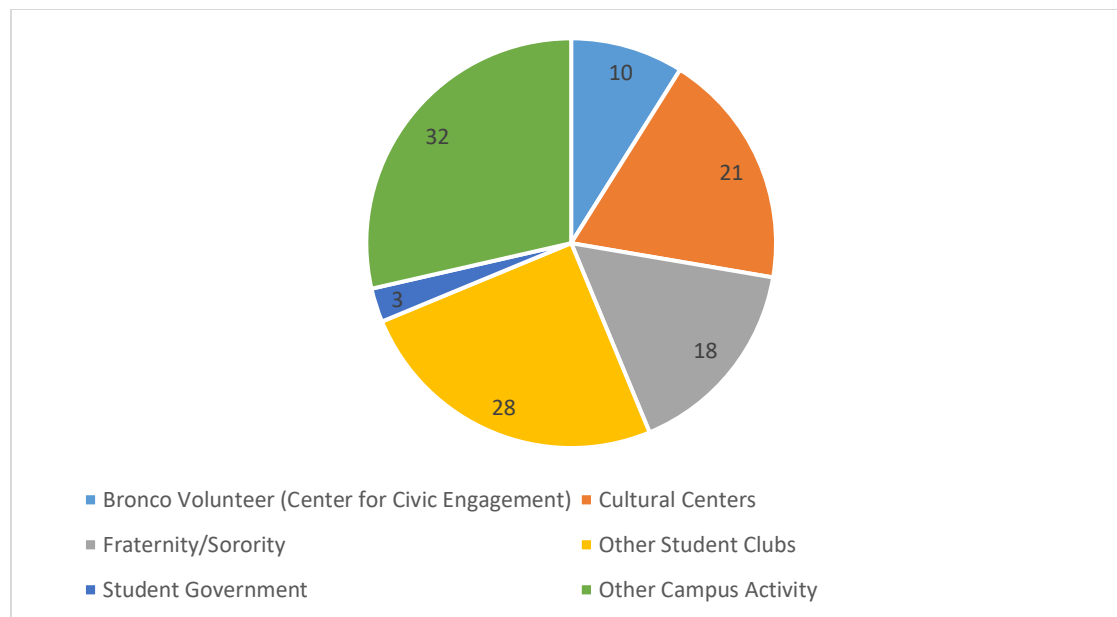
#### 4.2.2. Learning Environment

The department has one student club, the Liberal Studies Club, that is advised by one faculty member. For the last five years, the department chair has advised the club, which focuses on providing events and activities for majors interested in elementary education. In 2010, the department began hosting a spring community event for faculty, students and staff (including college academic advisors). This themed event was designed as a social or academic event where all engaged in learning interdisciplinary and/or disciplinary knowledge (e.g., community art project, art and environment science, happiness), academic presentations (race and media) or career-readiness (alumni panels, skill sharing event). Programs are funded by Student Success fees and food and door prizes were provided. Attendance ranged from 66 to 197, which is 10%-30%, affected by scheduling the event at times during LS courses. The size of the faculty and number of students makes providing these types of events challenging.

## Liberal Studies Student Demographic Survey

When asked, “In what ways have you been involved on campus?” student respondents (229) showed the strain of heavy demands on their time and energy. The greatest number of respondents (49%) had no involvement in activities. Most respondents were involved in college-based organizations—Liberal Studies Club (24%) and CEIS Council (3%). Below are the other organizations respondents were involved:

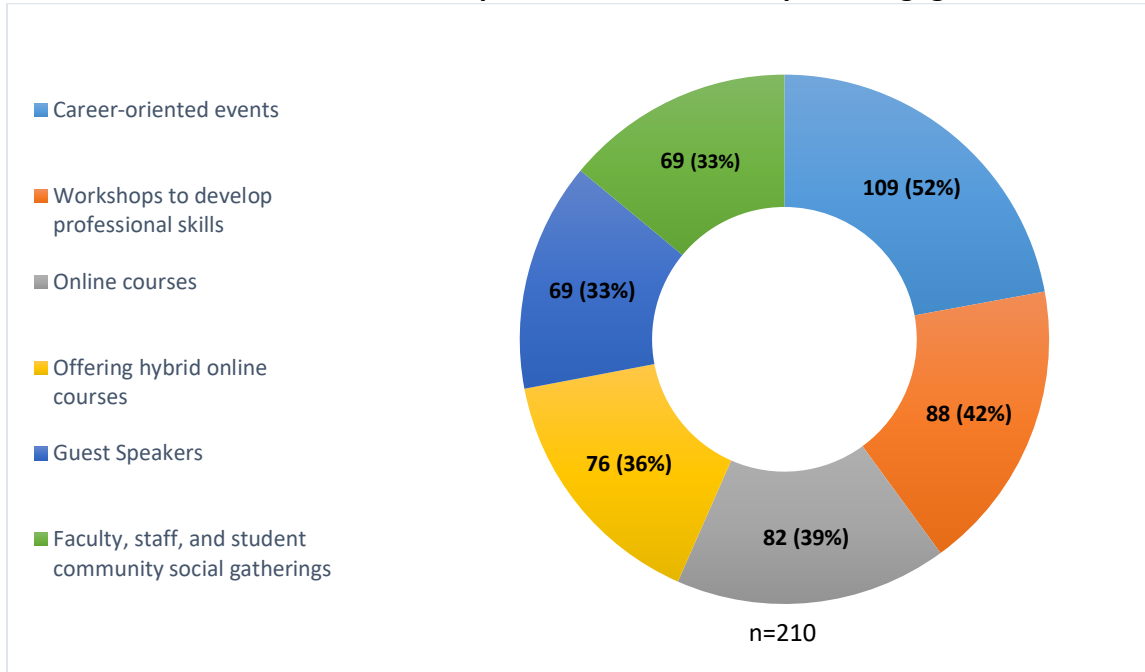
**Chart 5. Liberal Studies Student Response to on Campus Involvement Outside the College**



Most students seem to be involved in other student clubs (12%), cultural centers (9%), fraternity and sororities (8%), and other campus activities (14%). The latter categories constitute student athletes, peer mentors, housing staff, intermural sports, on campus jobs, and other student organizations. All this to say, approximately one of two students are engaging in opportunities that can develop their professionalism and career readiness. When asked, “What factors affect whether you can be involved on campus, including attending lectures and workshops,” 52% of the 2018 respondents (165) indicated “more free time.” The only other significant response was that 19% claimed only being on campus a few days affected their ability to be involved. Students manage their schedules by “stacking” classes into two or three days so that they can manage their other responsibilities in the remaining days. One concern not addressed by the survey is whether [students about to graduate feel prepared to engage in professional work](#) or whether they are [overconfident in their workplace skills as has been recently reported](#). Given our student population, students may not be aware of the need to develop professionalism and, when decisions have to be made about how to spend time, they may ignore opportunities that affect its development.

Another survey question asked students about their student engagement as Liberal Studies students. When asked which aspects they thought would improve their engagement six of 10 were most significant:

**Chart 6. Liberal Studies Student Response to Areas that Improve Engagement**



The top two of these strategies were career-related, mirroring [the trend in higher education and liberal arts institutions to address students' career-readiness](#). The department should be more explicit about how their program relates [to developing professionalism and workplace skills employers seek](#) to assist students in understanding how their education is linked to their career development. The next highest rated strategies are online courses, which have been discussed previously in more detail. That Liberal Studies students are asking for these digital learning environments suggest they see these as methods that may help them to be focused more on learning, perhaps ridding them of the distractions of personal responsibilities and the logistics of getting on campus. Lastly, Liberal Studies students want to engage with experts in the department and outside or across the campus—suggesting they understand direct contact with scholars may motivate them in their learning and the connection with faculty and staff as motivators to do well.

The final question on the survey anticipated the move to semesters and asked respondents to “explain the program's strengths that you would like to see remain in semesters.” Of approximately 121 of 165 respondents named the following features: “good” advising (32), engaging courses (25), “good” faculty (23), program logistics resources (23), good staff (9), and communication with students (6) as strengths. Good advising constituted “available,” “friendly,” and “helpful” academic advisors, “available hours during registration periods,” the use of drop-in advising hours, and responsive and informative advisors after meetings (“very

helpful with getting information out when you meet with them”). One respondent did suggest that there be more “advising in classes because there is confusion” about information and deadlines. Service-learning and working in the community was an aspect of courses respondents liked, in addition to class discussion, small groups and teams, interesting materials and manageable workload. Faculty were described as “helpful,” “informative,” “outgoing,” “easy” to contact, and “welcoming.” One caveat regarding courses and faculty is that students tend to take courses from the same few instructors and may be speaking about a certain experience which was not representative of the entire program.

Respondents noted “the amount of classes offered [made] it easy to take classes around busy schedules,” and “the smooth flow through the system” as positive aspects of the program. On the other hand, a few noted that classes tended to cluster on Tuesdays and Thursdays, while one transfer student worried about being able to take more than one LS course simultaneously to complete the degree on time. Similarly, one applauded the “the snacks and supplies provided during testing” while another wanted more. Finally, LS students wanted the department to continue sending out “the consistent emails (news, announcements, information) because it shows that you guys care.” All this to say, the department should find ways to ascertain which of these issues are most accurate as a pattern in students’ experience.

#### 4.2.3. Other Indicators of Student Success

The context for acquiring alumni data is significant to assessing Liberal Studies Alumni experience after degree completion. The university provides departments limited access to graduate contact information requiring one personnel member to request and access the information. Many of the email contacts are expired university email contact information, and alternatives are only available if graduates provided them. Further, the department has limited human and financial resources to send hardcopies of the survey, which in the past have had very low return rates. For this reason, return rates for departmental survey returns are low. The issue of low return rates is a consistent issue in the college. Acquiring this data at the department level is extremely challenging. This analysis will use the CPP Senior Survey and two administrations of the Liberal Studies Alumni Survey.

#### *CSU Student Success Dashboards*

Between 2011-13, 63% of Liberal Studies graduates enrolled in post-graduate programs. Table 15 shows there is little difference between student groups (e.g., 1<sup>st</sup> Gen non-1<sup>st</sup> Gen, URM, non-URM) in their enrollment into post-graduate programs. This result suggests there is a unifying effect of the program regardless of student status, and a notable level of equity.

**Table 15. 2011-2013 Liberal Studies graduates by student groups who enrolled in post-graduate programs.**

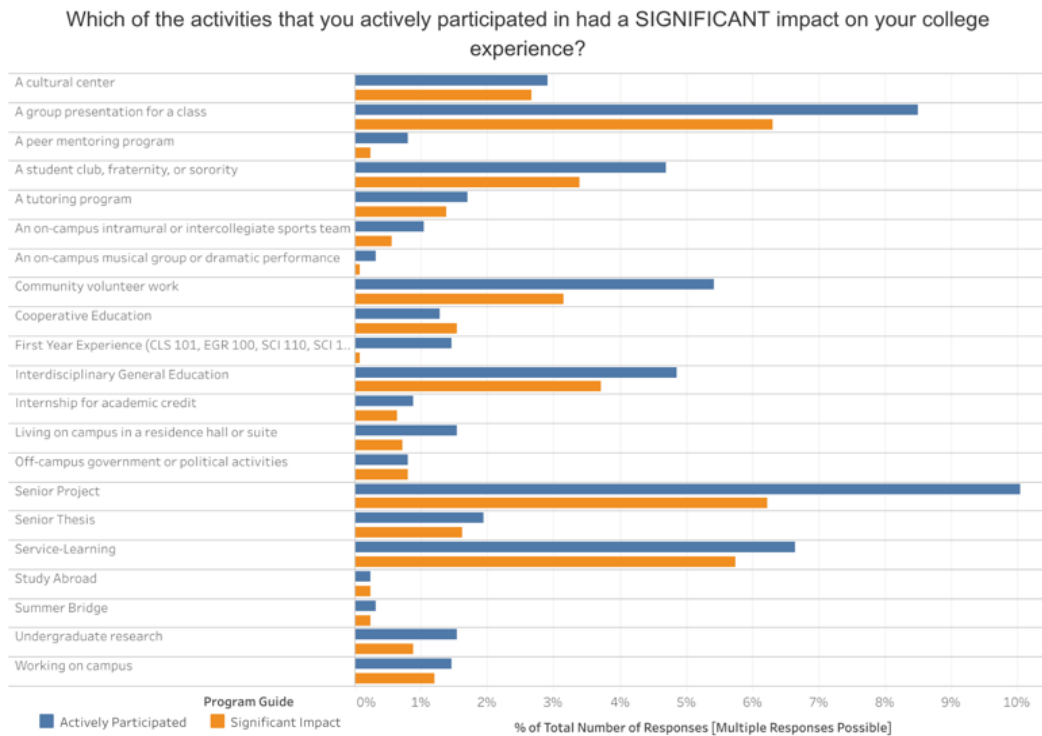
Student Groups			
Group	Graduates from Major	Post-Graduate Enrollment	Rate
URM	154	94	61%
1st Generation	104	64	62%
Pell	143	88	62%
All Students	326	204	63%
All Non-1st Generation*	222	140	63%
Non-Pell	183	116	63%
Non-URM	172	110	64%

All student groups, preferred to attend CPP programs, ranging from 59-63%. Significantly smaller percentages (3 or 4%, ranging from 2- 6 persons) attended nearby CSUs (Fullerton, CSU Cal State Teach), private institutions (University of La Verne, Azusa Pacific University, Claremont Graduate University, University of Redlands) or a for-profit university (National University).

*CPP Senior Survey*

Upon graduating, 71 Liberal Studies graduates responded with their intended plans; the vast majority were planning to work full (29) or part time (23), or attend graduate school full time (36). Fewer expected to attend graduate school part time (10), participate in an internship (3) or start a family (2). Also, at graduation, 450 LS graduates worked on average for 46 months for an average hourly wage of \$15 per hour with a median annual salary of \$21, 840. For those going to graduate school, which may include teacher credential programs, 36% were attending CPP with an average graduating GPA of 3.12 followed by 18% attending University of Redlands with a 3.5 GPA. Percentages (9%) will attend University of Oregon, USC, SFSU, UCR and CSUSB, GPA ranging from 2.6-3.3. When asked, “Which of the activities that you actively participated in had a SIGNIFICANT impact on your college experience,” 1250 College of Education and Integrative Studies undergraduates (Liberal Studies the largest) responded as indicated in Graph 34.

**Graph 34. CPP Senior Survey (N =71)**

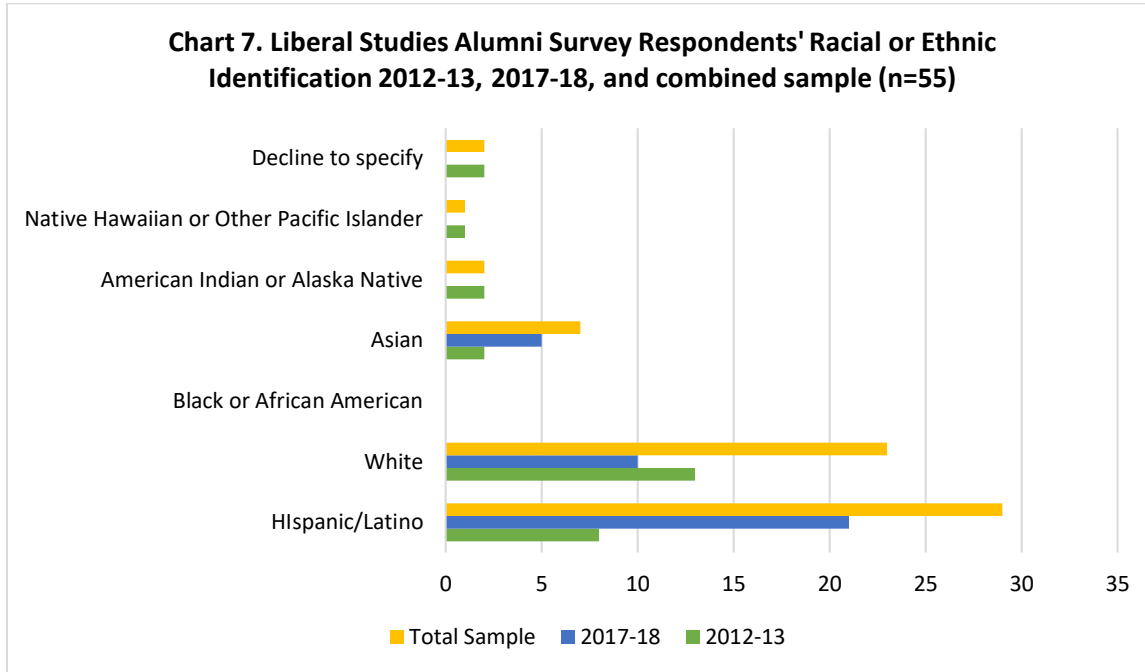


The top activities LS students actively participated in and felt were most impactful were in a *senior project, group presentation for class, service-learning, community volunteer work, IGE, a student club, fraternity or sorority*, in that order. The first three are ones the department accentuates. Nevertheless, improvement can be made to close the gaps (1-4%) between active participation in these activities and subsequent feelings of significant impact on college experience. Of the 10% that actively participated in senior project only 6% felt it was significantly impactful; 6.6% that participated actively in service-learning, of which 5.7% found it significantly impactful; and 8.5% actively participated in a class presentation, of which 6.3% found it significantly impactful. Least active participation and impact were *study abroad, summer bridge, and an on-campus musical group or dramatic performance*. The other low rated activities can be considered ways in which the department can engage LS students.

*Liberal Studies Alumni Survey*

The department administered alumni surveys via email twice during the last review period. The 2012-2013 sample numbered 22. Of a pool of about 500 respondents, the 2017-2018 sample numbered 33. For this analysis, the combined number of respondents (55) will be considered. Seventy-eight percent (43) were women and 22% (12) were men—resembling the gender breakdown in the major overall. Eighty seven percent of respondents (48) were between 21-29 years old followed by 1% (5) between 30-39, and >1% 40-49 and 50-59. The sample is centered on graduates within 4-6 years of graduation. Of English-language speakers, 70% (39) speak

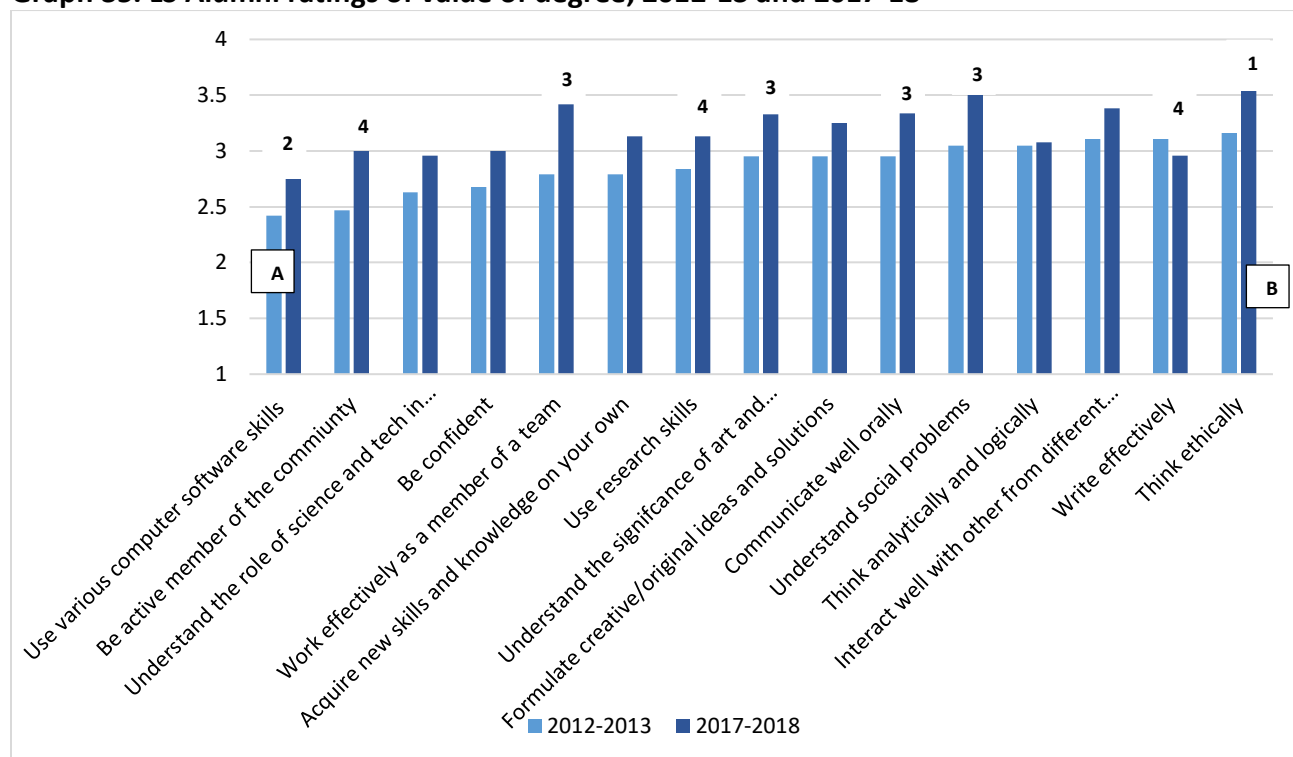
English only. The 2012-13 sample had 3 respondents that spoke another language Japanese or Spanish and, in 2017-18, thirteen spoke either Spanish (8), Chinese (2), Vietnamese (2), or Greek (1). Chart 7 shows the ethnic and racial designation of the combined sample, the individual samples:



At the time of the surveys, 38% (22) only had their BA in Liberal Studies, 36% (20) had earned a teaching credential, 20% (11) had earned a Master’s degree and 4% had a professional degree. When asked about their activity on social media, as a means to communicating with alumni, 58% (32) stated they use Facebook with smaller percentages using LinkedIn (11%, 9) and Twitter (11%, 6). Twenty-five percent indicated “Other,” listing, Instagram, Snapchat and None responses. When asked the best way to communicate with them as an alumnus, 67% (37) indicated email followed by 33% (18) selected text, phone or mail.

Graph 35 shows respondents’ perceptions and attitudes about how well the Liberal Studies experience prepared them for skills, abilities and dispositions needed for adult life. Here it is important to see the responses disaggregated by administration, 2012-13 and 2017-18. The ratings are based on a four-point, 1 = poor, 2 = satisfactory, 3 = good, 4 = excellent.

**Graph 35. LS Alumni ratings of value of degree, 2012-13 and 2017-18**



Note. Numbers on top of columns correspond to the numbered results below.

Overall, alumni ratings between the two samples' ratings increased by .33 at the lowest rating (A) to .38 at the highest rating (B), indicating a positive shift in the attitude of Liberal Studies graduates over five years. The shift may have occurred as faculty members began to think more about the curriculum in converting the program to semesters. Several changes also occurred around 2014: a new chair was elected; a new faculty in natural science was hired; and at least two lecturers were hired that strengthened the art emphasis. The major findings from this survey question are below:

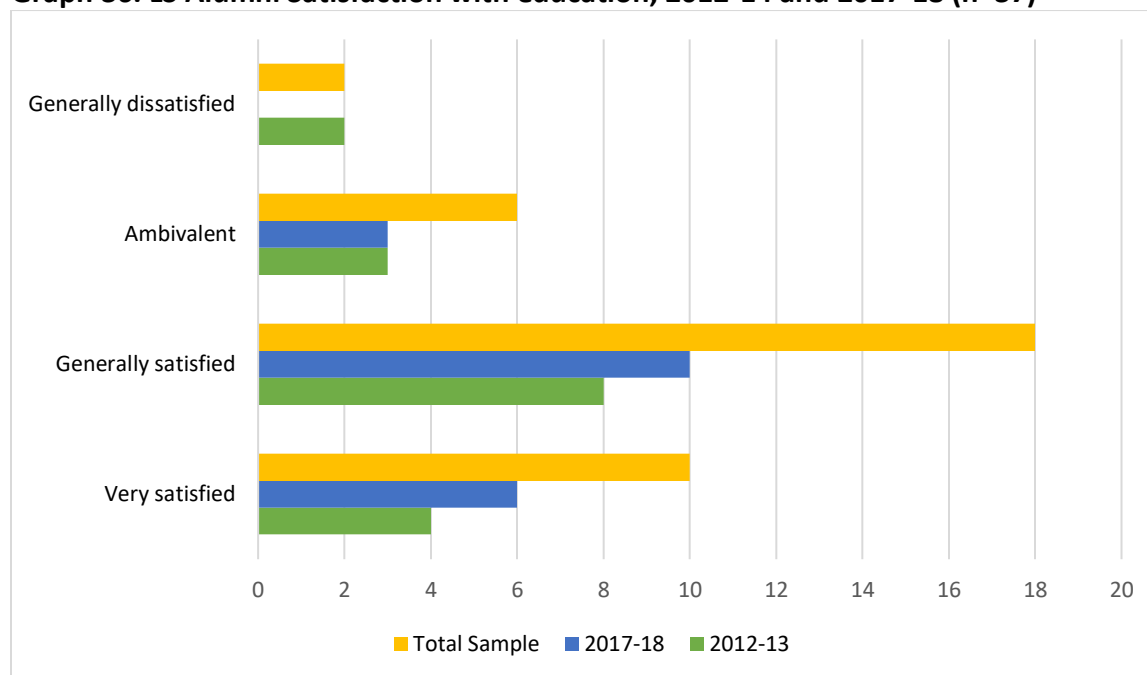
1. **The same criterion remained the highest rated in the program: Thinking ethically.** This finding is not surprising given the programs emphasis on social responsibility and social justice, one of the three organizing themes of the semester program.
2. **The same criterion remained the lowest rated in the program: Use of various computer software skills.** This rating is concerning given the role that computers play in the field of education, the workplace and civic life—a possible program distinction as a department on a polytechnic campus. Aside from having the ability to use various platforms, the use of critical theory to evaluate the use and role of tech in society align with the social responsibility/social justice and wellness organizing themes. Faculty will need to investigate and assess which tech skills or literacies are needed for graduates to do well in community and [work life](#). In 2014-15, the purchase of a set of 35 iPads through an internal grant award, which has since become outdated for the new AR/VR software and upgraded apps now available. A few faculty members used these devices to support learning, and a few faculty members consistently use tech platforms as part heir their teaching. To date, there is no intentional department role of tech in teaching and

learning, which these ratings indicated are much needed, and which must affect all students equally.

3. **These criteria were rated higher in 2017-18 than in 2012-13, suggesting students felt a different focus in the program than they valued.** *Understand social problems* (from 3.05 to 3.50), *work effectively as a member of a team* (from 2.79 to 3.42), *communicate well orally* (from 2.95 to 3.38), and *understand the significance of art and the performing arts in society* (from 2.95 to 3.33) increased in their ratings. The latter is likely to be affected by the two new faculty members with expertise in art and humanities. The second and third abilities are important career-ready skills that the department should maintain in line with the university strategic notion of a polycentric identity and career-readiness.
4. **Some criteria that should be highly rated are consistently low in both administrations.** *Be an active member of your community* (from 2.47 to 3.0), *write effectively* (from 3.11 to 2.96), and *use research skills (quantitative and/or qualitative)* (from 2.84 to 3.13) should have rated more highly given the liberal arts focus. Write effectively much like the analysis of the pre-post essays contradicts the strong LS student pass rates of the GWT. This additional insight shows the department must make more concerted and intentional efforts to improve this area in accordance with the deliberate direction they want to affect outside grammar and mechanics. Similarly, the program has espoused that liberal arts education considers civic knowledge and engagement but has not reinforced this with content and co-curricular activities, possible future directions. The latter category is significant for 21<sup>st</sup> century, but students rated these low; the department has implemented two new courses focused on social and natural science and has revised the senior capstone to draw on research skills. The next review cycle will be able to assess how well these measures may affect these ratings.

Finally, the survey asked graduates how satisfied they were with their degrees. One question asked them directly “how satisfied [they were] with [their] Liberal Studies education.” Graph 36 shows the overall trend is positive, as 75% (28) respondents were very or generally satisfied with their Liberal Studies education.

**Graph 36. LS Alumni Satisfaction with education, 2012-14 and 2017-18 (n=37)**



Graph 36 shows that 75% of alumni found their LS education very or generally satisfying, while 16% are ambivalent about it. The department faculty should think intentionally why a significant percentage of graduates are ambivalent about their degrees. One possible direction is to disaggregate by whether students are FTF, Transfers or Change of Majors, each of whom have different experiences not reflected in the survey. This term the department is piloting a student focus group that allows students to visually represent their experience, which is confirmed by student facilitators and aggregated to report patterns. This type of data may help to flesh out nuanced experiences difficult to capture in survey data.

In summary, alumni feel strongly about some features of the program and have clear suggestions about what can be improved for the betterment of their work lives. Although the trends are positive overall (with ratings close to 3 and 4), faculty should be skeptical to the degree that [students \(graduates\) have been known to overstate their abilities when compared to the evaluation of employers](#). In the pursuit of a liberal-arts-based curriculum and pedagogy, the department should think carefully how it structures and reinforces the knowledge, skills, and disposition students need in the world today, and make these transparent to them going through the program so that alumni can provide authentic and accurate assessments of the value of a Liberal Studies degree after graduation.

#### 4.2.4. First-Year Experience

As mentioned above, the department has had a first-year-experience course approved by the campus since 2012 that was never taught due to budget restrictions among other reasons. With the onset of semesters, Fall 2018 was the first time LS 1020, the first-year experience course,

has been offered. The university also provided a FYE program to coincide with the [new university inclusive polytechnic identity](#), offering a common read with a related speaker panel and student contest, and a design thinking workshop for instructors. The course itself is designed to acclimate students to a college experience focusing on needed skills: critical thinking, growth mindset, collaboration, communication, and creative thinking as well as study skills (notetaking, listening, reading, writing).

Given the short summer to prepare, the course is still in a trial phase as we use the Fall experience to revise the curriculum. Nevertheless, we consider the fall a success given the level of student engagement. Two of the four sections implemented a design thinking project for students to practice critical thinking, collaboration and creative thinking. This instructor earned a Learn Through Discovery grant to develop a prototyping cart full of rudimentary materials for students to prototype their idea improving the freshmen experience identified from the reading in the course. Student groups reported on the results of their project in a group video presentation. Although all sections read the common read, *So you were publicly shamed* by Jon Ronson, the remaining two sections worked on an entry for The Learn Through Discovery and First Year Experience Challenge where students in FYE courses offered a solution to public shaming on the internet and social media, the thesis of the text. Each of these sections earned 1<sup>st</sup> and 2<sup>nd</sup> place prize in the contest. We will design the core content and activities for Fall 2019 courses to align sections, develop a “inclusive polytechnic identity” format, and design an evaluative technique (survey, interviews) to get specific feedback about the course and its impact on students.

#### 4.2.5. Student Commitment, Motivation and Satisfaction

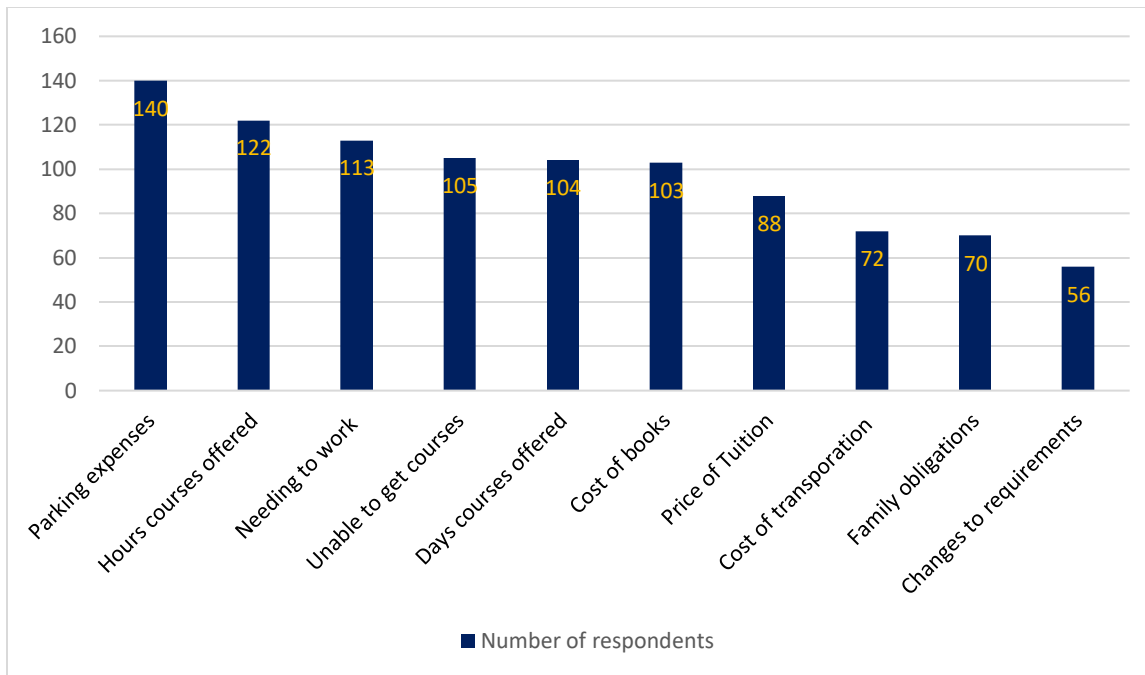
We periodically (every 3-5 years) ask students to take a student demographic survey. This survey gives use student demographics, challenges to their degree completion, and their student experiences in and outside the classroom.

In 2015 there were 77 respondents and in 2018 172 respondents. In the aggregate of the data, a sample of 253 students’ commitment, motivation and satisfaction were notable. Demographically, respondents’ lives circumscribe their level of commitment and motivation to complete degrees. Eighty-four percent were between the ages of 17-25 followed by 8% between 26 -30. Two percent were either between 31-35, 36-45, or over 46, suggesting we have a small non-traditional population at 14%. The majority of the respondents were seniors (113) followed by juniors (72) sophomores (33) and freshmen (31), while 56% were first-time freshmen and 44% were transfer students, 9 of 10 from community colleges. Predominantly women (86%), 55% (131) of respondents identified as Hispanic, 13% as Anglo American and Asian American, 4 % as bi- or multiracial and 7% as other. The vast majority of students (77%) were in General Studies and 14 percent were in pre-credential. These numbers do not reflect the number of students entering teaching as many students opted to change to General Studies as a way to expedite their graduation before converting to semesters, as indicated in the question that reveals 77% intend to enter the field of education. Smaller percentages will enter

human service (7%), law enforcement (3%) healthcare (2%), law, business ownership and management (1.5%).

Sixty percent of students took between 13-16 units during the quarter program—greater than a full load—and 30% took between 7-12 units. Small percentages took 1-6 units (2%) or 17 or more (6%). On semesters, the 2018 sample showed a changed the pattern. Of 165 respondents, 30% will take 15 units (more than a full load) 32% will take 12 units, and 25% will take 15 units or more. Twelve percent will take between 6-9 units. This shift to semesters has motivated students to take a greater number of units than 15 perhaps to complete as quickly as possible as half of the aggregated sample indicated they intended to graduate in 2018-19. When asked what circumstances challenged their graduation the aggregated sample (229) indicated the following:

**Graph 37. Liberal Studies respondents reported circumstances that challenge studying at Cal Poly on quarters and semesters**



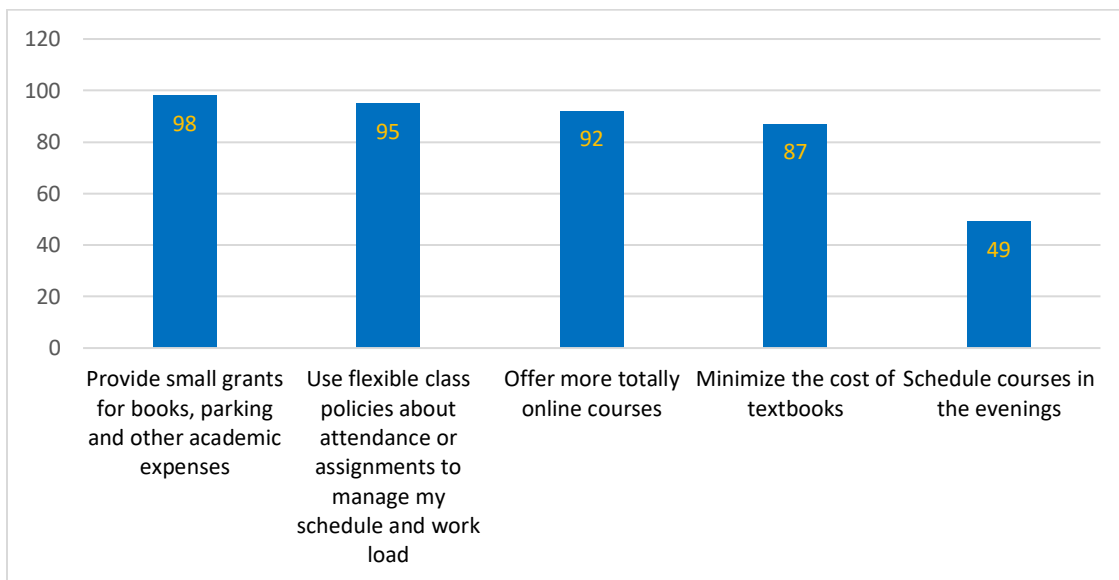
According to respondents, several factors affect their ability to complete their degree in spite of their commitment and motivation. The need to work and family obligations may affect whether students can take the courses offered on days and times. The department scheduling of classes has been challenging to meet the needs of all students’ schedules. The conversion to semesters necessitated the use or development of administrative strategies to insure students graduate on time. First, is the use of the challenge exam, for one Liberal Studies course students need to graduate. This option was cost effective as student pay \$5 per unit to complete an interdisciplinary research paper to demonstrate student learning outcomes. Second, the development of a permission number request, where academic advisors verify students’

graduation in the current term. Third, the department chair has identified suitable substitutes for some LS courses that advisors consider in planning with students close to graduation. These strategies will be continued to be used to help those students close to graduation complete in the event the above factors have impeded their progress.

Work competes for students’ time and energy. The aggregated results (248) indicated that the greatest number (25%) of respondents work 11-20 hours a week while 21% are unemployed. Another 24% work between 1-10 hours per week, 8% work 31-40 hours a week, and 4% work more than 40 hours a week. Students are also volunteering or engage in unpaid work. The 2018 survey (175) showed 29% of respondents complete 1-5 hours per week in the type of service or work, while 47% indicate this category was not applicable to them. Fourteen percent and 6% work 6-10 and 11-15 hours per week, respectively. Three percent worked 31 hours or more. Anecdotally, students have communicated that they were in service job or in schools (pre-schools, elementary) as tutors or in after-school program. Given the university’s new strategic value of an inclusive polytechnic university, these types of jobs do not necessarily provide students with the opportunities to develop professional and career-readiness skills, which can be gained through involvement in co-curricular activities on campus.

Returning to the topic of department strategies to help students graduate, one strategy that departments can also utilize to help students progress is offering online courses that limit the need to pay for transportation, parking and can relieve the effect class schedule. Graph 38 shows 2018 sample results (165) to the question: “How can the department help you complete your degree in a timely manner?”

**Graph 38. LS demographic survey results to how the department can help students with timely degree completion.**

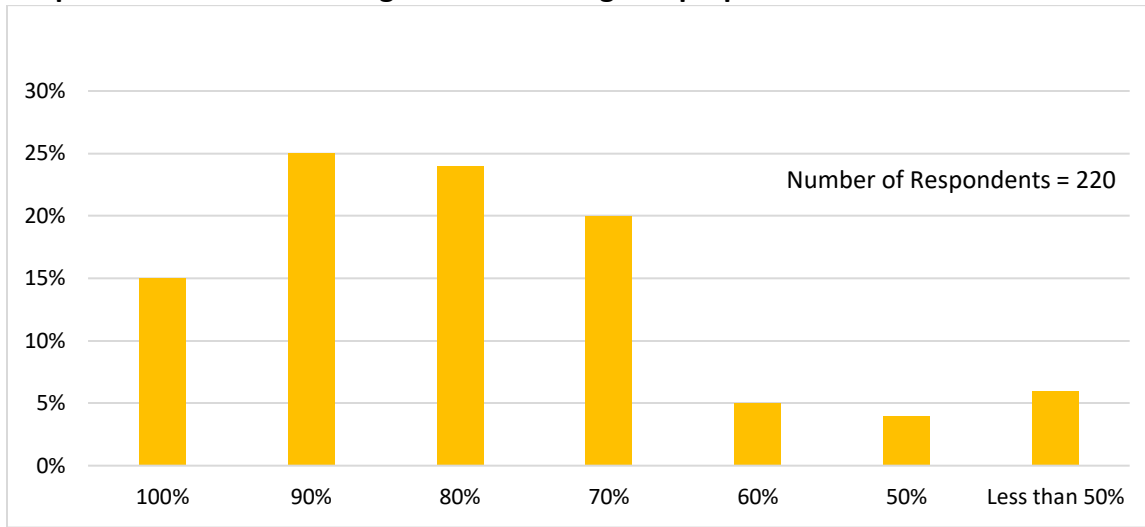


Graph 38 shows that Liberal Studies students think offering *totally online* courses would help expedite their graduation as they have difficulty getting courses that accommodate their non-academic responsibilities. The department has taken steps to enact this strategy by piloting two sections of the capstone course. Two caveats to this strategy. Most faculty, tenure-line and lecturers, do not possess online teaching training or experience, with the exception of the two new tenure-line faculty hired this year. The second is the level of satisfaction that student expressed about the department's student-centered and active learning pedagogy. When asked "What teaching techniques were most effective (helped you learn the material) in Liberal Studies courses?", of 210 responses, class discussion was rated the highest at 72% (152), while 59% (124) and 47% (100) favored hands-on activities and small group work, respectively. Based on the survey results, the department has committed to offering one online section per course a year but that the pedagogy must remain interactive and discussion based, making online course to be synchronous and not asynchronous in format. The need for students to meet online at the same time as a face-to-face course may still limits students' ability to take courses, thus affecting their timely progress to completion. The department will continue to monitor how these online sections fair in serving students' schedules and maintaining their satisfaction with the tenets of a Liberal Studies classroom to facilitate critical thinking, deep learning, and the ability to access multiple human perspectives.

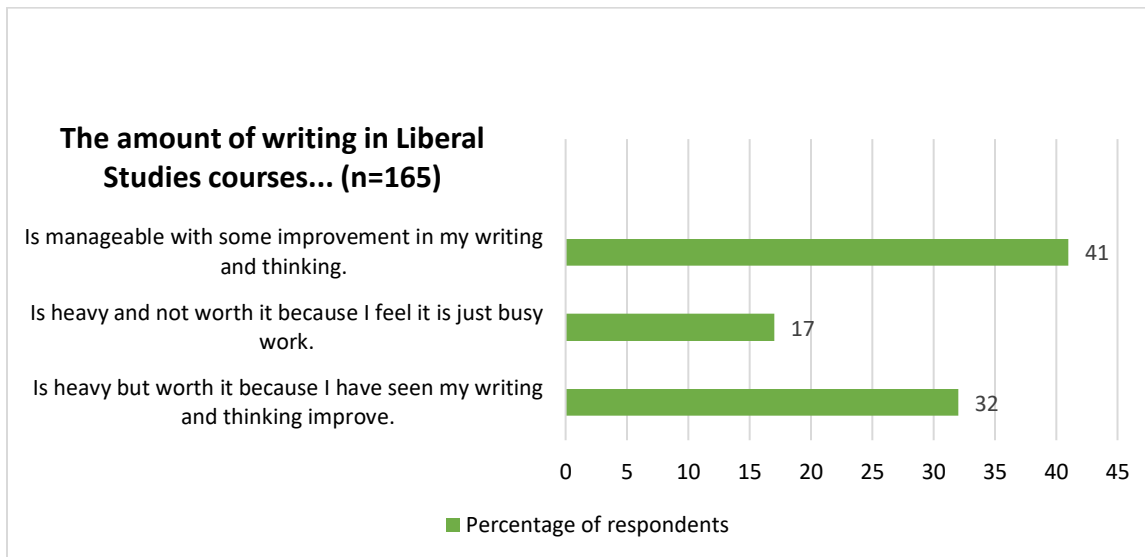
In regards to student perception to other strategies that might help to complete their degrees on time, 2018 student responses (165) indicate the circumstances that impinge on their lives. Aside from totally online courses, most students felt that the department "providing small grants for books, parking and other academic expense" (59%), "[using flexible class policies about attendance or assignments to manage my schedule and work load](#)" (57%), and "minimizing the cost of textbooks would help them to complete their degree in a timely manner. Despite the earlier responses about inability to get courses, scheduling courses were not notable, with the exception of "schedule courses in the evenings" (30%). Providing evening classes over the years has had mixed results as sometimes they are cancelled due to low enrollment. One of the comments in the "Other" responses raises an issue that the department is trying to address, disallowing lower classmen to enroll in upper division courses before upper classmen. The semester program has addressed this by adding prerequisites to enforce the sequence of courses. Unfortunately, there have been issues as academic programs cannot add requisites that place conditions on enrollment. Also, because transfer students have to take LS courses two at a time; pre-requisites cannot eliminate them while eliminating lower classmen. This is an issue the department chair is currently undertaking before Fall 2019 registration.

The Demographic Survey directly inquired about students' experiences in LS courses. The following graphs (Graphs 39, 40 and 41) show the results for students reading, writing and participation.

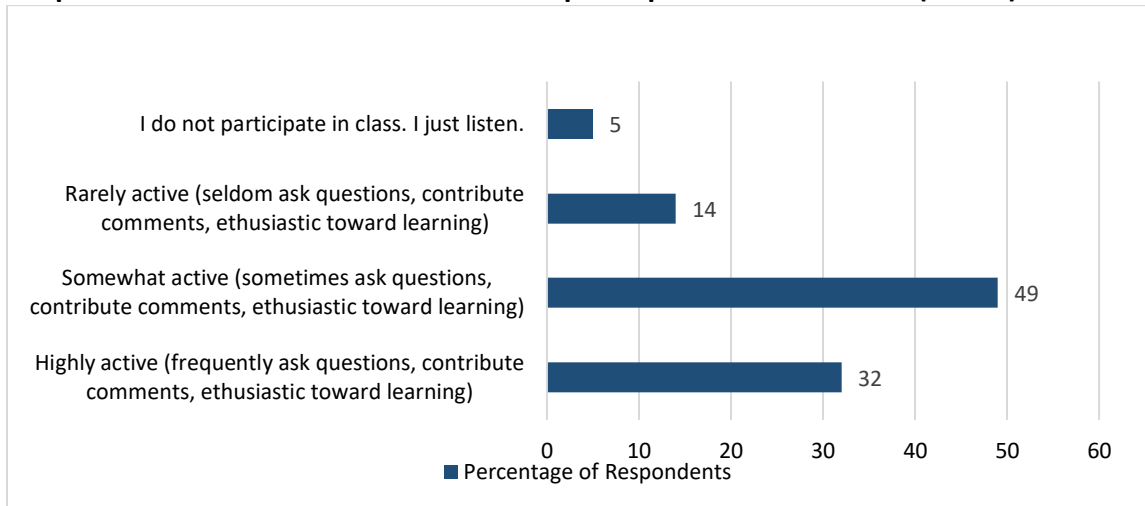
**Graph 39. LS Students average rate of reading and preparation for LS courses**



**Graph 40. LS Students' perceptions of amount and impact of writing assignments in LS courses**



**Graph 41. LS students' self-assessment of participation in LS courses (n=210)**



### *Reading and preparation in LS courses*

From Graph 39, 85% of students read 100-70% of the course reading, with almost equal distribution in 90% and 80% and the least complete 100% of the reading. No include in this question is whether students think the reading was meaningful to learning or personal interest, a suggestion for future assessment. Faculty, like all others in higher education, are faced with facilitating learning with students not having completed the reading. Here is where instructors need to consider how much and what type of reading are relevant and meaningful to the teaching and learning environment, [including the amount of time students have to read and other means by which students have time to obtain information](#). Faculty members could also enlist teaching techniques, questions and in-class assignments, that require students define, explain or apply the concepts in or other aspects of the reading.

### *Writing in Liberal Studies courses*

Graph 40 shows that 73% of respondents perceive the amount of writing in LS courses as either heavy or manageable and had felt their thinking and writing had improved as a result, which is reflected in the GWT scores in section 3.3. Contrarily, 17% of respondents found the writing heavy and unnecessary (busywork). An additional question in the survey asked how students approach the writing assignments that are heavy in LS courses. Of the 158 respondents from the 2018 sample, 47% claimed they “stopped and started because they had to juggle other assignments and/or responsibilities (e.g., work).” One “other” response provides context for these circumstances: “If assignments are there with time, I try to get it all out of the way fast to then focus on my kids.” Another 26% “started early and worked on [writing assignments] a little over time,” 16% stated they “procrastinated and started to work in just enough time to submit the assignment.” Lastly, about 7% “stopped and started because they struggled with how to complete the assignment.”

In spite of the high rates of passage on the GWT, these results suggest Liberal Studies students struggle to complete writing expectations. Nearly half have problems with managing their course workload in conjunction with personal responsibilities; given [the research on the procrastination](#), which is often driven by negative emotions and not just a character flaw, the last two categories can be combined suggesting that 23% of respondents feel ill prepared to approach the assignment to succeed. One “other” response contextualizes these students’ situations: “I write a week in advance at most because professors don’t talk about them until a week before they are due.” All in all, students’ life circumstances have an effect on how and perhaps how well they write. Since writing is a student learning outcome more intentionally designing and delineating writing expectations (instruction and standards) to strengthen how students’ feel about their ability to write successfully to department expectations.

### *Participation in class*

According to Graph 41, the majority of respondents (81%) are either highly active or somewhat active in the Liberal Studies classroom. Key here is that the bulk of those students reported only being somewhat active (49%), “sometimes asking questions, contributing comments, and being enthusiastic toward learning.” Given the department’s pedagogy of student-centered activities and active learning, being somewhat active should give faculty pause to reflect on the individual teaching style, whether on a daily basis careful consideration is taken to giving students these learning opportunities. This is a relevant focus since the university initiatives ([inclusive polytechnic identity](#)), K-12 instruction ([Common Core standards](#)), and [research on brain science and learning](#) Liberal Studies classroom should align with these expectations as models for students entering the field of education and for all other students who will need a [“hyper” form of “lifelong learning” to manage work and civic life in the 21<sup>st</sup> century](#), which include career and life skills and information/media literacy and technological skills.

Another consideration in the presence of introverts in the classroom. [The expectation to participate, collaborate, and communicate with others may be challenging these students](#); nevertheless, as professionals they will need to adapt these skills in the workplace and in their communities, when they advocate for self and others. Structuring classrooms that allow these students to participate and to develop these skills is imperative for the value of their degree. Finally, given the student demographic, Liberal Studies classrooms should consider students’ educational background has an effect on their expectation to participate. The notion of inequity drift in higher education results from [how K12 schools are structured based on socioeconomic class](#), where classes in working class and middle class schools may not provide the types instruction and learning environments (the hidden curriculum) that develop students’ abilities to participate in these interactive and dynamic modes as well as to demonstrate learning in ways college educators expect. In this light, Liberal Studies educators need to be transparent in the classroom participation/interaction expectations and to incorporate teaching these strategies, including allow students to practice with direct feedback, to develop their skills by degrees end for the greatest impact on graduates’ futures.

### Teaching techniques

Two questions on the demographic survey ask students to reflect on the department teaching techniques. The first asked, “What teaching techniques were most effective (helped you learn the material) in Liberal Studies courses?” Below is a graphic of those more highly rated:

**Table 16. Liberal Studies students’ perceptions of most effective teaching techniques in Liberal Studies courses (n=210)**

	Number of Respondents	Percentage
Class discussions	152	72%
Hands-on activities	124	59%
In-class lecture	103	49%
Small group work	100	48%
Clear assignment descriptions	89	42%
Individual projects	88	42%
Large group activities	69	33%
Service-learning	63	30%
Group projects	58	28%

Table 16 indicates that Liberal studies students are satisfied with a number of teaching techniques in the department. The top three highest are class discussion, hands-on activities, in-class lecture and small group activities. [The role of lecture in higher education has been debated of late juxtaposed to active learning strategies](#); Liberal Studies students see a role for lecture but also value active and experiential learning over it. Any classroom should comprise both types to be most effective, also what the literature indicates. One technique indicates the importance of [transparency, the clear explication and disclosure of the learning expectations, in the classroom](#), a concept that can be applied to all aspects of instruction and is an equity-minded teaching practice.

The final open-ended question in the 2018 survey asked respondents what the strengths of the program were. The results reinforced programmatic aspects respondents already have noted. One hundred and twenty-one respondents shared that the program’s faculty and staff, logistics

or resources, courses, service-learning, advising, and communication with students were strengths of the program.

#### 4.2.6. Co-Curricular Learning Experiences

Faculty involve students in their own research or work with students. Faculty have earned service-learning grants and SPICE grants and hire students to complete this work. Faculty who have earned Research, Scholarship and Creative Activities (RSCA) grants also have hired students as research assistants and have worked with students on independent studies to develop research skills and special projects, including honors students. On average, this has amounted to 1-2 student per year over the past five years, a very small number. Faculty need to find ways to engage more students and to create more learning opportunities outside the classroom, including internship and study abroad, where only 1% of all CPP students participate. The department has had some success with this such as students who have been hired at organizations as a result of service learning experiences and students who have performed student works in department events. The major-to faculty ration challenges the department's ability to scale these efforts.

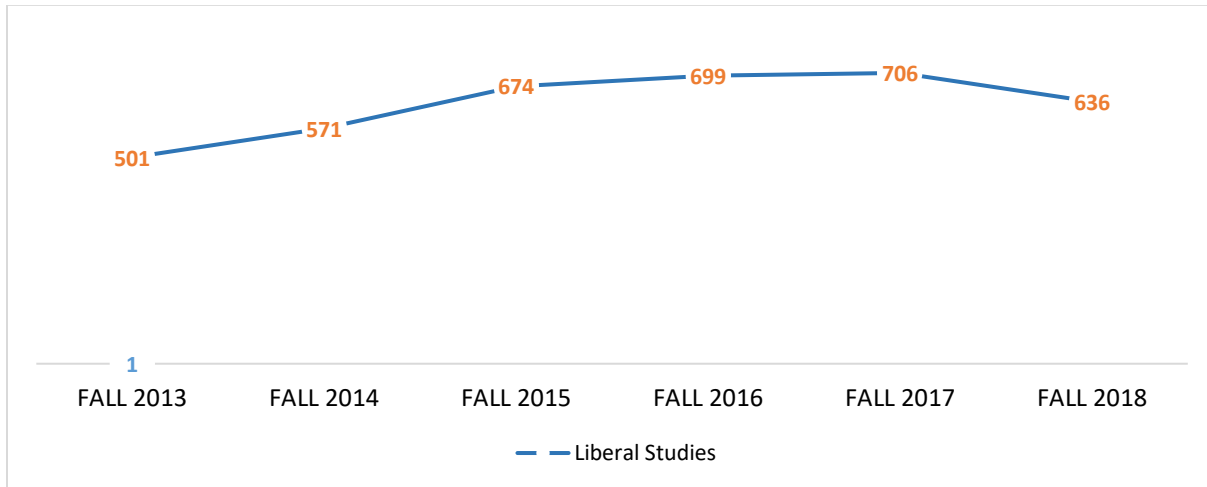
One possibility is for faculty to connect with emerging programs related to the inclusive polytechnic identity. Over the past two years, one faculty member has had 4 students earn the Learn Through Discovery grant for funds to conduct undergraduate research. The university is also promoting, student RSCA grants and Southern California Conference for Undergraduate Research (SCCUR) can also be ways to engage students outside the classroom. A recent concepts [micro-internships](#) (or a variation) and/or short-term study abroad or local community immersion programs might be considered to address the challenge of the major-to-faculty ratio.

## Section 5. Resources

### 5.1. Enrollment.

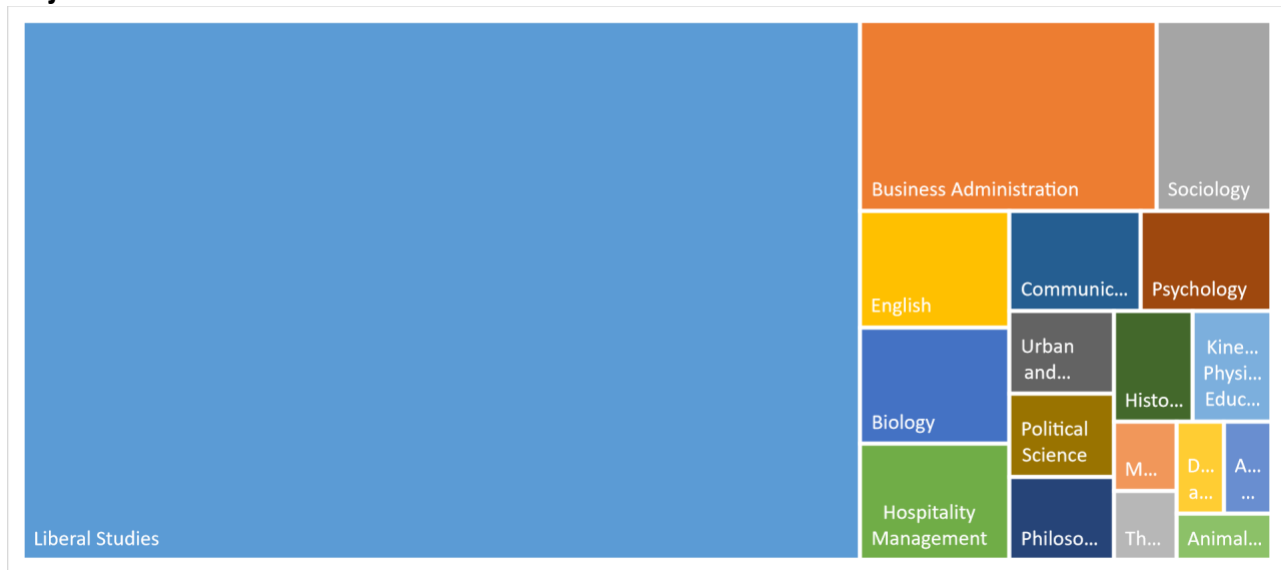
Over the five-year period, Liberal Studies enrollment has increase by 40% in Fall 2017. The dip in enrollment for Fall 2018 was expected as a result of semester conversion, a common occurrence the first term of the transition.

**Graph 42. – Liberal Studies Student Enrollment 2013-2018**



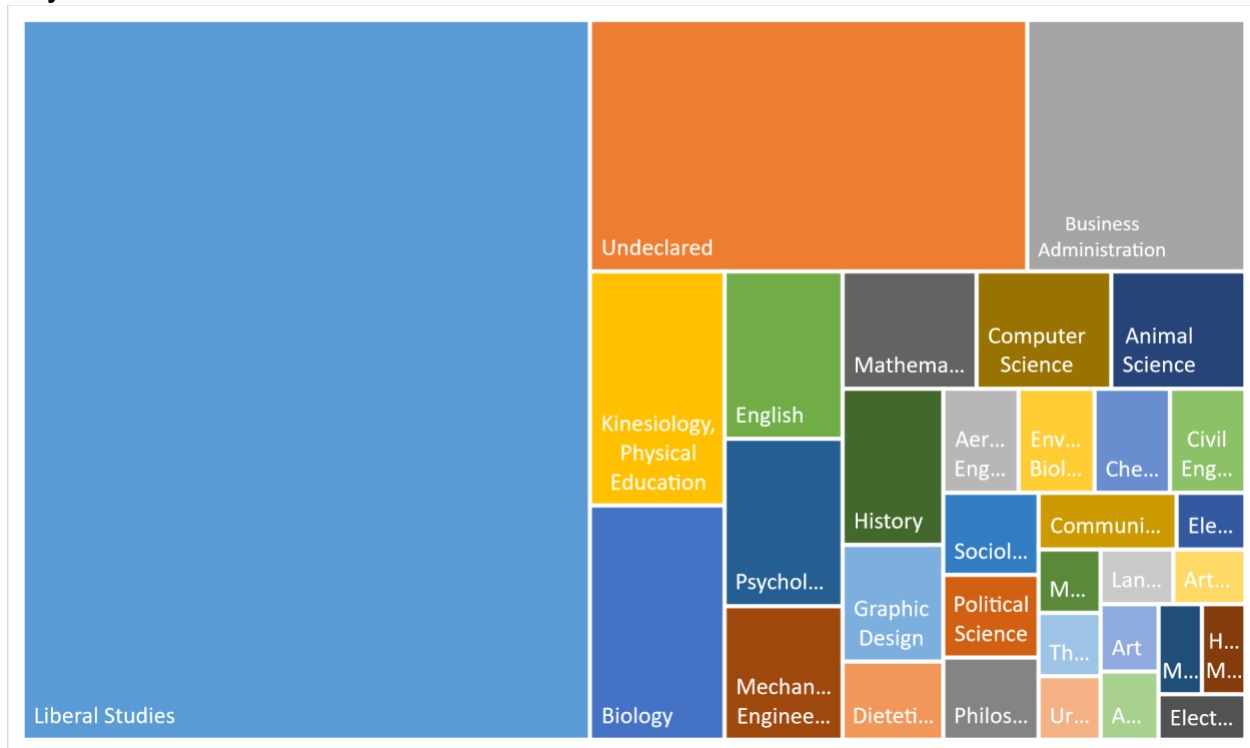
According to the CSU Student Success Dashboards, Tree Map 1 shows the number of first-time freshmen who graduated in 2015, 2016, or 2017 that remained, and exited Liberal Studies major including the new majors. Those that exited the program entered 17 new majors.

**Tree Map 1. First-time freshmen from 2015-17 that remained and exited Liberal Studies major**



Those that exited the program were replaced with individuals from 32 majors, displayed in Tree Map 2. Many of these majors are STEM majors as well as undeclared students, suggesting that the flexibility of the General Studies subplan is a means for these students to redirect their educational pursuits. Change of majors are a contributing flow of enrollment for the department.

**Tree Map 2. First-time freshmen from 2015-17 that remained and entered Liberal Studies major**



Since the last 5 years have been consumed with semester conversion tasks, recruitment has not been possible. The college has created or associated with high school teaching academies, which can be sources for future recruitment. Additionally, the program will contact the Outreach and Admissions department to work on a consistent outreach program. Overall, student outreach and recruitment are main aspects for future strategic planning.

The above statistics do not include transfer students, which transfer to the program using the Elementary Education TMC. Previous, recruitment occurred through department chair outreach to community colleges via academic advising. In the development of the ITEP program in Special Education, local community colleges have shown great interest in the junior subplan, which will have a soft launch in Spring of 2020, when the program will develop more targeted recruitment efforts for transfer students, including more collaboration with community college personnel. The department will do more to use Poly Transfer efforts to orient transfer students to the campus.

## 5.2. Faculty

The tables below show the gender and race/ethnicity breakdown on department faculty.

**Table 17. Gender of Liberal Studies Faculty**

	<b>Number of LS Faculty</b>
<b>Male</b>	1
<b>Female</b>	5

**Table 18. Ethnicity of Liberal Studies Faculty**

	<b>Number of LS Faculty</b>
<b>Anglo</b>	3
<b>Latina</b>	2
<b>African American</b>	1

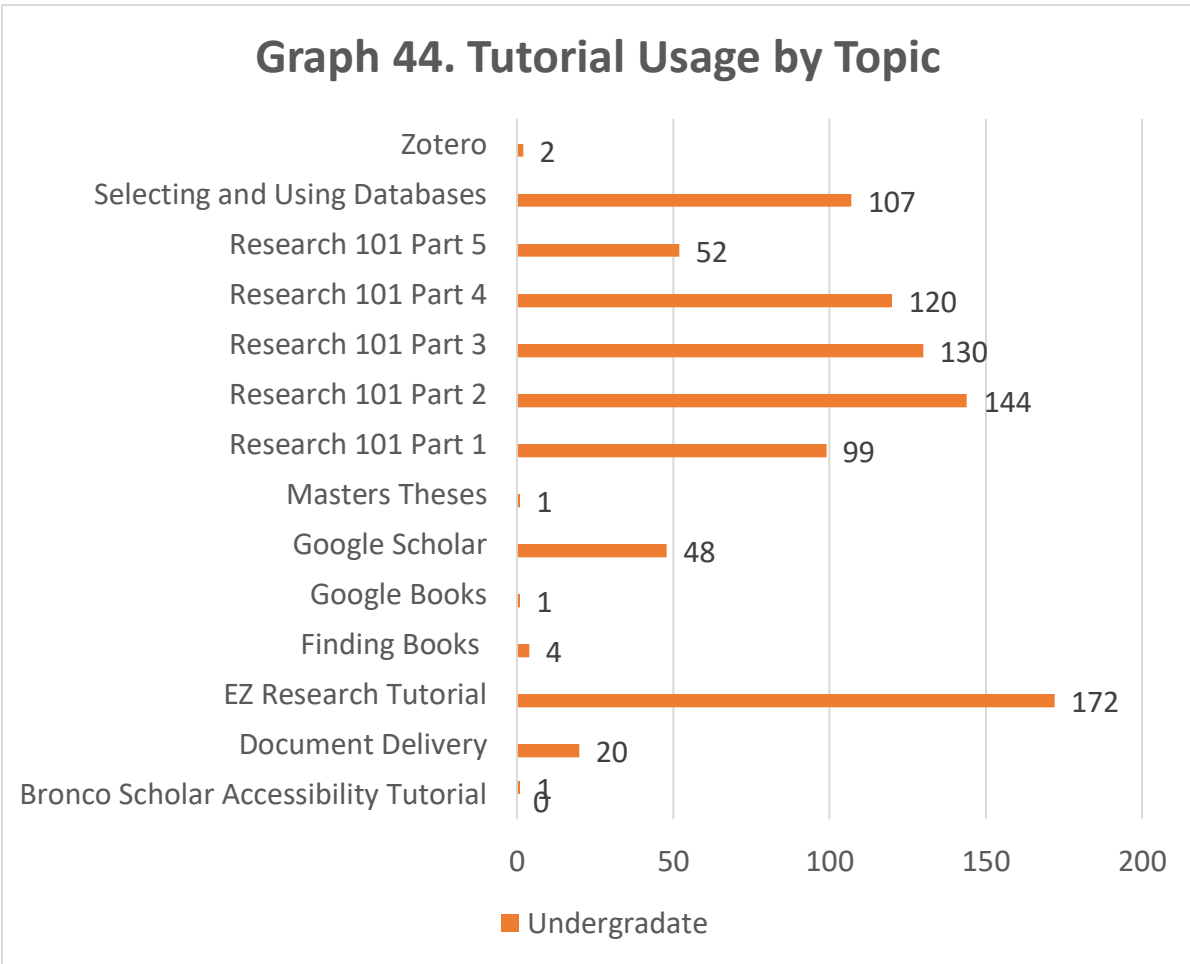
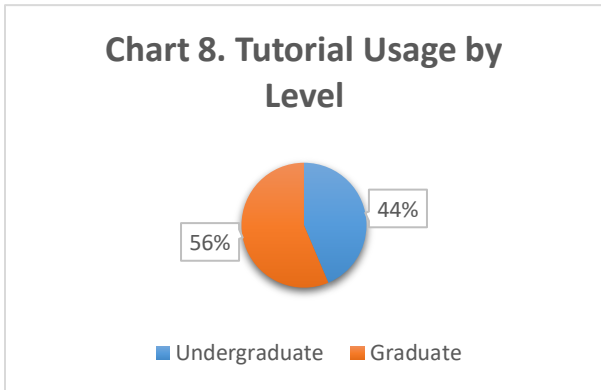
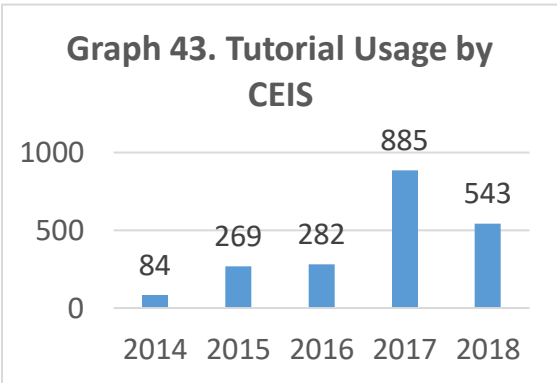
Currently, there is at least one senior member who may retire in coming years. The new program features, Subject Matter Waiver Program and Integrated Teacher Education Program in Special Education, are expected to increase the number of majors, and subsequently will require hiring more tenure-line faculty to maintain or improve tenure density and the major-to-faculty ratio.

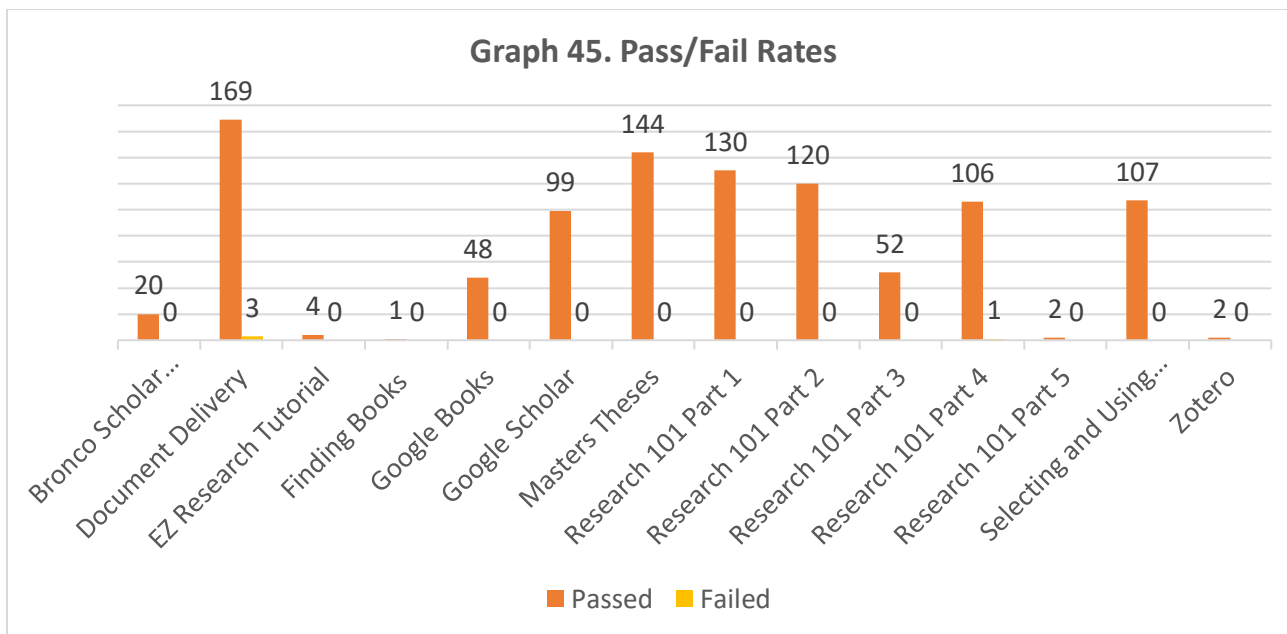
### **5.3. Library Resources.**

The University Library supports student learning through a wide variety of services. The Reference and Instruction Department assists to students in accessing the Library's rich information resources and help students develop information skills that not only serve their immediate research needs but also prepare them for graduate studies, careers, and lifelong learning. Librarians use a variety of methods, including course-integrated library instruction, special workshops, personal assistance in-person or via email, chat, phone, or by appointment, instructional guides, tutorials, and a FAQ.

#### **5.3.1. Research Tutorials**

Between Fall 2013 to Spring 2018, 2,063 students in the College of Education and Integrative Studies participated in library research tutorials (Graph 43). Chart 8 shows that forty-four percent of the participants (900) were undergraduate students. "EZ Research Tutorial" was the tutorial with the most usage by undergraduate students. This data is not disaggregated by undergraduate major and includes Ethnic and Women Studies and Early Childhood Studies. Graph 44 and 45 provide additional detail tutorial usage and pass/fail rates on those tutorials for the college.





### 5.3.2. Library Instruction

Between Fall 2013 to Spring 2018, there were a total of 18 library instruction sessions for the department of Liberal Studies. The instruction sessions were for the following courses: LS 401 (1), LS 421 (10), LS 461 (6), LS 462 (1). The 18 library instruction sessions reached approximately 458 students.

These data indicate that there is no consistent strategy to use library resources to develop students' information literacy skills and research abilities. Given the size of the major, 500-700 during this period, these numbers represent approximately 10-20% of students mostly near or at graduation, keeping in mind some may be repeat attendees. As the department refines its semester program it should consider developing a targeted strategy to use library resources to supplement the development of academic skills.

### 5.4. Additional Resources

The Liberal Studies Department has one staff member, an administrative service coordinator, who was hired last year after the previous coordinator took another position after serving the department for 11 years. Five years ago, the department budget allowed for hiring an office student assistant; currently not such line item exists. The Admin Coordinator must operate the front office as well as attending to inter-department and campus tasks, which requires closing the office. The majority of the operating budget covers the expenses of faculty, lecturer and staff salaries. The department has seen a \$1200 decrease in the allocation for supplies and services over the past 5 years, which allows the department fewer resources to enact program and curricular needs. For example, in the development of Natural Science and the Liberal Arts

course, the instructor would like to purchase science kits to use in the course, such an expense would significantly diminish the supplies and services budget.

The department has reached its space and facilities capacity, a campus-wide trend with the increase in student enrollment. Currently, all tenure-line faculty members have an office, and 3 lecturers share the remaining office allocated to the department. Another lecturer has an office in the department in which he has a shared entitlement. Likewise, all LS classes are scheduled in three medium-sized college courses (building 6, capacity 35-40) and two smaller classes (building 3, capacity 25-28). With the increase in courses, we have had to utilize medium-sized classes in buildings 9 and 5 to accommodate additional sections. The implementation of totally online courses may help relieve this issue. However, the department's student-centered and active learning pedagogy requires more flexible classrooms, where furniture can be re-organized to accommodate learning activities. For example, LS 4211, Arts Integration II, requires space for movement related to dance and theater, but the cramped spaces of the rows of desks is inconducive to effective teaching and learning.

All faculty laptops are supplied by the university Laptop Initiative, which are replaced every 3 years. The department supplies individual printers and ink cartridges for all tenure-line faculty. The college supplies staff and lecturer computer and printer in the lecturer office. The university supplies wireless access and wired DSL for all faculty offices and staff members along with necessary software including Blackboard site for each course.

The department has one scholarship (Keith and Sheila Goldring McCoy Scholarship) that is open to Liberal Studies student pursuing a teaching credential, which is awarded each year. Last year the scholarship award was increased to \$1000 from \$750 to keep up with college expenses. This amount will require some focused fundraising to sustain the scholarship principal. The department has not developed brochures, and the department website is in need of revamping since there is one person in the college that has access to maintain and change all college and department websites; content development for sites is also an issue since faculty or staff do not have training or opportunities to create these. The ITEP in Special Education has created a video, website and program material through the use of planning grant funds.

Currently, the department has not secured external funding. Since the department focus is on subject matter preparation for undergraduate teacher candidates, there are few funding sources that support this aim. Individual faculty have over the years applied for external funding related to their research areas; The department has done well to achieve internal finding (SPICE grants, service-learning grants) to support its program and curricular endeavors.

## **Section 6. Suggested Action Plan**

## **Program Strengths**

According to this review, the strengths of the program lie in its established pedagogy (active learning, discussion- and inquiry-based, and student-centered); Similarly, students value the interdisciplinary approach and service learning. In recent years, the department's push for students to rely and participate more on academic advising has become a valuable aspect of the program as students seek advising regularly, which adds their timely completion. Students find courses engaging and faculty committed to their learning, which is also exemplified in the low DUF rate.

Most faculty are engaged in scholarship and embody the teacher scholar model in their fields. When possible, they engage students as student research assistants and sometimes as undergraduate researchers. The department has already begun to develop co-curricular events (Liberal Studies Spring Community Social) to support academic learning and career readiness (alumni panels). Regarding the curriculum, changes to the program were already occurring prior to the program review, the implementation of current high impact practices, first-year experience course and service-learning, revising the capstone to incorporate semester-long research project, in line with demographic and alumni survey data, and incorporation of online courses. It also has aligned with the university strategic plan, specifically the new vision (civic engagement, problem solving) and the new definition of inclusive polytechnic identity through:

- integrating career-readiness in faculty advising and co-curricular activities
- civic and community engagement with community organization partnerships, community gardens, a middle school, and art organizations, where the application of knowledge is expected
- diverse and multi-disciplinary perspectives in instruction and learning (SLO 1, 2, 3, and 4)
- collaborative learning through small group activities and projects in classroom instruction
- critical thinking (SLO 2)

Liberal Studies faculty remain active in research and scholarship as well as committed to the applied and experiential learning through service-learning. They are engaged at the university through service at various levels and co-curricular activities (faculty mentorship, university collaborated events) that serve students learning and professional development.

## **Areas of Improvement**

There are areas in need of improvement. First, in the short term, the department should revise its strategic plan to organize these immediate needs for curricular cohesion and adaption and programmatic adaption to increase student completion (equity) and satisfaction with the program:

- Continue the refinement of the semester curriculum (articulating and aligning core content, common texts and intellectual experiences across the curriculum) to insure assessment data is accurate and meaningful for future program and curricular decisions
- Create a manageable and sustainable assessment plan is complementary to the development of the curriculum, determining whether chosen assessment tools are appropriate to measuring SLOs
- Incorporate and strengthen technology and career readiness into instruction, including offering more hybrid and totally online courses
- Identify and implement on- and off-campus opportunities that encourage and pursue undergraduate research or creative scholarship in conjunction with the senior capstone
- Incorporate a global component to its curriculum and program to align with the university strategic plan
- Continue to strengthen faculty advising
- Identify and implement curricular and programmatic strategies to close opportunity gaps between student subgroups, especially for URM and men in the program
- Develop a more robust advising and co-curricular infrastructure for General Studies students

In the long-term, the department should develop the following areas:

- Identify and implement an alumni outreach strategy
- Provide faculty with instructional professional learning to adapt instruction to new programmatic components
- Lower the major-to-faculty ratio through future faculty hiring to increase faculty involvement in co-curricular activities and advising of students, especially as enrollment is expected to grow
- Strategize to help faculty manage the 4/4 teaching load to maintain the expectations and desires to remain active in scholarship and engaged in co-curricular efforts

**Section 7. External Review**

**Section 8. Department and Dean's Post Review**

A brief, substantive summary of the major findings and revised suggestions for action in response to the External Review.

**Section 9. Faculty Participation**

## Appendix A – Past Recommendation

File not accessible.

**Appendix B – Curriculum for other Institutions**

## Hutchins School

[Home](#)

### Undergraduate Degree Programs

[Hutchins School Admission](#)

[Interdisciplinary General Education Program - Lower Division](#)

[Bachelor of Arts in Liberal Studies - Upper Division](#)

[Minor in Integrative Studies](#)

[Saturday Degree Completion Program](#)

[Current Course Descriptions & Schedules](#)

[Hutchins School Faculty](#)

[Student Forms](#)

[Hutchins Publications](#)

[Hutchins Institute](#)

[Hutchins Dialogue Center](#)

[Hutchins School Alumni](#)

[SSU Student Links](#)

## Undergraduate Degree Programs

### Academic Information

#### Hutchins Lower Division Interdisciplinary General Education Program

The Hutchins School of Liberal Studies offers a unique, CSU-approved and articulated approach to freshmen and sophomore general education (GE) requirements. The completion of four 12-unit, interdisciplinary seminars in addition to a course in GE-level math (taken outside of the Hutchins School) fulfills all freshmen and sophomore lower division General Education requirements.

Students pursuing their education in the Hutchins School have the option of choosing between three different educational tracks, based on their interests and career aspirations. These tracks are as follows:

- **Track I—Interdisciplinary Studies Major Plan:** This track allows students to develop an individualized study plan, incorporating Hutchins seminar classes, workshops, independent studies, internships, and study away experiences.
- **Track II—Elementary Teaching Pre-Credential Preparation:** Students in this track will not only earn a degree in Liberal Studies by completing Hutchins coursework, but will also fulfill all prerequisites to enter the SSU School of Education's Multiple Subject and Special Education Credential Programs.
- **Track III—Blended Program:** This accelerated track allows students entering as First Time Freshmen to complete a Bachelor of Arts in Liberal Studies as well as fulfill requirements for a Multiple Subject Teaching Credential in four years. This credential allows graduates to immediately begin teaching in California public elementary schools upon graduation.

#### Hutchins Freshman/Sophomore Learning Community

By participating in a Sonoma State learning community, students are given an opportunity to connect with the university while taking innovative and academically enriching classes. Hutchins offers a comprehensive, interdisciplinary curriculum that spans both freshman and sophomore years at SSU.

There are many benefits to actively participating in The Hutchins Freshman/Sophomore Learning Community:

- Guaranteed enrollment in 48 units of General Education classes
- A scholastically engaging learning environment
- Academically-focused field trips and outdoor labs
- The opportunity to create practical working relationships with faculty and instructors
- Invitations to participate in the annual Hutchins Art Show and Zephyr Literary Magazine
- Symposia sessions featuring guest speakers, films, and performance
- Building a sense of camaraderie with other freshmen and sophomores

After accepting admission to Sonoma State, Hutchins freshmen should be advised that Hutchins is their Academic Freshman Learning Community. Freshmen reside both off campus and in SSU residential housing. For further information on the Hutchins Freshman/Sophomore Learning Community, please visit the [Hutchins FLC page](#).

#### Hutchins Upper Division Major Program

Students may choose to remain in the Hutchins School of Liberal Studies following the completion of their freshman and sophomore coursework, or can transfer into other Arts and Humanities or Social Science Majors. Transfer students seeking admission into the Hutchins School may enter at the junior class level. For students continuing in the Hutchins School, Hutchins offers a distinctive, interdisciplinary 40-unit major in Liberal Studies, and gives students the option between the Track I or Track II program of study. Each track culminates in the presentation and assessment of a student portfolio in a Hutchins senior capstone course.

#### Career Prospects

The Hutchins School provides effective preparation for a wide variety of careers in which creativity, independent thinking, and effective communication are prime requisites. Hutchins graduates do especially well in education, counseling, social services, diplomacy, law, media, journalism, and many types of business. Hutchins school alumna have entered graduate programs in fields as diverse as American Studies, Anthropology, Counseling, English, History, Law, Library Science, Management, Medieval Studies, Physics, Religious Studies, Sociology, and Theater Arts.



Small seminars and group discussion are cornerstones of a Hutchins School education.

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**Hutchins School of Liberal Studies at Sonoma State University**  
707.664.2491 • Carson Hall Room 44 • 1801 East Cotati Ave • Rohnert Park, CA 94928  
Contact • Website Feedback • Plugins • Last Updated: Thursday August 20, 2015  
The California State University • [COPLAC](#) • College Portrait

## Sample Four-Year Plan for Bachelor of Arts in Liberal Studies, Track I (upper division transfer students)

### FRESHMAN YEAR: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
ENGL 101 (A2) (4)	BIOL 110 (B2) (4)
Math GE (B4) (4)	Ethnic Studies (D1) (4)
Humanities GE (C1) (4)	PHIL 101 or 102 (A3) (4)
Physical Science GE (B1) (3)	World History GE (D2) (3)

### SOPHOMORE YEAR: 30 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
Humanities GE (C2) (4)	Humanities GE (C3) (4)
POLS 200 (D4) (3)	Specific Emphasis Science (B3) (3)
Physical Science GE (B1) (3)	U.S. History GE (D3) (3)
Electives (6)	GE Area D2 (4)

### JUNIOR YEAR: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
LIBS 302 (3)	LIBS 308 (3) or LIBS 208 (4) or LIBS 209 (4)
LIBS 304 (3) or LIBS 204 (4) or LIBS 205 (4)	LIBS 320 (3)
Upper-Division GE Course (D5) (3)	LIBS 410 (1-3)
Elective or Emphasis (6)	Electives or Emphasis (5-8)

### SENIOR YEAR: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
LIBS 320 (3)	LIBS 320 (3)
LIBS 499 (3)	LIBS 320 (3)
Upper-Division GE Elective (3)	LIBS 402 (4)
Electives or Emphasis (6)	Electives (5)

**TOTAL UNITS: 120**

## Sample Four-Year M.B.A. Prep Advising Path

### FRESHMAN YEAR: 31 Units

<i>Fall Semester (15 units)</i>	<i>Spring Semester (16 units)</i>
LIBS 101 (12)	LIBS 102 (12)
Elective Units (3)	Math 165 (4)

### SOPHOMORE YEAR: 32 Units

<i>Fall Semester (16 units)</i>	<i>Spring Semester (16 units)</i>
LIBS 201 (12)	LIBS 202 (12)
ECON 204 (4)	ECON 205 (4)
<i>Declare Business Minor</i>	

### JUNIOR YEAR: 31-33 Units

<i>Fall Semester (16-17 units)</i>	<i>Spring Semester (15-16 units)</i>
LIBS 304 or 204 or 205 (3-4)	LIBS 308 or 208 or 209 (3-4)
LIBS 320 (3)	LIBS 320 (3)
LIBS 499 (3)	LIBS 410 (3)
BUS 231A (4)	BUS 230B (4)
Upper-Division GE (3)	BUS 295 (2)
<i>Pass PCCR Exam</i>	<i>Take GMAT</i>
<i>Take WEPT</i>	

### SENIOR YEAR: 28 Units

<i>Fall Semester (14 units)</i>	<i>Spring Semester (14 units)</i>
LIBS 320 (3)	LIBS 402 (4)
BUS 360 (4)	LIBS Elective (3)
BUS 344 (4)	LIBS 320 (3)
Upper-Division GE (3)	BUS 370 (4)

**TOTAL UNITS: 122**

## Sample Four-Year Plan for Track II Pre-Credential Elementary Teacher Preparation (Including Hutchins Lower Division GE program)

### FRESHMAN YEAR: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
LIBS 101 Human Enigma (A2, C1) (12)	LIBS 102 In Search of Self (B2, D3, E) (12)
MATH 150 Geometry (B4) (3)	Chemistry, Physics, or Astronomy (3)

### SOPHOMORE YEAR: 29-32 Units

<i>Fall Semester (15-16 Units)</i>	<i>Spring Semester (14-16 Units)</i>
LIBS 201 Exploring the Unknown (A1, A3, B1, C3, D1) (12)	LIBS 202 Challenge & Response in the Modern World (B3, C3, D2, D4, D5) (12)*
Geology or Physical Geography (3-4)	Performing Arts Elective: Music, Theater, or Dance Survey or History (2-4)

### JUNIOR YEAR: 30-32 Units

<i>Fall Semester (15-16 Units)</i>	<i>Spring Semester (15-16 Units)</i>
LIBS 304 or 204 or 205 (3-4)	LIBS 308 or 208 or 209 (3-4)
LIBS 320 Core Seminar (3)	LIBS 312 Schools and Society (3)
MATH 300A Elem. Number Systems (3)	KIN 400 Elementary PE (3)
Concentration Course (3)	MATH 300B Data, Chance & Algebra (3)
EDMS 419 (3)	Concentration Course (3)

Take CSET: Multiple Subjects summer junior year.\*\*

### SENIOR YEAR: 28-32 Units

<i>Fall Semester (15-16 Units)</i>	<i>Spring Semester (13-16 Units)</i>
LIBS 330 The Child in Question (3)	LIBS 320 Core Seminar (3)
LIBS 320 Core Seminar (3)	LIBS 320 Core Seminar (3)
LIBS 327 Literacy, Lang., & Pedagogy (3)***	LIBS 402 Senior Synthesis (4)
Concentration Course (3)	Concentration Course (3-4) or Elective (3-4)
	electives to reach 120 units total if needed

### TOTAL UNITS: 120

\* All courses (except LIBS 101-202) must be taken for a letter grade unless offered CR/NC only. You must earn a "C-" or higher in all courses used for the major. LIBS 312, and EDMS 419 must be a "C" or higher to meet credential requirements.

This plan is a suggestion only and may require students to vary their plan according to courses available and individual needs. Please seek advising if you have questions regarding your four year plan.

\*\* Visit [www.cset.nesinc.com](http://www.cset.nesinc.com) for testing information.

\*\*\*A grade of C or higher in LIBS 327 waives the WEPT (Written English Proficiency Test)

## Sample Four-Year Plan for Bachelor of Arts in Liberal Studies, Track II (Without Hutchins Lower Division GE program) (upper division transfer students)

### FRESHMAN YEAR: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
ENGL 101 (A2) (4)	CHEM, Physics, or Astronomy (B1) (3)
MATH 150 (B4) (3)	Ethnic Studies (D1) (3)
ARTH, THAR or MUS (C1) (4)	PHIL 101 or 102 (A3) (4)
BIOL 110 (B2) (4)	World History GE (D2) (3)
	Elective (2)

### SOPHOMORE YEAR: 30 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
GE Area E (3)	GE area(C3) (4)
Humanities GE (C2) (4)	GE Area D5 (4)
POLS 200 (D4) (3)	U.S. History GE (D3) (3)
Concentration Course (3)	Concentration Course (3)
GEOL or Physical GEOG (B1 or B3) (3)	

### JUNIOR YEAR: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
LIBS 302 (3)	LIBS 308 or 208 or 209 (3-4)
LIBS 304 or 204 or 205 (3-4)	Concentration Course (3)
MATH 300A (3)	LIBS 312 (3)
KIN 400 (3)	MATH 300B (3)
LIBS 320 (3)	ARTH, THAR, or MUS (3)

### SENIOR YEAR: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
LIBS 330 (3)	LIBS 320 (3)
LIBS 320 (3)	LIBS 320 (3)
LIBS 327 (3)	LIBS 402 (4)
EDMS 419 (3)	Electives (5)
Concentration Course (3)	

### TOTAL UNITS: 120

## Sample Four-Year Plan for Bachelor of Arts in Liberal Studies with Teaching Credential, Track III

### FRESHMAN YEAR: 35 Units

#### Fall Semester (17 Units)

LIBS 101 (12)  
EDMS 100 (2)  
MATH 150 (3)

#### Spring Semester (18 Units)

LIBS 102 (12)  
LIBS 312\* or EDUC 417 (3)  
MATH 300A (3)

Take CBEST Feb/March

Retake spring/summer as needed

\*LIBS 312 includes field experience hours required for credential, EDUC 417 does not

### SOPHOMORE YEAR: 36 Units

#### Fall Semester (18 Units)

LIBS 201 (12)  
GEOL or PHYSICAL GEOG (3)  
MATH 300B (3)

#### Spring Semester (18 Units)

LIBS 202 (12)  
CHEM, PHYSICS, or ASTRON (3)  
EDMS 419 (3)

Apply to Education Program (Nov-Jan).using Blended credential application. Certificate of Clearance - apply for LiveScan and Clear TB test.

Interviews (April)

\*Recommend continue volunteering in EDMS 100/LIBS 312 field experience classroom sophomore/junior year

### JUNIOR YEAR: 32-35 Units

#### Fall Semester (17-20 Units)

LIBS 204 or LIBS 205 or LIBS 304 (3-4)  
LIBS 330 or EDEC 420 (3)  
LIBS 320A or 321A, B or C: Core Seminar (3)  
LIBS 327\* (3)  
EDMS 475 (3-4\*\*)  
Performing Arts Elective: Music, Theater or Dance survey or history (2-4)

#### Spring Semester (15 Units)

LIBS 320A/321A, B or C: Core (3)  
LIBS 320A/321A, B or C: Core (3)  
KIN 400 (3)  
EDMS 476S (2)  
EDMS 474 (4)

Re-Apply to SSU Edu Program as graduate student Aug 1- Aug 31 using grad application

\*C or higher in LIBS 327 waives the WEPT

\*\*EDMS 475 fourth unit is optional. Taking the add'l unit is recommended.

Take CSET: Multiple Subject Jan/Feb  
Retake Spring/summer as needed

### SENIOR YEAR: 32-34 Units

#### Fall Semester (18 Units)

LIBS 402 (4)  
EDMS 471 (4)  
EDMS 463 or 464 (4)  
EDMS 482P (3)\*  
EDMS 430 (3)

#### Spring Semester (14 -16 Units)

EDMS 482F (10)  
EDMS 482S (2)\*  
EDMS 463 or 464 (4)\*\*

\*Students *will* attend EDMS 482S on site, but are *not required* to enroll in course, & *will* complete CWS-2 Portfolio.

\*Students are *not* required to complete CWS-1 Portfolio

September is the last chance to retake CSET

\*\*Take RICA exam during or after full-time student teaching

**TOTAL UNITS: 135**

\*\*If more than 120 units are completed by Graduation, then fourth year Fall excess EDMS units may be marked as Provisional Post-Baccalaureate units on Graduation Contract.

Some courses may be taken during the summer.

In order to continue in the program after the first year, students must have the recommendation of their professors in LIBS 101, LIBS 102, and EDMS 100.

All courses (except Libs 101-202) must be taken for a letter grade unless offered CR/NC only.

# University of La Verne

(<https://laverne.edu>)

## Educational Studies, BA

This major provides students with subject matter preparation to enter the Multiple Subject Teaching Credential and California Subject Examination for Teachers (CSET). It also prepares students with content knowledge for the K-6 classroom, and provides an educational foundation and core competencies for students interested in Special Education. Fieldwork and/or observation may be required in any of the courses and will vary in required number of hours.

### Locations Offered

Accelerated Undergraduate Programs

#### Bakersfield

(<https://laverne.edu/locations/bakersfield/>)

#### Burbank

(<https://laverne.edu/locations/burbank/>)

#### College of the Canyons

(<https://laverne.edu/locations/burbank/college-of-the-canyons/>)

#### Irvine (<https://laverne.edu/locations/irvine/>)

#### La Verne Online

# University of La Verne

(<https://laverne.edu>)

## Liberal Arts, BA

This major gives students the opportunity to design an individualized, interdisciplinary major centered around a focus, theme, or issue area of the student's choosing. It is ideal for students planning to pursue graduate work in disciplines that require a broad-based bachelor's degree.

### Locations Offered

Accelerated Undergraduate Programs

[La Verne](https://laverne.edu/admission/)

(<https://laverne.edu/admission/>)

### Additional Program Information

[College of Arts and Sciences](https://artsci.laverne.edu/)

(<https://artsci.laverne.edu/>)

### Program Requirements

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GRADUATION
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TAB 1

**Core Requirements**

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
LA 200	Foundations of Interdisciplinary Studies	4
LA 390	Research Methods Across the Disciplines	1
LA 499	Senior Seminar/Project	2-4

**Electives**

A minimum of 22 semester hours selected from a list of approved upper division courses available from the program coordinator. At least one course in each of the following four areas, and no more than two courses in any one area:

- Fine Arts
- Humanities
- Natural Sciences
- Social Sciences

**Concentration**

The concentration consists of a minimum of 20 semester hours, focusing on the student's theme or issue area, chosen by the student in consultation with an academic advisor. A concentration is defined as a social/political/cultural issue or theme that can be studied from an interdisciplinary perspective. Students must have at least three areas represented in their concentration, and must include at least 12 units of upper division course work.

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[\(https://laverne.edu/online/\)](https://laverne.edu/online/)

Ontario

[\(https://laverne.edu/locations/ontario/\)](https://laverne.edu/locations/ontario/)

Oxnard

[\(https://laverne.edu/locations/oxnard/\)](https://laverne.edu/locations/oxnard/)

Rio Hondo College

[\(https://laverne.edu/locations/irvine/rio-hondo/\)](https://laverne.edu/locations/irvine/rio-hondo/)

Victorville

[\(https://laverne.edu/locations/victorville/\)](https://laverne.edu/locations/victorville/)

## **Additional Program Information**

Educational Studies

[\(https://education.laverne.edu/programs/educational-studies/\)](https://education.laverne.edu/programs/educational-studies/)

## **Program Requirements**

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GRADUATION
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TAB 1

Because of continuous changes in the field of education, admissible transfer courses must be taken within the last seven years at an accredited university or college. Additionally, courses previously taken at the University of La Verne must also be less than seven years old to be accepted into the current degree.

### **Multiple Subject-Waiver Option - Central Campus Only (pending state approval)**

The LaFetra College of Education is currently in the process of obtaining a Multiple Subject

Waiver through the California Commission on Teacher Credentialing. Students taking the Educational Studies major under the waiver will be waived from the California Subject Matter Exam (CSET) required for their teaching credential. Students will be required to take the major core requirements listed below as well as other requirements (which include the general education requirements) and a 12-semester hour subject area of emphasis.

For the status of the approval and a list of core requirements and areas of emphasis, consult the Program Chairperson.

**Total program:44 semester hours**

**Core Requirements: 44 Semester Hours**

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
EDUC 306	Writing with Purpose	4
EDUC 310	Schools in Society	4
EDUC 325	Children's Literature	4
EDUC 330	Principles of Physical Education	4
EDUC 349	Visual and Performing Arts for the Elementary Teacher	4
EDUC 350	Child Psychology and Development	4
EDUC 385	Teaching K-8 Social Studies	4
EDUC 389	Instructional Approaches to Mathematics	4
EDUC 390	Science for the Elementary Teachers	4
EDUC 407	Learning Technology for Educators	4
EDUC 499D	Senior Seminar for Educational Studies	4

**Recommended Elective Courses: 8 semester hours**

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
EDUC 305	Internet in the Classroom for K-12 Educators	2
EDUC 252	Childhood Environments: Culture, Education and Media	4
EDUC 420	Sex, Drugs and Health Education	2

**Concentration\* (optional):12 upper division semester hours**

**Completion of an approved concentration in one of the following areas: Child Development, English, Fine Arts, Human Development, Languages and Literature, Mathematics, Modern Languages, Kinesiology, Natural and Social Sciences, Special Education and Teacher Education.**

**\* – Main Campus/CAPA students only. ROC students check with academic advisor for availability.**

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## Appendix C – Student Evaluation Forms



**Appendix D – Faculty Resumes**

**Estela Godinez Ballón**  
**Liberal Studies Department**  
**California State Polytechnic University, Pomona**  
**3801 W. Temple Ave.**  
**Pomona, CA 91768**  
**909-869-6768**  
**email: [egballon@cpp.edu](mailto:egballon@cpp.edu)**

**Current Position**

Professor, Liberal Studies Department, California State Polytechnic University, Pomona, 2002- present

**Education**

Ph.D., Sociology, University of California, Los Angeles,  
M.A., Sociology, University of California, Los Angeles  
B.A., Sociology, San Diego State University  
Grossmont College, General Education, El Cajon, CA

**Research and Teaching Interests**

Chicanas/os and Latinas/os and education; social class and education; working-class, first-generation and undocumented students; active-learning pedagogies; critical pedagogies

**Courses Taught**

History of Public Schooling  
Interdisciplinary Issues in Public Schools (Service Learning)  
Introduction to Liberal Studies (Interdisciplinary Study)  
Concepts in Liberal Studies (Interdisciplinary Study)  
Senior Research Project (Interdisciplinary Study)  
Sociology of Family  
Introduction to Ethnic Studies  
Sociology of Education  
Women of Color in the U.S.

**Publications**

Ballón, Estela Godinez. 2015. *Mexican Americans and Education: El Saber es Poder* (The Mexican American Experience Series), Tucson, AZ: University of Arizona Press.

Meta-Four: A Women's Academic Collective (S. Terri Gomez, Sandra Mizumoto Posey, Estela Godinez Ballón and Christina Chavez). 2010. A Sisterhood of Solace and Compassion: Community Building In and Out of the Classroom. *Community Works Journal: Online Magazine for Educators* (a publication of Community Works Institute).

Ballón, Estela Godinez. 2008. Racial Differences in High School Math Track Placement, *Journal of Latinos and Education*, 7:4, 272-287.

Ortiz, Vilma and Estela Ballón. 2007. Longitudinal Research at the Turn of the Century: Searching for The Mexican American People. *Sociological Methods and Research* 36:112-137.

Meta-Four: A Women's Academic Collective (Estela Godinez Ballón Christina Chavez, S. Terri Gomez, and Sandra Mizumoto Posey). 2006. Are You Oppressed if You Don't Think You Are? Defining and Defending Prosperity among Working Class Students in a Public University. *Women's Studies*, 35:6, 595-604.

Ballón, Estela, with Edith Chen, Kimberly Nettles and Gilda Ochoa. Women of Color in the United States. 1998. Team Taught Course Syllabus. *Race, Gender, and Class in Sociology: Toward an Inclusive Curriculum*, 4th Edition. Jean Ait Ambert Belkhir and Bernice McNair Barnett (Editors), ASA Resource Materials for Teaching.

Bobo, Lawrence and Estela B. Garcia. 1992. The Chippewa Indian Treaty Rights Survey: A Preliminary Report. Working Paper No. 9, The Robert M. La Follette Institute of Public Affairs, University of Wisconsin-Madison.

### **Book reviews**

Ballón, Estela Godinez. 2008. Book Review: Learning from Latino Teachers, Gilda L. Ochoa, *Teachers College Record*, March 25, 2008.

Ballón, Estela G., 2005. Book Review: School Connections: U.S. Mexican Youth, Peers, and School Achievement, Margaret A. Gibson, Patricia C. Gandara, and Jill Peterson Koyama (editors), *Teacher College Record Online*, May 2005 and *Teacher College Record*, November 2005 (volume 107, number 11).

### **Audio Podcasts**

Ballón, Estela G., with Katy M. Pinto and Jacqueline Romano. Interview by Armando F. Sanchez (Producer). "How Top Latinas Broke Barriers." *Latino Role Models Success. Latinas Y Café Podcast Series*. 20 Feb. 2016. [www.blogtalkradio.com](http://www.blogtalkradio.com).

Ballón, Estela G. Interview by Armando F. Sanchez (Producer). "Estela Godinez Ballón, Ph.D., author of 'Mexican Americans and Education.'" *Latino Role Models Success. Latinas Y Café Podcast Series*. 21 Jul. 2015. [www.blogtalkradio.com](http://www.blogtalkradio.com).

### **Conferences, Workshops and Invited Lectures**

First-Generation College Latinas: From Community College to Ph.D., Panel Session, California Sociological Association, Riverside, CA, Nov. 9-10, 2018

"You Belong: Succeeding in College" Cal Poly Pomona, Keynote Speaker, Adelitas Conference (college workshop for Latina high school girls), May 12, 2017

“Structural Inequalities in Schools,” guest lecture, Introduction to Chicana/o Studies, Cal State L.A., Invitation by Dr. Valerie Talavera-Bustillos, May 3, 2017

Attendance (by invitation of the Cal Poly Pomona Provost), American Association of Hispanics in Higher Education, March 10-11, 2017

“Immigration,” Politics in Action Forum, Panelist, Cal Poly Pomona, February 14, 2017

“Teaching with DACA: Will School Districts Open Their Doors?” Social Justice Summit, Fullerton College, California, November 20, 2015

“Writers of Non-Fiction”, Panel Presenter, Latino Book and Family Festival, Mt. San Antonio College, November 7, 2015

“Becoming a Professor,” Presenter, Cal Poly Pomona Educational Talent Search, June 26, 2014

“Community Ties that Bind: Service-Learning, Faculty Learning Communities and Tenure”, Workshop Organizer and Co-Presenter, Third annual Continuums of Service Conference: Engagement to Strengthen Communities, Western Regional Compact Consortium, Portland, Oregon, March 31-April 2, 2010

“Vision, Courage & Leadership: Finding meaning within the tenure process through community-based projects and academic collectives”, Faculty Workshop, California State University San Bernardino, January 22, 2010

“The Accidental Ph.D.” Co-organizer of symposium and presenter, CSU Chicana/o and Latina/o Symposium, Cal Poly Pomona, Spring 2008

“You sound familiar: Developing a Chicana/o Pedagogy,” Co-organizer of Symposium and Presenter, Symposium on Chican@/Latin@ Issues, Cal Poly Pomona, February 29, 2008

“Working-Class Women’s Path to the Ph.D.” Roundtable presentation, American Sociological Association, New York, August 10-14, 2007

“Re-Envisioning the ‘Promise’ Land: Chicana Displacement and Resistance in the Academy” with S. Terri Gomez and Katy Pinto, National Association of Chicana and Chicano Studies Conference, San Jose, California, April 4-7, 2007

“School-Imposed Barriers to Latina/o Parental Involvement,” CSU Conference on Community Based Teaching and Research, San Jose, California, February, 23-24, 2007

“Cracks in the Pipeline: Meeting the Real Educational Needs of Undergraduate Minority and Working-Class Teacher Candidates for the 21<sup>st</sup> Century” with Christina Chavez,

California Educational Research Association Conference, Monterrey Bay, California, October 2006

“Moving on Up: Real Issues in Working Class Women of Color’s Paths to Professorship” Engendering Diversity and Community: Women, Gender and Sexuality Studies Conference, University of La Verne, March 29-31, 2006

“Are You Oppressed If You Don’t Think You Are? Defining and Defending Prosperity Among Working Class Students in a Public University, with Meta 4: A Women’s Academic Collective (Estela G. Ballón, Christina Chavez, S. Terri Gomez, Sandra Mizumoto Posey), 15<sup>th</sup> Annual Pacific Southwest Women’s Studies Association Conference, Scripps College, Claremont, CA, April 2, 2005

“Minority Dominant Schools and Track Placement,” American Educational Research Association Conference, San Diego, California, April 12, 2004

“Teaching U.S.-Based Race, Class and Gender the Shadow of Globalization”, 74<sup>th</sup> Annual Pacific Sociological Association meeting, Pasadena, California, April 3, 2003

“The Influence of Middle School Characteristics on High School Track Placement.” American Sociological Association Conference, New York, 1996

“The Latina/Latino University Experience.” Symposium on Barriers to Access and Retention, California State University Dominguez Hills, April, 1996

“The Impact of 8th Grade Factors on 10th Grade Achievement: A Comparison of Mexican American and White Girls.” American Sociological Association Conference, Los Angeles, 1994

### **Cal Poly Pomona Campus Grants**

CEIS College Travel, 2018-19

Research, Scholarship and Creative Activities, Office of Research and Sponsored Programs, Summer 2018-19

Research, Scholarship and Creative Activities, Office of Research and Sponsored Programs, Summer 2017

Service Learning Mini-Grant, the Center of Community Engagement, 2016-17  
Sabbatical Spring 2016

Service-Learning Mini-Grant, the Center for Community Service-Learning, 2015-16

Service-Learning Mini-Grant, the Center for Community Service-Learning, 2014-15  
Special Projects for Enhancing the Classroom Experience Grant, 2013-14

Service-Learning Mini-Grant, the Center for Community Service-Learning, 2013-14

Service-Learning Mini-Grant, the Center for Community Service-Learning, 2012-13,

Academic Writing Grant, Faculty Center for Professional Development, 2011-2012

Academic Writing Grant, Faculty Center for Professional Development, 2009-2010

President’s Travel Award, 2009-10

Mini-grants, Faculty Center for Professional Development, 2009-2010

Sabbatical Fall and Winter 2008-09  
President's Travel Award, 2008-09  
Mini-grants, Faculty Center for Professional Development, 2008-09  
Research, Scholarship and Creative Activities, Office of Research and Sponsored Programs, 2007-08  
President's Travel Award, 2007-08  
Mini-grants, Faculty Center for Professional Development, 2007-08  
President's Travel Award, 2006-07  
Mini-grants, Faculty Center for Professional Development, 2006-07  
Service-Learning Mini-Grant, the Center for Community Service-Learning, 2006-07  
President's Travel Award, 2005-06  
Mini-grants, Faculty Center for Professional Development, 2005-06  
President's Travel Award, 2004-05  
Mini-grants, Faculty Center for Professional Development, 2004-05  
President's Travel Award, 2003-04  
Mini-grants, Faculty Center for Professional Development, 2003-04  
Research, Scholarship and Creative Activities, Office of Research and Sponsored Programs, 2003-04  
Teaching Circle Award, Faculty Center for Professional Development, 2002-2003  
Writing and Learning Workshop Grant, Faculty Center for Professional Development, 2002-2003

### **External Grants/Fellowships**

Haynes Foundation Faculty Fellowship, 2018—Pending  
Haynes Foundation Faculty Fellowship, 2016—not awarded  
Haynes Foundation Large Grant, 2016—not awarded  
Spencer Foundation Small Grant, 2016—not awarded  
Institute for Social Science Research, Postdoctoral Fellow, UCLA 1999-2002  
Marvin Hoffenberg Fellow, Center for American Politics and Public Policy, UCLA, 1998  
Dissertation Year Fellowship, UCLA 1996  
Project 88 Scholarship, UCLA 1990-1995

### **Service to the Profession and University**

Faculty Participant, Professor for a Day, alumni Celia Collins, 2017  
Faculty Facilitator, Liberal Studies Immigration Group, Spring, 2017  
Member, College of Education and Integrative Studies, Dean's Search, 2016-2017  
Chair, Liberal Studies, RTP Committee, 2016-2017  
Member, Ethnic and Women's Studies, RTP Committee, 2016-2017  
Peer Reviewer, *Aztlan: A journal of Chicano Studies*, 2016-2017  
Member, College of Education and Integrative Studies, Semester Conversion Curriculum Committee, 2014-2015, 2015-2016  
Member, Interdisciplinary General Education, RTP Committee, 2015-2016  
Member, College of Education and Integrative Studies, Teacher-Scholar Committee, 2014-2015

### **Student Assistants**

Faculty Supervisor, RSCA Undergraduate Research Assistants, Summer 2017  
Faculty Supervisor, Service Learning Student Assistants, 2013-14, 2014-2015, 2015-2016, 2016-2017

**Professional Affiliations**

California Sociological Association  
American Sociological Association  
Latina Researchers Network

## Christina Chávez-Reyes, Ph.D.

3611 Emory Way  
Pomona, CA  
91767  
(818) 472-1105  
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Professor & Chair,  
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(909) 869-4311  
[cchavez1@cpp.edu](mailto:cchavez1@cpp.edu)

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### EDUCATION

- |   |      |
|---|------|
| <b>Stanford University</b><br>•Ph.D. in Education, Language, Literacy, and Culture    | 2002 |
| <b>Northern Arizona University</b><br>•MA in Teaching in English as a Second Language | 1994 |
| <b>University California, Santa Barbara</b><br>•BA in Linguistics                     | 1990 |

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### DISSERTATION

• *In their own image: Five generations of a Mexican American working-class family in Los Angeles.*  
This dissertation examined the home life of a five-generation working-class Mexican American family and its interaction with two social institutions, the labor market and schools. The interplay between these three social spheres suggests that race, ethnicity and class factors reproduce the family's socioeconomic status and educational attainment. Methodologically, this study's insider perspective provided an alternative view of the Mexican American family as successful, dispelling the commonly held view of Mexican Americans as a "problem" population. Findings have theoretical and policy implications for minority education and make contributions to methodological approaches in minority communities.

- Reading Committee: Professors Guadalupe Valdés (Advisor and Chair), Raymond McDermott, Renato Rosaldo

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### AWARDS AND GRANTS

- |  |           |
|--|-----------|
| •Sabbatical,   | 2019-2020 |
| • <b>Commission on Teacher Credentialing</b> , Planning Grant, Liberal Studies Integrated Teacher Education Program in Special Education, PI, Dr. Joanne Van Boxtel<br>Team members, Dr. Christina Chavez-Reyes and Dr. Heather Wizikowski   | 2016-2018 |
| • <b>Special Projects for Improving the Classroom Experience (SPICE) Instructional Innovation Grant</b> entitled, "A Polytechnic Approach to Liberal Studies: Community Partnerships and Project-based Learning"   | 2017-2018 |
| • <b>American Association of College &amp; Universities California Faculty Fellow</b> - An intersegmental faculty team charged with designing and implementing a state-wide digital hub that incorporates major AAC&U and other higher education Initiatives (VALUE rubrics, DQP, GEMS).         | 2014-2016 |
| • <b>Special Projects for Improving the Classroom Experience (SPICE) Instructional Innovation Grant</b> entitled, " <i>Going Digital Native: Using iPads to Increase Liberal Studies Faculty and Students' Technological Exposure and Practice for Teaching, Learning and Workplace Skills</i> " | 2014-2015 |
| • <b>Teacher-Scholar Support Grant</b> (8WTU)  | 2013-2014 |

•Kellogg FuTURE Mini-Grant for Undergraduate Research	2011-2012
•Information Literacy and Technology Faculty Learning Community	2010-2011
•Member, CSU Discipline Research Group on "Addressing Critical Classroom Issues Related to the Quality of Student Learning – Multidisciplinary team on studying teaching and learning of social justice	2009-2011
•Faculty Award of Excellence in Civic Engagement	2009-2010
•Sabbatical Project entitled, Racial and ethnic socialization in later generations of a Mexican American family	2009
• Research, Scholarship and Creative Activity Grant	2008, 2010, 2012
• Service-Learning Mini-Grant	2007-2013
• Provost Teacher-Scholar Program	2007-2009
• Outstanding Advisor Award in College of Education and Integrative Studies	2006
• Teaching and Learning Technology Grant	2005
• Faculty Development Mini-Grant	2003, 2005-2010
• President's Travel Funds	2003-2011, 2013
• Research, Scholarship and Creative Activity, Summer Fellowship	2004
• Dissertation Fellowship, Stanford University School of Education	1999
• Travel Fund Grants, Stanford University School of Education	1998
• Dissertation Research Grant, Stanford University School of Education	1998
• Spencer Research Training Fellowship, Stanford University	1998
• National Hispanic Scholarship Fund	1993

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## PUBLICATIONS

- Chavez-Reyes, C. MacGruder, E.D., & David, D. (2017). From faculty fellows to equity-minded collaborators: The California Faculty Collaborative's story. *Peer Review*, 19(3). Retrieved through <https://www.aacu.org/peerreview/2017/Summer/California>
- Chávez-Reyes, C. (2012). Engaging in critical social dialogue with socially diverse undergraduate teacher candidates in a California state university. *Teacher Education Quarterly*, 39(2) 43-62.
- Chávez-Reyes, C. (2011). Invited response: What are the imperatives for civic engagement in teacher education and to what degree are they being realized? *Teacher Education & Practice*, 24(3) 333-336.
- Gomez, S. T. Mizumoto, S. P., Ballon, E. G., & Chávez, C. (2010). A sisterhood of solace and compassion: Community building in and out of the classroom. *Community Works Journal*. <http://www.communityworksinstitute.org/cwjonline/essays/posey-sisterhood/posey-sister.html>
- Chávez-Reyes, C. (2010). Racial and ethnic socialization in a later-generation Mexican American family. *Hispanic Journal of Behavioral Sciences*, 32(4) 495-518.
- Chávez-Reyes, C. (2010). Inclusive approaches for young English language learners and their families. *National Society for the Study of Education Yearbook*, 109 (2) 474–504.
- Chávez-Reyes, C. (2010). Critical Liberal Education: An undergraduate pedagogy for teacher candidates in socially diverse university settings, *Teaching Education*, 23(3) 297–311.
- Chávez-Reyes, C. (2010). "Starting at the top": Identifying and understanding later-generation Chicano students in school. *Journal of Latino Education*, 9(1), 22-40.
- Chávez, C. (2008). Conceptualizing from the inside: Advantages, complications and demands on insider positionality. *Qualitative Inquiry Report*, 13 (3) 474-494.
- Chávez, C. (2007). *A five-generation working-class Mexican American family in Los Angeles: The Fuentes story*. Lanham, MD: Rowman & Littlefield.

- Chávez, C. (2007). Hispanic families. In L. D. Soto (Ed.), *Praeger Handbook of Latino Education in the U.S.* (pp. 203-210). New York: Greenwood.
- Ballon, E. G., Chavez, C., Gomez, S. T., & Posey, S. M. (2006). "Are you oppressed if You Don't Think You Are?: Defining and defending prosperity among working class students in a public university." *Women's Studies: An Interdisciplinary Journal*, 35:595-604.
- Valdés, G., Brookes, H. & Chávez, C. (2003). Bilinguals and bilingualism. In G. Valdés (Ed.), *Expanding Definitions of Giftedness: The Case of Young Interpreters from Immigrant Communities* (pp. 25-61). Mahwah, NJ: Lawrence Erlbaum & Associates.
  - Valdés, G, Chávez, C, & Angelleli, C. (2003). A performance team: Young interpreters and their parents. In G. Valdés (Ed.), *Expanding Definitions of Giftedness: The Case of Young Interpreters from Immigrant Communities* (pp.63-98). Mahwah, NJ: Lawrence Erlbaum & Associates.
  - Valdés, G., Chávez, C., Angelleli, C., Enwright, K., García, D., & González, M. (2003). The study of young interpreters: Methods, materials, and analytical challenges. In G. Valdés (Ed.), *Expanding Definitions of Giftedness: The Case of Young Interpreters from Immigrant Communities* (pp. 99-118). Mahwah, NJ: Lawrence Erlbaum & Associates.
  - Valdés, G., Chávez, C., Angelleli, C., Enwright, K., García, D., & González, M. (2003). The performance of young interpreters on the scripted task. In G. Valdés (Ed.), *Expanding Definitions of Giftedness: The Case of Young Interpreters from Immigrant Communities* (pp. 119-163). Mahwah, NJ: Lawrence Erlbaum & Associates.
- Valdés, G., Chávez, C., Angelleli, C., Enwright, K., García, D., & González, M. (2000). Bilingualism from another perspective: The case of young interpreters from immigrant communities. In A. Roca (Ed.), *Research on Spanish in the United States: Linguistic issues and challenges* (pp. 42-81), Somerville, MA: Cascadilla.
- Roach, A., Wyman, L., Brookes, H., Chávez, C., Heath, S. B., & Valdés, G. (1999). Leadership Giftness: Models Revisited. *Gifted Child Quarterly*, 43(1) 13-24.

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#### UNPUBLISHED MANUSCRIPTS

- Chávez-Reyes, C. (draft). Equity-minded service-learning: Embedded evaluation design in university-community partnerships working with vulnerable populations.
- Chávez-Reyes, C. and J. Skulski (2012). Evaluation of life-coaching program for college and alternative high school students. California State Polytechnic University, Pomona (Research report issued to Rowland Unified School District in satisfaction research project permission).
- Chávez, C. (1996). *Literature Review: The training of professional translators/interpreters.* (Available from *Identifying, Teaching, and Assessing the Talented through Linguistic and Cultural Lenses Project*, Stanford University, Center for Studies in Race and Ethnicity, Stanford, CA 94301)

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#### PAPERS PRESENTED AND WORKSHOPS

- Chávez-Reyes, (April, 2014). Closing the Impact Gap: Embedded Assessment and Authentic Feedback. 13th Continuums of Service Annual Conference. Honolulu, HI, Presentation.
- Chávez-Reyes, (March, 2014). An integrated skills approach to meet the needs of 21st century life. 17th Annual CSU Symposium on University Teaching. San Marcos, CA, Presentation.
- Chávez-Reyes, (October, 2013). Re-imagining university life: Integrating learning, wellness and social

responsibility. *California State University, Chico Center for Excellence in Learning and Teaching*, Keynote Presentation.

Chávez-Reyes, (October, 2013). Facilitating Critical Social Dialogue: Preparing college students for social diversity in the classroom, on campus and beyond. *California State University, Chico Center for Excellence in Learning and Teaching*, Faculty Workshop.

Chávez-Reyes, (October, 2013). Am I making a difference? The power of an intentional service attitude and focused relations with others. *California State University, Chico Center for Excellence in Learning and Teaching*, Student Workshop.

Chávez-Reyes, (April, 2013). Cultivating reciprocity in university-community partnerships with a bi-directional impact design. 12<sup>th</sup> *Continuums of Service Annual Conference*. Portland, OR, Presentation.

Chávez-Reyes, C. (2011, October). *Addressing critical issue in teaching: Social justice pedagogy across disciplines*. Colloquium presented at Annual Council on Social Work Education, Atlanta, GA.

- Presentation, "SSI Model: A Short, Sustainable and impactful Service-Learning Component for Undergraduate Courses" Fourteenth Annual Continuum of Service Conference. April 27-29, 2011
- Poster, "SSI Model: A Short, Sustainable and impactful Service-Learning Component for Undergraduate Courses" CSU Symposium on Teaching and Learning, Channel Islands, April 16, 2011
- Presentation, "Crossing the tracks: Facilitating critical social dialogue with undergraduate teacher candidates from historically and continually segregated suburban schools." In colloquium entitled, "What's poppin'?: Challenges and Practices in Preparing Teachers for a Diverse Student Population in Urban, Suburban and Rural Schools," Annual Meeting of American Educational Researchers Association, Denver, CO, May, 2010.
- Presentation, co-presenter, The Community Ties that Bind: Service-learning, Academic Collectives, and Tenure. Thirteenth Annual Continuums of Service Conference. Portland, OR, March, 2010.
- Invited Panelist, "Identifying and improving later-generation Mexican-American students' academic trajectory toward higher education: A conceptual model" First Annual CALSA Research-to-Practice Conclave co-sponsored by the UCLA Graduate School of Education and Information Studies, March 2010, **California Association of Latino School Administrators**.
- Workshop, Co-facilitator, "Vision, Courage & Leadership: Finding meaning within the tenure process through community-based projects and academic collectives", California State University, San Bernardino, Community & University Partnership Department, January, 2010.
- Panel member, Professor Panel regarding Civic Engagement, **2008 3D Leadership Conference**
- "Secret Strength: Four generations of Fuentes Women in Los Angeles" panel entitled, *Family Secrets: Documenting the Lives of our Kinswomen* sponsored by The Huntington Library Women's Studies, Pasadena CA, May 2008
- "Critical Liberal Studies: Undergraduate teacher education in California for the 21st" 2<sup>nd</sup> Annual *Social Justice and Equality in Education* Conference, April 2008
- "The Fuentes family: A Tale of Immigration, Migration and Adaptation over Five Generations". San Diego State University Sponsored by Sociedad Estudiantil de Lengua, Arte y Cultura Hispanos (SELACH) April 2008.

- “Raising consciousness: Latin@ undergraduate teacher candidates encountering a critical view of social diversity” *CSU Symposium on Chicano/Latino Issues*, Cal Poly Pomona, February 2008.
- “Race, class and gender in southwest education” Panel. Cal Poly Pomona sponsored by Weglyn Endowed Chair for Multicultural Studies, February 2008.
- “Migrating across methodological borders to achieve social justice: Insider research and critical research methods in the study of Chicano communities,” *National Association of Chicano/Chicana Studies Conference*, April 2007
- “A Chicana looking out, looking in: The methodological implications of insider research on educational studies in racially and ethnically “other” communities,” *American Educational Research Association Conference*, April 2007
- “The Strength of the Minority: Assessing the Educational Needs of Working-Class Minority and White Teacher Candidates at a California State University”, at *International Education Conference* 2006
- Roundtable Discussion, entitled, “It’s all in the family: The conflation of race and class in the parent involvement of a five-generation Mexican American family” given at Annual Conference *American Educational Research Association* 2004
- Presentation, entitled “How can I help?: The difference in teaching second language and bi-dialectal writers” given at Building Bonds Annual Symposium 2003, *English Language Learners and Classroom Management*
- Presentation, entitled, *The context of language learners: The intersection of language, learning and teaching* given to Teacher Education Department 443, Cal Poly Pomona, 2003.
- Panelist, *Working with folklore, oral history and embodied narrative in Teacher Training in the CSU* given at annual meeting of California Folklore Association/California American Studies Association 2003.
- Presentation, entitled *Latino Diversity* given at Opening of Xicano/Latino Heritage Festivities Month at California State Polytechnic University, Pomona, 2003.
- Presentation, *Pushing the Envelope: Incorporating technology (email and the internet) into course assignments to develop thinking and intellectual community* given at the Regional Symposium of Teaching and Learning, CSU San Bernadino, 2003.
- Presentation, entitled *Considering the Context: The relationship between class, school experience, and parental involvement in a Chicano family* given at Annual Meeting of The National Association of Chicano/Chicana Studies, 2003.
- Workshop, entitled, *Introduction to ESL methodology* co-presented to 20 ESL and other teachers in training enrolled in the Stanford Teacher Education Program, 1999.
- Presentation, entitled, *Family and Education: A case of a Five Generation Mexican-American Working-Class Family* given at the Symposium for Chicana/o Scholarship for the New Millennium at Stanford University, 1999.
- Presentation, entitled, *Family and Education: Home Environments and Schools Experiences of a Five-generation Working-Class Mexican American Family* given at the annual conference of the National Association for Chicana and Chicano Studies in San Antonio, Texas, 1999.
- Presentation, entitled, *Bilingualism from Another Perspective: Evaluating the Abilities of Young Interpreters in Immigrant Communities* given with Guadalupe Valdés and Claudia Angelleli at the annual conference of the American Association for Applied Linguistics in Stamford, Connecticut, 1999.

•Presentation, entitled, *Selection and Use of Young Interpreters: Negotiating Language in an Immigrant Community* given at the annual conference of the National Association for Chicana and Chicano Studies in Mexico City, Mexico, 1998.

•Workshop, entitled, *The Why and How of L2 Writers of English* given to 20 teachers for CLAD certification in the San Lorenzo School District, 1998.

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## RESEARCH EXPERIENCE

### California State Polytechnic University Pomona, Pomona CA 2011-2012

- Conducted evaluation study of service-learning program for Liberal Studies majors and continuation high school students in a quarterly life coaching program, Used a mixed methods design and supervised an undergraduate research assistant who used project data to complete a honors thesis project

### California State Polytechnic University Pomona, Pomona CA 2008-2011

- Conducted Undergraduate Teacher Candidate Study - mixed method study to measure the effectiveness of an interdisciplinary educational foundations course.

### Stanford University School of Education, Stanford, CA 1995-1999

Research Assistant

- As a member of a team, responsible for theoretical conceptualization, development, and administration of an instrument of Tacit Knowledge for Young Interpreter Giftedness for high school students.
- Undertook item analysis and readability study for Giftedness of Translation and Interpretation instrument.
- Assisted in focus groups of professional translators and interpreters used as informants independent of the instrument.
- Responsible for identifying and interviewing community interpreters; analyzed all interview data.
- Co-facilitated of on-site translator's workshop at a local high school.
- Produced and edited various written products (reports, literature review).
- Organized data, project material and personnel as well as managed project office.
- Presented project results at annual conference of the American Association for Applied Linguistics in Stamford, Connecticut (1999); Annual Conference of the National Association for Chicana and Chicano Studies in Mexico City, Mexico (1998).

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## TEACHING EXPERIENCE

### California State Polytechnic University, Pomona 2002- present

- Professor, Liberal Studies Department
- Teach interdisciplinary courses for pre-service teachers, averaging 20-35 students, in history of schooling, politics of teaching and families and schools
- Co-designed and administered of Liberal Studies Department Assessment Survey
- Writer of Liberal Studies Department Assessment Report
- Coordinator, Liberal Studies Curriculum Revision
- Designed service-learning life coaching program with alternative education high school

### California State Polytechnic University, Pomona Fall 2014

- Professor, Liberal Studies Department
- Taught 13 doctoral students Community Partnerships and Relations using community profiles approach

- Pacific Oaks College, Pasadena, CA** 2002
- Instructor, Teacher Education Department
  - Taught Sociolinguistics to 21 BA and MA students for a California Teaching Credential.
  - Course focused on teaching basic of sociolinguistic and second language acquisition concepts in conjunction with social, cultural and political issues involved in teaching linguistically and ethnically students.
- San Jose State University, San Jose, CA** 1999-2000
- Instructor, Linguistics and Language Development Department.
  - Taught Academic Reading and Writing to 3 to 4 sections for basic writers in order to pass the University English Placement Test.
  - Responsible for textbook selection and course design.
  - Reading and writing instruction focused on developing skills through reading selections and critical thinking.
- Sequoia School District Adult School, Redwood City CA** 1998-1999
- ESL Instructor
  - Taught beginning and intermediate ESL, with focus on basic survival English skills.
- Stanford University, Department of Linguistics, Stanford, CA** 1996-2005
- Instructor of English as a Foreign Language.
  - Taught Effective Communication and Current Issues in American Language and Culture Program, adjunct course in American culture and sociology.
  - Taught writing and listening in American Literature Program.
- Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Sinaloa, Culiacán, Mexico** 1994-1995
- Instructor of English as a Second Language, Private high school-university combination school.
  - Taught beginning and advances level speaking, listening, and writing English courses.
  - Piloted a self-designed ESL advanced-level curriculum on cross-cultural awareness.
- Northern Arizona University, Flagstaff, AZ** 1993
- Teaching Assistant Mentor, English Composition Program
  - Supervised 4 new teaching assistants with curriculum and lessons.
  - Observed mentees weekly, debriefing about issues with teaching and learning.
  - Conducted weekly meeting with mentees to discuss concerns and share experiences.
- Northern Arizona University, Flagstaff, AZ** 1992-1994
- Teaching Assistant, English Composition Program
  - Taught reading and writing to freshman, both content-based and skills-based courses, emphasizing critical reading and critical writing.
- Aeon, Toyota, Japan** 1991-1992
- Instructor of English as a Foreign Language, Private English School.
  - Taught group and private lessons using school and self designed curricula.
  - Responsible for school social events to experience American culture.

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#### OTHER TEACHING AND RELATED EXPERIENCE

- Vivendi Universal, Knowledge Adventure, Los Angeles, CA** 2001
- Curriculum Specialist, private educational software company.

- Conceptualized and created a database of math skills from fourth grade state standards using Excel.

**Academic Systems, Mountain View, CA** 1999-2000

- Materials Developer, private educational software company.
- Responsible for writing item banks for an editing guide for beginning writers.
- Wrote lessons based on editing guide for a web-based program.
- Reviewed items for authenticity and appropriateness with target group.

**Northern Arizona University, Flagstaff, AZ** 1994

- Assistant Head Summer Assistant, Nizhoni Upward Bound Program.
- Responsible for the communication between residential and administrative staff.
- Trained, supervised, and counseled 16 residential assistants.

**Northern Arizona University, Flagstaff, AZ** 1994

- Writing Tutor, Writing Center.
- Tutored predominantly ESL students with English academic reading and writing assignments.

**Northern Arizona University, Flagstaff, AZ** 1993

- Dorm Coordinator, Special Languages Program, Office of International Students.
- Responsible residential needs and cross-cultural experience of female Japanese high school students.
- Designed and implemented programming and activities.

**University California, Santa Barbara, Santa Barbara, CA** 1989-1990

- Senior Resident Assistant and Resident Assistant, Upward Bound Summer Program.
- Supervised students' residential life, including student disciplinary action; created and implemented educational, cultural, and career programming.
- Facilitated communication between instructors, resident assistants, and students.
- Tutored students in English composition.

**University California, Santa Barbara, Santa Barbara, CA** 1989-1990

- ESL Composition Tutor, Tutorial Center.
- Assisted students with processed-based writing assignments.
- Taught concurring mini-grammar class to small group.

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**CONTINUING PROFESSIONAL LEARNING**

**“Quality Matters”: Invest in Excellent Hybrid & Online Course Design** March 2019

Interactive introduction to the QM framework and process, viewing before-and-after course examples along with tips and tricks to use immediately and determine whether to pursue QM further.

**Online Teaching at Its Best with Linda Nilson** March 2019

- Distinguish myth from reality about differences between face-to-face and online courses
- Design a tightly aligned course for any environment
- Organize online course materials to help students find them easily
- Apply cognitive science to online materials
- Enhance student motivation in in online and hybrid environments
- Create a sense of community and interactivity in online environments

**ISTE Online Course – Digital Citizenship in Action** January-March 2019

**Mini-conference - The Art & Science of Awe: A day of cutting-edge research and awe-inspiring performances**

**June 4, 2016**

This one-day conference, sponsored by UC Berkeley's Greater Good Science Center was "a day exploring the science and experience of awe. Attendees will gain eye-opening insights and practical lessons to apply in health and educational settings, as well as in their own personal lives. And they will experience jaw-dropping moments of awe throughout the day." *Online attendant*

**Threshold Concepts Winter Institute – Cal Poly Pomona, Kellogg West Center January 8-9, 2016**

Worked with intersegmental and multidisciplinary faculty members to discuss defining and implementing disciplinary threshold concepts that students should learn and master to meet degree expectations and discussed the role of equity in teaching and learning in higher education. *Participant*

**Professional Blog - <http://www.drchavezreyes.com/dr-c-r-blog.html> 2014-2017**

This professional blog shares conceptualization and experiences on the changing nature of higher education, focusing in equity and changing student demographics, educational technology and changing teaching and learning context. A focus on my pedagogical adaptations exists as well as the integration of my experiences as a first-generation college student of color become professor.

**Course – Changing the global course of knowledge (Stanford Online) Sept – November 2014**

“This online course provided an introduction to the important concept of openness from a variety of perspectives, including education, publishing, librarianship, economics, politics, and more, and asks you to discover what it means to you. An international and multi-institutional course brought together instructors and students from Canada, Ghana, Mexico, the United States, and the rest of the world. It challenged learners to take control of their own learning, to determine their own personal learning objectives, to contribute to the development of the curriculum, to reflect on their progress, to learn new digital skills, and to take a leadership role in the virtual classroom.” *Audited*

**Workshop - Engaging Digital Students Summer Institute (Cal Poly Pomona Faculty Center for Professional Development) June 2014**

This was a three-day workshop with “an in-depth exploration of the intersection of course design and technology to engage today’s students. Participants were introduced to a systematic course design (goals, learning activities, assessments) process for hybrid and online courses combined with hands-on practice with a variety of campus-supported and free learning technologies that support either hybrid and online classes or enhance face-to-face courses.” Participants were introduced to advanced features of Blackboard, Camtasia and other online platforms. *Certificate of Completion*

**Stanford Online Course– Creativity to my ears April – May 2014**

“A six-week course designed to explore several factors that stimulate creativity in individuals, teams, and organizations. Each session focused on a different variable related to creativity, such as reframing problems, connecting and combining ideas, and challenging assumptions. All of the projects were experiential course and dealt with some aspect of music, including listening, creating, and sharing.” *Audited*

**Stanford Online Course – Design Thinking Action Lab July – August 2013**

“A six-week experiential course focused on the skills and mindsets of design thinking, a methodology for human-centered creative problem-solving used by companies and organizations to drive a culture of innovation.” *Certificate of Completion*

**Summer Institute - Higher Education Resource Services (HERS) Denver, CO July 2011**

This two-week residential program gathered 72 women leaders in higher education in the U.S. and internationally to develop leadership through self-knowledge, networking, and institutional awareness. An added emphasis was on understanding the current need to re-envision higher education due to contemporary changes in technology and internal and external pressures. (Received institutional support to attend) *Certificate of Completion*

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**ACADEMIC APPOINTMENT/SERVICES**

**Department**

•Chair, Liberal Studies Department

2014-present

--Re-elected for second term in 2018

*Administrative*

- Coordinating the **Liberal Studies Program Semester Conversion** with departmental faculty on curriculum, instruction and program
- Set agenda and run bi-weekly Department Meetings on pragmatic and curricular issues with faculty and staff
- Complete annual program assessment report, annual departmental report, annual student success fee report
- Schedule all Liberal Studies classes for the academic year
- Re-designed class schedule to address bottleneck issues by incorporating new time modules
- Coach Liberal Studies faculty who receive instructional assessment score above 2.0 in two or more areas
- Investigate and resolve faculty and student issues concerning grades
- Observe and evaluate part-time lecturers and junior faculty member
- Hire and orient part-time lecturers
- Oversee departmental budget accounts and departmental expenses
- Mentor junior faculty
- Write junior faculty evaluations for RTP annually
- Lead and coordinate the department assessment of student learning and instruction

*Advising*

- Present learning expectations and degree requirements of the major to incoming freshmen and transfer students during summer college orientations; assist college academic advisors to register students
- Advise all Liberal Studies majors on academic probation, disqualification and reinstatement
- Created and implement the quarterly **Liberal Studies Department Information Session** for potential change of major students. Adapted the orientation presentation to provide students sufficient knowledge of the learning expectations and degree requirements of the major
- Re-defining faculty advising to include career planning, academic skills and mentoring of advisees to improve their rates of degree completion through multiple points of contact with faculty and staff.

*Teaching/Curriculum*

- Teaching two courses per term
- Designed the department's first GE courses as first year experience to acclimate freshmen to academic study and to orient them to college life focused on skills and disposition development to improve degree completion; taught two sections in Fall 2018

*Student Engagement and Instructional Initiatives*

- Coordinate and maintain community partnerships for LS 4601S, Interdisciplinary study of public education
- Created **Social Media Student Assistant** to develop student leadership and professional skills; hire one LS student with social media and photography and design skills to maintain Liberal Studies Facebook, Instagram and YouTube Channel throughout the academic year. Meet bi-weekly with the assistant to strategize and collaborate on posts, social media contests and a timeline of work to support departmental events and happenings
- Developing a General Studies Infrastructure to support majors entering other careers besides teaching which include, advising support, co-curricular events and informational materials.
- Created departmental community building strategies: **Liberal Studies Emergency Rations** each semester (testing supplies, healthy snacks and water during midterm and finals week) and **Liberal Studies Community Social**, annual themed event for social connection between faculty, students and staff.
- Developed the **Liberal Studies Community of Practice on iPads in the Classroom**, where tenure-line and lecturers meet periodically in a term to discuss how to use departmental

iPads, including app selection and practice, in a student-centered classroom to achieve student learning outcomes. Currently extending this initiative incorporating technology in instruction and learning to support elementary teacher candidates' professional tech skills development.

•Writer, Liberal Studies Program Review	2018-2019
•Writer, Liberal Studies Elementary Subject Matter Waiver Application	2017-2019
•Chair, Liberal Studies Personnel Committee	2017- present
•Chair, Liberal Studies Faculty Search Committee	2017-2018 2014-2015
•Member, Liberal Studies RTP Committee	2015- 2018
•Associate Chair, Liberal Studies Department	2010-2014
<ul style="list-style-type: none"> <li>• Designed, created and administered of Liberal Studies Department Online Exit Survey and Alumni Survey</li> <li>• Developed and implemented and administrative infrastructure to ensure systematic and organized collection of assessment data</li> <li>• Analyzed survey data and student pre- and post-essays to compose inter-departmental and external assessment reports since 2005</li> <li>• Coordinated and facilitated departmental discussions on curriculum revision which has resulted in defined student learning objectives and a curriculum map</li> <li>• Draft a Liberal Studies Faculty Handbook, including core material, learning experience, learning outcomes to align instruction and learning between sections</li> <li>• Conceptualized, designed and created departmental strategic plan, including mission, core values, benchmarks, SWOTs and goals; engendered and negotiated a final document with faculty</li> </ul>	

### **College**

•CEIS Outstanding Advisor Selection Committee, Member	2019
•Social Justice Taskforce - College distinction	2019
•Member, New Department Chairs Committee	2018
•Member, CEIS Student Success Team	2018-19
•Teacher Education Advisory Committee	2018
•Chair, CEIS Assessment Committee	2017-present
•CEIS Leadership Team	2014-present
•Liberal Studies Representative, CEIS Assessment Committee	2009-present
•Department of Education Advisory Board	2016
•Member, Rosa E. Corona Dissertation Committee Title, "Factors affecting academic achievement of long-term English learner"	2016
•Acting Education Chair	Summer 2015
•Education Doctoral Advisory Board	2013-2015

•Member, Laura Rodriguez Dissertation Committee	2015
•Early Childhood Studies Advisory Board	2014-present
•Liberal Studies Faculty Advisor	2012-present
•Liberal Studies Representative, CEIS Budget Committee	2010-2011
•Education Doctoral Planning Committee	2008-2010
•Chair, Department Curriculum committee	2008-2010
•CEIS Student Grievance Committee	2008-2010

### **University**

• Participant, Town Hall Meeting - GE Task Force Report Feedback	2019
•Participant, The National Context Grounding the Future of Work	2019
•Member, CEIS Outstanding Advisor Committee	2019
•Member, Exceptional Service to Students Assigned Time Committee	2017-2018
• <i>Member, WSCUC Working Group 6 (Assessment)</i>	<i>2017-2018</i>
•Strategic Planning, Working Group 10	2016-2017
• <i>Semester Conversion, Advising Subcommittee</i>	<i>2015-2017</i>
•Chair, College of Education and Integrative Studies Dean Search Committee	2015-2016
•University Council of Chairs	2014-present
•CEIS Representative, Academic Programs Assessment Committee	2013- present
•CEIS Representative, Center for Civic Engagement Faculty Advisory Board	2013- present
•CEIS Representative, University Curriculum Committee	2010-2012
•CEIS Representative, Academic Affairs Division Budget Advisory Committee	2010-2011
•Dream Scholarship Committee	2008-2009
•Member, Chair Evaluation Committee	2008-2009
•Dream Scholarship Committee	2008-2009
•Advising Task Force, At-Risk Subcommittee	2008-2009
•Advising Task Force, Workshop subcommittee	2007-2008
• Academic Programs Committee	2006-2007
• Thesis committee, Thesis entitled, "Factors Influencing How Immigrant Mexican Parents View Higher Education For Their Children" in Masters in Bilingual Education	2006
• Faculty Representative, ITT Governance Committee, Administrative	2004-2006

Computing Subcommittee

- Raza Graduation Scholarship Selection Committee, California State Polytechnic University, Pomona 2005
- Reviewer, *Exchanges Journal*, CSU Institute for Teaching and Learning 2005
- Cesar E. Chavez Center for Higher Education Coordinator, Search Committee 2005
- Mediator/Consultant, I-POLY student exhibition, Roundtable Discussion California State Polytechnic University, Pomona 2004, 2005
- Member of College of Education and Integrative Studies, Assessment Committee California State Polytechnic University, Pomona 2004-2005
- McNair Faculty Mentor on project entitled, "The Life Histories of Guatemaltecos(as): An Educational Trajectory," 2004-2005
- Raza Graduation EmCee 2004-2005
- Faculty/Staff Affairs Committee 2004
- Faculty Representative, Latino Faculty, Staff and Student Association, California State Polytechnic University, Pomona 2003-2005
- Faculty Representative, La Union Community Development Session, California State Polytechnic University, Pomona 2003- 2005
- Raza Graduation Committee 2003-2005
- Cal Poly Liberal Studies Club, Sponsor 2003-2005
- Hilda Solis Scholarship Selection Committee, California State Polytechnic University, Pomona 2003-2004
- Faculty Representative on Student Affairs Budgetary Advisory Committee 2003
- Lavender Graduation Participant, California State Polytechnic University, Pomona 2003
- McNair Faculty Mentor on project entitled, "Factors influencing college attendance of first-generation college Latinas" 2002-2003
- San Jose State University, Linguistics and Language Development: Faculty Mentor to freshman student 1999-2000
- Stanford University, School of Education Panelist; Graduate student orientation; addressed issues about doctoral study 1996
- Stanford University, School of Education Mentor to first year student; discussed research and doctoral study issues 1996
- Northern Arizona University Master student representative; attended Faculty meetings to express student concerns 1993-1994

- Northern Arizona University  
Presenter, Graduate Assistants' Orientation for English Composition; workshop on cross-cultural issues in the classroom 1993
- Arizona Departments of English Meeting  
Presenter, workshop on cross-cultural issues in the classroom and campus wide for community college instructors/administrators 1993

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#### PROFESSIONAL MEMBERSHIP/SERVICE

- Threshold Project Planning Team, Equity Strand 2016
- Guest Reviewer, *Journal of Higher Education Outreach and Engagement* 2016
- Reviewer, *Equity in Excellence in Education* 2014
- Reviewer, *Journal of Teacher Education* 2010-2014
- Reviewer, *Teaching Education* 2010
- Reviewer, *Journal of Latinos and Education* 2009
- Buenanueva Foundation, Inc., Board of Directors 2008-2011
  - Chair, Retreat Committee 2009-2010
  - Chair, Programs Committee 2009-2010
  - Vice-Chair, Executive Committee 2010-2011
- Cal Poly Symposium on Chicano/Latino Issues 2008, Organizing Committee, Chair 2007-2008
- Founding Member of *Meta-Four: A Women's Academic Collective* 2003-present
- American Educational Researchers Association 2003 – present
  - Reviewer for American Educational Research Association Annual Conference, Section G, *Social Context of Education* 2005-2007
  - Reviewer for American Educational Research Journal Section, *Teaching, Learning and Human Development* 2006
  - Session Chair, *Division G, Social Context of Education*, "Multicultural context of education within and across subject areas," American Educational Research Association Annual Conference, Montreal Canada 2005
- California Faculty Association 2002-present
- American Association of Applied Linguistics 1997-2004
  - Reviewer for American Association of Applied Linguistics, 2004 Annual Conference, *Bilingual, Immersion, Heritage and language Minority Education Strand*
- National Association of Chicano/Chicana Studies 2003-2007, 2011
- Arizona Teachers of English to Speakers of Other Languages (AZTESOL) 1993-1994

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**LANGUAGES**

- Basic fluency in spoken Spanish.

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**COMPUTER SKILLS**

- Familiar with PC and Macintosh Systems, preference for MAC
- MS Office: Word, Excel, PowerPoint
- iLife (iWeb, iMovie, iDVD, iPhoto) & iWorks (Pages, Numbers, Keynote)
- Adobe Photoshop, Adobe Connect
- Blackboard instructional technology
- GOOGLE: Blogger, Calendar, Sites, Wiki, Youtube
- Social Media: Facebook, Path
- Other instructional technology: Polleverywhere, Camtasia, Jing

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**RESEARCH INTERESTS**

- Socially responsible and reciprocal community-university partnerships that model active and ethical civic engagements for students and fulfill college and university missions affect the communities in which they work
- Effective education for undergraduate teacher candidates, with an emphasis on *Critical Liberal Education* to develop teacher dispositions, critical social dialogue to affect perception/attitudes on social diversity, service-learning and civic education
- Description and investigation of later-generation Mexican American and racial and ethnic families on issues of language, school experience, academic achievement and identity, with an emphasis on parent/community involvement
- Educational issues concerning language, literacy and instruction of working-class and minority youth
- Effective, ethical and critical methodologies for researching minority communities

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**TEACHING INTERESTS**

- Integrating effective instructional technology (flipped classrooms) to develop a learning-centered classroom in higher education contexts
- Designing, implementing and evaluating Critical Liberal Education to develop undergraduate teacher candidates to teach in socially diverse settings
- Providing pedagogically and technologically appropriate liberal arts educational experience for undergraduates to address the social political and ethical concerns and issues in 21<sup>st</sup> century
- Providing effective multidisciplinary or interdisciplinary educational model for undergraduate teacher candidates

## CURRICULUM VITAE

KAREN S. LANGLOIS

### I. EDUCATION

Claremont Graduate University, Ph.D. in American History  
California State University, Los Angeles, MA in English  
California State University, Los Angeles, MA in American Studies  
California State University, Los Angeles, BA in English

### II. PROFESSIONAL BACKGROUND

#### Administrative Experience

1994-1999 Acting Chair in Liberal Studies, Summer Quarters  
Liberal Studies Department  
California State Polytechnic University, Pomona

1995 Acting Chair in Ethnic and Women's Studies, Summer Quarter  
Ethnic and Women's Studies Department  
California State Polytechnic University, Pomona

#### Teaching Experience

2004-2019 Professor  
Liberal Studies Department  
California State Polytechnic University, Pomona

1999-2004 Associate Professor  
Liberal Studies Department  
California State Polytechnic University, Pomona

1990-1999 Full-time Lecturer  
Liberal Studies Department  
California State Polytechnic University, Pomona

1990 Lecturer  
Department of English and Foreign Languages  
California State Polytechnic University, Pomona

1989-1990 Lecturer  
Department of English and Comparative Literature  
California State University, Fullerton

1989-1990 Lecturer  
Department of Women's Studies  
San Diego State University

1984-1989 Lecturer  
Department of English and American Studies  
California State University, Los Angeles

1984 Lecturer  
Department of Ethnic and Women's Studies  
California State Polytechnic University, Pomona

### III. TEACHING CREDENTIALS

California Standard Teaching Credential with a Specialization in Elementary Education

### IV. COURSES TAUGHT

#### Lower Division:

History and Purposes of the Liberal Arts: What is a Liberal Studies Mindset  
Introduction to Liberal Studies  
Independent Study in Liberal Studies  
Social Science for Elementary Teachers  
History/ Social Science for Secondary Teachers  
Introduction to Women's Studies  
Freshman English

#### Upper Division:

Knowledge and Knowing in the Liberal Arts  
Liberal Studies Special Topics in the Humanities, Social Science or Natural Sciences  
Liberal Studies Senior Capstone – Activating the Liberal Studies Mindset  
Concepts in Liberal Studies  
Liberal Studies Seminar  
Liberal Studies Evaluation I  
Liberal Studies Evaluation II  
Liberal Studies Arts Integration I  
Liberal Studies Synthesis I  
Liberal Studies Synthesis II  
Senior Project I  
Senior Project II  
Independent Study in Liberal Studies  
California History

#### **V. FELLOWSHIPS AND AWARDS**

Intercollegiate Athletics Recognition of Appreciation as an Outstanding Faculty Member, 2017-2018  
University Housing Services' College Themed Community Program Faculty Recognition, 2017-2018  
Intercollegiate Athletics Recognition of Appreciation as an Outstanding Faculty Member, 2012-2013  
Faculty Center for Professional Development Mini-Grant, 2004  
CSU Pomona President's Travel Funds Award, 2004  
CSU Pomona President's Travel Funds Award, 2003  
CSU Pomona International Center Grant, 2001  
CSU Pomona President's Travel Funds Award, 2001  
CSU Pomona Faculty Professional Development Mini-Grant, 2000  
Affiliated Scholar, ACLU Center for the Study of Women, 1990-1991  
Herbert Hoover Presidential Library Fellowship, 1988  
National Endowment for the Humanities Travel to Collections Grant, 1988  
Haynes Foundation Dissertation Fellowship, 1985-1986  
California Council for the Humanities Grant, 1985  
Claremont Graduate School Research and Travel Grant, 1984  
Claremont Graduate School Fellowship, 1980-1981  
Claremont Graduate School Fellowship, 1979-1980

#### **VI. MEMBERSHIPS**

American Culture Association  
American Studies Association  
Modern Language Association  
Western American Literature Association  
Organization of American Historians  
Western Association of Women Historians  
Historical Society of Southern California  
California Faculty Association  
California Teachers Association

#### **VII. CONSULTANCIES**

Historical and Biographical Consultant (paid consultant with screen credit) for "The Land of Little Rain," a one hour biographical drama on the writer  
Mary Hunter Austin, starring Helen Hunt and airing on "American Playhouse," May 1988  
Consultant, "Women and Religion," Kellogg College Foundation Study Group on-site research in Italy, Spain and France, Summer 1992

#### **VIII. PROFESSIONAL ACTIVITIES**

External Reviewer, Liberal Studies Program Review, California State University, Northridge, Spring 2004  
Co-director, Henry E. Huntington Library Women's Studies Programs, 2004  
Steering Committee, Henry E. Huntington Library Women's Studies Programs, 2000-2003

Editorial Board, Journal of the International Center and Cal Poly Pomona Faculty, 2000-2003

Faculty, CSU Pomona History-Social Science Project, Eisenhower Grant, Spring 1997

Liberal Studies 299 - Social Science for Elementary Teachers

History 299 - History/Social Science for Secondary Teachers

Designer, in collaboration with Judith I. Anderson, Course Models, CSU Pomona

History- Social Science Project, Eisenhower Grant, Spring 1996

History 202 - United States History for Prospective Teachers

Liberal Studies 299 - Social Science for Elementary Teachers

History 299 - History/Social Science for Secondary Teachers

Referee, Studies in the Novel, 1996

Site Scholar, CSU Pomona History-Social Science Project Summer Institute, Summer 1995

Referee, Western American Literature, 1991, 2011, 2014, 2015

Member, Western Association of Women Historians Article Prize Committee, 1988

Member, Western Association of Women Historians Conference Arrangements Committee, 1984

Member, Western Association of Women Historians Executive Board, 1983

Member, Western Association of Women Historians Conference Program Committee, 1982

#### **IX. FACULTY RESPONSIBILITIES**

Member, Liberal Studies Department Faculty Search Committee, RTP Committee, Assessment Committee, Curriculum Committee, Lecturer

Evaluation Committee, Department Chair Evaluation Committee, Conversion to Semesters Committee, Activities and Events Committee, Scholarship Committee, various 1990-2019

Chair, RTP Document Revision Committee, 2015-2016

Member, Academic Senate, 2004 (three year term)

Member, Academic Affairs Committee, 2004

Member, Academic Senate Elections and Procedures Committee, 2003-2004

Member, ESL Task Force, 2002-2004

Member, College of Education and Integrative Studies Budget Advisory Committee, 2000-2004

Member, College of Education and Integrative Studies Curriculum Committee, 1996-2004

Advisor, Liberal Studies Department, 1990-2004

Coordinator, Liberal Studies Department Program Review, 2001-2003

Member, Liberal Studies Portfolio Assessment Committee, 1992-2003

Coordinator, Liberal Studies Department curriculum, catalog copy, and flyer copy, 1999-2003

Representative, Four Year Graduation Pledge Program, 1995-2002

Member, College of Education and Integrative Studies Graduate Programs Council, 2000-2001

Member, College of Education and Integrative Studies Strategic Planning Committee, 2000-2001

Member, Liberal Studies Department Faculty Merit Increase Committee, 1998-2000

Member, College of Education and Integrative Studies Planning and Budget Committee, 1997-2000

Member, College of Education and Integrative Studies Art Committee, 1998-1999

Member, Academic Programs Committee, 1995-1996

Acting Chair, Disqualification Appeals Committee, Summer 1995

Member, School of Education and Integrative Studies "Ways of Knowing" Committee, 1994-1995

Member, Student Orientation Services Advisory Committee, 1994-1995

Member, School of Education and Integrative Studies Transition/ Reorganization Committee, 1994

Reviewer, Advising Program, Liberal Studies Department, 1994

Member, School of Education and Integrative Studies Governance Committee, 1994

Advisor, Liberal Studies Club, 1993-1994

Member, College of Arts Curriculum Committee, 1990-1994

Liaison, Liberal Studies Department, with Disabled Students Services, 1990-1993

## X. PUBLICATIONS

### Refereed Journal Articles on Corporate Culture and Higher Education

AA Case Study in the Politics of Education: No Child Left Behind, The Highly Qualified Teacher, Testing, and the California State University Elementary Subject Matter Programs, @ *The Journal of Interdisciplinary Studies*, Vol. 17 (Fall 2004), 93-101.

"A Case Study in University Transformation," *The Journal of Interdisciplinary Studies*, Vol. 15 (Fall 2002), 49-56.

"Dilbert and Dogbert in the Information Age: Productivity, Corporate Culture, and Comic Art," *The Journal of Interdisciplinary Studies*, Vol. 13 (Fall 2000), 79-85.

### Refereed Journal Articles and Book Chapters on the writer Mary Hunter Austin

AMary Austin and Andrew A. Forbes: Poetry, Photography, and the Eastern Sierra, 1892-1916, *California History*, Vol. 85, No. 1 (2007), 24-43, Endnotes 70-72).

"Marketing the American Indian: Mary Austin and the Business of Writing," *A Living of Words: American Women in Print Culture*, edited by Susan Albertine, (Knoxville: University of Tennessee Press, 1995), 151-168.

"Mary Austin and *A Woman of Genius*: The Text, The Novel, and the Problem of Male Publishers and Critics and Female Authors," *The Journal of American Culture*, Vol. 15, No. 2 (Summer 1992), 79-86.

AA Fresh Voice From the West: Mary Austin, California, and the American Literary Magazines, 1892-1910," *California History*, Vol. 69, No. 1 (Spring 1990), 22-35.

"Mary Austin and the New Theatre: The 1911 Production of 'The Arrow Maker,'" *Theatre History Studies*, Vol. 7 (June 1988), 71-87.

"Mary Austin and Houghton Mifflin Company: A Case Study in the Marketing of a Western Writer," *Western American Literature*, Vol. 23, No. 1, (Spring 1988), 31-42.

"Mary Austin and Lincoln Steffens," *The Huntington Library Quarterly*, Vol. 49, No. 4 (Autumn 1986), 357-383.

### Refereed Journal Articles on Women's Studies

"An Interview with Sonia Johnson," *Feminist Studies*, Vol. 8, No. 1 (Spring 1982), 8-17.

### Articles on International Issues

APerspectives on Panama, @ *Journal of The Institute for Regional and International Studies*, Issue 8 (Fall 2000), 27-29.

"Reflections on Historical Memory," *Journal of The Institute for Regional and International Studies*, with Judith I. Anderson, Issue 7 (Fall 1999), 14-16.  
"Reflections On a Visit to a Hmong Village," *Journal of The Institute for Regional and International Studies*, with Judith I. Anderson, Issue 6 (Summer 1998), 28-29.

"The Hmong in California," *Journal of The Institute for Regional and International Studies*, with Judith I. Anderson, Issue 6 (Summer 1998), 29-30.

"Facing the Future in Estonia and Russia," *Journal of The Institute for Regional and International Studies*, with Judith I. Anderson, Issue 4 (Fall 1996), 22-24.

### Online Articles

"Mary Austin and Lincoln Steffens," *The Huntington Library Quarterly*, Vol. 49, No. 4 (Autumn, 1986), 357-383, University of California Press, 2012, <http://www.jstor.org/stable/3817167>.

### Encyclopedia Entries

"Mary Austin," *Encyclopedia of the American West*, edited by Charles Phillips and Alan Axelrod, (New York: Macmillan, 1996), Vol. 1, 106-107.

"Samuel Lorenzo Knapp," *American Literary Critics and Scholars, 1800-1850*, edited by John W. Rathbun and Monica Greco, *Dictionary of Literary Biography*, Vol. 59 (Detroit, Michigan: Gale Research Company, 1987), 193-198.

"John Lothrop Motley," *American Literary Critics and Scholars, 1800-1850*, edited by John W. Rathbun and Monica Greco, *Dictionary of Literary Biography*, Vol. 59 (Detroit, Michigan: Gale Research Company, 1987), 225-232.

### Book Introductions

"Introductions to Readings," with Nancy Ware, *Ways of Knowing*, edited by Nancy Ware, (Dubuque, Iowa: Kendall/Hunt Publishing Company, 1996), 3, 35, 57, 77, 97, 101, 109, 185, 199, 215.

### Book Reviews and Book Review Essays

*Mary Austin and the American West*, by Susan Goodman and Carl Dawson (Berkeley: University of California Press, 2008), *Western American Literature*, Vol. 46, No. 1 (Spring 2011), 104-105.

*The Learning Paradigm College* by John Tagg (Bolton, Massachusetts: Anker Publishing Company, 2003), *Exchanges: The On-line Journal of Teaching and Learning in the CSU*, No. 1188 (Fall 2004).

*Mary Hallock Foote: Author, Illustrator of the American West* by Darlis A. Miller (Norman, University of Oklahoma Press, 2002), *Pacific Historical Review*, (November 2003), 643-644.

*Mary Austin: Song of A Maverick* by Esther Lanigan Steineman (New Haven: Yale University Press, 1989), *Resources for American Literary Study*, Vol. 21, No. 1 (1995), 158-162.

*Wind's Trail: The Early Life of Mary Austin* by Peggy Pond Church, edited by Shelley Armitage (Santa Fe: Museum of New Mexico Press, 1990), *New Mexico Historical Review*, Vol. 67, No. 3 (July 1993), 315-316.

*Helen Hunt Jackson and Her Indian Reform Legacy* by Valerie Sherer Mathes (Austin: University of Texas Press, 1990), *Southern California Quarterly*, Vol. 74, No. 4 (Winter 1992), 375-378.

*California's Daughter: Gertrude Atherton and Her Times* by Emily Wortis Leider (Stanford: University of California Press, 1991), *Western American Literature*, Vol. 27, No. 2 (August 1992), 144-145.

*California Gold* by John Jakes (Random House, Inc., 1989), *Western American Literature*, Vol. 25, No. 4 (February 1991), 371-372.

*Prairie Women: Images in American and Canadian Fiction* by Carol Fairbanks (Yale University Press, 1986), *The Huntington Library Quarterly*, Vol. 52, No. 3 (Summer 1989), 433-437.

*Cowgirls: Women of the American West* by Teresa Jordan (Anchor Books, Doubleday and Company, Inc. 1984), *Western American Literature*, Vol. 22, No. 4 (Winter 1988), 365-366.

### Reports on Conference Proceedings

America in the Global Society: International Education for Tolerance: The Sixth International Research Forum, @ *Journal of the International Center and Cal Poly Pomona Faculty*, Issue 11 (Fall 2003), 1-3.

"Engaging the American Mind: The Fifth International Research Forum," *Journal of the International Center and Cal Poly Faculty*, Issue 10 (Fall 2002), 2-3, 11.

"The Fourth International Research Forum, *Journal of the International Center and Cal Poly Faculty*, Issue 9 (Fall 2001), 2-4.

### XI. CONFERENCE PAPERS AND PRESENTATIONS

A Story, Stage, and Silent Screen: Ethel Barrymore and the Feminist Movement, @ Paper, Western Association of Women Historians, University of California, Santa Barbara, Spring 2004

A Nixon and Minorities: Race, Class, and Ethnicity, @ Chair, American Historical Association Pacific Coast Branch, Honolulu, Hawaii, Summer 2003

A Commercial Traveler: Edna Ferber's Emma McChesney Stories, @ Paper, American Literature Association, Cambridge, Massachusetts, Spring 2003

"Untamed and Barren, Lone the Valley Lies: Mary Austin and the Poetry of Place: 1880-1907," Paper, Western Literature Association, Tucson, Arizona, Fall 2002

A Portfolio Assessment, @ Presentation, Assessment Conference, California State Polytechnic University, Pomona, Fall 2002

"All Day the Hills A Brooding Stillness Keep: The California Poetry of Mary Austin," Paper, Robinson Jeffers Association Conference, Stanford University, Spring 2002

"Women and Social Reform," Chair and Comment, Western Association of Women Historians, The Huntington Library, Spring 2000

"Self Assessment and Competency," Presentation, Subject Matter Preparation Program Coordinators Conference, Ontario, California, Spring 1997

"Dilbert and Dogbert in the Information Age: Anti-information, Corporate Culture and Comic Art," Paper, Sixth Maple Leaf and Eagle Conference, Helsinki, Finland, Spring 1996

"At the Forefront: Lou Henry Hoover," Paper, The Huntington Corral of Westerners International, Pasadena, California, Fall 1995

"Computers, Risk Assessment, and Women Economists," Chair, Faculty Research Forum, California State Polytechnic University, Pomona, Spring, 1994

"Spirituality, Politics and Feminism," Chair and Comment, Western Association of Women Historians, The Huntington Library, Spring 1994

"Women and Poverty: Resources at the Huntington Library," Research Report, Women's Studies Seminar, Huntington Library, Winter 1994

"Edna Ferber and the American Businesswoman," Paper, Faculty Research Forum, California State Polytechnic University, Pomona, Fall 1992

Session I, Chair, Faculty Research Forum, California State Polytechnic University, Pomona, Fall 1992

"The Rhetoric of Self and Others in Early America," Chair and Comment, California American Studies Association, California State University, Fullerton, Spring 1992

"Mary Austin and the American Indian," Paper, American Literature Association, San Diego, California, Spring 1992

"Edna Ferber's 'Salesman' in Petticoats," Paper, Western Association of Women Historians, The Huntington Library, Spring 1992

"Marketing the American Indian: Mary Austin and the Business of Writing," Paper, Faculty Research Forum, California State Polytechnic University, Pomona, Fall 1991

Session III, Chair, Faculty Research Forum, California State Polytechnic University, Pomona, Fall 1991

"Desert Dweller, Desert Seeress: Mary Austin and American Indian Life," Paper, Western History Association, Reno, Nevada, Fall 1990

"Dear Lady of the Red House: Mary Hunter Austin and Lou Henry Hoover," Paper, Pacific Coast Branch, American Historical Association, University of Utah, Summer 1990

"Notions of Feminism: Mary Austin and the Business of a Literary Career," Paper, Western Association of Women Historians, The Huntington Library, Spring 1990

"Mary Austin," Illustrated Lecture, The Huntington Library, Spring 1990

"A Fresh Voice From the West: Mary Austin, California, and the American Literary Magazines, 1892-1910," Paper, Western Literature Association, Coeur d'Alene, Idaho, Fall 1989

"Art, Life, and Literary Biography: Mary Austin and the Earth Horizon," Paper, American Historical Association, Cincinnati, Ohio, Winter 1988

"Mary Austin's Native American Religiosity, Spirituality, and Syncretism," Paper, California American Studies Association, Claremont Graduate School, Spring 1988

"Mary Austin: A Re-evaluation," Organizer and Chair, Modern Language Association of America, San Francisco, California, Winter 1987

"Mary Austin and Houghton Mifflin Company: A Case Study in the Marketing of a Western Writer," Paper, Western Literature Association, University of Nebraska, Fall 1987

"Images of California in the Works of Mary Austin," Paper, Pacific Coast Branch of the American Historical Association, Occidental College, Summer 1987

"Mary Austin, Sitting Bull and New York City," Illustrated Lecture, The Huntington Library, Fall 1986

"Mary Austin and The Basket Maker," Paper, Western Association of Women Historians, The Huntington Library, Spring 1986

"Through A Glass, Darkly: American Literary Biography," Paper, Women's Studies Seminar, The Huntington Library, Spring 1986

"To Broadway and Back: Mary Austin and *The Arrow Maker*," Paper, The Huntington Corral of Westerners International, San Gabriel, California, Spring 1986

"Mary Austin: The New York Years," Research Report, The Huntington Library, Fall 1984

Teaching and Researching Women's History," Chair and Comment, Western Association of Women Historians, The Huntington Library, Spring 1984

"Mary Austin," Panel, Scholars' Exchange Round Table, Western Association of Women Historians, Carmel, California, Spring 1983

"The Feminism of Mary Austin," Paper, Interdepartmental Research Forum for Graduate Women, Blaisdell Institute, Claremont, California, Fall 1982

"Life and the Poetry of Life: The Dialogue of Mary Austin," Paper, Western Association of Women Historians, The Huntington Library, Spring 1982

"Mothers in the Hands of An Angry God," Paper, Fifth Berkshire Conference on the History of Women, Vassar College, Summer 1981

"The Saints Behold: A Comparison of Folk Supernaturalism in the Puritan and Mormon Communities," Paper, California Folklore Association, ACLU, Spring 1981

## **XII. WORK IN PROGRESS**

Journal article, *Earth Horizon* by Mary Hunter Austin

Book, *Mary Hunter Austin: A Reconsideration*

Book, *The Collected Letters of Mary Hunter Austin*

## **XIII. TRAVEL**

Aruba, Austria, Belgium, Bermuda, Brazil, Bulgaria, Cambodia, Canada, China, Columbia, Costa Rica, Croatia, Czech Republic, Denmark, Egypt, England, Estonia, Finland, France, Germany, Greece, Greenland, Haiti, Hungary, Iceland, Ireland, Israel, Italy, Jamaica, Japan, Macau, Mexico, Netherlands, Nicaragua, Panama, Poland, Portugal, Puerto Rico, Romania, Russia, Scotland, Serbia, Spain, Sweden, Switzerland, Thailand, Turkey, U.S. Virgin Islands, Vietnam, Wales

#### XIV. ADDRESS

##### **University Address**

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**Teresa Lloro-Bidart, PhD**  
 Liberal Studies Department  
 California State Polytechnic University, Pomona  
 Phone: (909) 210-9578  
 Email: tllor001@ucr.edu

### EDUCATION

- 2014**      **Ph.D. Education.** [Specialization: Education, Society and Culture]. **UC Riverside.**  
*Dissertation: "Reassembling the Environment: Science, Affect, and Multispecies Educative Practice at the Aquarium of the Pacific."*  
 [Areas of Expertise: Environmental and Science Education; Ethnography; Posthumanism; Biopolitics; Animal Studies; Ecofeminism; Food Studies; Political Ecology].
- 2009**      **M.S. Environmental Studies,** emphasis Environmental Science. **CSU, Fullerton.**
- 2001**      **Secondary Teaching Credential.** [Biology and Chemistry]. **University of La Verne.**
- 1999**      **B.S. Biology.** Departmental honors and *Summa cum laude*. **University of Redlands.**

### ACADEMIC APPOINTMENTS

- 2015-present**      Assistant Professor. Department of Liberal Studies. **Cal Poly, Pomona.**
- 2014-2015**      Assistant Professor. Department of Science Education. **CSU, Chico.**

### TEACHING EXPERIENCE

#### University Teaching

- 2010-2014      Lecturer. Graduate School of Education. **University of California, Riverside.**

#### Courses Taught

##### *Undergraduate*

##### **Cal Poly, Pomona**

##### *Semester System Courses*

- 2018-present      Liberal Studies 4611: Liberal Studies Senior Capstone: Activating the Liberal Studies Mindset
- 2018-present      Liberal Studies 4011S: Liberal Studies Seminar: Special Topics, Theme: "Critical Food Studies"
- 2018-present      Liberal Studies 3041: The Natural Sciences and The Liberal Arts, Theme: "Participatory and Public Science"
- 2018-present      Liberal Studies 3031: The Social Sciences and The Liberal Arts

##### *Quarter System Courses*

- 2017-present      Liberal Studies 462: Senior Project II
- 2017-present      Liberal Studies 301: Concepts of Liberal Studies, Theme: "Nature in Popular Culture"
- 2016-present      Liberal Studies 401S: Service-learning Seminar, Theme: "Critical Food Studies"
- 2016-present      Liberal Studies 201: Introduction to Liberal Studies, Theme: "The Examined Life"
- 2015-2018      Liberal Studies 461: Senior Project I, Theme: "Welcome to the Anthropocene?"
- 2015-present      Liberal Studies 401: Synthesis, Theme: "Human-Animal Studies"

**CSU, Chico**

- 2015 Science Education Seminar for K-8 pre-credentialed candidates.  
 2014-2015 Introduction to Living Systems (Project and Community-Based GE Climate Change course).  
 2014 Environmental Science for K-8 pre-credentialed candidates.

**UC Riverside****Undergraduate**

- 2010-2011 Principles of Healthful Living.

**Graduate**

- 2012-2014 Analyzing the Practice of Teaching.  
 2013 Language, Culture, and Education.  
 2010-2012 Curriculum Theory and Methods for Science Teaching.

**High School**

- 2006-2011 Science Teacher and Club Advisor. **Chaffey Joint Union High School District.**  
 2000-2006 Science Teacher and Club Advisor. **Chino Valley Unified School District.**

**PEER-REVIEWED PUBLICATIONS****Journal Articles**

- Lloro-Bidart, T. (2018). An ecofeminist account of trolling in cyberspace: Implications for environmental and social justice scholar-educator-activists. *Journal of Environmental Education, 49*(4), 276-285.
- Lloro-Bidart, T., & Finewood, M. (2018). Looking outward and inward: What feminist theory offers the environmental studies and sciences. *Journal of Environmental Studies and Sciences, 8*(2), 141-152.
- Lloro-Bidart, T. (2018). A feminist posthumanist multispecies ethnography for educational studies. *Educational Studies, 54*(3), 253-270.
- Lloro-Bidart, T. (2018). Cultivating affects: A feminist posthumanist analysis of invertebrate and human performativity in an urban community garden. *Emotion, Space, and Society, 27*, 23-30.
- Lloro-Bidart, T. (2018). A feminist posthumanist ecopedagogy in/for/with animalscapes. *Journal of Environmental Education, 49*(2), 152-163.
- Meek, D., & Lloro-Bidart, T. (2017). Introduction: Synthesizing a political ecology of education. *Journal of Environmental Education, 48*(4), 213-225.
- Lloro-Bidart, T., & Semenko, K. (2017). Toward a feminist ethic of self-care for environmental educators. *Journal of Environmental Education, 48*(1), 18-25.
- Lloro-Bidart, T. (2017). When 'Angelino' squirrels don't eat nuts: A feminist posthumanist politics of consumption across southern California. *Gender, Place, & Culture: A Journal of Feminist Geography, 24*(6), 774-793.
- Lloro-Bidart, T. (2017). A feminist posthumanist political ecology of education for theorizing human-animal relations/relationships. *Environmental Education Research, 23*(1), 111-130.
- Lloro-Bidart, T. (2017). Neoliberal and disciplinary environmentality and 'sustainable seafood' consumption: Storying environmentally responsible action. *Environmental Education Research, 23*(8), 1182-1199.
- Lloro-Bidart, T. (2015). "Culture as ability": Organizing enabling educative spaces for humans and animals. *Canadian Journal of Environmental Education, 20*, 93-108.
- Lloro-Bidart, T. (2015). A political ecology of education in/for the Anthropocene. *Environment and Society: Advances in Research, 6*, 128-148.
- Lloro-Bidart, T. (2014). They call them 'good-luck polka dots': Disciplining bodies, bird biopower, and human-animal relationships at the Aquarium of the Pacific. *Journal of Political Ecology, 21*, 389-407.

## Books

- Lloro-Bidart, T. (in press, 2019). *Animal edutainment in a neoliberal era*. New York: Peter Lang.
- Lloro-Bidart, T., & Banschbach, V. (Eds.). (2019). *Animals in environmental education: Interdisciplinary approaches to curriculum and pedagogy*. New York: Palgrave Macmillan.

## Book Chapters

- Lloro-Bidart, T. (2019, in press). "The bees wore fuzzy yellow pants": Feminist intersections of animal and human performativity in an urban community garden. In J. Brady, B. Parker, S. Belyea, & E. Power (Eds.), *Feminist food studies: Exploring intersectionality*. St. Paul, Minnesota: Women's Press.
- Lloro-Bidart, T. (2019). Intersectional & interdisciplinary approaches to interspecies food justice pedagogies. In T. Lloro-Bidart & V. Banschbach (Eds.), *Animals in environmental education: Interdisciplinary approaches to curriculum and pedagogy* (pp. 53-76). New York: Palgrave Macmillan.
- Lloro-Bidart, T., & Banschbach, V. (2019). Introduction to animals in environmental education: Whither interdisciplinarity? In T. Lloro-Bidart & V. Banschbach (Eds.), *Animals in environmental education: Interdisciplinary approaches to curriculum and pedagogy* (pp. 1-16). New York: Palgrave Macmillan.
- Lloro-Bidart, T. (2018). The entwined socio-ecological histories of the Sawtelle, CA war veterans and the animal 'menagerie' at the Pacific Branch Soldiers' Home. In S. Rutherford & S. Wilcox (Eds.), *Historical animal geographies* (pp. 25-51). New York: Routledge.
- Lloro-Bidart, T. & Russell, C. (2017). Learning science in aquariums and on whalewatching boats: The political deployment of other animals. In M. P. Mueller, D. J. Tippins, & A.J. Stewart (Eds.), *Animals in science education: Ethics, curriculum, and pedagogy* (pp. 41-50). New York: Springer.
- Ream, R., Cohen, A., & Lloro-Bidart, T. (2014). "Whither collaboration? The capacity and will to integrate professional services to close reciprocal gaps in health and education." In D.E. Mitchell & R.K. Ream (Eds.), *Professional responsibility: The fundamental issue in education and health care reform* (pp. 287-308). New York: Springer Publishing Company.

## Manuscripts in Review

- Hunold, C., & Lloro-Bidart, T. (in review). There goes the neighborhood: Urban coyotes and the politics of wildlife after nature. *Journal of Urban Affairs: "Animals in the City" Special Issue*.
- Lloro-Bidart, T., & Sidwell, C. M. (in review). Identity and intergenerational learning in an undergraduate critical food studies course: Insights from feminist posthumanism. *Journal of Environmental Education*.
- Lloro-Bidart, T. (in review). Toward an interspecies critical food systems education. In Aristotelis Gkiolmas (Ed.), *Towards critical environmental education: Where are we now? Current and future perspectives*. New York: Springer.

## Manuscripts in Progress

- Lloro-Bidart, T. & Hunold, C. (in progress). The public pedagogy of digital neighborhood communities: Negotiating relations with urban coyotes. *Progress in Human Geography*.
- Finewood, M., & Lloro-Bidart, T. (in progress). Beyond fuzzy explanations: Articulating the value of qualitative methods for environmental studies and sciences. *Journal of Environmental Studies and Sciences*.

## Book Proposal in Progress

- Hunold, C., & Lloro-Bidart, T. (in progress). *Coyote cities: The politics of living alongside wild predators in urban North America*. The MIT Press: Cambridge, MA.

### Non Peer-Reviewed Publications

- Hunold, C., & Lloro-Bidart, T. (2018, August 22). There goes the neighborhood: Urban coyotes in Pennsylvania and California. *Inhabiting the Anthropocene*. Retrieved from <https://inhabitingtheanthropocene.com/2018/08/22/there-goes-the-neighborhood-urban-coyotes-in-pennsylvania-and-california/>.
- Lloro-Bidart, T. (2018). Review of Kath Weston's *Animate Planet*. *American Ethnologist*, 45(1), 264.
- Finewood, M., & Lloro-Bidart, T. (2017), October 10). To cook or not to cook: What intersectionality tells us about that gender problem. *Breakthrough Journal*. Retrieved from <https://thebreakthrough.org/index.php/journal/debates/why-environmentalism-has-a-gender-problem-a-breakthrough-debate/what-intersectionality-tells-us-about-that-gender-problem>.
- Lloro-Bidart T. (2017). Review of "Schools that Change Communities," "Growing up Green," and The Story of STRAW." *Anthropology & Education*, 48(3), 331-333.
- Payne, P. G., Hart, C., Lloro-Bidart, T., Hart, P., Stevenson, R. B., Evans, N. S., & Nicholls, J. (2017). Editorial: Introducing our special issues. *Journal of Environmental Education*, 48(1), 1-4.

### CONFERENCE PRESENTATIONS

#### Invited

- Lloro-Bidart, T. (June 2018, unable to attend). Invited Plenary Speaker with Jacqui Patterson (NAACP) and Ian Zabarte (Native Community Action Council): "Inclusion & Legitimacy in Environmental Studies and Sciences." **Association for Environmental Studies and Sciences**. Washington DC.
- Lloro-Bidart, T. (Oct. 2016). Opening Keynote Panel: "Crossing Boundaries—The Makings of High-Quality EE Research" with Paul Hart, Bonnie Shapiro, Greg Lowan-Trudeau, and Phillip Payne. **North American Association for Environmental Education**. Madison, WI.
- Lloro-Bidart, T. (April 2016). Discussant for panel: "In the Presence of the Other: Curiosity, Connection & Conceptions of/with the More-than-Human." **American Educational Research Association, Environmental Education Special Interest Group**. Washington DC.
- Lloro-Bidart, T. (Dec. 2015). "Feminist Posthumanist Political Ecologies of the Anthropocene: Implications for Educational Research." **University of Saskatchewan, Sustainability Education Research Institute, Talking Sustainability Colloquium Series**. Saskatoon, Saskatchewan (via WebEx).
- Lloro-Bidart, T. (April 2015). Panelist at "The Place of Animals in Science: Hidden Costs /Hidden Potential." **Queen's University Department of Philosophy and Faculty of Education**. Kingston, Ontario.
- Lloro-Bidart, T. (Jan. 2015). "Productions and Tensions: Citizen Science and Environmental Community-Building with Diverse First-Year Students." **American Association of Colleges and Universities**. Washington, DC.
- Roehrig, G. & Lloro-Bidart, T. (April 2012). "Culturally Responsive Evaluation." **NASA/NOAA/NSF Tri-Agency PI Meeting**. Washington D.C.

#### Scholarly/Peer-Reviewed

- Lloro-Bidart, T., Hamm, C., Ho, C., & Provancha, M. (2019). "Meet Me at a Farm or Gas Station: Cooperative Volunteering as Feminist Resistance to Neoliberalism in Critical Food Systems Education." **Society for Applied Anthropology**. Portland, OR.
- Lloro-Bidart, T., & Hunold, C. (April 2018). "The Public Pedagogy of Neighborhood Facebook Communities: Negotiating Relations with Urban Coyotes." **American Educational Research Association, Environmental Education Special Interest Group**. Toronto, Canada.
- Lloro-Bidart, T., & Sidwell, C. (April 2018). "A Feminist Analysis of Socioecological Intergenerational Learning in a Critical Food Studies Course." **American Educational Research Association, Environmental Education Special Interest Group**. New York.
- Lloro-Bidart, T. (April 2018) "Intersectional and Interdisciplinary Approaches to Interspecies Food Justice Pedagogies." **American Educational Research Association, Environmental Education Special Interest Group**. New York.

- Hunold, C., & Lloro-Bidart, T. (March 2018). *There Goes the Neighborhood: Urban Coyotes and the Politics of Wildlife After Nature*. **Western Political Science Association**. San Francisco, CA.
- Lloro-Bidart, T. (Nov./Dec. 2017). "Exploring Intersectional Feminist Approaches to Interspecies Food Justice Pedagogies." **American Anthropological Association. Culture & Agriculture**. Washington, DC.
- Lloro-Bidart, T., & Finewood, M. (June 2017). "Intersectional Feminism for the Environmental Studies and Sciences." **Association for Environmental Studies and Sciences**. Tucson, AZ.
- Lloro-Bidart, T & Semenko, K. (April 2017). "Toward a Feminist Ethic of Self-Care for Environmental Educators." **American Educational Research Association, Environmental Education Special Interest Group**. San Antonio, TX.
- Lloro-Bidart, T. (April 2017). "Feminist Posthumanist Intersections of Insect and Human Performativity in an Urban Community Garden." **American Educational Research Association, Environmental Education Special Interest Group**. San Antonio, TX.
- Lloro-Bidart, T. (Nov. 2016). "Connecting Autoethnography and Service-Learning in Critical Food Systems Education." **American Anthropological Association. Culture & Agriculture**. Minneapolis, MN.
- Lloro-Bidart, T. (June 2016). "Cute Acrobats or Tree Rats? A Multispecies Ethnography of Tree Squirrels in California." **Association for Environmental Studies and Sciences**. Washington DC.
- Lloro-Bidart, T. (June 2016). "Are Eastern Fox Squirrels (*Sciurus niger*) 'Good' or 'Bad' For the Greater Los Angeles, CA Region?" **Association for Environmental Studies and Sciences**. Washington DC.
- Lloro-Bidart, T. (Nov. 2015). "A Multispecies Anthropology of Education: 'Representing' and 'Writing' the Animal as Familiar/Strange." Executive Session. **American Anthropological Association, Council on Anthropology & Education**. Denver, CO.
- Lloro-Bidart, T. (June 2015). "Teaching the Political Ecology of Environmental Knowledge Production with Citizen Science." **Association for Environmental Studies and Sciences**. San Diego, CA.
- Lloro-Bidart, T. (April 2015). "'They're Hugging Each Other': Constructing and Co-Teaching with the Disembodied Shark." **American Educational Research Association, Environmental Education Special Interest Group**. Chicago, IL.
- Lloro-Bidart, T. (Dec. 2014). "Producing an 'Anthropology of Education in and for the Anthropocene.'" **American Anthropological Association, Anthropology & the Environment Society**. Washington, D.C.
- Lloro-Bidart, T. (Nov. 2014). "Constructing a Charismatic Megapredator: Co-Teaching with the Shark at the Aquarium of the Pacific." **All Things Great and Small: Interdisciplinary Interspecies Conference**. Davis, CA.
- Lloro-Bidart, T. (March 2014). "Money Matters and Environmental Advocacy at the Aquarium of the Pacific." **Society for Applied Anthropology**. Albuquerque, NM.
- Lloro-Bidart, T. (Feb. 2014). "Wearing 'Good Luck Polka Dots': Bird Bodies as Affective Biopower at Aquarium of the Pacific." **Dimensions of Political Ecology**. Lexington, KY.
- Lloro-Bidart, T. (Nov. 2013). "They Call Them 'Good Luck Polka Dots': Disciplining Bodies, Bird Biopower, and Human-Animal Relationships at the Western Aquarium." Invited New Scholars Poster Session. **American Anthropological Association, Council on Anthropology & Education**. Chicago, IL.
- Lloro-Bidart, T. (Sept. 2013). "Wild Animal or 'Like Me?' Re-imagining Human-Avian Relationships at the Aquarium of the Pacific." **Rice University Environmental Humanities Symposium**. Houston, Texas.

### Panel Chair/Organizer

- Lloro-Bidart, T. (April 2019). "Environmental Education in a Sustainable World." **American Educational Research Association, Environmental Education Special Interest Group**. Toronto, Canada.
- Lloro-Bidart, T. (April 2019). "Assemblages of Power and Truth in Contested Spaces." **American Educational Research Association, Foucault and Contemporary Theory in Education Special Interest Group**. Toronto, Canada.
- Lloro-Bidart, T. (April 2019). "Democratizing Social Media for Ecological, Environmental, and Social Justice in a Post-Truth Era." **American Educational Research Association, Environmental Education Special Interest Group**. Toronto, Canada.
- Lloro-Bidart, T. (Oct. 2018). "Navigating the Emotional Dimensions of Animal-Focused Environmental Education." **North American Association for Environmental Education**. Spokane, WA.

- Lloro-Bidart, T., & Stapleton, S. (April 2018). "Critical Approaches to Food Systems Education Part II: Exploring Diverse Feminist Perspectives." **American Educational Research Association, Environmental Education Special Interest Group.** New York.
- Stapleton, S., & Lloro-Bidart, T. (April 2018). "Critical Approaches to Food Systems Education Part I: Garden and Sustainable Agriculture Education." **American Educational Research Association, Environmental Education Special Interest Group.** New York.
- Lloro-Bidart, T., & Banschbach, V. (April 2018). "Animals in Environmental Education: Interdisciplinary Approaches to Curriculum and Pedagogy." **American Educational Research Association, Environmental Education Special Interest Group.** New York.
- Lloro-Bidart, T., & Meek, D. (Nov./Dec. 2017). "Decolonizing Food Systems Education: Feminist, Posthumanist, and Postcolonial Intersections." **American Anthropological Association, Culture & Agriculture.** Washington, DC.
- Lloro-Bidart, T., & Vogt, K. (Nov./Dec. 2017). "'The Anthropology of Education Matters' in Informal Learning Contexts." **American Anthropological Association, Council on Anthropology & Education.** Washington, DC.
- Lloro-Bidart, T., & Finewood, M. (June 2017). "Intersectionality and the field of Environmental Studies and Sciences." **Association for Environmental Studies and Sciences.** Tucson, AZ.
- Lloro-Bidart, T. (April 2017). "Emerging Approaches in Environmental Education Research." **American Educational Research Association, Environmental Education Special Interest Group.** San Antonio, TX.
- Lloro-Bidart, T. (April 2017). "Feminist Approaches to Animal-Focused Education: Illuminating the Intersections and Following New Tracks in Environmental Education." **American Educational Research Association, Environmental Education Special Interest Group.** San Antonio, TX.
- Lloro-Bidart, T. (Nov. 2016). "Exploring Evidence, Accidents, and Discoveries in Critical Food Systems Education Part I." **American Anthropological Association. Culture & Agriculture.** Minneapolis, MN.
- Lloro-Bidart, T. (June 2016). "More-than-Human Ethnographies: Implications for Environmental Studies and Sciences." **Association for Environmental Studies and Sciences.** Washington DC.
- Lloro-Bidart, T. (Nov. 2015). "Making, Unmaking, and Re-making the "Strange/Familiar": A Nascent Anthropology of Environmental Education." **American Anthropological Association. Co-Sponsored Invited Session: Council on Anthropology & Education and Anthropology & the Environment Society.** Denver, CO.
- Lloro-Bidart, T. (April 2015). "The Animal Question in Educational Praxis and Research: Re-Thinking 'Justice' with Other Animals." **American Educational Research Association, Environmental Education Special Interest Group.** Chicago, IL.

#### **Symposia/Workshop Facilitator or Co-Facilitator**

- Lupinacci, J. J., Happel-Parkins, A., Turner, R. Lloro-Bidart, T., Hayes, N., Calderon, D. M. (April 2019). "The Earth's Future? Contestations, Complexities, and Tensions with Feminism(s) and Environmental Justice." **American Educational Research Association, Environmental Education Special Interest Group.** Toronto, Canada.
- Lloro-Bidart, T., Banschbach, V., Born, P., & Lupinacci, J. (Oct. 2018). "Navigating the Emotional Dimensions of Animal-Focused Environmental Education." **North American Association for Environmental Education. Spokane, WA.**
- Hart, C. Lloro-Bidart, T., Stapleton, S. (Oct. 2018). "EE Research in the Age of #MeToo: Feminist Caucus Workshop." **North American Association for Environmental Education. Spokane, WA.**
- Lloro-Bidart, T., & Russell, C. (April 2018). "Environmental Education Feminist Caucus Special Event." **American Educational Research Association.** New York, NY.
- Russell, C., Lloro-Bidart, T., & Hart, C. (April 2017). "Environmental Education Feminist Caucus Special Event." **American Educational Research Association.** San Antonio, TX.
- Payne, P., Hart, P., Hart, C., & Lloro-Bidart, T. (Oct. 2016). "The Special Role of Journal "Special Issues" in Environmental Education." **North American Association for Environmental Education.** Madison, WI.
- Lloro-Bidart, T., Finewood, M., & DuPuis, M. E. (June 2016). "Teaching Political Ecology: A Workshop on Incorporating the Field of Political Ecology into the Classroom." **Association for Environmental Studies & Sciences.** Washington DC.

Russell, C., Ardoin, N., Clark, C., Fawcett, L., Koushik, J.R., Lloro-Bidart, T., McKenzie, M., Scully, A., & Stapleton, S.R. (Oct. 2015). "Navigating Gender in EE Research." **North American Association for Environmental Education**. San Diego, CA.

#### GRANTS AND HONORS

- 2019 "Making a Community-Based Urban ECOFARM: The Role of Critical Food Systems Activism and Education." (award amount: \$5000). **Research, Scholarship, and Creative Activity (RSCA) program. Chancellor's Office and Kellogg Legacy Fund. Cal Poly, Pomona.**
- 2019 College of Education & Integrative Studies Travel Award (award amount: \$1100). **Cal Poly, Pomona.**
- 2019 Hunold, C., & Lloro-Bidart, T. (2019). "There Goes the Neighborhood: Urban Coyotes and the Politics of Wildlife." Nominated for the Western Political Science Association's Best Paper in Environmental Political Theory Award.
- 2018 "Cultivating a Community-Engaged Approach to Food Access in Pomona through Urban Agriculture." (award amount: \$1000). **Center for Community Engagement. Cal Poly, Pomona.**
- 2018 Provost's Teacher-Scholar Award. **Cal Poly, Pomona.**
- 2018 Assigned Time for Exceptional Service to Students Award. **Cal Poly, Pomona.**
- 2018 College of Education & Integrative Studies Travel Award (award amount: \$1000). **Cal Poly, Pomona.**
- 2018 Early Career Award. **Association for Environmental Studies and Sciences.**
- 2017 Provost's Teacher-Scholar Award. **Cal Poly, Pomona.**
- 2017 Animals & Society Institute Fellow. University of Illinois Urbana-Champaign Human-Animal Studies Summer Institute. **Animals & Society Institute.**
- 2016 Concha Delgado Gaitán Council on Anthropology and Education Presidential Fellow. **American Anthropological Association.**
- 2016 "Connecting Food, People, and the Environment through Service-Learning." (award amount: \$925). **Center for Community Engagement. Cal Poly, Pomona.**
- 2016 "The Role of Service-Learning in Cultivating Socioecological Community at the Center Street Community Garden." (award amount: \$11,000). **Early Career Summer Support Program (ECSSP) 2016-17. Cal Poly, Pomona.**
- 2016 "Understanding the Role of Service-Learning in Cultivating Socioecological Community in an Urban Community Garden." (award amount: \$900). **Community Engaged Research Institute. Center for Collaborative Research for an Equitable California (CCREC). UC Santa Cruz.**
- 2016 "The Entwined Socio-ecological Histories of the Sawtelle, CA Disabled War Veterans and the Eastern Fox Squirrel." (award amount: \$4824). **Research, Scholarship, and Creative Activity (RSCA) program. Chancellor's Office and Kellogg Legacy Fund. Cal Poly, Pomona.**
- 2015 "Connecting Food, People, and the Environment: Collaborating with the Center Street Community Garden." (award amount: \$1000). **Center for Community Engagement. Cal Poly, Pomona.**
- 2015 "Teaching about Socio-Environmental Synthesis with Case Studies" (fully-funded). **National Socio-Environmental Synthesis Center. Annapolis, MD.**
- 2015 National Science Foundation Summer Course for Research Design in the Social, Behavioral and Economic Sciences (tuition, lodging, meals, unable to attend). **Short Courses on Research Methods, Methods Mall. Beaufort, NC.**
- 2015 The Triad Project. (award amount: \$63,926) PI: Alfred Schademan; Co-PIs: Teresa Lloro-Bidart and Tal Slemrod. **SD Bechtel Jr. Foundation.**
- 2015 Center for Excellence in Learning and Teaching, Faculty Development Grant. **CSU, Chico.**
- 2014 University of California Collaborative Research Training Institute Scholarship (unable to attend). **UC Santa Cruz.**
- 2014 Graduate School of Education Graduation Speaker. **UC Riverside.**
- 2013-2014 Dissertation Year Fellowship. **UC Riverside.**
- 2013 Robert C. Calfee and Nel Little Endowed Doctoral Graduate Student Fellowship. **UC Riverside.**

2012-2014	Conference Travel Grants. <b>UC Riverside</b>
2012	Anthropology and the Environment Society Dissertation Mentoring Workshop. <b>American Anthropological Association.</b>
2010-2011	Graduate Research Mentorship Fellowship. <b>UC Riverside.</b>
2009-2010	Chancellor's Distinguished Fellowship Award. <b>UC Riverside.</b>
2009	Environmental Studies Graduation Speaker. <b>CSU, Fullerton.</b>
1999	Phi Beta Kappa Honor Society. <b>University of Redlands.</b>
1999	Robert D. Engel Award Most Outstanding Graduating Senior in the Sciences. <b>University of Redlands.</b>
1996	Summer Research Grant. <b>University of Redlands.</b>
1995-1999	President's Scholarship. <b>University of Redlands.</b>

## PROFESSIONAL SERVICE

### RESEARCH MENTORSHIP

#### *Funded Undergraduate Student Research Mentorship*

2018-2020	President's Discovery Fellows Program (\$16,000) Camryn Hamm, Calista Ho, & Melissa Provancha, Project Title: "Cultivating a community-engaged approach to food access in Pomona through urban agriculture." <b>Cal Poly Pomona.</b>
2017-2018	Narciso Sandico, Project Title: "What factors in local government affect implementation, conservation, and expansion of community gardens?" Partially Funded through the Special Projects for Improving the Classroom Experience Program (SPICE) Program. <b>Cal Poly, Pomona</b>
2017-2018	President's Kellogg Discovery Fellowship (\$5000) Casey Sidwell, Project title: "What is the role of community gardens in fostering a sustainable urban community?" <b>Cal Poly, Pomona</b>
2017-2018	McNair Scholars Program Fellow awarded to Casey Sidwell. "What is the role of community gardens in fostering a sustainable urban community?" <b>Cal Poly, Pomona</b>

#### *Other Undergraduate Research Mentorship*

2017-2018	Maleka Decker (second reader), Project Title: "Robotic pet therapy." Science, Technology, Society Program. <b>Cal Poly, Pomona.</b>
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#### *Dissertation Supervision*

2018-present	Patty Born, Project Title: "Environmental educators engagement with and representation of nonhuman animals as participants in young children's experiences." <b>Hamline University. St. Paul, MN.</b>
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### TO FIELD

2018-present	Diversity Committee Member. <i>Association for Environmental Studies and Sciences.</i>
2017-present	Co-Administrator. <i>Environmental Education Intersectional Feminist Caucus Facebook Community Group.</i>
2016-present	Program Committee Member. <i>Association for Environmental Studies and Sciences.</i>
2016-present	Awards Committee Member. <i>Association for Environmental Studies and Sciences.</i>
2015-present	Executive Board of Directors Member. <i>Association for Environmental Studies and Sciences.</i>
2015-present	Associate Editor. <i>Journal of Environmental Studies and Sciences.</i>
2015-present	Editorial Board Member. <i>Canadian Journal of Environmental Education.</i>
2015-present	Editorial Board Member. <i>Journal of Curriculum and Pedagogy.</i>
2014-2017	Special Issue Co-Editor. <i>Journal of Environmental Education, "The Political Ecology of Education."</i>
2016	Book Manuscript Reviewer. Springer, <i>Reimagining Sustainability in Precarious Times.</i>

2013-2014 Graduate Student Council Member. **AERA Environmental Education Special Interest Group.**  
 2014 Invited Academic Collaborator. **Farm Sanctuary. Watkins Glen, NY.**

### **Article Reviewer**

2018-present *Australian Journal of Environmental Education*  
 2017-present *Gender, Place, & Culture: A Journal of Feminist Geography.*  
 2017-present *Cultural Studies of Science Education.*  
 2017-present *Society and Animals.*  
 2017-present *International Journal of Critical Pedagogy.*  
 2017-present *Environment & Planning A.*  
 2016-present *Journal of Environmental Education.*  
 2015-present *Mind, Culture, and Society.*  
 2015-present *Educational Studies.*  
 2015-present *Journal of Curriculum and Pedagogy.*  
 2015-present *Journal of Curriculum Studies.*  
 2015-present *Journal of Political Ecology.*  
 2014-present *Canadian Journal of Environmental Education.*  
 2014-present *Environmental Education Research.*

### **Conference Proposal Reviewer**

2017-present Annual Meeting. **Association for Environmental Studies and Sciences.**  
 2014-present Annual Meeting. Council on Anthropology and Education. **American Anthropological Association.**  
 2013-present Annual Meeting. **American Educational Research Association.**

### **Book Proposal Reviewer**

#### **Review performed in 2018:**

Morris, M. (in review) *Animals and Eco-Curriculum*

#### **Review performed in 2016:**

Malone, K., Truong, S., & Gray, T. (Eds.). (2017). *Reimagining sustainability in precarious times*. Singapore: Springer.

## **TO INSTITUTION**

### **University Committees and Service**

2018-present Women Faculty Leadership Forum Member. **Cal Poly, Pomona.**  
 2018-present Learn through Discovery Task Force. **Cal Poly, Pomona.**  
 2018 "Politics in Action" Forum Speaker: "Food and Housing Insecurity on College Campuses". **Cal Poly, Pomona.**  
 2017 Proposal Reviewer: Southern California Conferences for Undergraduate Research. **Cal Poly, Pomona.**  
 2017-present Academic Programs Committee, Academic Senate. **Cal Poly, Pomona.**  
 2017-present Science, Technology, Society Advisory Board Member. **Cal Poly, Pomona.**  
 2017-present "Politics in Action" Forum Speaker: "Sustainability and the Environment". **Cal Poly, Pomona.**  
 2016-2017 Council for Graduate and Faculty Scholarship. **Cal Poly, Pomona.**  
 2016 Broco-Serv Pilot. Center for Community Engagement. **Cal Poly, Pomona.**  
 2015-2017 Kellogg Distinguished Public Lecture Series Committee. **Cal Poly, Pomona.**

### **College Committees and Service**

- 2017-2018 Mentoring Affinity Group Member. **Cal Poly, Pomona.**  
 2017 Consultant “Integrated Teacher Education Program (SPED)” Grant. **Cal Poly, Pomona.**  
 2017 Early Childhood Education Faculty Search Committee Member. **Cal Poly, Pomona.**  
 2016 Guest Speaker. Incoming Student Tours. College of Education and Integrative Studies. **Cal Poly, Pomona.**  
 2014-2015 Poster Committee. College of Natural Sciences. **CSU, Chico.**  
 2014 Guest Speaker. Finding Fellowships and Grants Workshop for Graduate Students. Graduate School of Education. **UC Riverside.**  
 2013 Common Core State Standards and Next Generation Science Standards Workshop for Pre-Service Teachers. California Science Project. **UC Riverside.**  
 2010-2012 President. Graduate Student Association, Graduate School of Education. **UC Riverside.**  
 2012 Student Representative. Graduate Advisory Committee. Graduate School of Education. **UC Riverside.**  
 2012 Student Representative. Executive Committee. Graduate School of Education. **UC Riverside.**  
 2010-2012 Student Representative. Teacher Education Committee. Graduate School of Education. **UC Riverside.**

### ***Department Committees and Service***

- 2018-present Curriculum and Student Success Committee Chair. **Cal Poly, Pomona**  
 2018 Liberal Studies Faculty Search Committee Member. **Cal Poly, Pomona.**  
 2017 Department Chair Review Committee Member, Liberal Studies Department. **Cal Poly, Pomona**  
 2016-present Personnel Committee Member, Liberal Studies Department. **Cal Poly, Pomona.**  
 2016 Winter Speaker Event Coordinator, Liberal Studies Department. **Cal Poly, Pomona.**  
 2015-2018 Curriculum Committee Member, Liberal Studies Department. **Cal Poly, Pomona.**  
 2015-present Lecturer Hiring Committee Member, Liberal Studies Department. **Cal Poly, Pomona.**  
 2015 Personnel Committee, Science Education Department. **CSU, Chico.**  
 2014-2015 Faculty Search Committee, Science Education Department. **CSU, Chico.**  
 2014-2015 Curriculum Committee, Science Education Department. **CSU, Chico.**

### **TO COMMUNITY**

- 2018-present. Member. Pomona Community Farmer Alliance.  
 2017-2018 Member. Center Street Community Garden Stakeholders Group. **Pomona Hope Nonprofit.**  
 2016-present Member. Inland Valley Urban Agriculture Coalition. **Institute for Public Strategies.**  
 2016-present Volunteer. Chino Community Garden. **City of Chino.**  
 2015-present Volunteer. Center Street Community Garden. **Pomona Hope Nonprofit.**  
 2016 Guest Speaker. Career & College Exploration Day. Ontario High School. **Chaffey Joint Union High School District.**  
 2015 Guest Speaker. “Education & Gender” Master’s Course. Graduate School of Education. **UC Riverside.**

### **RESEARCH-EVALUATION EXPERIENCE**

- 2010-2014 Researcher & Evaluator: MARC-U\*STAR. Department of Biochemistry. **UC Riverside.**  
 2011-2013 Researcher & Evaluator: “Down to Earth Climate Science.” Department of Earth Sciences. **UC Riverside.**  
 2011 Evaluator: Mathematics and Science Student Success Consortium. **San Bernardino Valley College.**  
 2010-2011 Researcher & Evaluator: Robert Noyce Scholarship Program. ALPHA Center. **UC Riverside.**

### **PROFESSIONAL ASSOCIATION MEMBERSHIP**

American Educational Research Association

American Anthropological Association  
Association for Environmental Studies and Sciences  
North American Association for Environmental Education

#### REFERENCES

- Christina Chavez-Reyes. Professor and Chair. Liberal Studies Department. College of Education and Integrative Studies. California State Polytechnic University, Pomona. [CChavez1@cpp.edu](mailto:CChavez1@cpp.edu)
- Begoña Echeverria. Associate Professor. Graduate School of Education, UC Riverside. Dissertation Chair. [B.Echeverria@ucr.edu](mailto:B.Echeverria@ucr.edu)
- Constance Russell. Professor and Editor of the *Canadian Journal of Environmental Education*, Lakehead University. Research Collaborator. [crussell@lakeheadu.ca](mailto:crussell@lakeheadu.ca)
- Farah Godrej. Associate Professor. Department of Political Science, UC Riverside. Dissertation Committee Member. [Farah.Godrej@ucr.edu](mailto:Farah.Godrej@ucr.edu)
- Douglas Mitchell. Professor. Graduate School of Education, UC Riverside. [Douglas.Mitchell@ucr.edu](mailto:Douglas.Mitchell@ucr.edu)
- Derick Fay. Assistant Professor. Department of Anthropology, UC Riverside. Dissertation Committee Member. [Derick.Fay@ucr.edu](mailto:Derick.Fay@ucr.edu)
- Maria Simani. Executive Director of the California Science Project. UC Riverside. Research Advisor. [Maria.Simani@ucr.edu](mailto:Maria.Simani@ucr.edu)

# JEFF ROY, PH.D.

Assistant Professor  
Department of Liberal Studies  
California State Polytechnic University, Pomona

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Pomona, CA 91768

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## Education

- Ph.D. University of California, Los Angeles  
Department of Ethnomusicology, June 2016  
Dissertation – “Ethnomusicology of the Closet: (Con)Figuring Transgender-Hijra Identity Through Documentary Filmmaking”  
Dissertation Committee – Daniel Neuman (chair), David Gere, Timothy Rice, Timothy Taylor
- M.A. University of California, Los Angeles, *high pass*  
Department of Ethnomusicology, June 2011  
Thesis – “The Internet Guru: Online Pedagogy in Indian Classical Music Traditions”  
Thesis Committee – Daniel Neuman (chair), Ali Jihad Racy, Timothy Rice, Anthony Seeger
- B.A. Washington University in St. Louis, *cum laude*  
Department of Comparative Literature, emphasis in Comparative Arts, June 2007

## Appointments

- 2018– Assistant Professor, Department of Liberal Studies, College of Education and Integrative Studies, Cal Poly Pomona (tenure-track)
- 2017-18 Research Postdoctoral Fellow, le Centre d’Études de l’Inde et de l’Asie du Sud (CEIAS) à l’École des Hautes Études en Sciences Sociales (EHESS), sous le patronage du Centre National de la Recherche Scientifique (CNRS), Paris, France
- 2016-17 Lecturer in Performance Studies, Dept. of Communication Studies, California State University, Northridge
- 2014-16 Teaching Fellow/Lecturer, Department of Ethnomusicology and Department of Gender Studies, UCLA
- 2008-09 String Orchestra Director, Hazelwood West High School, Parkway West Middle School, and McKelvey Elementary School, St. Louis, Missouri

## Research and Teaching Interests

South Asian music, literature and film; Transnational music and media; Interdisciplinary studies of race, gender and sexuality; Postcolonial feminist and queer theories; Queer ethnomusicological and experimental filmmaking; Theories of pedagogy, performance, and the everyday; Violin performance in the musics of South Asia, West Asia and Western Europe

## Awards and Honors

- 2017-18 *Projet Autoritas* Postdoctoral Research Fellowship, CEIAS-EHESS/CNRS  
2015 Fulbright-Hays Doctoral Dissertation Research Fellowship  
2014-15 Dissertation Year Fellowship, UCLA  
2014-15 Collegium of University Teaching Fellowship, UCLA  
2013-14 Project Involve Film Diversity Fellowship, Film Independent, Los Angeles  
2012-13 Fulbright-mtvU Fellowship/Fulbright-Nehru Fellowship  
2012-13 Graduate Research Mentorship, UCLA  
2012 Kate Neal Kinley Memorial Fellowship for Fine Arts, College of Fine Arts  
University of Illinois, Urbana-Champaign  
2012 Elaine Krown Klein Fellowship for Fine Arts, UCLA  
2011-12 Graduate Summer Research Mentorship, UCLA  
2011 American Institute of Indian Studies (AIIS) Urdu Language Fellowship  
2010 Award for Research and Publication, Society for Asian Music (SAM)  
2003-07 Danforth Scholarship for Community Service, Full Tuition, Washington University  
in St. Louis  
2005 Le Prix de Constantin Christophides pour l'histoire d'art, L'Institut Américain  
Universitaire, Aix-en-Provence, France  
2003 Archbishop Desmond Tutu International Emerging Leaders Award

## Publications: Peer-Reviewed Journal Articles

- 2018 "Introduction: Queer Forum on Navigating Normativity Between Field and  
Academe in India," *QED: A Journal in GLBTQ Worldmaking* 5(3):42-47.
- 2017a "Ethnomusicology and Performance Studies: Towards Interdisciplinary Futures in  
Indian Music Ethnography," co-written by Pavithra Prasad, *MUSICultures: Special Issue  
on Generational Frictions in Musical Ethnography of South Asia* 44(1):187-209.
- 2017b "From *Jalsab* to *Jalsā*: Music, Identity, and (Gender) Transitioning at a *Hijra* Rite of  
Initiation," *Ethnomusicology* 61(3):389-418.  
\*Winner of the Marcia Herndon Award for Research and Publication, Society for  
Ethnomusicology Gender and Sexualities Task Force (SEM-GST)
- 2016a "The Internet Guru: Online Pedagogy in Indian Classical Music Traditions." *Asian  
Music* 47(1):103-135.
- 2016b "Translating *Hijra* into Transgender: Performance and *Pebchān* in Mumbai's Trans-  
*Hijra* Communities," *TSQ: Transgender Studies Quarterly* 3(3-4):412-432, edited by  
Paisley Currah and Susan Stryker. Durham, NC: Duke University Press.
- 2015 "'The 'Dancing Queens': Negotiating Trans-*Hijra* Identity from India's Streets to the  
Global Stage," *Ethnomusicology Review* 20.
- 2014 "Unveiling Koovagam," *World Policy Journal* 31(2):91-100.

## Publications: Chapters in Edited Volumes

- 2019 "(Con)Figuring *Hijra* Music and Dance Through Documentary Filmmaking," In  
*Queering the Field: Sounding Out Ethnomusicology*, edited by Gregory Barz and William  
Cheng, New York: Oxford University Press, forthcoming
- 2019 "Remapping the Voice Through Transgender-*Hijra* Performance in India," In  
*Remapping Sound Studies in the Global South*, edited by Gavin Steingo and Jim Sykes,  
Durham, NC: Duke University Press, in press

## Publications: Films, Popular Magazine Articles, and Reviews

- 2019 “Review of the films *Swiss Yodelling–30 Years* and *Table Songs of Kakheti*, directed by Hugo Zemp,” *Ethnomusicology*, in press
- 2018 “A Guide to Mumbai’s Diverse LGBTQ+ Arts Scene,” *Condé Nast Traveler*, June 13
- 2016a *Dancing Queens: It’s All About Family* (director/producer), medium-length documentary film on transgender performers in India, co-produced by Godrej India Culture Lab
- 2016b “Mad Planet,” *Ethnomusicology Review Sounding Board: Special Issue on the Pulse Nightclub*, November 11
- 2016c “Music and India’s Hijra Community,” *UCLA Center for the Study of Women Blog*, March 21
- 2015a *India’s Big Push for Transgender and Hijra Welfare* (director), short documentary on national legislative actions surrounding transgender rights in India, executive produced by India HIV/AIDS Alliance, Delhi
- 2015b *Relapse* (producer), short narrative film on intersections of gender, sexuality and race, directed by Rosie Haber, executive produced by Film Independent, Los Angeles  
\*Awarded the Project Involve Short Film Development Award, Film Independent, Los Angeles
- 2015c *Gender Talents* (editor), documentary film series on transgender performance expressions in Columbia, India, Mexico, and the United States, directed by Carlos Motta, executive produced by Creative Capital
- 2015d “Ethnomusicology of the Closet: A New Undergraduate Course Offered at UCLA,” *Ethnomusicology Review Sounding Board*, February 17
- 2013 “Queer Voices of Mumbai,” *Godrej India Culture Lab Blog*, July 8
- 2012-13 *Music in Liminal Spaces*, a documentary film series on queer and transgender music culture in Mumbai, executive produced by Fulbright-mtvU, <https://fulbright.mtvu.com/author/mtvujroy/>
- 2012 *Mohammed to Maya / Rites of Passage* (director/producer), documentary feature on gender transitioning highlighting intersections of religion and gender, funded by Kickstarter Campaign  
\*Awarded the 2012 Jury Award for Best Film at the San Francisco Festival of Short Films; The 2012 Jury Award for Best Documentary at the Kashish Mumbai International Queer Film Festival; The 2012 Jury Award for Best International Short Film at the Fairy Tales International Film Festival; 2012 Nominations for Best Documentary Short at Out in the Desert: Tucson’s International LGBT Film Festival and Queens World Film Festival, New York; The 2011 Audience Award for Best Film at the Los Angeles Transgender Film Festival

## Conferences, Film Screenings and Invited Keynote Talks (selected)

- 2019 Invited keynote speaker, “Queer Futures of Ethnomusicological Filmmaking” CAMRA Screening Scholarship Media Festival, University of Pennsylvania, March 30
- 2018 Invited speaker, “la musique et la danse de la communauté *hijra*,” la 8ème édition du Salon L’Inde des Livres, sous le haut patronage de l’Ambassade de l’Inde en France et l’Association Les Comptoirs de l’Inde, Mairie du 20e, Paris, France, November 17
- 2018 Moderated discussion, “Introduction to the Queer Symposium on ‘Un/desirable Encounters at the Intersections of Race, Class, and Caste,’” Annual Conference on South Asia, University of Wisconsin–Madison, October 11

## Conferences, Film Screenings and Invited Keynote Talks (continued)

- 2018 Paper presentation, "Performing *Pebchān*: (Con)Figuring Transgender and *Hijra* Identity Through Music and Dance," Autoritas Colloquium on South and Southeast Asia, École Normale Supérieure, Paris, France, May 23
- 2018 Invited speaker, "Don't Break My Hopes: Resisting Vocalic Virtuosity Through *Hijra* Music and Dance," Université Paris Sorbonne, March 9
- 2017 Paper presentation, "Queering Virtuosity through Transgender-Hijra Music," 62<sup>nd</sup> Annual Meeting of the Society for Ethnomusicology (SEM), Denver, CO, Oct. 29
- 2017 Invited keynote speaker, "Queering Documentary Filmmaking in Transgender and *Hijra* India," Texas Asia Conference, University of Texas, Austin, September 21
- 2016 Paper presentation, "Transcending 'Third Gender' Through *Hijra* Music and Dance." 61st Annual Meeting of SEM, Washington D.C., November 11
- 2016 Invited film screening and discussion of *Dancing Queens: It's All About Family*, NewFest, Film Society of Lincoln Center, Oct. 22, 24
- 2016 Invited film screening, performance and arts showcase for *Dancing Queens: It's All About Family*, Project launch for "Absolut Colors," Project 88, Mumbai, Sept. 13
- 2016 Invited film screening and discussion of *Mohammed to Maya* for Walk Hakala's South Asian Literature and Islam and Literature courses in the Department of English, University at Buffalo, New York, April 28
- 2015 Paper presentation, "Ethnomusicology of the Closet: The Ritual Performance of 'Coming Out' at a *Hijra Jalsa*," 60th Annual Meeting of SEM, Austin, TX, Dec. 3
- 2015 Invited keynote presentation, film screening and performance for *Dancing Queens: It's All About Family*, "A Celebration of India's Transgender Communities," Godrej India Culture Lab, Mumbai, Nov. 18
- 2015 Paper presentation, "Voicing Subjectivity in *Hijra Badhai* Music," Annual Conference of the National Women's Studies Association, Milwaukee, WI, Nov. 13
- 2015 Paper presentation, "The 'Dancing Queens': (Re)Framing *Hijra* Identity on the Global Stage." Part of an organized panel titled "Caste and Class in Queer Indian Performance." 44th Annual Conference on South Asia, Madison, WI, Oct. 25
- 2015 Film screening and discussion, "Choreographing *Pebchān* (Identity) in a *Hijra* Comings Out Event." Part of an organized panel titled "Materializing Musical Selves in South Asia." 44th Annual Conference on South Asia, Madison, WI, Oct. 24
- 2015 Invited speaker and film screening and Q&A for *Mohammed to Maya*, Tata Institute of Social Sciences, Mumbai, India, Oct. 3
- 2015 Film screening and discussion, "(Con)Figuring 'Third Gender' Performativity Through Documentary Filmmaking." World Conference of the International Council for Traditional Music (ICTM), Astana, Kazakhstan, July 14
- 2015 Invited film screening and discussion for *Relapse*, Film Independent Project Involve Showcase, Linwood Dunn Theater, Hollywood, CA, April 22
- 2015 Invited speaker for Patrick Linehan's course LGBT Rights in Global Public Diplomacy in the Department of Public Diplomacy, University of Southern California, April 1
- 2014 Paper presentation, "The Dancing Queens: Hijra Music and Dance from the Streets to the Stage." 59th Annual Meeting of the Society for Ethnomusicology, Pittsburgh, Nov. 15
- 2014 Invited speaker for Zoe Sherinian's course Ethnomusicology Research Methods in the Department of Musicology, University of Oklahoma, March 5
- 2013 Invited film screening and discussion for *Mohammed to Maya*, "Trans Awareness Week," New York University LGBT Center, Nov. 21
- 2013 Film screening and discussion, "Visual POPnography: Video Documenting Gendered Performance in Mumbai's LGBTQ Communities," 58th Annual Meeting of SEM, Indianapolis, Nov. 15

## Conferences, Film Screenings and Invited Keynote Talks (continued)

- 2013 Invited film screening and discussion for *Mohammed to Maya*, Canadian Film Institute, Ottawa, Oct. 23
- 2013 Invited film screening and discussion for *Mohammed to Maya*, NewFest, Film Society of Lincoln Center, New York, Sept. 10
- 2013 Invited film screening and speaker, “Queer Voices of Mumbai.” Godrej India Culture Lab, Mumbai, July 19
- 2013 Paper presentation, “Music in Liminal Spaces: Gendered Performance in India’s LGBTQ Community,” 42nd International Council for Traditional Music (ICTM), Shanghai, China, July 17
- 2013 Invited film screening and discussion for *Mohammed to Maya*, Indian Film Festival of Los Angeles, ArcLight Hollywood, April 10
- 2013 Film screening and discussion, “Documenting Music and Dance Performance in Mumbai’s LGBTQ Community,” South and Central Asia Fulbright Conference, Kochi, India, Feb. 26
- 2012 Film screening and discussion for *Mohammed to Maya*. Montréal World Film Festival, Cinéma Cineplex Odeon, Aug. 24, 25, 26
- 2012 Paper presentation, “The Internet Guru: Online Pedagogy in Indian Classical Music Traditions.” Annual Meeting for the Indian Musicological Society (IMS), Mumbai, Jan. 20
- 2011 Paper presentation, “Invisible Goddesses: Identity Performance in Indian Transgender Music and Dance.” 56th Annual Meeting of SEM, Philadelphia, Nov.
- 2011 Invited speaker, “Introduction to Indian Music,” Dept. of Ethnomusicology, UCLA, Oct. 19
- 2012 Film screening and discussion for *Rites of Passage*, Outfest, Directors Guild of America, Los Angeles, July 15, 19
- 2012 Film screening and discussion for *Rites of Passage*, Palm Springs International Film Festival, Camelot Theatre, June 21
- 2012 Film screening and discussion for *Rites of Passage*, Kashish Mumbai International Queer Film Festival, Liberty Theatre, May 26
- 2012 Film screening and discussion for *Rites of Passage*. 26th BFI London Lesbian and Gay Film Festival, British Film Institute, March 23
- 2012 Film screening and discussion for *Rites of Passage*. Fusion: LGBT People of Color Film Festival, Egyptian Theatre Hollywood, Los Angeles, March 22
- 2012 Film screening and discussion for *Rites of Passage*, LUMS International Film Festival, University of Lahore, Pakistan, Feb. 10
- 2011 Film screening and discussion for *Rites of Passage*, Los Angeles Transgender Film Festival College Tour, Nov. 14-28
- 2011 Film screening and discussion for *Rites of Passage*, Los Angeles Transgender Film Festival, Jewish Community Center, Nov. 6
- 2011 Invited speaker, “The Use of Technology in Music Education.” Dept. of Ethnomusicology, UCLA, Feb. 28
- 2010 Paper presentation, “The Use of Social Media Platforms Among Indian Classical Musicians,” 6th Annual Art of Record Production Conference, Leeds, United Kingdom, Dec. 4
- 2010 Paper presentation, “Music in Liminal Spaces: Gendered Performance in India’s Transgender Hijra Community,” Meeting of the Society for Asian Music held in conjunction with the 55<sup>th</sup> Annual Meeting of SEM, Los Angeles, Nov. 12
- 2010 “Hijra Music of Mumbai, India,” Pre-Conference Symposium Panel entitled “Ethnographic Identities and Fieldwork,” 55<sup>th</sup> Annual Meeting of SEM, Los Angeles, Nov. 10

## **Courses**

### **Cal Poly Pomona, Department of Liberal Studies**

Arts Integration II (Fall 2018, Spring 2019), an upper-level course on critical interpretive methods to the study, practice, and pedagogy of the literary arts, performing arts, visual arts, film and media arts

The Humanities and the Liberal Arts (Fall 2018, Spring 2019), an upper-level course on interdisciplinary theories and methodologies in cultural studies, critical theory, performance, anthropology and ethnographic practice

### **California State University, Northridge, Department of Communication Studies**

Gender in Communication (Spring 2017), an upper-level course on theories and methods to the study of gender in communication

Narrative in Performance (Spring 2017), an upper-level course on narrative writing, theory, and performance practice

Performance and Cultural Studies Criticism (Spring 2017, Fall 2016), an upper-level course on critical interpretive methods in the study of performance, culture, and language

Performance, Language, and Cultural Studies (Spring 2017, Fall 2016), an upper-level course on representations and reproductions of power in culture, performance, media and communication

Rhetorical Theory (Spring 2017), an upper-level course on theories of rhetoric from classical Greece current feminist and queer theories

### **University of California, Los Angeles, Department of Ethnomusicology and Department of Gender Studies**

Ethnomusicology of the Closet (Spring 2016, Spring 2015), a graduate and upper-level undergraduate seminar on queer and transgender performance in local and global contexts, featuring a performance and lecture series with Avenue Q creator Jeff Marx and former Madonna dance captain Kevin Stea, developed with the support of the UCLA Collegium of University Teaching Fellowship

Survey of Classical Music in India (Spring 2014), a graduate and upper-level undergraduate seminar on critical issues within the world of Indian classical music, highlighting comparative case studies and methods in the northern and southern regions of the subcontinent, accompanied by a guest performance series featuring local and international musicians and dancers

## **Advising**

### **Cal Poly Pomona, Department of Liberal Studies**

Undergraduate advising duties including weekly meetings with students in developing papers, research projects and long-term study plans

### **California State University, Northridge, Department of Communication Studies**

Advising duties including weekly meetings with graduate and undergraduate students in developing papers, research projects and study abroad agenda

### **University of California, Los Angeles, Department of Ethnomusicology**

Advising duties including weekly meetings with graduate and undergraduate students in developing papers, research projects and study abroad agenda

## University and Department Service

- 2019– Course design and community partnership development, Special Projects for Improving the Classroom Environment (SPICE) grant, Dept. of Liberal Studies  
2018– Curriculum Committee, Dept. of Liberal Studies

## Academic and Artistic Service (selected)

- 2018 Co-organizer for “Third Queer Symposium: Un/desirable Encounters at the Intersections of Race, Class, and Caste in South Asia,” 47th Annual Conference on South Asia, Madison, WI, October 11  
2018 Marcia Herndon Award for Research and Publication Selection Committee  
2017 Co-organizer for “Second Queer Pre-conference: Navigating Normativity from a Non-normative Perspective.” 46th Annual Conference on South Asia, Madison, WI, October 27  
2016– Referee for *Asian Music*, *Ethnomusicology*, *South Asia Multidisciplinary Academic Journal*, and *TSQ: Transgender Studies Quarterly*  
2016-18 Co-chair, Gender and Sexualities Taskforce, Society for Ethnomusicology  
2016 Co-organizer for “First Queer Pre-conference: Explorations of Queer Methodologies.” 45th Annual Meeting on South Asia, University of Wisconsin, Madison  
2015 Event Producer and Video Documentarian for “Dancing Queens: A Celebration of India’s Transgender Communities,” a dance performance and film screening featuring the transgender dance troupe, held at the Godrej India Culture Lab, Mumbai, Nov. 18  
2012 Vocalist, “Fade to Blue” with LeAnn Rimes and the Gay Men’s Chorus of Los Angeles (GMCLA), Saban Theatre Beverly Hills, CA, June 23, 24  
2012 Vocalist, “23rd Annual GLAAD Media Awards” with GMCLA, The Beverly Hilton Hotel, Los Angeles, June 2  
2011 Violinist, “A Royal Night Out,” with Prince Manvendra Singh Gohil and Dick Caveat, Guild Hall, East Hampton, New York, Aug. 30  
2011 Student Representative to Dean’s Student Council, School of Arts & Architecture  
2011 Chair, Ethnomusicology Graduate Student Organization (EGSO), UCLA  
2010 Research team member, *The Humsafar Trust*, HIV/AIDS NGO, Mumbai, India  
2010 Editorial panel member, *Pacific Review of Ethnomusicology*, UCLA  
2009 Student Representative, Faculty Executive Committee (FEC), School of Arts & Architecture

## Press Coverage and Reviews of Academic and Artistic Work

- 2017 “Film Review: *Mohammed to Maya*,” by Walter Hakala, *Asian Ethnography* 76(1):145-6.  
2015 “India’s Most Successful Transgender Dance Troupe on How They Battled Discrimination,” by Sharin Bhatti, *Hindustan Times*, published Dec. 10  
2015 “Art Matters: Dancing for Equality,” video interview, *NDTV*, Nov. 28  
2015 “This Transgender Troupe Uses Dance as a Way to Highlight the Problems They Face,” by Suprateek Chatterjee, *The Huffington Post, India*, Nov. 17  
2015 “The Cost of Transitioning,” video interview. *CBS’s The Insider*, March 25  
2013 “Film Independent Selects 30 Emerging Filmmakers for Project Involve,” by Beth Hanna, *IndieWire*, Nov. 4  
2013 “Giving Voice to Queer Stories,” by Soma Das, *Mid-Day*, July 17

## Press Coverage and Reviews (continued)

- 2013 “Music, Dance and Mumbai’s LGBTQ Community,” by Sita Wadhvani, *Vogue India*, July 16
- 2012 “Documentary Takes the Long View of Sex Transition,” by Sweta Sharma, *The Sunday Guardian*, Sept. 2
- 2012 “Musical Rites of Passage: A Fulbright-mtvU Fellowship winner will document how members of the Indian LGBT community use music to craft urban identity,” by Jerry Portwood, *OUT Magazine*, Aug. 14
- 2012 “When Mohammed Became Maya,” by Prajakta Hebba, *Indian Express*, May 24
- 2012 “A Tight Focus on the Spiritual Side of Transitioning,” *National Public Radio: On Being*, by Emily Frost, *The Indian Express*, April 13

## Professional Memberships

American Anthropological Association  
Association for Asian Studies  
National Women’s Studies Association  
Society for Ethnomusicology  
Society for Visual Anthropology

## Fieldwork Experience

- 2018 India, three months, Postdoctoral Fellowship for “Project Autoritas”
- 2014-15 India, six months, Fulbright-Hays Fellowship
- 2012-13 India, one year, Fulbright-mtvU Fellowship/Fulbright-Nehru Fellowship
- 2011 India, three months, transgender-*hijra* performance practices
- 2011 Thailand, two weeks, documentary film footage, sex reassignment surgery
- 2010 India, two months, transgender-*hijra* performance practices
- 2010 Los Angeles, two months, online pedagogies in Indian classical music

## Languages

English – native tongue  
French – fluent reading, writing, and speaking  
Hindi – excellent reading, good writing and speaking  
Spanish – good reading, writing, and speaking  
Urdu – good reading, writing, and speaking

**Dr. Maya Stovall**  
Cal Poly Pomona  
3801 W. Temple Ave.  
Pomona, Calif., 91768  
www.mayastovall.com

#### **ACADEMIC APPOINTMENTS**

Assistant Professor, **Cal Poly Pomona**, Dept. of Liberal Studies, 2018-present  
Senior Art Critic, **University of Pennsylvania**, School of Design, 2017-2018  
Instructor, Adjunct Faculty, **Wayne State University**, Anthropology; Theatre & Dance, 2012-2018

#### **EDUCATION**

Ph.D. **Wayne State University**, Detroit, MI, 2013-2018  
Anthropology  
*Liquor Store Theatre: Ethnography and Contemporary Art in Detroit, Ph.D. Dissertation*

Post-Baccalaureate  
*Maggie Allesee Department of Theatre & Dance*

M.B.A. **The University Of Chicago**, 2007

B.B.A. **Howard University**, Washington D.C., 2004

#### **RESEARCH & TEACHING INTERESTS**

Contemporary Art, Critical Geography, Cultural Anthropology, Choreography, Performance Studies, Urban Ethnography; United States, Canada, Europe

#### **WORKS IN PERMANENT MUSEUM COLLECTIONS**

Whitney Museum of American Art: *Liquor Store Theatre*, vol. 2, no. 2 (2015) Digital video, color, sound; 7:56 min.  
Cranbrook Art Museum: *Liquor Store Theatre*, vol. 4, no. 7 (2017) High-definition video, color, sound; 16:13 min.

#### **BOOKS**

Stovall, M. (scheduled Spring 2020) *Liquor Store Theatre*. Duke University Press, Ken Wissoker, Editor.

#### **ACADEMIC PUBLICATIONS**

Stovall, M. (2018). "Liquor Store Theatre: Ethnography and Contemporary Art in Detroit." PhD diss., Wayne State University.

Stovall, M. (in copy-editing). "It's The 'Hood. But That Means It's Home!" African American Feminist Critical Geographic Wanderings in the Anthropology of Space and Place. *Transforming Anthropology*.

Stovall, M., and Alex B. Hill. (2016). Blackness in Post-Bankruptcy Detroit: Racial Politics and Public Discourse. *Journal of the Anthropology of North America* 19(2), 117-127.

Stovall, M. (2015). African American Cultural Technology: The Lindy Hop, the King of Pop, and the Factory Worker's Experience. *Transforming Anthropology*, 23(1), 1-13.

Stovall, M. (under review). "The Public Library: Crystal Methamphetamine Metacrisis in Saskatoon, Saskatchewan, Canada." *International Journal of Drug Policy*.

Stovall, M. (under review). "Choreography as Strategy in The Public Library: Crystal Methamphetamine & Conceptual Art in Downtown Saskatoon." *American Anthropologist*.

#### **POPULAR PUBLICATIONS**

Hill, Alex B., and Maya Stovall. (2017). The Detroitists. *Anthropology News*, 58 (4).

Stovall, M., and Biba Bell. (2016). Liquor Store Theatre: Dancing with Gentrification. *Detroit Research*, vol. 2.

Stovall, M. (2016). Dance the City. *Anthropology News*, 57 (6), e43-e49.

Stovall, M., and Biba Bell. (2015). Maya Stovall in Conversation with Biba Bell. Critical Correspondence, *Movement Research Journal*.

Stovall M., and Alex B. Hill. (2015). Is there no Innovation in Detroit Neighborhoods? *The Detroit News*. April 29, 2015.

#### **SELECTED INVITED EXHIBITIONS, COMMISSIONS, & EVENTS**

##### **2019**

Reyes Projects, Detroit: Solo Exhibition, Sept-Nov  
Fort Mason Center for Arts and Culture, San Francisco: Solo Exhibition, Maya Stovall-UNDER NEW MANAGEMENT, Mar-May  
Fort Mason Center for Arts and Culture, San Francisco: Performance Commission, Maya Stovall-THEOREM, May  
Independent New York, NYC: Invited exhibiting artist, Mar  
Ann Arbor Film Festival: The Anthropological Avant Garde, Mar  
American Ethnological Society Annual Conference, St. Louis: Ethnographic Futures, Planning Committee, Mar

Museum of Contemporary Art, Toronto, Canada: BELIEVE, Group Exhibition, Jan  
Museum of Contemporary Art, Detroit: Critical Context Summit Invited Panelist, Jan  
Library Street Collective, Detroit: Homemade, Group Exhibition, Jan

## 2018

AKA Artist Run, Saskatoon, Saskatchewan, Canada: Maya Stovall: Compulsion And Heart, Solo Exhibition, Nov-Jan  
Atlanta Contemporary: Vivid Memories of a Blurred Past, Group Exhibition, Aug-Dec  
Museum of Contemporary Art, Toronto, Canada: BELIEVE, Group Exhibition, Sept-Jan  
Library Street Collective, Detroit: Homemade, Group Exhibition, Oct-Jan  
American Anthropological Assoc. Annual Conference, San Jose: Executive Session, Multimodal Anthropology-A Provocation, Nov  
AKA Artist Run, Saskatoon, Saskatchewan, Canada: Artist Residency, Jul-Aug  
School of Design, University of Pennsylvania MFA: Senior Critic  
Cranbrook Art Museum, MI: Ph.D. Public Defense: Liquor Store Theatre: Ethnography and Contemporary Art in Detroit, Feb  
Newbridge Projects, Newcastle upon Tyne, England, United Kingdom: Performance in Public / Public in Performance, Feb  
Reyes Projects, MI: At Large, Group Exhibition, Feb-Mar  
Studio Museum in Harlem, NYC: Fictions, Group Exhibition, Jan  
Maryland Institute College of Art: Counternarratives: Performance and Actions in Public Space, Jan-Mar  
Cranbrook Art Museum, MI: Liquor Store Theatre Performance Films, Solo Exhibition, Jan-Mar

## 2017

Whitney Museum of American Art, NYC: Whitney Biennial Artist  
Studio Museum in Harlem: Fictions, Sept-Jan  
Cranbrook Art Museum, Detroit: Liquor Store Theatre Performance Films, Solo Exhibition, Nov-Mar  
School of Design, University of Pennsylvania MFA: Senior Critic, Oct  
Max M. and Marjorie R. Fisher Center, Detroit: Art @ the Max III, Group Exhibition, Sept-Dec  
art pop and POP Montreal, Canada: art pop Group Exhibition, Performance, Sept  
Jessica Silverman Gallery, San Francisco: Marching to the Beat Group Exhibition, Performance, Jul-Aug  
Aarhus University, Aarhus, Denmark: Artist/Ph.D. residency, May-Aug  
Contemporary Art Museum St. Louis, MO: Urban Planning: Art and the City 1967-2017, May-Aug  
Whitney Museum of American Art, NYC: Maya Stovall-MANIFESTO, May  
Pulitzer Arts Foundation: Shell & Glimpse: Two Days of Dance with AUNTS, St. Louis, MO, Apr  
Scarab Club, Detroit: Thinking Place with Michael Stone Richards, on works of Adrian Piper & James Boggs, Mar

## 2016

American Anthropological Association Annual Meeting, "Performance Artist + YOU", Minneapolis, MN, Nov  
Sidewalk Festival of Performing Arts, Detroit, "Tea with Performance Artist", Aug  
Jam Handy Detroit, AUNTS X Detroit, "Detroit Grit Lessons", Aug  
Inca Monuments & Ruins, Tiahuanaco, Bolivia: Invited Untitled Performance, Jul

## 2015

American Anthropological Association, Familiar & Strange, Denver CO, Art, Anthropology, Action, Nov  
Museum of Contemporary Art, Detroit, Invited collaborator of the choreographer Biba Bell, Jul-Oct  
Wayne State University, Anthropology Graduate Students Organization Conference, #BlackLivesMatter: Performance & Public Space, Mar  
Wayne State University Department of Anthropology, invited talk: Liquor Store Theatre, Feb

## 2014

D'LECTRICITY, Detroit: Choreographer, Beacon, Sept  
Eastern Market Edition Sidewalk Festival of Performing Arts, Detroit: Liquor Store Theatre, Sept  
Sidewalk Festival for the Performing Arts, Detroit: Meta performance & video screening, Aug  
Allied Media Conference: Detroit Dance from the Street to the Stage, Jun

## 2013

N'Namdi Center for Contemporary Art, Detroit: The Fluid Image, Gallery Performance, Oct  
MBAD Museum African Bead Festival, Detroit: Dance of the Chip Bagger, Video Performance, Sept  
Sidewalk Festival for the Performing Arts, Modular Performance Installations, Aug  
Museum of Contemporary Art, Detroit, *Silver Everything*: Single channel video, invited and commissioned by the artist, Olayami Dabls, as part of Dabls' Kresge Arts Fellowship Art X Detroit Exhibition, Apr  
Midwest Regional Alternative Dance Festival, 13/60: Single channel video screening, Mar

## ACADEMIC TEACHING EXPERIENCE

### Cal Poly Pomona, Assistant Professor, 2018-present

Department of Liberal Studies  
Special Topics: Contemporary Art & The City  
F2018, Sec 02  
Survey of the Humanities  
F2018, Sec 02 & 03  
S2019, Sec 03  
Survey of the Social Sciences  
S2019, Sec 01 & 04  
Special Independent Study: Gender Politics  
S2019, Sec 01

**Wayne State University, 2012-2018**

**Instructor/Adjunct Faculty**, Wayne State University, Detroit, MI, Aug 2015-2018

Department of Anthropology

General Introduction to Anthropology

W2018, Sec 005

F2017, Sec 002

W2017, Sec 001

F2016, Sec 003

W2016, Sec 001

F2015, Sec 002, Andrew D. Newman, Ph.D.

Cultures of the World

W2018, Sec 002

W2017, Sec 002

W2016, Sec 001, Andrew D. Newman, Ph.D.

General Introduction to World Dance

F2015, Sec 001

**Instructional Assistant**, Wayne State University, Detroit, MI, Aug 2014-Dec 2014

General Introduction to Anthropology

F2014, Sec 002, Andrew D. Newman, Ph.D.

**Instructional Assistant to Ariel Osterweis, Ph.D.**, Wayne State University, Detroit, MI, Aug 2012-April 2013

Maggie Allesee Department of Theatre and Dance

History of Dance, 1800-present

W2013, Sec 001, Ariel Osterweis, Ph.D.

Introduction to World Dance

W2013, Sec 004, Ariel Osterweis, Ph.D.

F2012, Sec 002, Ariel Osterweis, Ph.D.

F2012, Sec 003, Ariel Osterweis, Ph.D.

#### **HONORS & AWARDS**

Studio Museum in Harlem, Fictions F-Series Artist, 2017-2018

United States Artists, Fellowship Nominee, 2017

Whitney Museum of American Art, Whitney Biennial Artist, 2017

King Chavez Parks Future Faculty Fellowship, Wayne State University, 2015-2017

Ford Foundation Dissertation Fellowship, Honorable Mention, 2017-2018

Social Sciences Research Council, Dissertation Proposal Fellowship Finalist, 2015

Aswad Award, Wayne State University, 2014

#### **PROFESSIONAL ASSOCIATIONS & SERVICE**

American Anthropological Association (AAA)

Association of Black Anthropologists (ABA)

Faculty in Residence, *Cal Poly Pomona*

#### **LANGUAGES**

Spanish - fluent reading and writing, proficient spoken

Danish - elementary reading, writing, and spoken

**Appendix E – Discontinued Liberal Studies Quarter Subplans – Curriculum Sheets**



**California State Polytechnic University, Pomona  
Degree Curriculum Sheet**

Plan (Major) LIBERAL STUDIES, B.A.

Catalog Year 2017-2018

Name \_\_\_\_\_

Subplan/Option Bilingual Authorization Pre-Credential

Minimum Units Required 180

Student ID \_\_\_\_\_

<p><b>Required Core Courses</b></p> <p>A 2.0 cumulative GPA is required in core courses in order to receive a degree in the major.</p> <p>LS 201 - Introduction to Liberal Studies (4)          LS 301 - Concepts in Liberal Studies (4)          LS 401 - Liberal Studies Seminar (4)          LS 421 - Integrated Arts II (4)</p> <p><b>Total Units 16</b></p>
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<p><b>Required Subplan/Option Core Courses</b></p> <p>ENG 323 - Language Acquisition (4)          HST 101 - History of World Civilization: The Ancient Period (4)          HST 102 - History of World Civilization: The Middle Period (4)          HST 103 - History of World Civilization: The Modern Period (4)          LS 459 - Liberal Studies Synthesis I (4)          LS 460S - Liberal Studies Synthesis II Service Learning (4)          LS 461 - Senior Project I (4)          LS 462 - Senior Project II (4)          MAT 394 - Elementary Mathematics from an Advanced Viewpoint: Algebra (4) **          MAT 395 - Elementary Geometry from an Advanced Viewpoint: Geometry (4) **          TH 423 - Integrated Arts I (4)</p> <p><b>Total Units 44</b></p>
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<p><b>Required Support Courses</b></p> <p>The following major support courses should be used to satisfy the indicated GE requirements. If these courses are not used to satisfy GE, the total units to degree may be more than 180 units.</p> <p>BIO 110/111L - Life Science (3/1) (B2, B3)</p> <p>EWS 202 - Chicano/Latino Experience (4) (D3) or          EWS 402 - Chicano/Latino Contemporary Issues (4) (D4)</p> <p>EWS 360 - Cultures of Childhood (4)          GED 400/400L - Foundations of Educational Computer Literacy (3/1)          GEO 102 - Human Geography (4) (D3)          GEO 351 - Geography of California (4) (D4)          GSC 350 - Natural Disasters (4) (B5)          HST 201 - United States History (4) (D2)          HST 202 - United States History (4) (D1)          HST 370 - History of California (4) (C4)          KIN 328/328A - Elementary Physical Education (2/1)</p> <p><b>Continue next column</b></p>
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<p><b>Required Support Courses Con't.</b></p> <p>KIN 441 - School Health Education (3)          MAT 194 - Mathematical Concepts for Elementary School Teachers: Number Systems (4) (B4) **          MU 100 - Introduction to Music (4) (C1)          PLS 201 - Introduction to American Government (4) (D1)          SCI 210/210L - Physics Concepts and Activities (3/1) (B1) *          TED 405 - Introduction to Contemporary Teaching (4)          TED 406 - Educational Psychology (4)          TED 407 - Education in a Diverse Society (4)</p> <p><b>Total Units 74</b></p>
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<p><b>Restricted Electives</b></p> <p>ENG 324 - Children's Literature (4)          MAT 494 - Elementary Mathematics from an Advanced Viewpoint: Probability, Statistics, and Data Analysis (4) **          PSY 206 - Child Psychology for Educators (4)          SCI 211/211L - Chemical Sciences (3/1) *          SCI 212/212L - Earth Sciences (3/1) *</p> <p>*Students must complete SCI 210/210L, SCI 211/211L, and SCI 212/212L to meet the GE Area B1 requirement.</p> <p>**Students must complete MAT 194, MAT 394, MAT 395, and MAT 494 to meet the GE Area B4 requirement.</p> <p><b>Total Units 20</b></p>
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<p><b>Unrestricted Electives</b></p> <p>Select a sufficient number of courses from "Required Support", "GE", and "Unrestricted Electives" so that they total at least 100 units.</p> <p><b>Total Units 0-2</b></p>
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<p><b>Interdisciplinary General Education</b></p> <p>See Interdisciplinary General Education Courses on the back of the Curriculum Sheet.</p> <p><b>Total Units 32</b></p>
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<p><b>General Education Requirements</b></p> <p><b>Area A Communication &amp; Critical Thinking (12 units)</b></p> <ol style="list-style-type: none"> <li>1. Oral Communication</li> <li>2. Written Communication</li> <li>3. Critical Thinking</li> </ol> <p><b>Area B Mathematics &amp; Natural Sciences (16 units)</b></p> <ol style="list-style-type: none"> <li>1. Physical Science</li> <li>2. Biological Science</li> <li>3. Laboratory Activity</li> <li>4. Math/Quantitative Reasoning</li> <li>5. Science &amp; Technology Synthesis</li> </ol> <p><b>Area C Humanities (16 units)</b></p> <ol style="list-style-type: none"> <li>1. Visual and Performing Arts</li> <li>2. Philosophy and Civilization</li> <li>3. Literature and Foreign Language</li> <li>4. Humanities Synthesis</li> </ol> <p><b>Area D Social Sciences (20 units)</b></p> <ol style="list-style-type: none"> <li>1. U.S. History, Constitution, American Ideals             <ol style="list-style-type: none"> <li>a. United States History</li> <li>b. Introduction to American Government</li> </ol> </li> <li>2. History, Economics and Political Science</li> <li>3. Sociology, Anthropology, Ethnic &amp; Gender Studies</li> <li>4. Social Science Synthesis</li> </ol> <p><b>Area E Lifelong Understanding &amp; Self Development (4 units)</b></p> <p><b>Total Units 68</b></p>
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<p><b>American Institutions</b></p> <p>Courses that satisfy this requirement may also satisfy GE Area D1</p>	8
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<p><b>American Cultural Perspectives Requirement</b></p> <p>Refer to the University Catalog General Education Program section for a list of courses that satisfy this requirement. Course may also satisfy major, minor, GE, or unrestricted elective requirements.</p>	4
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All persons who receive undergraduate degrees from Cal Poly Pomona must pass the Graduation Writing Test (GWT). The test must be taken by the quarter following completion of 120 units for undergraduates.



**California State Polytechnic University, Pomona  
Degree Curriculum Sheet**

Plan (Major) LIBERAL STUDIES

Catalog Year 2017-2018

Name \_\_\_\_\_

Subplan/Option BA/Credential

Minimum Units Required 202

Student ID \_\_\_\_\_

**Required Core Courses**

A 2.0 cumulative GPA is required in core courses in order to receive a degree in the major.

- LS 201 - Introduction to Liberal Studies (4)
- LS 301 - Concepts in Liberal Studies (4)
- LS 401 - Liberal Studies Seminar (4)
- LS 421 - Integrated Arts II (4)

**Total Units 16**

**Required Subplan/Option Core Courses**

- ENG 323 - Language Acquisition (4)
- LS 459 - Liberal Studies Synthesis I (4)

- LS 460 - Liberal Studies Synthesis II (4) or
- LS 460S - Liberal Studies Synthesis II Service Learning (4)

- LS 461 - Senior Project I (4)
- LS 462 - Senior Project II (4)
- MAT 394 - Elementary Mathematics from an Advanced Viewpoint: Algebra (4) \*\*
- MAT 395 - Elementary Geometry from an Advanced Viewpoint: Geometry (4) \*\*
- TH 423 - Integrated Arts I (4)

**Total Units 32**

**Required Support Courses**

- BIO 110/111L - Life Science (3/1) (B2, B3)
- EDS 403 - Introduction to Special Education (4)
- GED 400/400L - Foundations of Educational Computer Literacy (3/1)
- GEO 351 - Geography of California (4) (D4)
- GSC 350 - Natural Disasters (4) (B5)
- HST 370 - History of California (4) (C4)
- KIN 328/328A - Elementary Physical Education (2/1)
- KIN 441 - School Health Education (3)
- MAT 194 - Mathematical Concepts for Elementary School Teachers: Number Systems (4) (B4) \*\*
- MU 100 - Introduction to Music (4) (C1)
- SCI 210/210L - Physics Concepts and Activities (3/1) (B1) \*
- TED 405 - Introduction to Contemporary Teaching (4)
- TED 406 - Educational Psychology (4)
- TED 407 - Education in a Diverse Society (4)
- TED 425 - Theory and Practice in Mathematics Education (4)

**Continue next column**

**Required Support Courses Con't.**

- TED 427 - Clinical Practice I (8) and
- TED 440 - Teaching Performance Assessment Block I (2)

- TED 429 - Clinical Practice II (8) and
- TED 441 - Teaching Performance Assessment Block II (2)

- TED 431 - Theory and Practice in Science Education (4)
- TED 443 - Theory and Practice in Literacy Instruction (4)
- TED 444 - Theory and Practice in Language Arts Education (4)
- TED 451 - Theory and Practice in History/Social Science Integrated Arts Education (4)

**Total Units 94**

**Restricted Electives**

- ENG 324 - Children's Literature (4)
- MAT 494 - Elementary Mathematics from an Advanced Viewpoint: Probability, Statistics, and Data Analysis (4) \*\*
- PSY 206 - Child Psychology for Educators (4)
- SCI 211/211L - Chemical Sciences (3/1) \*
- SCI 212/212L - Earth Sciences (3/1) \*

\*Students must complete SCI 210/210L, SCI 211/211L, and SCI 212/212L to meet the GE Area B1 requirement.

\*\*Students must complete MAT 194, MAT 394, MAT 395, and MAT 494 to meet the GE Area B4 requirement.

**Total Units 20**

**Interdisciplinary General Education (IGE)**

An alternate pattern for partial fulfillment of GE Areas A, C, D, and E available for students is the Interdisciplinary General Education (IGE) program. Students should see an advisor for specific GE coursework required by their major. Students must be exempt from or score at least 147 on the EPT to qualify for IGE. Please refer to the University Catalog General Education Program section for additional information.

**How IGE fulfills General Education Requirements:**

Year	Completion of IGE Courses	Satisfies GE Requirements
Freshman	IGE 120, IGE 121, IGE 122	A2 as well as any 2 courses from C1-C3
Sophomore	IGE 220, IGE 221, IGE 222	D1 (8 units) and D3
Junior	IGE 223, IGE 224	D2 and Area E

**Total Units 32**

**General Education Requirements**

**Area A Communication & Critical Thinking (12 units)**

1. Oral Communication
2. Written Communication
3. Critical Thinking

**Area B Mathematics & Natural Sciences (16 units)**

1. Physical Science
2. Biological Science
3. Laboratory Activity
4. Math/Quantitative Reasoning
5. Science & Technology Synthesis

**Area C Humanities (16 units)**

1. Visual and Performing Arts
2. Philosophy and Civilization
3. Literature and Foreign Language
4. Humanities Synthesis

**Area D Social Sciences (20 units)**

1. U.S. History, Constitution, American Ideals
  - a. United States History
  - b. Introduction to American Government
2. History, Economics and Political Science
3. Sociology, Anthropology, Ethnic & Gender Studies
4. Social Science Synthesis

**Area E Lifelong Understanding & Self Development (4 units)**

**Total Units 68**

**American Institutions**

Courses that satisfy this requirement may also satisfy GE Area D1

8

**American Cultural Perspectives Requirement**

Refer to the University Catalog General Education Program section for a list of courses that satisfy this requirement. Course may also satisfy major, minor, GE, or unrestricted elective requirements.

4

All persons who receive undergraduate degrees from Cal Poly Pomona must pass the Graduation Writing Test (GWT). The test must be taken by the quarter following completion of 120 units for undergraduates.



**California State Polytechnic University, Pomona  
Degree Curriculum Sheet**

Plan (Major) **LIBERAL STUDIES, B.A.**

Catalog Year **2017-2018**

Name \_\_\_\_\_

Subplan/Option **Bilingual Authorization BA/Credential**

Minimum Units Required **214**

Student ID \_\_\_\_\_

**Required Core Courses**

A 2.0 cumulative GPA is required in core courses in order to receive a degree in the major.  
 LS 201 - Introduction to Liberal Studies (4)  
 LS 301 - Concepts in Liberal Studies (4)  
 LS 401 - Liberal Studies Seminar (4)  
 LS 421 - Integrated Arts II (4)

**Total Units 16**

**Required Subplan/Option Core Courses**

ENG 323 - Language Acquisition (4)  
 LS 459 - Liberal Studies Synthesis I (4)  
 LS 460 - Liberal Studies Synthesis II (4)  
 LS 461 - Senior Project I (4)  
 LS 462 - Senior Project II (4)  
 MAT 394 - Elementary Mathematics from an Advanced Viewpoint: Algebra (4) \*\*  
 MAT 395 - Elementary Geometry from an Advanced Viewpoint: Geometry (4) \*\*  
 TH 423 - Integrated Arts I (4)

**Total Units 32**

**Required Support Courses**

BIO 110/111L - Life Science (3/1) (B2, B3)  
 EDS 403 - Introduction to Special Education (4)  
 EWS 202 - Chicano/Latino Experience (4) (D3)  
 EWS 402 - Chicano/Latino Contemporary Issues (4) (D4)  
 EWS 360 - Cultures of Childhood (4)  
 GED 400/400L - Foundations of Educational Computer Literacy (3/1)  
 GEO 351 - Geography of California (4) (D4)  
 GSC 350 - Natural Disasters (4) (B5)  
 HST 370 - History of California (4) (C4)  
 KIN 328/328A - Elementary Physical Education (2/1)  
 KIN 441 - School Health Education (3)  
 MAT 194 - Mathematical Concepts for Elementary School Teachers: Number Systems (4) (B4) \*\*  
 MU 100 - Introduction to Music (4) (C1)  
 SCI 210/210L - Physics Concepts and Activities (3/1) (B1) \*  
 TED 405 - Introduction to Contemporary Teaching (4)  
 TED 406 - Educational Psychology (4)  
 TED 407 - Education in a Diverse Society (4)  
 TED 425 - Theory and Practice in Mathematics Education (4)

**Continue next column**

**Required Support Courses Con't.**

TED 427 - Clinical Practice I (8) and  
 TED 440 - Teaching Performance Assessment Block I (2)

TED 429 - Clinical Practice II (8) and  
 TED 441 - Teaching Performance Assessment Block II (2)

TED 431 - Theory and Practice in Science Education (4)  
 TED 443 - Theory and Practice in Literacy Instruction (4)  
 TED 444 - Theory and Practice in Language Arts Education (4)  
 TED 451 - Theory and Practice in History/Social Science Integrated Arts Education (4)  
 TED 515/515A - Bilingual Education: Reading, Language Arts and Content Instruction in the Primary Language (Spanish or Mandarin Chinese) (4/1) (lecture component only)

**Total Units 110**

**Restricted Electives**

ENG 324 - Children's Literature (4)  
 MAT 494 - Elementary Mathematics from an Advanced Viewpoint: Probability, Statistics, and Data Analysis (4) \*\*  
 PSY 206 - Child Psychology for Educators (4)  
 SCI 211/211L - Chemical Sciences (3/1) \*  
 SCI 212/212L - Earth Sciences (3/1) \*

\*Students must complete SCI 210/210L, SCI 211/211L, and SCI 212/212L to meet the GE Area B1 requirement.

\*\*Students must complete MAT 194, MAT 394, MAT 395, and MAT 494 to meet the GE Area B4 requirement.

**Total Units 20**

**Bilingual Authorization Requirements**

For a Bilingual Authorization, students must see the Bilingual Advisor and also complete the following:

Spanish language test  
 EWS 202, EWS 360, and EWS 402  
 TED 515/515A (lecture component only)

**Interdisciplinary General Education**

See Interdisciplinary General Education Courses on the back of the Curriculum Sheet.

**Total Units 32**

**General Education Requirements**

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3. Sociology, Anthropology, Ethnic & Gender Studies
4. Social Science Synthesis

**Area E Lifelong Understanding & Self Development (4 units)**

**Total Units 68**

**American Institutions**

Courses that satisfy this requirement may also satisfy GE Area D1

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