

Program Review Self-Study:

Hutchins School of Liberal Studies
School of Arts & Humanities
Sonoma State University

Degrees offered: Bachelor of Arts in Liberal Studies; Minor in Interdisciplinary Studies

B.A. Degree Concentrations:

Track I Interdisciplinary Studies

Track II Multiple Subject Teacher Preparation

Track III Blended Multiple Subject Teacher Preparation & Teaching
Credential

External Reviewer: Cole Woodcox, President of the Council of Public Liberal Arts Colleges

Site visit: May 8-9, 2019

(This is a compilation of two self-study reports submitted to external reviewer Dr. Woodcox: Part 1 dated April 22, 2019 and Part 2 dated May 1, 2019. A hard copy of Appendix material referenced herein is available in the Hutchins office.)

Table of Contents

Table of Contents	2
I. PROGRAM OVERVIEW	5
a. Describe what makes the degree(s) offered distinct and provide a program mission.	5
b. What is the role of this program in the educational mission of the campus? How does it align with the university vision, values, and outcomes?	6
c. Describe the ways in which the program serves regional and state needs.	7
d. Include goals (general statements about what the program aspires to achieve) and student learning outcomes (specific results that arise if goals are being met).	7
e. Provide relevant history/overview of the program with any information about external contexts such as disciplinary accreditation.	7
II. OUTCOME OF THE PREVIOUS PROGRAM REVIEW	9
b. Recommendations made at the conclusion of the previous review. Include the goals identified and how the program has responded.	9
c. Changes in the program since the last program review and the impact of those changes.	12
III. STUDENT PROFILE	15
a. Number of students in the program and trends over the last review period.	15
b. Number of degrees conferred in the program and trends over the last review period.	15
c. Student demographic trend data that is relevant for the program: under-represented students, first-generation students, low-income students, balance among genders.	16
d. Educational trends of students in the program (numbers and percentages first-time freshmen and transfer students or numbers of graduate students; information about academic preparation of students, and the need for remediation).	19
f. Student/alumni achievements (e.g., community service, research/scholarship publications, awards and recognitions, other professional accomplishments, etc.).	19
IV. FACULTY PROFILE	21
a. Describe faculty rank and tenure make-up in the program (numbers and percentages of the whole for tenure-track faculty, tenured faculty, full professors, lecturers). Discuss trends during the review period (new faculty hires, retirements, separations, etc.).	21
b. Describe the demographic trends for faculty during the review period, including factors such as race/ethnicity and gender. Discuss efforts to improve diversity in the faculty ranks.	21

c. Discuss proportion of faculty with terminal degree.	22
d. Discuss faculty specialization and alignment to program curriculum, program mission, and program quality.	22
e. Discuss methods used by the department to assess teaching effectiveness.	24
f. Discuss faculty scholarship/creative activity, as well as external funding and professional practice and service (if relevant) in the program and faculty participation in professional development opportunities related to teaching and/or assessment.	24
g. Describe awards and recognition for faculty in the areas of teaching, scholarship, and service.	25
V. ASSESSMENT	26
a. Confirm that the Program Learning Outcomes are easily accessible in the catalog and on the program website (provide link).	26
b. Explain the relationship of SLOs to WASC Core Competencies (written and oral communication, quantitative reasoning, critical thinking, and information literacy) or Institutional Learning Outcomes (ILOs).	26
c. Please provide a program curriculum matrix or map identifying in which required courses in the curriculum each PLO is introduced, practiced, and demonstrated and/or assessed.	26
d. How does the program ensure alignment between learning outcomes for individual courses and the PLOs?	27
e. How do your program faculty collect and analyze data on student progress toward PLOs?	27
f. Summarize the findings from direct and indirect assessment of student learning, identifying particular areas of strength or challenge for student learning.	27
g. Discuss changes to curriculum as a result of assessment findings made during the review period.	27
National Online Learning Communities Student Survey:	27
1. "In My Learning Community I...":	28
2. "My Participation in This Learning Community Helps Me to Develop My Ability to...":	33
3. "Amount of Time Spent in this Learning Community versus Other Courses":	37
4. "Teachers in My Learning Community...":	40
5. Supplemental Written Responses on the Evergreen Survey	45
a) Should Hutchins Use Hybrid/Online Courses?	45
b) Student Perceptions of Overall Strengths of the Hutchins Program	46
c) Student Perceptions of Areas Needing Improvement in Hutchins	47
h. Plans to develop or change assessment strategies over the next review period and key limitations that inhibit effective assessment of PLOs.	52
VI. INSTRUCTION, ADVISING, AND RESOURCES IN THE PROGRAM	54
a. Data related to instruction (Headcount in major, FTES)	54
b. Adequacy of faculty to maintain program quality:	54

1.	Number of full-time faculty and the ratio to part-time/lecturer faculty	54
2.	Student-faculty ratio for teaching and advising	55
3.	Faculty workload (including department, school, university, and community service)	56
4.	Time allocation for course development, research, scholarship	57
c.	Student support offered in the program:	57
1.	Analysis of the advising system in the program	57
2.	Analysis of career resources on campus.	58
3.	Analysis of the availability and need for tutoring, supplemental instruction, writing support.	59
d.	Adequacy of staff support, including clerical and technical staff, to support program operations	59
e.	Department needs and trends for operational budget	60
VII.	SUMMARY CONCLUSION:	61
a.	Program strengths and alignment with program goals and student learning outcomes	61
b.	Where are the program's opportunities for improvement?	62
1)	Better advising support for Track I and II students	63
2)	Diversify modes of instruction beyond seminar to reduce students' heavy reading load and use more group work and projects	63
3)	Enhance student and faculty diversity and increase support of diverse perspectives in Hutchins seminars	64
4)	Provide sufficient faculty support and resources to the lower division GE program teaching cadre curriculum planning process to preserve its learning community model	64
5)	Enhance teacher preparation-related content in the curriculum	65
c.	Program action plan for the next five years	65

I. Program Overview

a. Describe what makes the degree(s) offered distinct and provide a program mission.

Founded in 1969, the Hutchins School of Liberal Studies is named after Robert Maynard Hutchins, one of the twentieth century's most respected educational reformers and an active proponent of broad, liberal education. The Hutchins School of Liberal Studies is an interdisciplinary liberal arts school within the School of Arts and Humanities, dedicated to active learning through learning communities and seminars. A nationally recognized leader in the movement for committed teaching and integrative learning, the Hutchins School of Liberal Studies has maintained its commitment to innovative pedagogy and interdisciplinary inquiry into vital issues of modern concern for 50 years. All features of the program are designed to encourage Hutchins students to take themselves seriously as readers, writers, and thinkers who will become active, engaged citizens who are motivated to continue their lifelong learning.

The Hutchins School of Liberal Studies is a broad-based interdisciplinary program which ranges widely across the many areas of inquiry that make up the liberal studies. More than just a collection of courses, the Hutchins program tries to provide the kind of educational experiences that will help students become confident of their ability to participate effectively in society. Well-educated citizens need to be able to think independently. For that reason, the program holds the fostering of intellectual development as one of its highest aims.

The upper division major concentrations prepare students for success in a variety of careers and educational trajectories:

Track I Interdisciplinary Studies combines the LIBS core curriculum with a broad degree of customization in order to prepare students to enter a variety of career and graduate educational paths. Students design their own area of emphasis curriculum and participate in both independent study and internship classes. Track I majors have entered fields as diverse as law, library science, social work, counseling, public service, nonprofits, and business. Several have gone on to obtain graduate degrees; some have entered academia.

Track II Multiple Subject Teacher Preparation (Pre-Credential) prepares students for a career in elementary school teaching and/or special education. It combines the LIBS core curriculum with content courses required by the state of California for candidates to post-baccalaureate multiple subject teaching credential programs.

Track III Blended Multiple Subject Teacher Preparation + Credential is an intensive 4-year program that combines the LIBS major with coursework from the School of Education to allow students to simultaneously graduate with both a BA in LIBS and a Multiple Subject Teaching Credential from the School of Education.

In addition to the three major tracks, we also offer a **Minor in Integrated Studies**, as well as the **Hutchins Lower Division General Education Program [LDGE]**, an integrated GE program covering all lower division GE area requirements at SSU with the exception of Math. Our lower division GE program runs in a cohorted learning community model in which students take one large block course covering multiple GE areas a four-semester course sequence. The GE Program block courses (LIBS 101, 102, 201, 202) are taught in 5 small seminar sections that meet twice weekly and one large symposium in which the seminar sections meet as a group for lectures, films, field trips, and other activities. Teaching teams, or "cadres," composed of faculty from diverse disciplinary backgrounds collaborate on the

creation of the common course curriculum taught by each faculty in their seminar section. Both students who plan to major in Hutchins and students who choose other majors enroll in our lower division GE Program.

b. What is the role of this program in the educational mission of the campus? How does it align with the university vision, values, and outcomes?

The Hutchins Program mission aligns extremely well with SSU's mission and the recently announced Strategic Planning 2025¹ vision, core values and strategic priorities, which are stated below:

“Mission: Sonoma State is a regionally serving public university committed to educational access and excellence. Guided by our core values and driven by a commitment to the liberal arts and sciences, Sonoma State delivers high-quality education through innovative programs that leverage the economic, cultural, and natural resources of the North Bay.

Vision: Sonoma State University embraces innovation in our quest to be a national model for public higher education by 2025. Our students graduate prepared to meet the challenges of the 21st century and to make an impact in the community and the world.

Values: Our core values are an expression of who we are at Sonoma State. We proudly embrace integrity, respect, excellence, and responsibility as part of our Seawolf Commitment. Our core values include:

- Diversity and Social Justice
- Sustainability and Environmental Inquiry
- Global Awareness and Citizenship
- Innovation and Interdisciplinarity

Strategic Priorities:

1. Student Success: Sonoma State aspires to be a national model for student success, which includes all aspects of the student experience, from academics to campus life to graduation. All members of our campus community have the responsibility to serve students with integrity and to provide the support services students need to succeed.

2. Academic Excellence and Innovation: Sonoma State has high-quality, innovative academic programs that prepare students to flourish in a changing workforce and world. By educating beyond classroom walls and across disciplines, Sonoma State promotes synergy and creativity in a dynamic educational environment that responds to regional workforce and community needs.

3. Leadership Cultivation: As the region's only public four-year university, Sonoma State embraces its leadership role in the North Bay and beyond. We prepare the next generation of leaders by providing students with opportunities to learn the knowledge and skills needed to build a better society both locally and globally.

4. Transformative Impact: Sonoma State transforms the lives of students, families, and communities by providing educational access and opportunity to help all students succeed. Our faculty and staff work

¹ <https://www.sonoma.edu/sites/www/files/strategic-plan-2pg.pdf>

to transform our region, our communities, and our academic disciplines through service, research, programming, and outreach.”

c. Describe the ways in which the program serves regional and state needs.

Hutchins is one of the largest majors for educating future teachers at SSU. We have graduated 477 multiple subject teacher preparation majors since Fall 2013, most of whom obtain a teaching credential and become elementary teachers in California schools. This serves a great regional and state need for alleviating the current teacher shortage.

d. Include goals (general statements about what the program aspires to achieve) and student learning outcomes (specific results that arise if goals are being met).

Program Goals: Hutchins is committed to seminar-based teaching with an emphasis on writing, critical thinking and self-expression. We aim to create lifelong learners who will successfully contribute to the greater social good. The Hutchins pedagogy focuses on:

- Showing students how to participate in and become motivated to pursue their own learning
- Using small seminar-based courses to foster discussion, critical thinking, and analysis
- Providing strong background and practice in multiple forms of writing
- Providing a viable learning community among students and faculty
- Organizing learning around broad interdisciplinary themes rather than narrow disciplinary foci
- Integrating independent learning and community service into the curricula

In order to achieve these goals, we have established the following **Student Learning Outcomes** that are introduced, developed, and assessed in the core Hutchins curriculum:

- 1) *Interdisciplinarity/integrative ability*: students make developed connections across the boundaries of disciplinary knowledge
- 2) *Depth of understanding & use of materials*: students are adept at using a variety of sources, both scholarly and popular, and bring a level of sophistication and depth to their analytical abilities and critical perspectives.
- 3) *Ability to see multiple perspectives*: students show a developed awareness of viewpoints that may differ from their own.
- 4) *Creativity & higher-level synthesis*: students display innovative and creative thinking in their work.
- 5) *Developed written & oral communication skills*: students achieve clarity and cogency in their communication through a variety of media.
- 6) *Developed seminar ability*: Students approach seminar as a complex interaction requiring a balance of listening and speaking roles.

e. Provide relevant history/overview of the program with any information about external contexts such as disciplinary accreditation.

The Hutchins School of Liberal Studies has been an integral part of Sonoma State University since 1969. Originally a cluster school focused on a “great books” inspired, grade-free lower division General

Education curriculum, the department established an integrative studies major in the 1970s, and subsequently created multiple subject teacher preparation tracks in the 1980s and 1990s. Hutchins has been nationally recognized for its integrated studies programs and seminar-based pedagogy. Due to the uniqueness of its integrative curriculum, the program previously has not been subject to disciplinary accreditation, although we would welcome pursuing accreditation from an organization whose standards well align with our program goals and student learning outcomes.

II. Outcome of the Previous Program Review

b. Recommendations made at the conclusion of the previous review. Include the goals identified and how the program has responded.

The *Recommendations of the 2013 Program Review* final report are italicized below. Attempts to locate formal recommendations and/or MOU agreements in response to the document from the previous SSU Provost and the previous A&H Dean were unsuccessful. Consequently, there have not been systematic attempts to address many of the recommendations that emerged from the 2013 program review. I am also including an update on the current status of these issues in the department as of 2019 below.

1. *Pedagogical considerations:*

- *Writing tutorials. While great attention is given to writing in every LDGE writing-intensive course, Hutchins faculty need to decide to formally re-introduce writing tutorials as a set element in the LDGE curriculum, or to continue to improve student writing in other ways.*

2019 update: Due to the multi-disciplinary training of the Hutchins faculty, the lower division GE program long has struggled to ensure that writing instruction is taught equally well by faculty with disparate disciplinary training. To remedy this situation, the GE Program has moved in the direction of creating a more uniform writing instruction experience through the addition of topical lectures and tutorials focused on developing grammatical skills and writing strategies offered by our composition specialist faculty in the LIBS 101 and 102 symposia. GE Program seminar instructors continue to offer a variety of writing support tailored to their individual writing assignments. Additionally, as of 2018 Hutchins resurrected LIBS 100, a 2-unit writing support class offered by our composition specialist faculty to freshmen who choose the writing support option on the Directed Self-Placement.

- *Science content and implementation. Though strides have been made in emphasizing science content and creating more even treatment of science in all LDGE seminars and courses, science content and implementation is still of concern to both LIBS students and Hutchins faculty. Hopefully as the content that has been delivered in LDGE is emphasized and implemented in the future, students will feel that science is given sufficient treatment in LDGE classes and that labs and field experienced are more well-organized and engaging.*

2019 update: Hutchins continues the work of rebuilding its science curriculum. As with writing tutorials, the GE Program has moved in the direction of embedding science lab curriculum offered by our science-trained faculty into the LIBS 101 and 202 symposia rather than tasking the diverse seminar instructors with covering this content, in order to assure more uniform quality of science instruction. However, the department is facing new challenges to our ability to mount science curriculum. Since 2013, there has been complete turnover in the department's science-trained faculty. 4 Full-time faculty [FTF] retired (1 is still participating in the Faculty Early Retirement Program through 2020) for which we have received only 2 FTF replacement lines. We hired an FTF in Ecology and Environmental Studies in 2017 and have just hired an FTF in Physical Science and Liberal Arts to start fall 2019. Even with these 2 new FTF, we will need to identify lecturer faculty who can supplement instruction in GE Area B Science.

The need to ensure quality science curriculum will increase even further once the California Commission on Teacher Credentialing certifies Hutchins to be a Teacher Preparation program that waives

our students from having to take the California Subject Examination for Teachers [CSET] Multiple Subjects Exam, which is required to enter a post-baccalaureate teaching credential program in the state. Sonoma State is currently in the final stages of receiving its institutional CSET waiver from the CTC. The CSET waiver requires that our coursework meet specific standards in Physical Science, Life Science, and Earth and Space Science content knowledge required of future elementary educators in California.

- ***Uneven student participation and questions of fairness and equity.*** *Hutchins professors need to examine the root causes of student perceptions that many students are not held sufficiently accountable for being “lazy” or that grades are not perceived to be fair and uniform across seminar groups or classes.*

2019 update: This question of fair and equal student treatment is an ongoing issue -- especially among the lower division GE Program teaching cadres -- that raises uncomfortable questions regarding instructor academic freedom; hence the department has largely avoided tackling it head on. The learning community cohorted structure and common curriculum of the GE Program invites students to compare their experiences with various instructors over the four semester sequence. While there are set course policies and assignments shared by all seminar instructors, invariably there are numerous individual differences in the handling of attendance issues, seminar participation, and assessment of student work. Additionally, the teaching cadres hold to a 60/40 rule, which states that 60% of course work must be in common across the seminar sections, but 40% can be customized to instructor choice. This naturally results in a variety of assignments being offered by the various instructors, some of which students perceive as easier or harder than others.

Seminar instructors have resisted moving away from the 60/40 rule due to concerns over academic freedom. They have also resisted moving towards explicitly shared assessment norming in the interest of said freedom, and also due to the onerous workload increase such norming sessions would cause. PT faculty are not compensated for curriculum meetings under current A&H policy, so norming sessions would become especially burdensome for these instructors. However, SSU is in process of implementing General Education reform that will mandate the creation of signature assignments in each course that can be assessed for compliance with GE area learning outcomes, which will certainly limit instructor freedom in assignments and hence the variability across seminar sections in the GE Program.

The issue of student's perceptions of unfair treatment becomes material if low or failing grades from certain instructors impedes student progress toward graduation. Every year there are a few students who fail out of our GE Program cohort, thus requiring that they retake the material in regular SSU GE courses. This outcome directly contradicts the goal of SSU's Graduation Initiative 2025 to decrease time to degree. It would be worth examining whether instructor assessment discretion may be contributing to student attrition from our GE Program, and for the department to consider implementing policies to enhance student retention and successful completion in the learning community cohort. One such policy change that would significantly help would be to allow students who fail a course in the GE Program sequence to be able to continue in the Hutchins GE Program, rather than move into regular GE courses, and allow them to subsequently retake the failed course.

- ***Assessment considerations.*** *Self-reported student evaluations should continue to be implemented both in the Washington Center online survey, LIBS 402/403 surveys, and LIBS 302 surveys. Additionally, the Hutchins School needs to implement more consistent and frequent use of the CLA and other similar assessment tools.*

2019 update: We have continued collecting student self-assessment in the LIBS 302 and LIBS 402 portfolios and have conducted a new round of Evergreen College Learning Community Center online surveys during the 2018-2019 year in preparation for program review. SSU seems to have moved away

from using CLA surveys in favor of direct student data measures using Blackboard and the CSU Dashboard, which appear throughout this program review.

- ***Promotion of Track I, the minor, and the MBA pathway.*** *Students cannot take advantage of these programs unless they are aware they exist. Students on campus and community members need to be aware of the unique and creative educational pathways, in addition to teacher preparation, that exist within Hutchins.*

2019 update: Despite enhanced efforts to recruit SSU students by participating in Seawolf Decision Day and summer orientation GE advising sessions, Hutchins continues to struggle to attract and retain students to the Track 1 Interdisciplinary Studies major and the Integrated Studies minor. Our pipeline for Track 1 continues to be from students who complete the Hutchins lower division GE Program and decide to stay rather than leave us for other majors. Similarly, the minor mainly consists of former GE Program students who want to continue taking Hutchins courses in addition to declaring another major. Very few incoming junior college transfer students declare Track 1 or the minor; the vast majority of them are Track II since it meets their career goal of becoming an elementary educator. The core of the issue is the lack of career-specific training required in the Track 1 curriculum, which instead offers students the freedom to tailor coursework in order to prepare for a variety of careers. The department continues to struggle to find effective ways to message the broad career possibilities this offers, including the Track 1 MBA pathway.

2. *Increased External Collaboration:*

- ***Alumni relations.*** *A database of Hutchins alumni professions and activities should be created, with the goal of creating a network of Hutchins alumni. Efforts to use social media and fundraising outreach to contact alumni should be continued. Alumni should be encouraged to participate in Hutchins curriculum by giving guest lectures or workshops when possible.*

2019 update: This database was not created after 2013. We have begun this work in 2019 in preparation for the 50th Anniversary of the Hutchins School celebration, which is set to take place in September 2019. A&H Dean Hollis Robbins has set a \$1 million fundraising goal for the event. The SSU Development Office is working with the department to obtain updated information on over 3400 alumni of the program. The 50th Anniversary has been announced on the department's Facebook page, which includes a link for alums to provide their contact information and RSVP for the event. We are planning to follow up this effort with phonebanking sessions later this spring.

- ***Relationship with the School of Education.*** *Despite the barriers in place that prevent complete collaboration with the SOE, efforts should be made to promote more collegial interactions and more accurate dissemination of information to faculty in the SOE. Perhaps we could open a dialogue to assess how Hutchins and the SOE might move forward more collaboratively in the future.*

2019 update: There has been greater collaboration with SOE in recent years. Since 2017, Hutchins has worked very closely with SOE staff and faculty on the SSU institutional application to the California Commission on Teacher Credentialing for both Liberal Studies and Early Childhood Studies to become certified Multiple Subject Teacher Preparation Programs, thus granting our students a CSET exam waiver. Once SSU obtains CSET waiver status, Hutchins and SOE representatives will continue working together on a new Multiple Subject Teacher Preparation CSET waiver review committee to assess whether SSU students have taken courses that meet the CTC teacher preparation subject matter standards and thus can receive a CSET waiver exemption.

SOE Dean Carlos Ayala has encouraged Hutchins to develop new Integrated Teacher Preparation (ITEP) pathways in addition to our longstanding Track III Blended B.A. Multiple Subject Teaching Credential Program. We are eager to create an ITEP pathway for junior transfers, in which they would begin taking multiple subject teaching credential courses while simultaneously finishing their LIBS B.A. requirements. We may explore developing more ITEP pathways at both the freshman and junior transfer levels that would integrate the LIBS B.A. with the Education Specialist credential.

- ***Increased campus visibility and cooperation.*** *The Hutchins school needs to get serious about self-promotion. We need to let the campus and extended community know who we are, what we do, and how well we do it. Hutchins students need to become more visible on campus through promotion of the Hutchins Club, participation in research and other activities, and by increasing the visibility and viability of the program whenever possible.*

2019 update: Much of the relative invisibility of Hutchins to SSU's general student population has to do with their lack of access to our courses, both in the GE Program and the major, which is impacted. Since 2013 we have increased efforts to offer several large lecture courses which satisfy the SSU GE requirements and are open to nonmajors: LIBS 204 Minorities in American Cinema (C1, Ethnic Studies); LIBS 205 Topics in American Culture (C2); LIBS 208 Practices of Culture (C1); LIBS 209 Bollywood and Globalization (C1); and LIBS 390 SFI Film Study (C1). These courses help publicize Hutchins integrated curriculum and pedagogical approaches emphasizing student-centered learning and dialogue to the broader campus community. Hutchins students have also participated in campus-wide undergraduate student research grants including the Koret Scholars Program and the Center for Environmental Inquiry Waters Initiative. We continue to invite the broader campus community to our LIBS 402 Senior Showcase which features poster boards of student capstone projects every semester. However, there is still much more work that can be done to promote what we do to the rest of SSU. One possibility would be to have LIBS 402 students present their senior capstone projects at the SSU undergraduate research showcase event in addition to – or even in place of – the separate LIBS 402 Senior Showcase.

The Hutchins student club has not been active in recent years, although faculty member Margaret Anderson has taken steps this year to reactivate the club and recruit a new generation of students to it.

3. ***Workload Issues.*** *The workload of Hutchins professors should be reexamined in context of Dr. Hall's concerns regarding excessive contact hours. Hutchins faculty should reconsider changing the nature or content of written student evaluations and be unafraid to try to find the creative solutions to the dual tensions of quality (small classes) vs. quantity (larger classes) and implementation of new ideas/projects vs. increased faculty workload.*

2019 update: The major change in the department since 2013 has been a reduction in the excessive contact hours our external reviewer James C. Hall highlighted in his program review, bringing the faculty workload into compliance with CFA contract rules. This change is described in the next section.

Use of written evaluations has been significantly reduced due to the introduction of letter grades into the lower division GE Program for all courses except for LIBS 101, which is still graded C/NC with written evaluation. Students in LIBS 102-202 have the option of C/NC and written evaluation, but most choose to take the courses for a letter grade.

c. Changes in the program since the last program review and the impact of those changes.

The major change in the program since 2013 is the restructuring of the Hutchins lower division General Education Program to eliminate the structural overload in contact hours it generated for fulltime faculty. The Hutchins lower division GE Program consists of a 4-semester sequence of 12-unit courses covering multiple GE areas. Completion of the 48-unit course sequence met all SSU's lower division GE requirements (with the exception of B4 Math) that existed under the GE pattern in effect up to this year.

Before 2016, faculty teaching the 12 unit GE block course were expected to hold seminar for 3 hours a day, 2 or 3 days per week, depending on whether or not there were field trips or activities planned, and to help run a 3 hour weekly symposium in which all of the seminar sections met together in a large group. Hutchins FTF carried a workload consisting of the 12-unit lower division GE course, one 3-unit upper division seminar, and another 3-unit course, totaling 18 contact hours per week. The workload put Hutchins FTF out of compliance with the California Faculty Association Unit 3 contract, which states that CSU faculty carry no more than 12 contact hours per week. This situation existed for many years, relying on the good will of Hutchins faculty who chose not to pursue a union grievance against the department in order to preserve the Hutchins GE Program.

In 2016, the department restructured the 12-unit GE Program courses by breaking up the course into discrete modules assigned to different faculty. The 12 unit course now has 3 parts: a 6 unit seminar staffed by multiple faculty meeting for 3 hours/day 2 days per week; a 3-unit large lecture course ("symposium") staffed by one faculty member meeting for 3 hours per week; and 3 units of supervision time, used for students to attend field trips and co-curricular campus events as needed without classroom contact hours. The chart below captures the change in the FTF workload:

Sample FTF workload per semester before 2016	Course Units/ WTU/ classroom contact hours per week	Sample FTF workload per semester since 2016	Course Units/ WTU/ classroom contact hours per week
GE Program LIBS 101-202	12 units/6 WTU/12 hours	GE Program LIBS 101-202 seminar	6 units/ 6 WTU/ 6 hours
LIBS 320 seminar	3 units/ 3 WTU/ 3 hours	GE Program LIBS 101-202 supervision (CS code 78)	3 units/0 WTU/ 0 hours
Upper Division service course or seminar	3 units/ 3 WTU/ 3 hours	Libs 320 seminar	3 units/ 3 WTU/ 3 hours
		Upper Division service course or seminar	3 units/ 3 WTU/ 3 hours
Total	18 units/ 12 WTU/ 18 hours	Total	15 units/12 WTU/ 12 hours

The restructuring has made the FTF workload far more manageable and CFA contract compliant because FTF now have only 12 classroom hours. However, the 3-unit supervision block still requires faculty to be available as needed to students outside the classroom for field study, field trips, and campus co-curricular activities.

In 2019, the Hutchins GE Program will need to be restructured again in order to meet the streamlined SSU GE pattern that will be in place fall 2019. The Lower Division GE Program will be reduced to 36 units of GE total, again covering all lower division GE except for Area B Math. Below is how we anticipate the course blocks will be streamlined to meet the new GE pattern:

Current GE Program Course Block	Units/WTU/Classroom contact hours	GE Program Course Block starting fall 2019	Units/WTU/Classroom contact hours
LIBS 101-202 seminar (multiple sections/instructors)	6 units/ 6 WTU/ 6 hours	LIBS 101-202 seminar (multiple sections/instructors)	6 units/ 6 WTU/ 6 hours
LIBS 101-202 symposium (1 section/ instructor)	3 units/ 3 WTU/ 3 hours	LIBS 101-202 symposium (1 section/instructor).	3 units/ 3 WTU/ 3 hours
LIBS 101-202 supervision (multiple sections/instructors)	3 units/ 0 WTU/ 0 hours		
Total	12 units/ 9 WTU/ 9 hours	Total	9 units/ 9 WTU/ 9 hours

The impact of the anticipated fall 2019 GE course restructuring on FTF workload is minimal, since the reduction in course units will come from eliminating the supervision block that is already not used for classroom instruction. The anticipated impact from losing the supervision units will be a reduction in scheduling field trips and other out of class activities in the GE classes. Students enjoy these field experiences, which are a hallmark of our GE Program, and have included trips to SF MOMA and the California Academy of Sciences. These experiences will now be limited to excursions that can take place during the regular weekly symposium time block.

III. Student Profile

a. Number of students in the program and trends over the last review period.

Hutchins Major Enrollment Fall 2013-Spring 2019: (source: SSU Blackboard Analytics)

Year Term	Enrollment
2013 - Fall	425
2014 - Spring	375
2014 - Fall	390
2015 - Spring	339
2015 - Fall	369
2016 - Spring	338
2016 - Fall	375
2017 - Spring	320
2017 - Fall	380
2018 - Spring	348
2018 - Fall	363
2019 - Spring	338

Hutchins declared major impaction during the fall 2013 application cycle, around the time of the last program review. The decision was driven by student demand for the program outrunning available resources within the School of Arts & Humanities in the wake of a wave of faculty retirements from the program. Students were experiencing graduation bottlenecks, such that they had to take winter intersession and summer session courses in order graduate. This created inequity in time to graduation rates for students lacking the resources to pay to enroll in the SEIE course offerings. The impaction criteria added at the freshman level is college-level composition ready; at the junior transfer level it is 2.75 GPA. For the first few years under impaction we stopped admitting students to the program in spring semesters entirely. The result of impaction has been a **15% decrease the number of majors** from a peak of 425 in the fall 2013 class to 363 in the fall 2018 class.

Hutchins would welcome the ability to grow our major again – particularly if it provides the opportunity to diversify our student population -- but it will require a commitment from the School of Arts & Humanities to provide the additional resources in terms of faculty lines and course sections.

b. Number of degrees conferred in the program and trends over the last review period.

LIBS Degrees Awarded by Major Track, Fall 2013-Fall 2018:

(source: SSU Blackboard Analytics)

LIBS Major Track	F '13	S '14	F '14*	S '15	F '15*	S '16	F '16*	S '17	F '17	S '18	F '18*	Total Awarded	%
Track 1 Interdisciplinary Studies	6	15	8	17	6	14	3	8	5	12	5	99	17%
Track 2 Teacher Preparation	21	63	25	57	22	57	23	56	8	54	15	401	70%
Track 3 Blended Teacher Prep + Credential	10	--	12	--	12	--	16	--	14	--	12	76	13%
Totals	37	78	45	74	40	71	42	64	27	66	32	576	

* includes summer degrees awarded.

Since fall 2013, Hutchins has awarded 576 Bachelors of Arts in Liberal Studies degrees: 17% in Track 1 Interdisciplinary Studies, 70% in Track 2 Elementary Teacher Preparation, and 13% in the Track 3 Blended Teacher Preparation + Multiple Subject Teaching Credential Program. The teacher preparation tracks combined amount to 83% of all degrees awarded, showing the dominance of teacher preparation

students in the major.

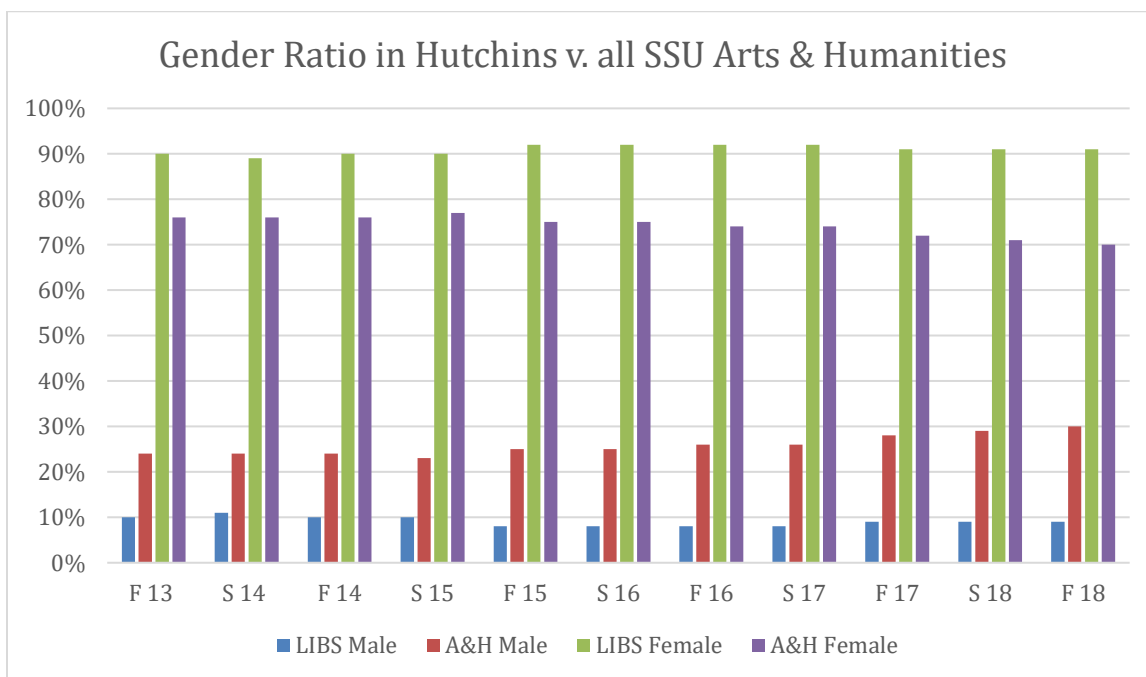
Hutchins has long been interested in growing our Track 1 major, but it's a constant challenge communicating the range of career preparation possibilities inherent in an Interdisciplinary Studies degree to incoming SSU students. Most Track 1 majors come from students who enroll in our lower division General Education program as freshmen and decide to continue in the upper division major.

One of the great successes of the Hutchins School is our time-to-graduation rates. We already meet and exceed the SSU Graduation Initiative 2025 goals for first-time freshmen and transfer students. SSU has set a goal of 54% 4-year graduation rate for first-time freshmen by 2025; Hutchins averaged 75% 4-year graduation rate among first-time freshmen 2011-2016. SSU has set a goal of 64% 2-year graduation rate for transfer students by 2025; Hutchins averaged 70% 2-year graduation rate among transfer students during 2011-2016 (see Appendix).

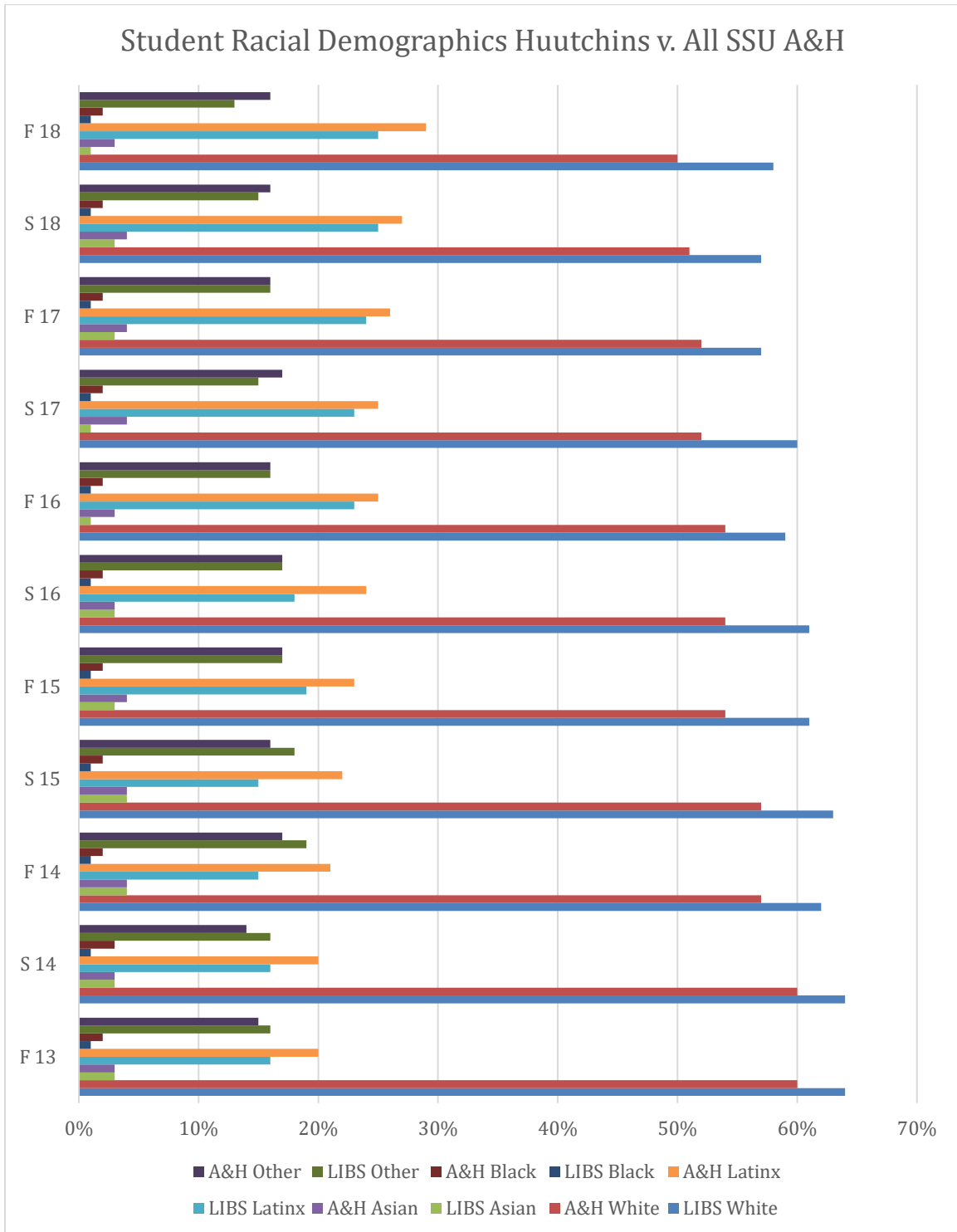
c. Student demographic trend data that is relevant for the program: under-represented students, first-generation students, low-income students, balance among genders.

Hutchins Major Student Demographics compared to SSU A&H Major Demographics²:

This CSU Dashboard data set does not include demographic information for SSU students overall, so I chose to compare Hutchins major demographics to those from the School of Arts & Humanities as a whole. This is our most relevant student recruitment pool from the broader campus among the options offered in the CSU Dashboard. Please note that the CSU counts under "other race" not only students who chose two or more races, but also students who declined to state their race.



² source: <https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard-who-are-my-students>



Compared to all SSU A&H majors in fall 2018, Hutchins students are much *more female* (91%

versus 70%) and **more white** (58% versus 50%). The extreme gender imbalance is a longstanding trend in our major and persists unchanged since the last program review (90% female in 2013), despite the trend among A&H majors overall toward becoming slightly less female-dominated. The gender imbalance is largely attributable to the fact that the dominant career pathway of our major is elementary education, which is a female dominant profession. Recruiting male students to the major is an ongoing challenge.

More worrisome is the fact that Hutchins persistently lags behind other A&H majors in recruiting a more racially diverse student body. The trendline has actually worsened since 2013, when Hutchins was only 4% whiter than A&H majors as a whole, to 2018, when Hutchins is 8% whiter. Since 2013, A&H students have become more racially diverse, especially in Latinx students, who now make up 29% of all A&H majors. Hutchins is currently 25% Latinx, and has kept paced with A&H's overall Latinx 9% enrollment growth since 2013, but we need to recruit more Latinx students to overcome our historical 4% lag in Latinx enrollment behind the rest of A&H, and to better reflect SSU's Hispanic Serving Institution status. SSU was 34.8% Latinx in Fall 2018.³

Beyond enhancing Latinx recruitment efforts, there is a dire need to recruit more African-American, Native American, and Asian-American students to the major and to SSU in general. These student populations are very low across A&H and all of SSU: African-Americans make up 2% of majors in A&H as well as SSU overall, while Asian and Asian-Americans are 3% of A&H majors and 5% of SSU students, respectively. The situation is even worse within Hutchins, where each group routinely numbers less than 10 students enrolled per year. The Native American student population at SSU is so small (.5% overall) that the CSU Dashboard does not even break them out by major.

It is hard to avoid concluding that shrinking the Hutchins major by declaring impaction and raising the admissions criteria in 2013 has limited the program's ability to recruit and serve SSU's increasingly diverse student body. The impact of impaction can be seen when measuring the numbers of first generation college and low income students majoring in Hutchins since 2013.

Hutchins First Generation and Low Income Majors (Fall 2013-Fall 2018):

(source: SSU Institutional Reporting and Analytics)

Term	First Generation	%	Low Income (Pell Grant)	%	Total Students
Fall 2013	200	48	131	31	416
Fall 2014	183	49	96	25	377
Fall 2015	187	52	89	25	363
Fall 2016	220	59	96	26	370
Fall 2017	222	60	91	25	367
Fall 2018	196	55	86	24	359

As the program has shrunk in absolute numbers under impaction, we have maintained and even increased the percentage of first generation college students in the major, which is defined as students with at least one parent who did not graduate from college. First generation college students are 55% of our students in 2018. However, the percentage of **low income students (defined as Pell grant recipients) is trending downward**, from 31% in 2013 to 24% in 2018. It is not a large leap to speculate that many of the low income students who are turned away from the major due to impaction criteria may have added to the racial diversity of the major.

³ <https://web.sonoma.edu/aa/ra/students/studentbody/ssugenderethnic.html>

d. Educational trends of students in the program (numbers and percentages first-time freshmen and transfer students or numbers of graduate students; information about academic preparation of students, and the need for remediation).

Hutchins First-time Freshmen and Transfers, 2016-2019:

(source: SSU Blackboard Analytics)

Term	First Time Freshmen	%	Transfers	%	Total Students
Fall 2016	271	72%	104	28%	375
Spring 2017	230	72%	90	28%	320
Fall 2017	284	75%	96	25%	380
Spring 2018	255	73%	93	27%	348
Fall 2018	280	77%	83	23%	363
Spring 2019	253	75%	85	25%	338

Native freshmen students dominate the Hutchins major due to the influence of the Hutchins lower division General Education Program and the Track III Blended Program, both of which recruit large numbers of first-time freshmen to the Hutchins major.

In recent years SSU has stopped offering remediation courses in composition and is instead offering college credit-bearing two-semester “stretch” English composition courses. Entering freshmen take a Directed Self-Placement survey in English composition in order to choose between the stretch and accelerated composition option. In the interest of serving a broader range of students in the Hutchins GE Program, including those who choose stretch English composition on the DSP, in 2018 we began offering a writing support class, LIBS 100: The Craft of Writing, that Hutchins lower division GE Program first-time freshmen take in conjunction with LIBS 101.

Many Hutchins first-time freshmen require math remediation courses, which has in the past prevented them from enrolling in the Track III Blended Program. Enrolling in Math 35 and 45 put them behind the lockstep Track III course sequence and thus defeated the purpose of pursuing the accelerated pathway. However, the streamlining of the Hutchins GE Program with reduce units in fall 2019 will allow room for students to take additional courses in the Track III Blended pathway, so they can enroll in Math remediation coursework and stay on schedule to graduate in 4 years.

f. Student/alumni achievements (e.g., community service, research/scholarship publications, awards and recognitions, other professional accomplishments, etc.).

It is difficult to speak to alumni achievements in general because neither SSU nor the department has systematically kept track of that information. We hope to establish a system for collecting information about alums in connection with our 50th Anniversary Celebration this fall.

One statistic that speaks to the success of Hutchins students is their enrollment in post-baccalaureate programs. SSU graduates overall average only 29% enrollment in graduate programs, whereas Hutchins graduates averaged 70% enrollment in post-graduate programs during 2011-2013, the latest data for which information has been posted on the CSU Dashboard. Hutchins B.A. graduates from underrepresented minority, low-income (Pell grant), and first generation backgrounds show similarly strong, albeit lower than the Hutchins graduate average, rates of post-baccalaureate program enrollment.

The vast majority of these students are enrolling in post-baccalaureate K-12 teaching credential programs, but Hutchins graduates have enrolled in graduate programs in Law, Library Science, Social Work, Business School, and Masters and Ph.D. academic programs.

Hutchins B.A. Graduates Enrolled in Post-Graduate Programs, 2011-2013⁴:

Student Groups	Hutchins Graduates	Post-Graduate Enrollment	% of Hutchins Graduates Enrolled in Grad Programs	% of SSU Graduates Enrolled in Grad Programs
All Students	302	212	70%	29%
URM	47	31	66%	29%
Non-URM	255	181	71%	29%
Pell	88	56	64%	29%
Non-Pell	214	156	73%	29%
1st Generation	45	24	53%	30%
All Non-1st Generation	257	188	73%	31%

⁴ source: <https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/post-baccalaureate>

IV. Faculty Profile

a. Describe faculty rank and tenure make-up in the program (numbers and percentages of the whole for tenure-track faculty, tenured faculty, full professors, lecturers). Discuss trends during the review period (new faculty hires, retirements, separations, etc.).

In spring 2019, Hutchins has 8.5 Full-time equivalent faculty (FTEF) on tenure lines: 4 full professors (including a half-time department chair), 2 associate professors, 2 assistant professors, and 2 in the Faculty Early Retirement Program (FERP), one of whom will fully retire this spring and the other in spring 2020. We have just completed the hire of another tenure-track assistant professor to start fall 2019, which will ensure we will hold steady at 8.5 FTEF for the foreseeable future.

The department was rocked by a wave of faculty retirements in the past decade resulting in the number of tenure line faculty decreasing from 13.5 FTEF in 2009 to the current 8.5 FTEF. This represents a **38% decrease in tenure-line faculty over a 10 year period**. Since the last program review in 2013, during a period of financial recovery – and for some programs, even expansion – at SSU, Hutchins experienced 5 tenure line retirements (including the 2 current FERP faculty) but has received only 4 tenure-track hiring lines. It was precisely this lack of replacement lines keeping pace with retirements that drove the program to declare impaction in 2013 in order to downsize in response to the decreasing staffing resources. However, since declaring impaction in 2013, the number of majors has only decreased 15% overall.

As a consequence, the department has dramatically increased its reliance on part-time lecturer faculty to mount the curriculum in recent years. In spring 2019, Hutchins part-time lecturer employment is 3 FTEF mounting 40 units of coursework per semester, approximately 30% of courses offered in the department. The increasing reliance on part-time instructors has presented challenges to the learning community model of the program, which requires that faculty collaborate extensively in curriculum planning, particularly in the lower division GE Program teaching cadres. The previous A&H Dean provided stipends to compensate our part-time lecturers for cadre curriculum planning meeting attendance; however, that practice was ended by Faculty Affairs and the current A&H Dean in fall 2018. They maintain that curriculum planning is an expected part of faculty course preparation as defined in the CFA contract, compensation for which is built into the payment for the course offered. As a consequence, Hutchins GE Program teaching cadres are under enormous pressure to minimize the number of required planning meetings each semester, thus limiting the faculty's ability to engage in the sort of robust collaboration that marks best practices in learning communities and would assure greater uniformity in students experiences, assignments, and assessments across the seminar sections.

b. Describe the demographic trends for faculty during the review period, including factors such as race/ethnicity and gender. Discuss efforts to improve diversity in the faculty ranks.

Among the tenure-line faculty (including FERPs), there is currently a 50% gender split. Not including the FERP faculty, the full-time faculty is currently 63% female. Counting the two contract lecturer faculty employed each semester makes the faculty 70% female. Still, the faculty is less female dominant than the program's 90% female student body.

The tenure-line faculty (including FERPs) are 60% white, 20% Latinx, 10% Asian-American, and 10% Black (African). However, not including the FERPs makes the current program faculty significantly

more homogenous: 75% white, 12.5% Latinx, 12.5% Asian-American, and 0% Black. As dismal as these percentages are, they are not out of line with the SSU faculty demographics overall, which as of 2017 were 66% white, 6% Latinx, 6% Asian/Asian-American, 1% Black, and 2% multiracial.⁵ Hutchins and SSU in general has a problem attracting faculty of color that must be corrected if we want to be the welcoming place for students of color that a Hispanic Serving Institution should be.

The department takes seriously the need to hire diverse faculty. In 2014, we specifically tailored our search for a scholar of American Literature and American Studies to the subfield of hemispheric studies in order to attract Latinx candidates, one of whom was hired into the position. For our recently completed tenure track search, the department consulted with the former SSU Director of Diversity to frame the position to attract a diverse candidate pool, and included specific job ad language encouraging Under-represented minority faculty to apply. This yielded a finalist pool with 3 candidates of color, including two URM candidates. Neither of the URM candidates were able to be hired into this position, unfortunately: one withdrew before his campus visit, and the other could not meet the minimum qualification of completing her PhD by August 2019. We hired the third candidate of color, a Southeast Asian-American male.

c. Discuss proportion of faculty with terminal degree.

All full-time faculty are Ph.D. Among the three-year contract lecturer faculty with unit entitlement, one is M.F.A. and one is M.A. Among the non-entitled part-time lecturer faculty employed in the department in spring 2019, all are Ph.D.

d. Discuss faculty specialization and alignment to program curriculum, program mission, and program quality.

The Hutchins FTF and contract lecturers are well-positioned to meet the curricular needs of the program in terms of their disciplinary specialization, interdisciplinary background, and experience with seminar pedagogy and active learning modalities. All instructors are assessed using the institutional Student Evaluation of Teaching Effectiveness and are expected to meet the department average of “Excellent” (average scores 4+ out of 5) in all courses. The table below outlines faculty educational background and alignment with major course offerings as well as the Hutchins GE Program:

Faculty:	Educational Background	Major courses & GE Curriculum covered
Stephanie Dyer (Professor)	PhD/MA American History, U. Pennsylvania; MA Communication, Annenberg School, U. Pennsylvania; BA English, UC Berkeley	LIBS 304: US History for Elementary Teachers; LIBS 320A Self & Society seminar; LIBS 205 Topics in American Culture. GE Areas: A1 Communication, A2 Written Communication, C2 Literature & Philosophy, D Social Science (American History); American Institutions overlay
Benjamin Frymer (Associate Professor)	PhD Sociology, UCLA; BA Psychology UC Berkeley	LIBS 312: Schools & Society; LIBS 320A Self & Society seminar; LIBS 320C Art & Culture seminar; LIBS 320D Psychology & Consciousness seminar; LIBS 302 Introduction to Liberal Studies GE Areas: A3 Critical Thinking, C1: Visual Arts (Media Studies), C2: Literature & Philosophy, D Social Science (Sociology, Education)

⁵ <https://web.sonoma.edu/aa/ra/faculty-staff/demographics.html>

Ajay Gehlawat (Professor)	PhD Theater and Film, CUNY Graduate Center; MA Film Studies, NYU; BA English, UC Berkeley	LIBS 320C Art & Culture seminar; LIBS 204 Minorities in American Cinema; LIBS 209 Bollywood & Globalization GE Areas: A1 Oral Communication, A2 Written Communication, C1 Visual Arts; Critical Race Studies, Global Awareness overlays
Janet Hess (Professor)	PhD Art History, Harvard; MA Art History, Columbia; JD U. Iowa College of Law; BA History U. Iowa	LIBS 320C Art & Culture seminar; LIBS 320A Self & Society seminar; LIBS 402 Senior Synthesis GE Areas: A1 Oral Communication, A2 Written Communication, A3 Critical Thinking, C1 Visual Arts, D Social Science (Africana Studies, Native American Studies, Law); Critical Race Studies, Global Awareness, American Institutions overlays
Justine Law (Assistant Professor)	PhD/MA Geography, Ohio State U; BS Environmental Science, Allegheny College	LIBS 320B Science & Society seminar GE Areas: A3 Critical Thinking; B2 Biological Sciences, B3 Lab; D Social Science (Geography, Environmental Studies); Sustainability overlay
Eric McGuckin (Professor)	PhD Anthropology, CUNY Graduate Center; MA Anthropology, San Francisco State; BA Liberal Arts, San Francisco State	LIBS 320A Self & Society seminar; LIBS 320A Self & Society seminar; LIBS 320D Psychology & Consciousness seminar; LIBS 208 Practices of Culture; LIBS 402 Senior Synthesis GE Areas: A1 Communication; A3 Critical Thinking, C2 Literature & Philosophy; D Social Science (Anthropology); Global Awareness overlay
Kevin Nguyen (Assistant Professor starting fall 2019)	PhD STEM Education, U. Texas; MS/BS Environmental Engineering, Texas Tech	LIBS 320B Science & Society seminar GE Areas: A3 Critical Thinking; B1 Physical Science; B2 Biological Science; B3 Lab; D Social Science (Education, Science Studies); Sustainability overlay
Wendy Ostroff (Associate Professor)	PhD/MS Psychological Science & Cognitive Development, Virginia Tech; BA Psychology, U. Connecticut	LIBS 330: The Child in Question; LIBS 320D Psychology & Consciousness seminar; LIBS 320B Science & Society; LIBS 402 Senior Synthesis GE Areas: A3 Critical Thinking; B2 Biological Science; D Social Science (Psychology, Education)
Mercy Romero (Assistant Professor)	PhD Ethnic Studies, UC Berkeley; BA English, Barnard College	LIBS 320C Art & Culture seminar; LIBS 320A Self & Society seminar; Writing Intensive Courses GE Areas: A2 Written Communication; C2 Literature & Philosophy; D Social Science (Ethnic Studies); Critical Race Studies, Graduation Writing Assessment Requirement overlays
FERP Faculty:		
Mutombo M'Panya (retiring spring 2020)	PhD Urban and Regional Planning (Environmental Engineering and Management), U. Michigan	LIBS 320B Science & Society; LIBS 302 Intro to Liberal Studies GE Areas: A3 Critical Thinking; B1 Physical Science, B2 Biological Science; D (Environmental Studies); Global Awareness, Sustainability
Francisco Vazquez (retiring spring 2019)	PhD European Intellectual History, Claremont University; BA Philosophy, Claremont Men's College	LIBS 320A Self & Society, LIBS 320D Psychology & Consciousness GE Areas: A2 Written Communication, A3 Critical Thinking; C2 Literature & Philosophy; D Social Science (History); Critical Race Studies; Global Awareness overlays
Contract Lecturer Faculty:		
Margaret Anderson	MA Liberal Studies, St. Johns College; BA Liberal Studies, Sonoma State	LIBS 302 Intro to Liberal Studies; LIBS 402 Senior Synthesis GE Areas: A1 Oral Communication, A3 Critical Thinking; C2 Literature & Philosophy
Ianthe Brautigan Swensen	MFA Creative Writing, San Francisco State; BA English, Sonoma State	LIBS 327 Language, Literacy & Pedagogy; LIBS 100 Craft of Writing; Writing Intensive Courses GE Areas: A1 Oral Communication, A2 Written Communication; C2 Literature & Philosophy;

e. Discuss methods used by the department to assess teaching effectiveness.

As stated above, all instructors are assessed using the SSU Student Evaluation of Teaching Effectiveness survey required in each course taught and are expected to meet the department average of “Excellent” (average scores 4+ out of 5) on all SETEs. Additionally, faculty going through the Retention, Tenure, and Promotion (RTP) process (i.e., Assistant and Associate Professors), 3-year contract lecturers, and all part time instructors are observed by peer faculty and receive a written evaluation each year. The department RTP committee takes into account these peer evaluations and SETE scores when reviewing Promotional and Probationary faculty teaching performance and sends its recommendations to the A&H Dean, School and University-level RTP Committees.

f. Discuss faculty scholarship/creative activity, as well as external funding and professional practice and service (if relevant) in the program and faculty participation in professional development opportunities related to teaching and/or assessment.

Hutchins faculty have been active in scholarship, external grant procurement, professional service and development opportunities that are of direct benefit to Hutchins and SSU in general. Below is a sample of recent achievements:

Stephanie Dyer (Chair) has worked as an external reviewer for the California Commission on Teacher Credentialing assessing colleges and universities seeking to become certified multiple-subject teacher preparation programs in the state of California. She has partnered with the School of Education at SSU to author the university’s own institutional application for state certification, which in 2019 is in the final stages of being approved by CTC.

Ajay Gehlawat founded the Film M.A. program at SSU in 2016. He has published extensively on Bollywood, including *Twenty-First Century Bollywood* (Routledge, 2015), *Reframing Bollywood* (Sage, 2010) and the edited volume *The Slumdog Phenomenon* (Anthem, 2013).

Janet Hess won a prestigious National Endowment for the Humanities Digital Advancement \$50,000 grant for her project, “Mapping Indigenous Cultures and Living Histories” in 2018-2019. This work will result in an edited volume, *Digital Mapping: Indigenous America*, which has been accepted by Routledge Press (forthcoming, 2020). She is the author of *Osage and Settler: Reconstructing a Shared History Through an Oklahoma Family Archive* (McFarland, 2015), *The Art of Richard Mahew: A Critical Analysis with Interviews* (McFarland, 2014), and *Art and Architecture in Postcolonial Africa* (McFarland, 2006).

Wendy Ostroff is the author of *Cultivating Curiosity in the K-12 Classroom* (ASCD, 2016) and *Understanding How Young Children Learn: Bringing the Science of Child Development to the Classroom* (ASCD, 2012). She has given numerous invited lectures on applied cognitive psychology.

Mercy Romero’s monograph, *Toward Camden*, on landscape, dispossession, and public memory in Camden NJ, has been accepted for publication by the prestigious Duke University Press (forthcoming, 2020). She has given invited lectures at Duke University and the Newberry Library.

Francisco Vazquez is the President of Latino Service Providers, which won a \$1 million, multi-year grant from the California Department of Public Health in 2016 to research how Latinx cultural practices can promote mental and behavioral health in the community. He is the author of *Latin@ Thought: Culture, Politics, and Society* (Rowman and Littlefield, 2nd edition 2009).

g. Describe awards and recognition for faculty in the areas of teaching, scholarship, and service.

Dr. Janet Hess has been nominated for the SSU Excellence in Scholarship award in 2019. Dr. Hess, along with Dr. Ajay Gehlawat and Dr. Justine Law, have been awarded fellowships and course releases from the SSU Office of Research and Sponsored Programs in 2019. Dr. Mercy Romero was awarded sabbatical for fall 2019, which is a competitive process at SSU, in recognition of the promise of her manuscript described in the previous section. Lecturer Margaret Anderson has been nominated for the SSU Excellence in Teaching award in 2019.

V. Assessment

a. Confirm that the Program Learning Outcomes are easily accessible in the catalog and on the program website (provide link).

The Program Learning Outcomes are not listed in the SSU 2018-2109 catalog. We will correct this in the future. They are currently listed as Student Learning Objectives on page 23 of the Hutchins upper division student portfolio self-assessment forms on the department website:

<http://web.sonoma.edu/hutchins/student/UpperDivisionPortfolio.pdf>

b. Explain the relationship of SLOs to WASC Core Competencies (written and oral communication, quantitative reasoning, critical thinking, and information literacy) or Institutional Learning Outcomes (ILOs).

c. Please provide a program curriculum matrix or map identifying in which required courses in the curriculum each PLO is introduced, practiced, and demonstrated and/or assessed.

The following program curriculum matrix demonstrates where the Student Learning Objectives/Program Learning Outcomes are integrated into the Hutchins major curriculum and how they map onto the WASC core competencies:

<i>Student Learning Objective/ Program Learning Outcome</i>	<i>WASC Core Competency*</i>	<i>LIBS 302: Introduction to Liberal Studies OR LIBS 101-202 Hutchins GE Program</i>	<i>LIBS 320-321 A,B,C,D Major Seminars</i>	<i>LIBS 402: Senior Synthesis</i>
<i>SLO 1: Interdisciplinarity/ Integrative Ability</i>	Critical Thinking; Information Literacy	Introduced	Developed	Mastered/ Assessed
<i>SLO 2: Depth of Understanding & Use of Materials</i>	Information Literacy	Introduced	Developed	Mastered/ Assessed
<i>SLO 3: Ability to Understand Multiple Perspectives</i>	Critical Thinking	Introduced	Developed	Mastered/ Assessed
<i>SLO 4: Creativity & Higher-level Synthesis</i>	Critical Thinking	Introduced	Developed	Mastered/ Assessed
<i>SLO 5: Effective Written and Oral Communication</i>	Written & Oral Communication	Introduced	Developed	Mastered/ Assessed
<i>SLO 6: Seminar Skills</i>	Oral Communication	Introduced	Developed/ Mastered	Assessed

* Quantitative Reasoning is covered by taking GE Math and Upper Division GE Area B course.

d. How does the program ensure alignment between learning outcomes for individual courses and the PLOs?

The Program Learning Outcomes are listed as Student Learning Objectives [SLOs] on the syllabi for all major coursework listed in the table above. Feedback on course PLO alignment is obtained through the use of the Student Evaluation of Teaching Effectiveness (SETE) institutional surveys at the end of each course, and through direct assessment of the student portfolios described below.

e. How do your program faculty collect and analyze data on student progress toward PLOs?

Student progress toward PLOs is assessed both directly and indirectly through the student portfolio review process in the LIBS 402 capstone course. The student portfolio is introduced to transfer students in LIBS 302: Introduction to Liberal Studies and to students who enroll in the Hutchins Lower Division GE Program. Students engage in self-assessment of their SLO skills upon entering the major in LIBS 302, or at the end of LIBS 202. They are then asked to collect coursework from all of their major classes in the portfolio. In the LIBS 402 capstone course, students are asked to engage in a comprehensive self-assessment of their progress through the major by reviewing their coursework following portfolio surveys and assignments designed to measure PLO progress. These forms can be found at the link listed under letter *a* above. LIBS 402 faculty collect the completed portfolios and review student self-assessment. This information is then incorporated into the faculty's direct assessment of student progress toward PLOs through completion of the Senior Synthesis capstone project.

The Senior capstone project is designed to measure students' PLO mastery. It asks students to identify a topic they want to pursue for research and/or creative activity, do a literature review, engage in comprehensive research on the subject, submit a 15-20 page paper + bibliography, give an oral presentation or performance of their project to students in the course, and participate in a poster board presentation on their project to the SSU public at the Hutchins Senior Showcase.

LIBS 402 instructors verbally report back on their assessment of student completion of PLOs based on their review of the portfolios and the capstone projects at department meetings each semester. Hutchins has resisted requiring LIBS 402 instructors to generate written reports of their student assessment, since it would be a significant workload increase in a course that is already difficult to staff due to the intense amount of student assessment it involves. Course enrollment is usually 30-40 students per section. We can revisit this policy and move to more formalized direct assessment reporting if required by the SSU administration, but we firmly believe that it will require either 1) compensation for the administrative labor in the form of a stipend or assigned time, or 2) additional resources to mount extra section(s) of the capstone to reduce the assessment labor involved.

f. Summarize the findings from direct and indirect assessment of student learning, identifying particular areas of strength or challenge for student learning.

g. Discuss changes to curriculum as a result of assessment findings made during the review period.

National Online Learning Communities Student Survey:

In 2018-19, in preparation for program review, Hutchins participated in the Online Learning Communities Student Survey administered by the Washington Center for Learning Communities at Evergreen State College. This survey, specifically designed for learning communities, allows students who participate in learning communities across the nation to evaluate the effectiveness of their learning community experience and the faculty who deliver this curriculum.

The Spring 2019 survey included students enrolled in LIBS 202, the final sophomore class in our four semester lower division GE Program, and LIBS 402, our senior capstone course. We also conducted the same survey in LIBS 402 in Fall 2018 to capture data from the Track III Blended Program cohort, who take LIBS 402 exclusively during Fall semesters. The raw data from these reports can be found in the Appendix. We were able to compare both the LIBS 202 and LIBS 402 cohorts to national results from learning communities surveyed in the past two years, and to each other, giving us insight regarding differences between our lower division and upper division students and between Hutchins learning communities and other learning communities across the nation.

Three of the sets of survey questions are student-oriented, including “In my learning community I:”, “My participation in this learning community helps me to develop my ability to:”, and the “amount of time spent in this learning community versus other courses.” There is also a section to assess the performance of teachers, “Teachers in my learning community:” Additionally, Hutchins added written response questions to these surveys.

Information gained from this assessment is particularly important for the accurate assessment of the Hutchins School of Liberal studies because this survey compares “apples to apples” – Hutchins, as a learning community, to other learning communities nationwide. 142 students enrolled in LIBS 402 and LIBS 202 chose to participate.

1. “In My Learning Community I...”:

Graphs of data from this category were created to compare Hutchins scores from three student groups (LIBS 202, Spring 2019; LIBS 402, Fall 2018 and Spring 2019) to the national averages for the past 2 years as reported by the Washington Center for Learning Communities at Evergreen State College. (Figures 1-3).

Figure 1 shows the categories with the largest differences between the national learning community average and Hutchins and speaks to the distinctive features of our program. In contrast to the national learning community data, the majority of students in all Hutchins courses surveyed responded “very often” in the following categories:

- “participate in class discussions or seminars”
- “work with other students to solve problems or examine complex issues in class”
- “reflect on new insights/understandings”

A majority of Hutchins seniors surveyed in LIBS 402 also responded “very often” to the following prompts:

- “integrate ideas, skills and strategies from other classes”
- “use what I’m learning to contribute to another class”

The integrative character of the Hutchins curriculum in the upper division major, as well as coursework encouraging students to think synthetically and holistically about their educational experience, is a hallmark of our learning communities. Because students in the lower division GE LIBS 202 learning community take one large block class each semester instead of multiple Hutchins courses, it makes sense that they were less likely to identify this ability to integrate curriculum across courses as a distinctive part of their learning community experience.

Figure 2 shows areas of relative strength in Hutchins learning communities versus the national average. Students responded “very often” more than the national average in the following categories:

- “ask questions in class”
- “work on reading/writing/problem solving skills”
- “develop friendships based on shared experiences”
- “discuss class ideas outside of class”

Our strength in these learning community features show our commitment to active, student-centered pedagogy, the skills-based focus of our program learning outcomes, and the creation of a communal bonds among students both inside and outside of the classroom.

Figure 3 show categories in which Hutchins students in some of the surveyed courses rated Hutchins lower than the average of students in the national survey. These categories are as follows:

- “present my work, or work done as part of a group” (LIBS 202)
- “peer review my and other students’ work during class” (all courses)
- “work with other students on group projects” (LIBS 202 and LIBS 402 spring 2019)
- “work with classmates outside of class” (LIBS 202 and LIBS 402 spring 2019)

A common theme across these categories is a relative lack of emphasis on group work, group projects, and peer review in the curriculum. This was felt most strongly among the sophomores in LIBS 202; less so among the seniors surveyed, who presumably experienced more opportunities to do collaborative assignments with their peers in the upper division major. There is some reluctance among the faculty to offer these types of assignments because they can be difficult to assess for individual student effort; additionally, there is a sometimes a sense that peer review does not yield sufficient constructive feedback, particularly in developing writing skills. Nonetheless, these are types of assignments that can and should be further implemented in our program because they serve the goals of creating strong learning communities.

Figure 1: Comparison of National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Distinctive Features of Hutchins LCs

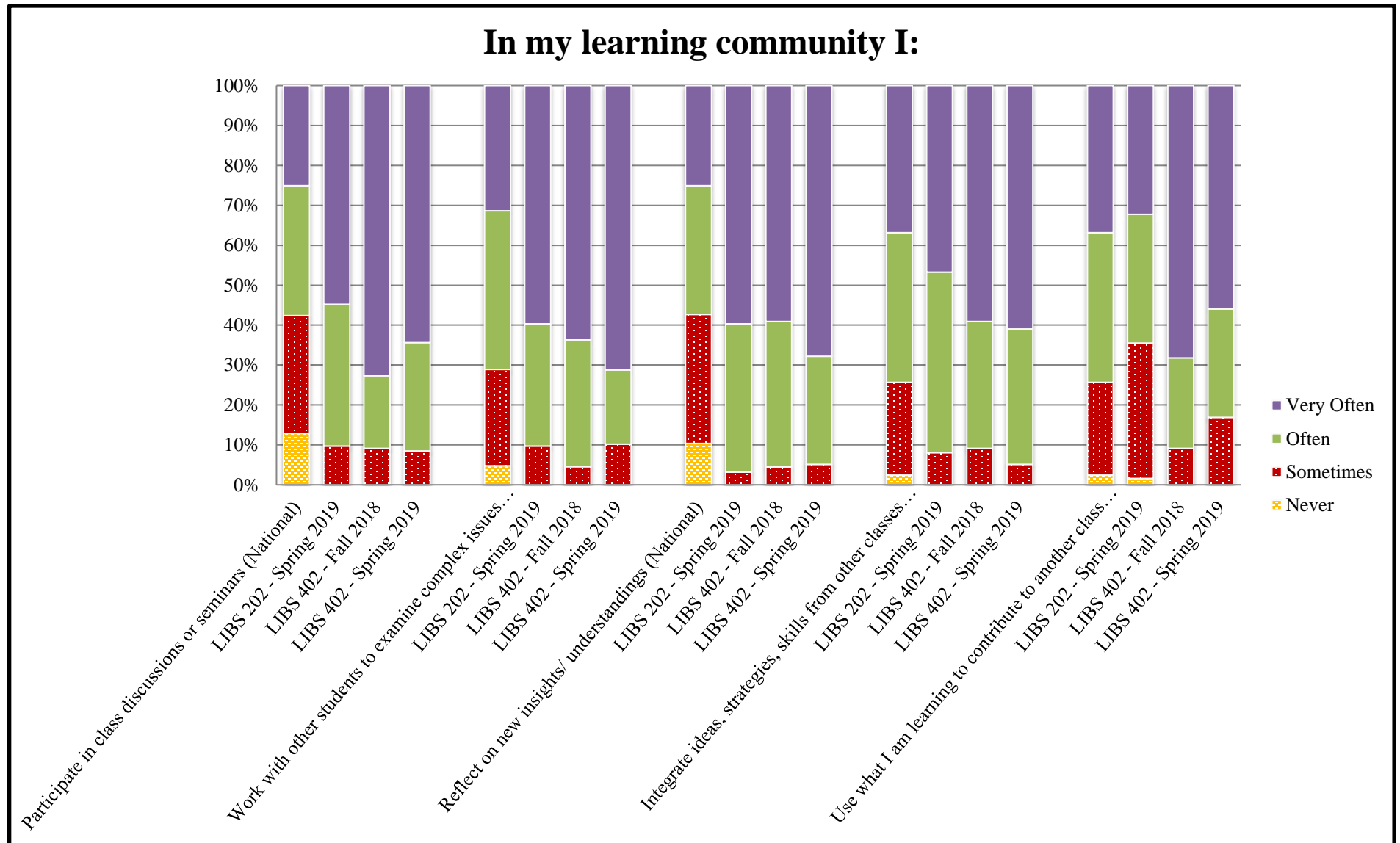


Figure 2: Comparison of National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Hutchins Strengths Compared with National LCs

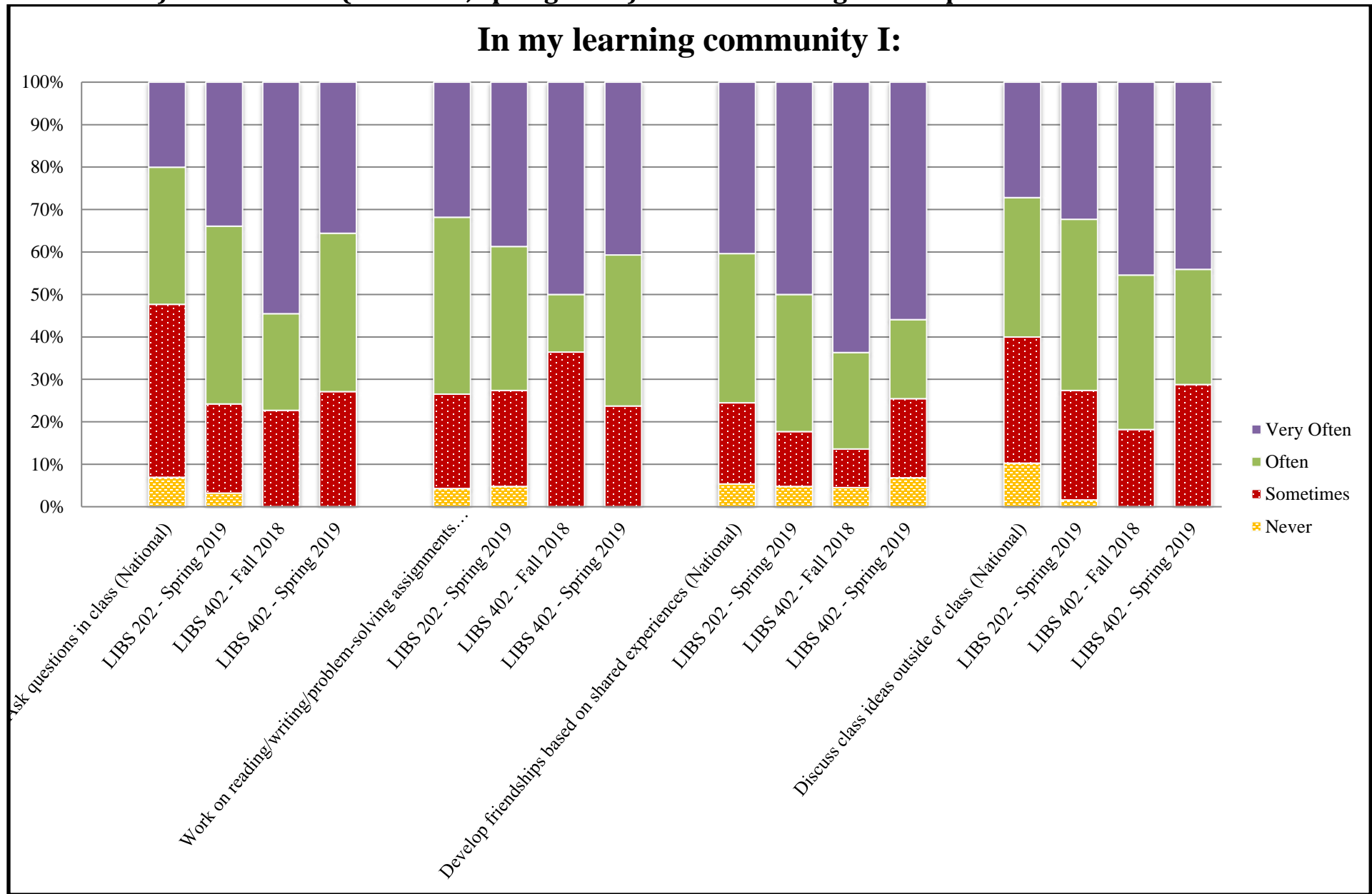
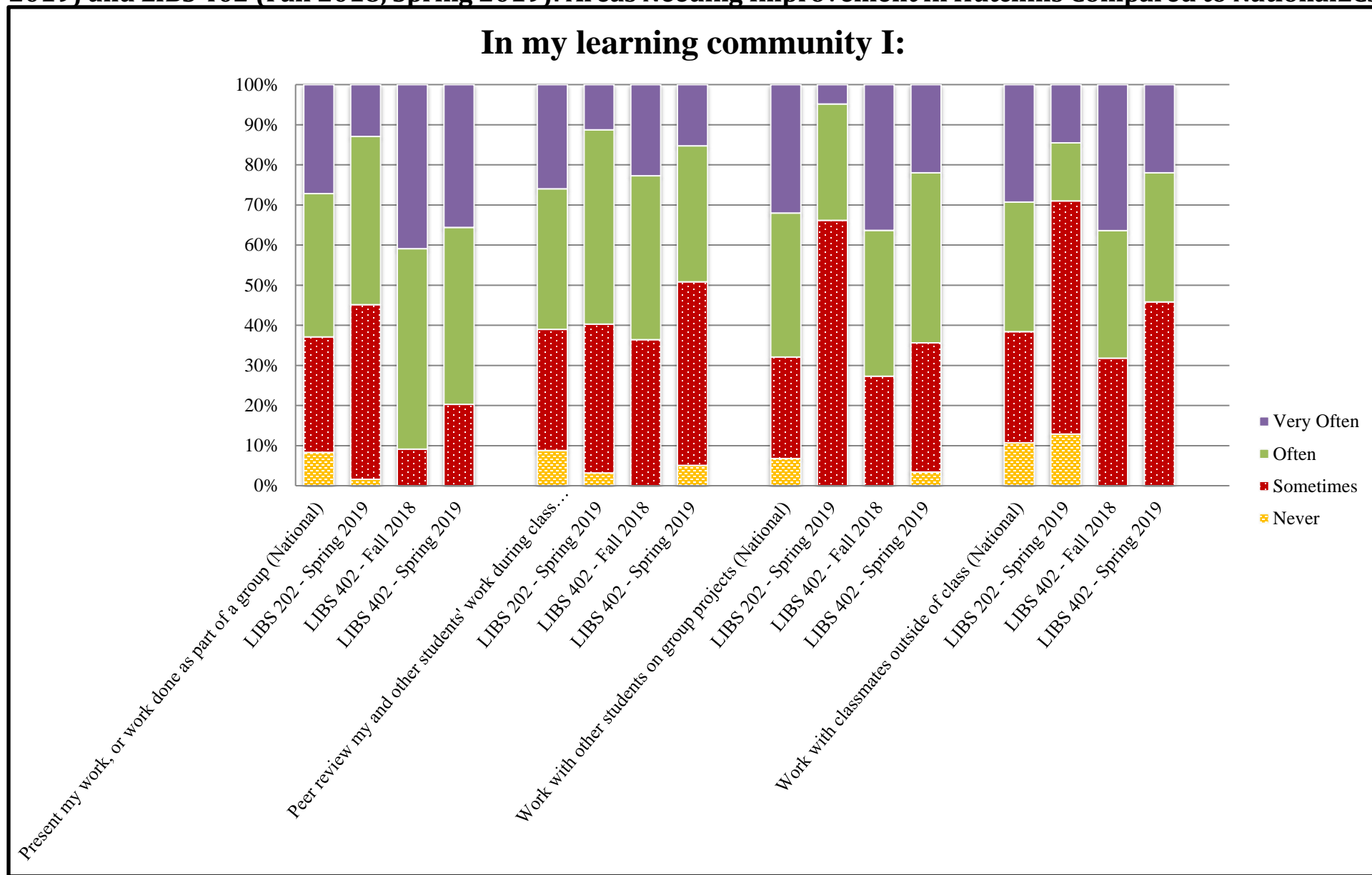


Figure 3: Comparison of National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Areas Needing Improvement in Hutchins Compared to NationalLCs



2. “My Participation in This Learning Community Helps Me to Develop My Ability to...”:

This section of the Evergreen survey measures students’ perceptions of the skills they have developed through participating in their learning community. The responses of Hutchins students to these questions in comparison to national averages well illustrate the distinctive features of student skills development in the Hutchins curriculum. Figure 4 shows that in contrast to the national average, the majority of all Hutchins students surveyed responded that their learning community “very often” helped them develop the following skills:

- “speak clearly and effectively”
- “connect my learning to community and world issues”
- “write clearly and effectively”
- “think critically and analytically”

Figure 5 shows additional categories in which Hutchins students rated the program higher than the national average in developing skills, showing our relative programmatic strengths. Hutchins students were more likely than the national average to respond that their learning community “very often” helped them develop the following skills:

- “identify effective learning strategies for me”
- “persist when faced with academically challenging work”
- “take responsibility for my own learning”
- “be successful in future courses and programs”

Figure 6 shows areas in which some students rated Hutchins relatively lower on skills development when compared to the national learning communities. These are the in the categories of:

- “work effectively with others to complete projects” (LIBS 202 only)
- “analyze quantitative problems” (LIBS 402 spring 2019 only)

As stated in the previous discussion of Figure 3, some students find a lack of emphasis on group projects within the Hutchins curriculum. Again, this perception is more pronounced among students in the sophomore LIBS 202 lower division GE program course than among the graduating seniors in LIBS 402, by which time they have had more experience with collaborative projects. The responses here reiterate student desire for us to incorporate more group work into the curriculum – especially at the lower division GE level -- in order to develop their collaboration skills.

It is not surprising that Hutchins rated relatively lower in the category of analyzing quantitative problems. Our lower division GE Program does not cover mathematics; students are required to take a math department course in order fulfill their quantitative reasoning GE requirement. Students in the teacher preparation tracks, which are 80% of our majors, take additional courses in math and science. Hutchins has long struggled to integrate quantitative reasoning into our seminar-based pedagogy and curriculum, although opportunities to develop these skills do exist in the field study labs required in the lower division GE program curriculum and in required LIBS 320B Science & Society seminars.

Figure 4: National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Distinctive Features of Hutchins LC Student Skills Development

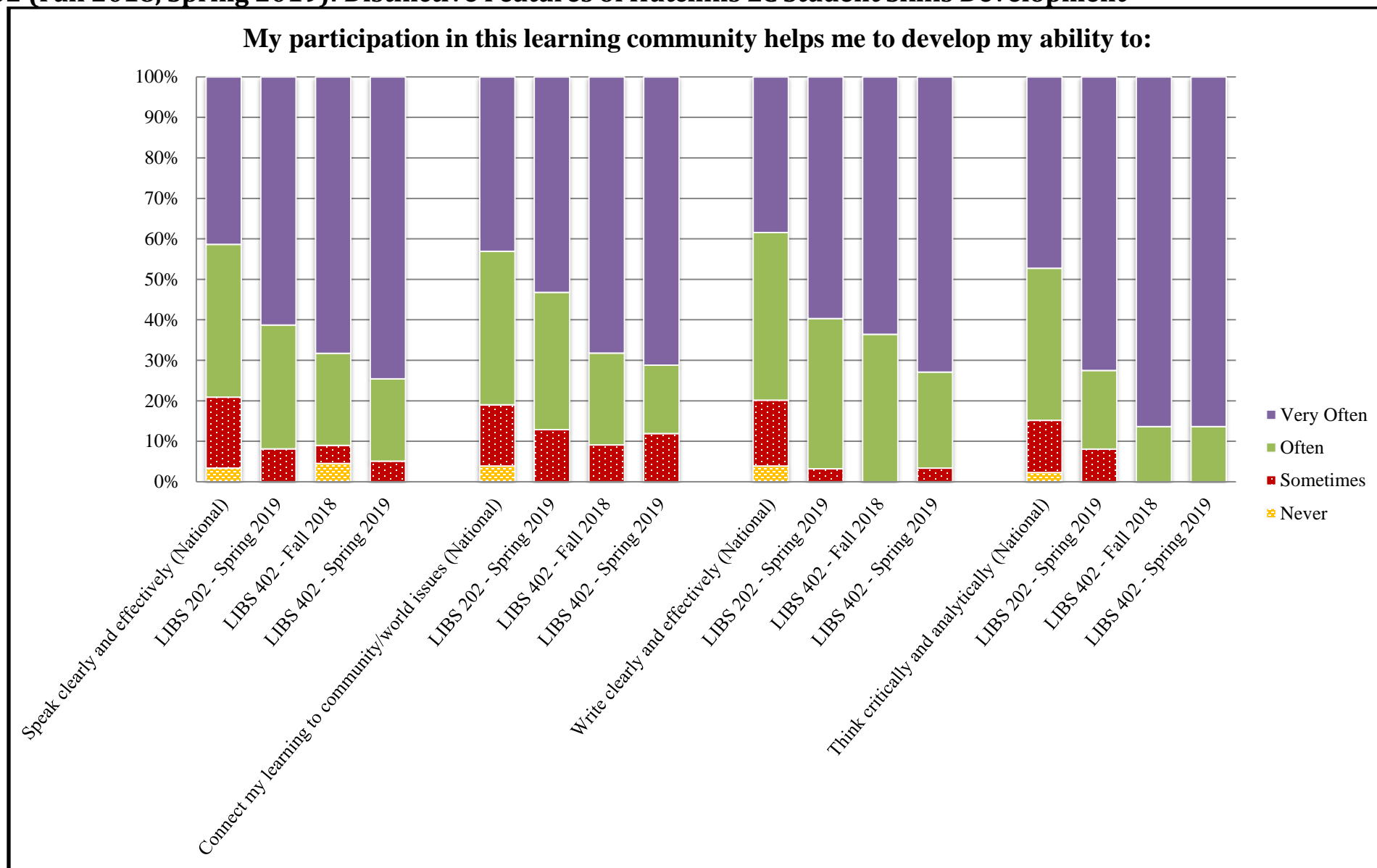


Figure 5: National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Areas of Strength in Hutchins Student Skills Development Compared to National LCs

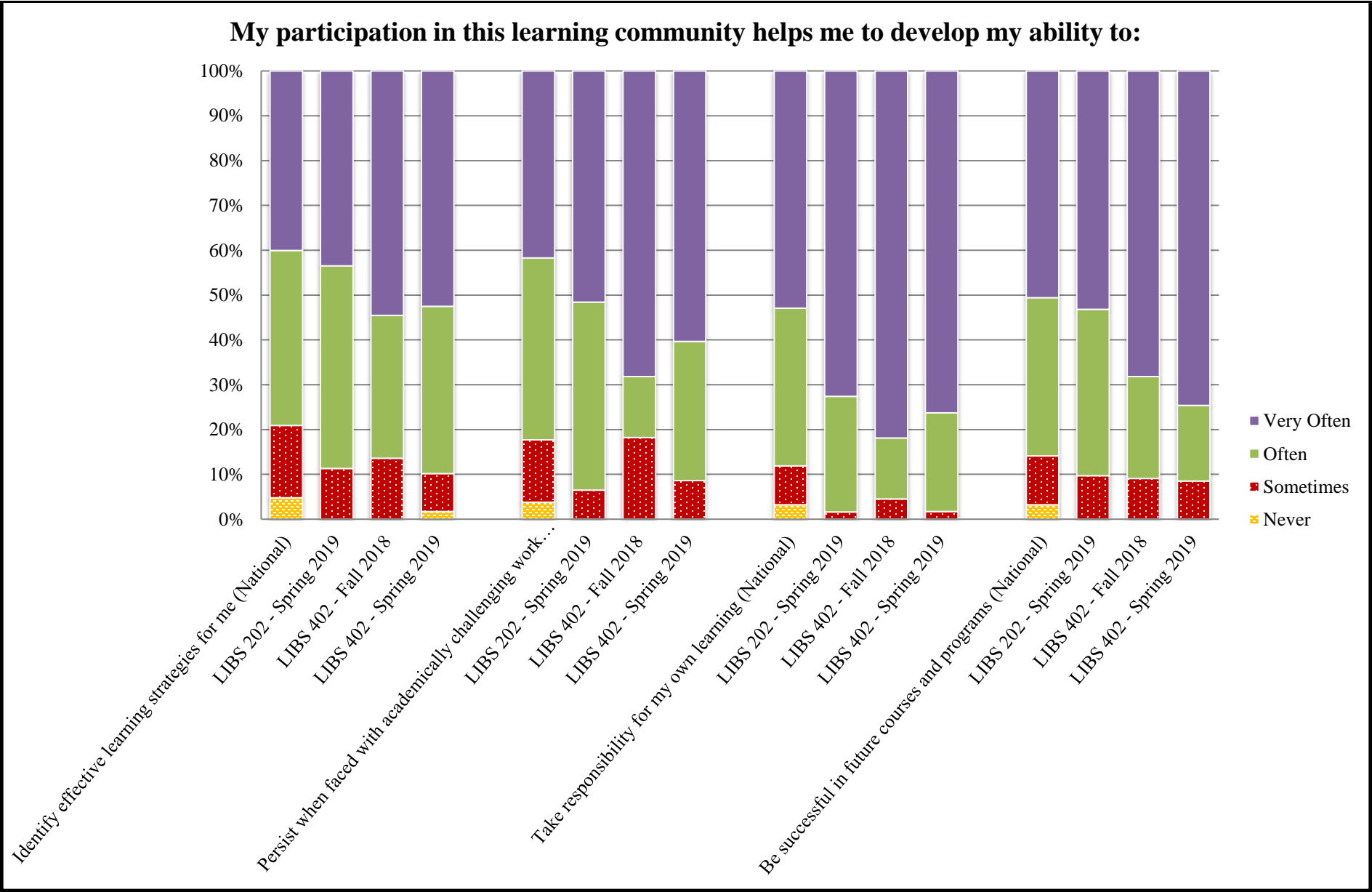
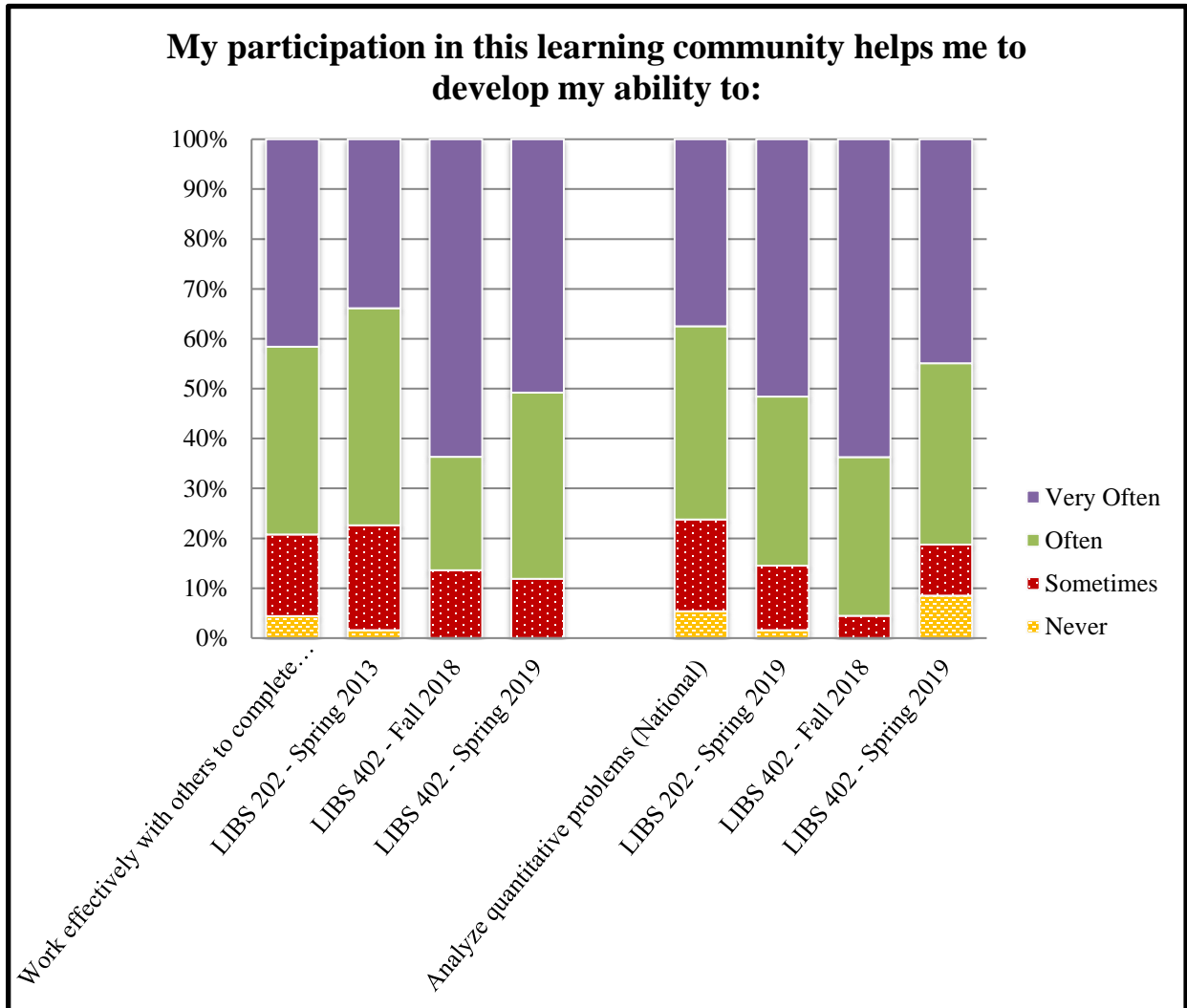


Figure 6: National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019), LIBS 402 (Fall 2018, Spring 2019): Areas Needing Improvement in Student Skills Development Compared to National LCs



3. “Amount of Time Spent in this Learning Community versus Other Courses”:

This section of the Evergreen survey measured students’ perceptions of what makes their learning community courses distinctive from their other college courses. Hutchins students’ responses to this portion of the survey best illustrate the distinctiveness of the Hutchins curriculum and pedagogy from courses in other SSU departments, as well as from learning communities in colleges nationwide.

Figures 7 and 8 show that Hutchins students reported spending much more time in their learning community courses engaged in the following activities than did students who responded to the national learning community survey:

- “thinking through my assumptions”
- “synthesizing ideas, experiences or theories”
- “integrating information from multiple sources”
- “evaluating information methods, and arguments”
- “applying theories to practical problems”
- “analyzing elements of an idea, experience or theory”

In contrast, Hutchins students reported spending significantly less time “memorizing facts and figures” than the national average. Hutchins de-emphasizes testing as a mode of assessment in our curriculum. Seminar instructors assess students based on their writing, speaking, and demonstrated critical thinking ability, research skills, information literacy, hands-on activities and creative projects, and course participation, not standardized testing. Only in our largest lecture courses which are open to all SSU students is timed, multiple choice testing used as a mode of assessment.

Figure 7: National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Areas Showing Distinctiveness of Hutchins Compared to National LCs

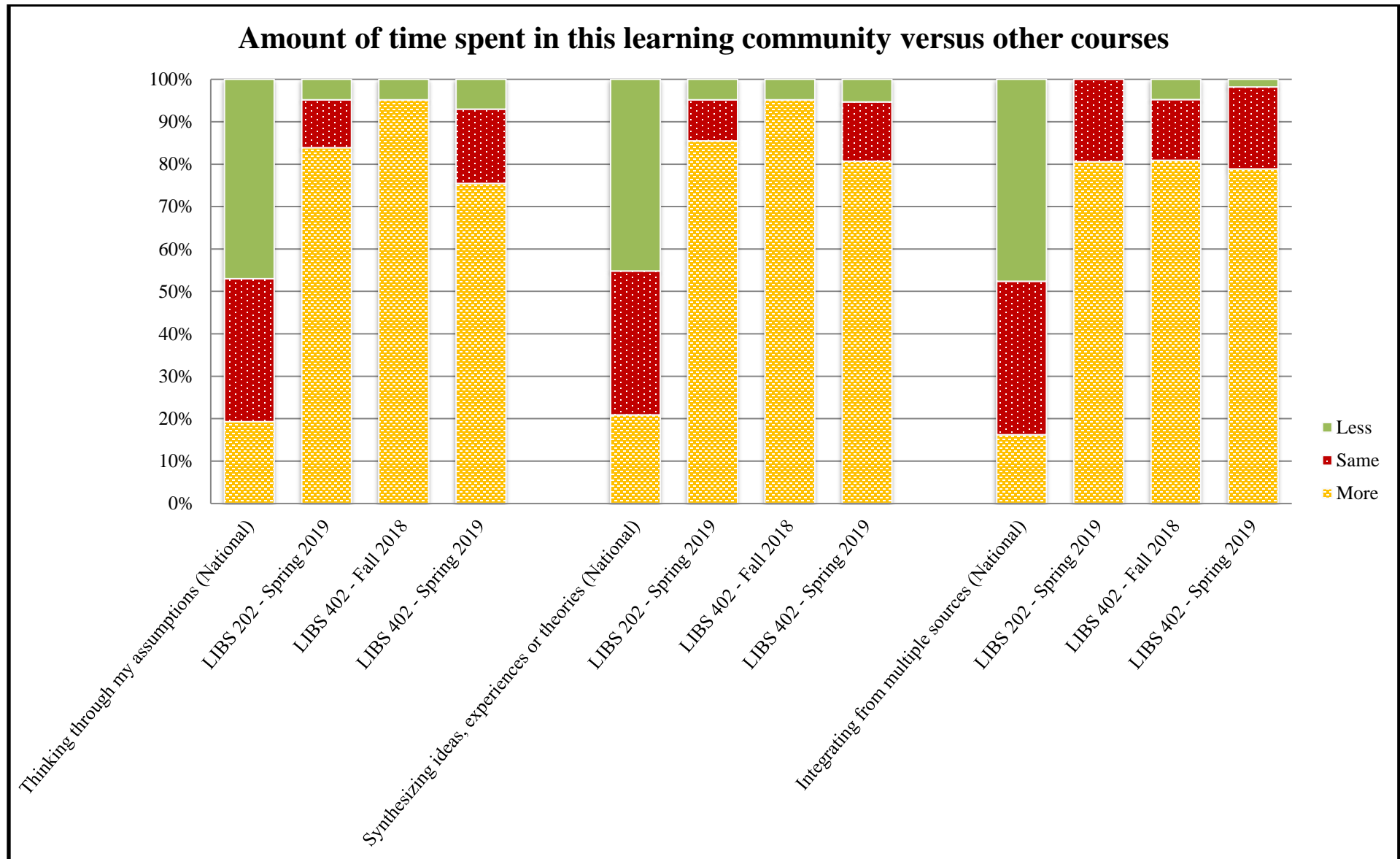
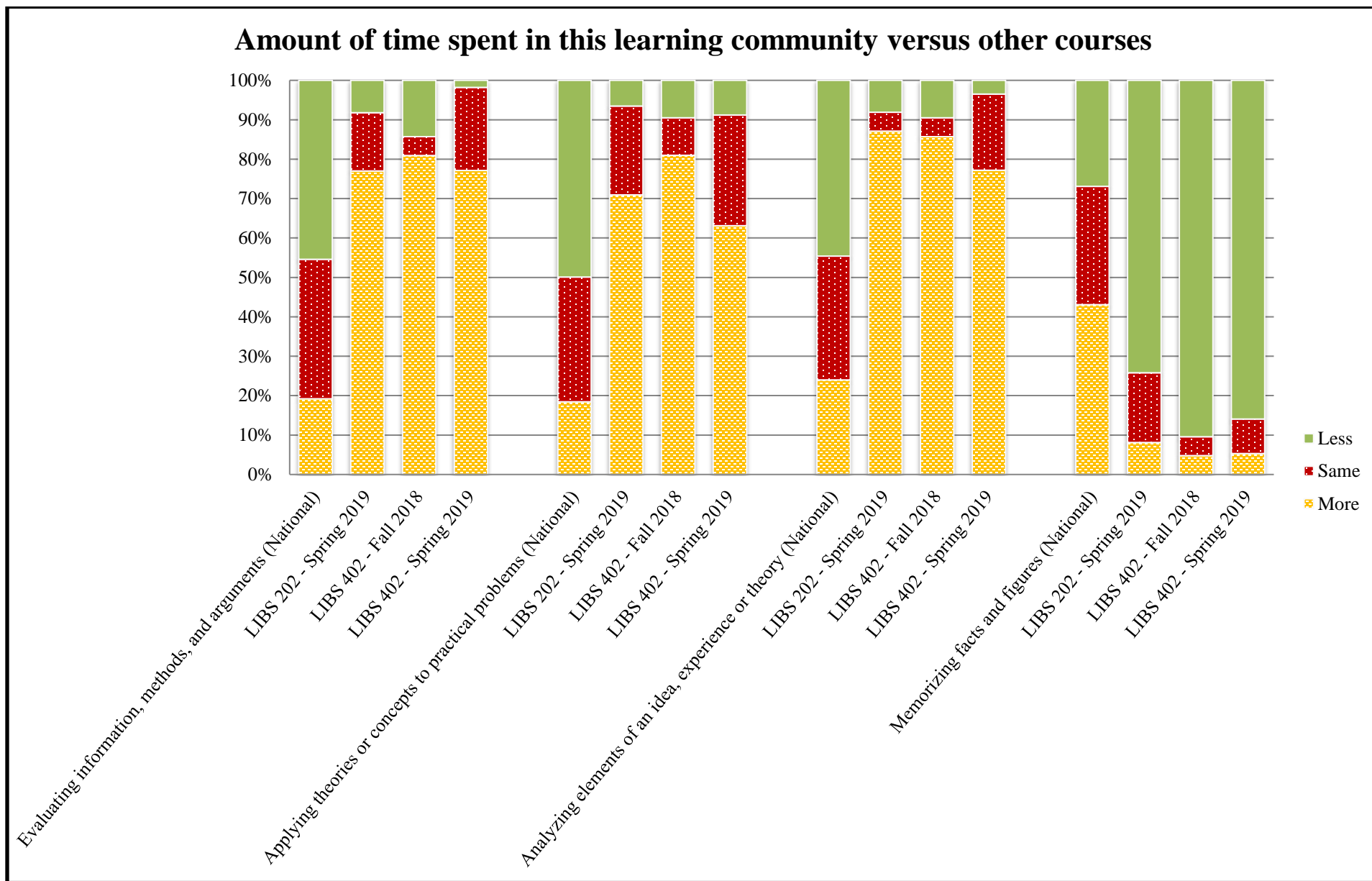


Figure 8: National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Areas Showing Distinctiveness of Hutchins Compared to National LCs



4. *“Teachers in My Learning Community...”*:

This section of the Evergreen survey describes students’ perceptions of learning community teaching effectiveness. Figure 9 shows the categories in which all Hutchins students surveyed rated their professors as more effective than the national learning community average. These categories are as follows:

- “encourage students to ask questions in class”
- “encourage students to discuss assigned work in class”
- “help me use my background knowledge and life experiences to learn new things”
- “encourage me to explore my ideas”
- “talk to me about my ideas”

These categories align with the student-centered pedagogy at the heart of best teaching practices in Hutchins. Figure 10 shows the categories in which Hutchins students overall rated program teaching comparable to results from the national learning communities. Some courses surveyed rated Hutchins faculty stronger than others. These differences are noted below:

- “make the goals and vocabulary of learning communities clear” (lower in LIBS 402 fall 2018)
- “demonstrate how to integrate concepts & skills from different classes in a meaningful way” (lower in LIBS 202)
- “assign work that asks me to connect concepts and skills from different classes to reach new understanding and/or applications” (lower in LIBS 202)
- “show me how to evaluate the strengths and weaknesses in my work as a basis for improvement”
- “make all students feel comfortable participating in class activities” (lower in LIBS 202 than average)

While most Hutchins students surveyed rated the program average in terms of communicating learning community practices and expectations, students in LIBS 402 in fall 2018 rated us below the national average. That particular capstone course was populated with graduating seniors in the Track III Blended B.A. + Teaching Credential program. Track III students are typically attracted to Hutchins for its accelerated teacher training pathway and are less interested in our interdisciplinary curriculum and seminar pedagogy. They often express confusion about aspects of our program that are not strictly speaking teacher training. We have long struggled to find effective ways to communicate with these students that our program is a learning community first and teacher preparation secondarily.

As has been described previously, LIBS 202 is a cohorted course in the lower division GE Program taught in a 12 unit block. Students typically aren’t enrolled in other Hutchins courses while taking it, hence there is less opportunity for faculty teaching the course to encourage students to integrate concepts and skills from across multiple Hutchins courses. More worrisome is the lower score from LIBS 202 students on their comfort level in class participation. Some of this can be attributed to students needing time to find their voice and adjust to our expectations of active participation, since Hutchins seniors rated the

program average or above in this category. However, students raising concern about feeling discomfort and even bias in the classroom was not isolated to this question response; it came up again in the written responses to the questionnaire that will be discussed at length in the next section.

Figure 11 lists the categories in which students overall rated Hutchins teaching lower than the learning community national average. These are as follows:

- “help students establish productive working groups” (lower in all courses)
- “encourage me to seek out other resources on campus (library, math center, writing center, learning center, student services, financial aid, etc.)” (lower in LIBS 202 and LIBS 402 fall 2018)
- “encourage me to plan the next steps in my education with a counselor and advisor” (lower in all courses)

As emerged from the previous questions in Figure 3, students would like to see Hutchins faculty do a better job integrating group work and projects into the curriculum. We hear them and will gladly explore opportunities to make use of these learning modalities in the future.

The other two areas of weakness in Hutchins teaching have to do with student advising. Academic and career advising in general emerged as the single biggest area needing improvement that students brought up the written comments discussed in the next section. Faculty can also do a better job integrating campus resources into their classroom instruction in order to show students how to take advantage of them. The Hutchins lower division GE Program teaching cadres are working closely with SSU Librarian Laura Krier to develop a scaffolded information literacy curriculum that includes workshops on library resources each semester. We have also newly implemented a developmental writing course for freshmen, LIBS 100, that connects students to the SSU Writing Center. Next fall, we will begin offering a 1-unit transitional course that connects students to counseling and student services, LIBS 103, in which first-time freshmen in our GE Program will be automatically co-enrolled. But more integration of campus academic resources and support services still needs to happen in the upper division major, especially to support incoming junior transfer students who are new to SSU.

Figure 9: National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Areas of Strength of Hutchins Teaching Compared to National LCs

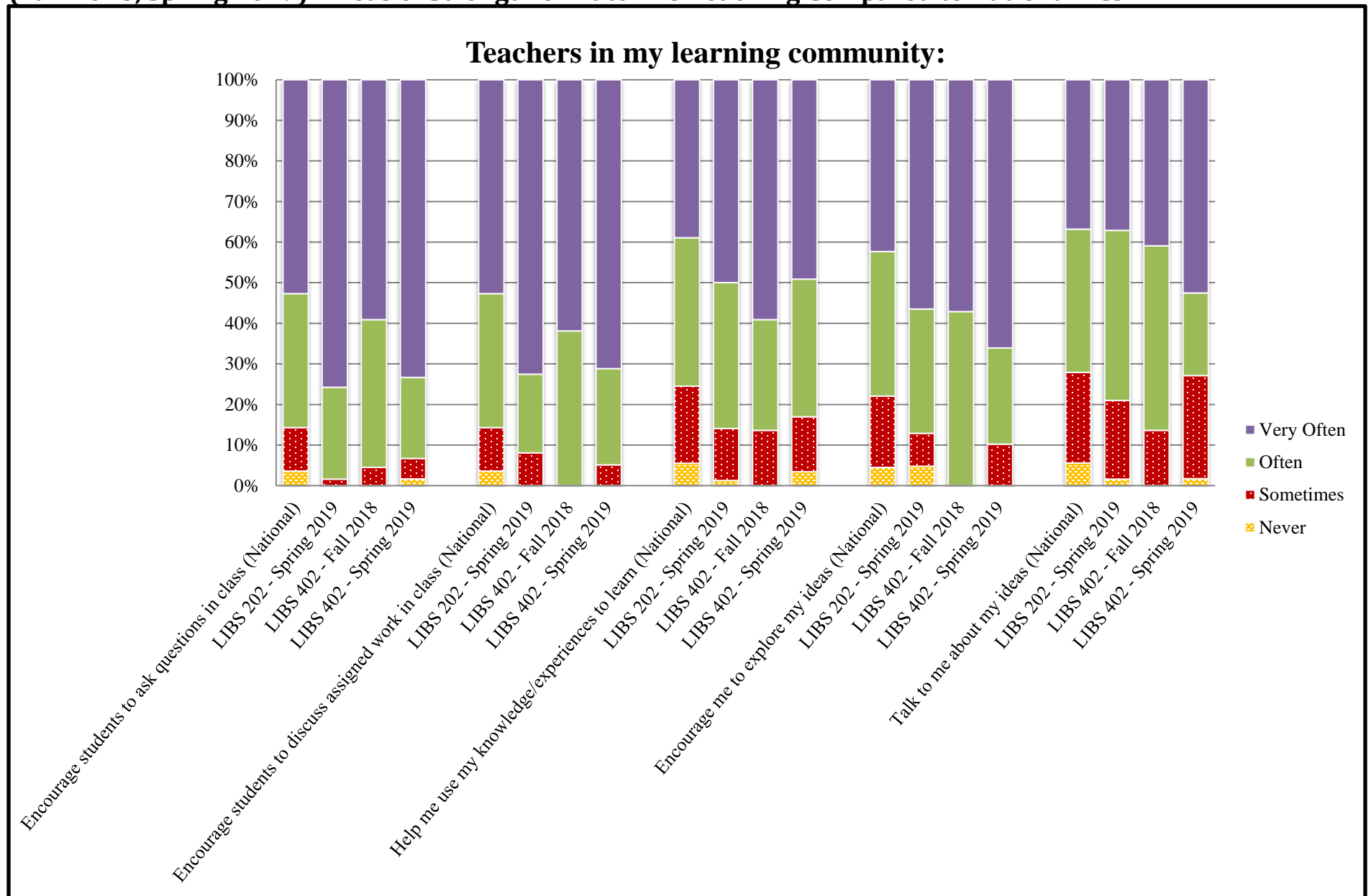


Figure 10: National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Hutchins Teaching Areas Rated Comparable to National LCs

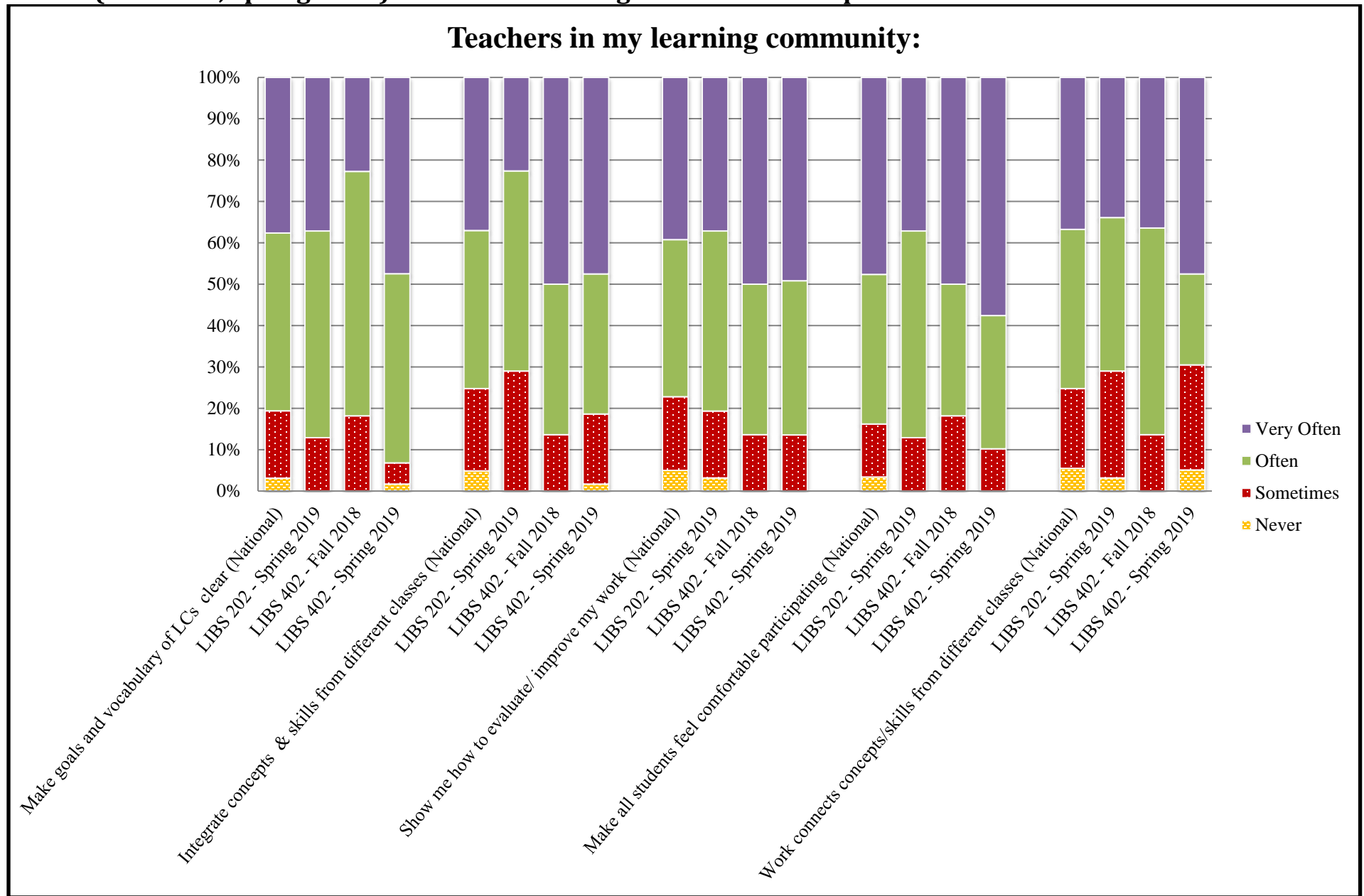
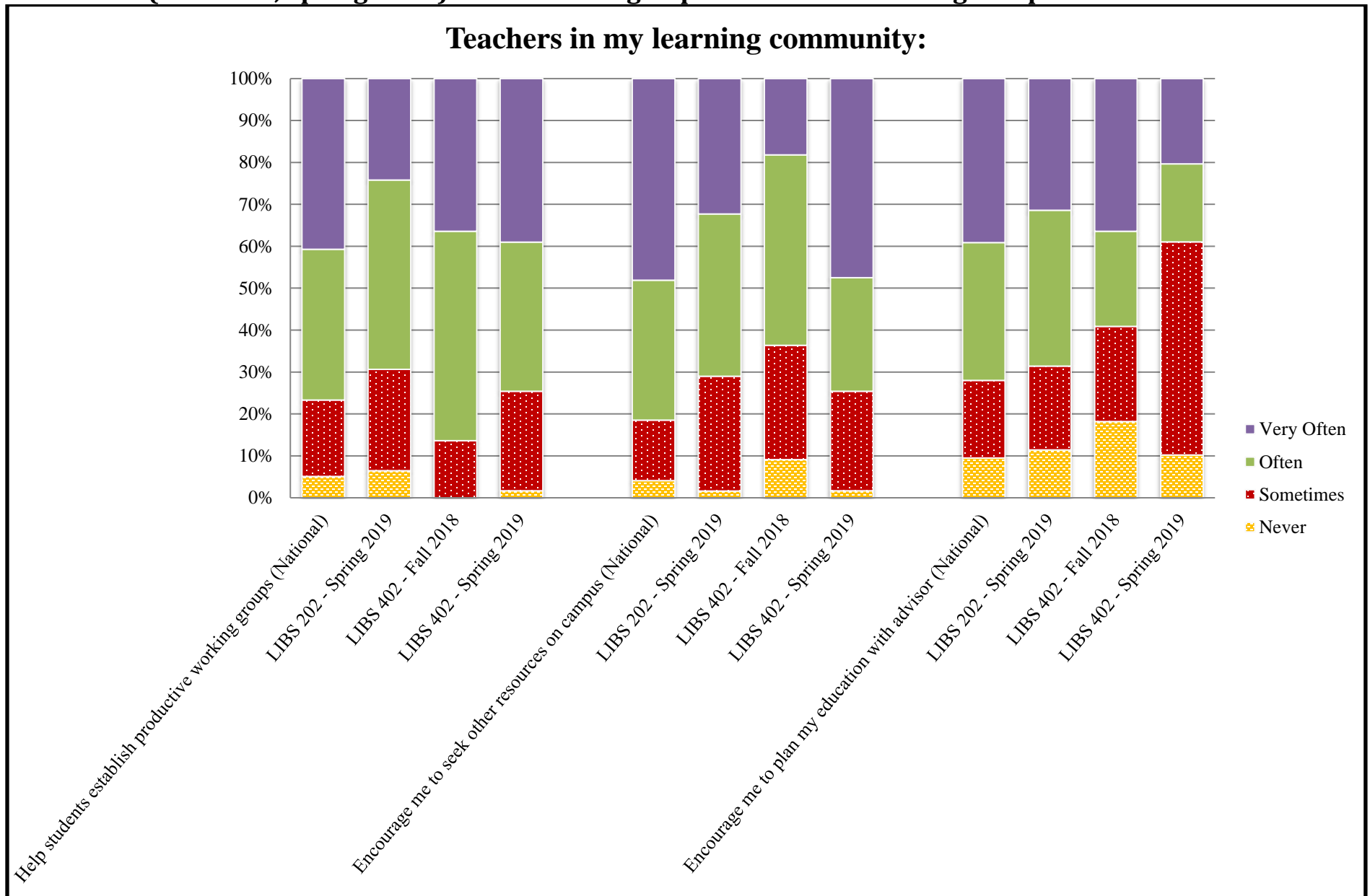


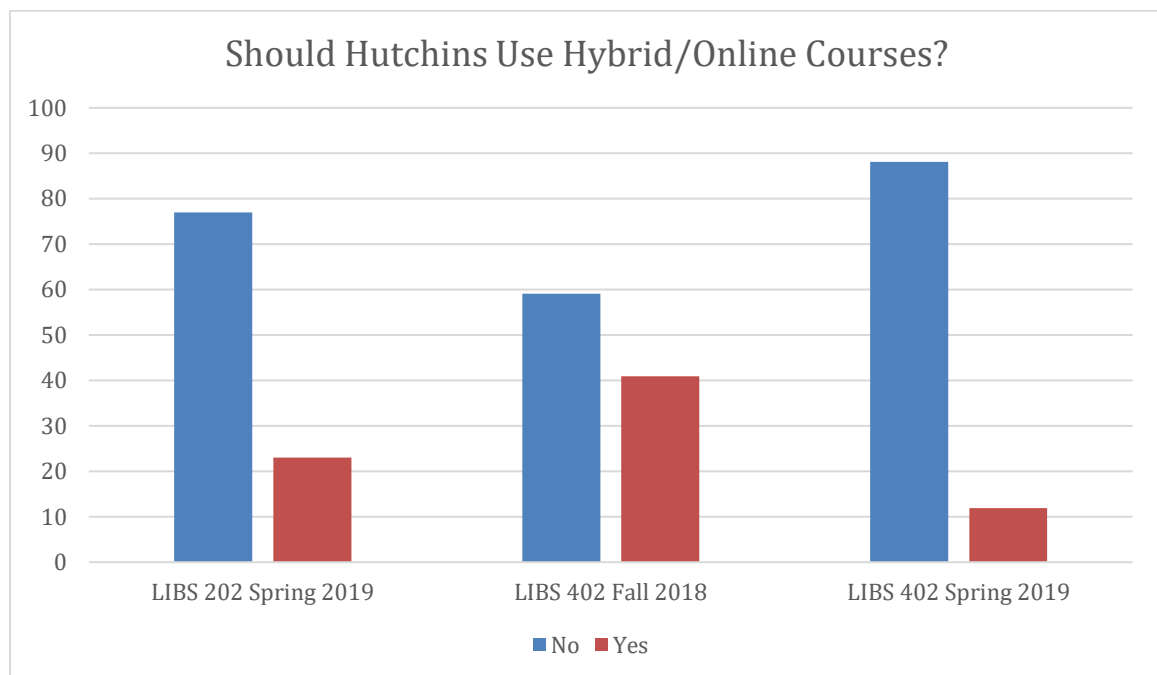
Figure 11: National Learning Communities Online Student Survey Data and LIBS 202 (Spring 2019) and LIBS 402 (Fall 2018, Spring 2019): Areas Needing Improvement in Teaching Compared to National LCs



5. Supplemental Written Responses on the Evergreen Survey

In addition to the questions asked of all students from all colleges that participated in the Online Learning Communities Survey, we asked a few written questions to gain specific information from the students. These questions were: “Please describe the overall strengths of the Hutchins Program” and “Please tell us what elements of the program could be improved.” We also surveyed students on the potential adoption of hybrid/online courses in the program, since SSU is incentivizing departments developing online and hybrid instruction. Written and the tabulated summary of these responses can be found in the appendix.

a) Should Hutchins Use Hybrid/Online Courses?



Students overwhelmingly were against adopting hybrid and online courses teaching modes in Hutchins. The only group that showed interest were the seniors in LIBS 402 in Fall 2018, which included the Track III Blended program cohort. When asked to suggest which courses could be offered hybrid/online, students volunteered teacher preparation courses (Math 300A, Geology 107, LIBS 312 Schools & Society, LIBS 327 Language, Literacy & Pedagogy). They also offered the large lecture courses LIBS 204 Minorities in American Cinema and LIBS 208 Practices of Culture as well as the symposium portion of the Hutchins GE program class in which all seminar sections meet in a large group for lectures, films, and activities. Some mentioned an interest in summer online class offerings.

Even though the question did not prompt this, some students offered a written rebuttal to hybrid/online classes question, seeing them as a violation of the mission of the program:

“Don’t do it. The beneficial part of Hutchins is the art of discussion you lose that when it’s online.”

“...putting these classes online would take everything special out of Hutchins.”

“pls no – STUDENT & CLASS ENGAGEMENT”

“The whole point of Hutchins is seminar and personal based classes. Online would take away the uniqueness of Hutchins.”

“The seminar classes need to be done in person because it is very important that people see eye to eye so that they can better explain their ideals and why they think the way they do and ask the questions that are appropriate and have something to do with the conversation that is happening in person.”

Given the groundswell against online and hybrid instruction among the students, the program will need to be mindful about its further implementation in the curriculum. Currently the only hybrid course we routinely offer is LIBS 390, in which students attend film screenings at the Sonoma Film Institute and complete online writing assignments. However, if we want to move in the direction of offering an accelerated integrated teacher preparation pathway (ITEP) to our junior transfer majors, it would be enormously useful to offer teacher preparation courses in the online or hybrid format during winter and summer intersession to facilitate students graduating with both a B.A. and teaching credential in 2-3 years.

b) Student Perceptions of Overall Strengths of the Hutchins Program

Program Strengths Written comments:	LIBS 202 S19	LIBS 402 F18	LIBS 402 S19	Frequency	Percent
Seminar instruction, small class size	28	9	18	55	20%
Critical Thinking	13	7	23	43	16%
Community & Collaboration	15	3	14	32	12%
Topical issues, applies to life	10	3	8	21	8%
Oral communication skills, self-expression	8	2	8	18	6%
Comfort sharing ideas; supportive environment	8		8	16	6%
Fosters Independent learning	4	2	10	16	6%
Multiple perspectives, inclusivity	6	1	7	14	5%
Faculty quality and support	5	1	7	13	5%
Personal growth, open-mindedness	3	2	6	11	4%
Writing skills	6		5	11	4%
Synthesis, breadth of curriculum	1	2	4	7	3%
Reading skills	1		4	5	2%

Good text choices, course material	3		2	5	2%
Choice and flexibility in courses	1	2		3	1%
Hands-on experiences, field trips	3			3	1%
Freedom & creativity	2			2	1%
Great for Teachers		1		1	0%
No tests	1			1	0%
Totals	118	35	124	277	

Student's written comments on what they see as the strengths of Hutchins produced a range of responses, but the most frequent ones reiterated the distinctive hallmarks of the Hutchins curriculum and pedagogy highlighted previously in the Evergreen survey: small seminar instruction (20%), developing critical thinking skills (16%), cultivating community among students and faculty (12%), curricular relevance to one's own life experience (8%), developing oral communication skills (6%), providing a supportive environment for self-expression (6%), and encouraging independent learning (6%).

Below is just a sample of some of the students' most eloquent comments that embody these programmatic strengths (the full list in the appendix):

"Hutchins allows students to thrive by using their own learning skills in a practical way. The seminar style of learning encourages deep thinking and analysis, as well as participation in a more meaningful way than other classes."

"I think that the overall setup of the Hutchins Program (at least the lower division GE program that I have been apart of this far) is amazing. The small seminar set-up allows you to critically think and share in a small group, and the readings assigned are relevant to modern issues. I have never felt that something I read in Hutchins was pointless; everything we have learned and discussed has helped me grow academically in one way or another."

"Hutchins has helped me become an extremely well-rounded individual both inside and outside of the classroom. It taught me how to speak to an audience, expand my writing skills, and create lasting friendships. Hutchins also taught me how to be more open to other people's opinions and ideas."

"The Hutchins Program presents opportunities to discuss a wide variety of eye-opening topics and encourages students to think critically and analytically. I truly believe there is nothing like it; it is a rare gem! By participating in seminars, students learn from others' experiences and reach a deeper understanding."

c) Student Perceptions of Areas Needing Improvement in Hutchins

Written Comment:	LIBS 202 S19	LIBS 402 F18	LIBS 402 S19	Frequency	Percent
Advising	3	9	7	19	14%
Too much reading	9		3	12	9%

Dominating voices/ perspectives in seminar	9		2	11	8%
LD Symposium content, integration w/seminar	10			10	7%
Diversify modes of instruction: lectures, activities, art	4		4	8	6%
Need more student/faculty diversity	4	1	2	7	5%
Better Track 1 support	1	2	4	7	5%
More teacher curriculum	1		6	7	5%
Sensitivity, discomfort speaking in class	4	1	1	6	4%
Explain the program better to new students		1	4	5	4%
Seminar rooms too small	4		1	5	4%
Faculty lack of feedback, passion, bias	2		3	5	4%
More variety in seminar topics			4	4	3%
New PT faculty issues		1	2	3	2%
More science content	1		2	3	2%
Course schedule blocks -- too long, start later	3			3	2%
Offer real world solutions to problems posed	2		1	3	2%
Instructor variance in student work expectations	2		1	3	2%
Communication/Coordination with School of Education		2		2	1%
More structure in curriculum, pathways		2		2	1%
More funding/ SSU resources		1	1	2	1%
Lack of LD cadre coordination	2			2	1%
More group work, collaboration	2			2	1%
More seminars, fewer big classes			2	2	1%
Too much emphasis on speaking in seminar			2	2	1%
Lack of UD Cohort		1		1	1%
Less forced community	1			1	1%
Hold students accountable for work			1	1	1%
Better integration LD w/ UD			1	1	1%
Math requirement in teacher track			1	1	1%

Totals	64	21	55	140	
--------	----	----	----	-----	--

Students offered many different suggestions for improvement, so I will focus on the most common areas of concern that emerged in the comments: advising (14%) and the related request for better Track I support (5%); the amount of required reading (9%) and the related request to diversify modes of instruction beyond seminar (7%); the problem of dominant voices and perspectives in seminar (8%) and the related issues of lack of students and faculty diversity (5%) and discomfort speaking in class (4%); and the lower division GE Program symposium content and how it integrates with the seminar portion of the course (7%).

Advising and Track I support: Below is a selection of the most descriptive written student comments elaborating on perceived problems with program advising:

“Better accessibility to our advisor and clarity as to the process of applying for the credential program. Students, especially transfer students, should have a clear understanding of the time frame as to when thing should get done and turned in.”

“I have many problems with the advising in Hutchins. I never felt like I was fully explained what I needed to take in order to graduate I just had to figure it out as I went along... I think there is more of an emphasis on Blended than on the other tracks.”

“I think the program for the transfer students can be better by explaining the expectations to the students that are coming in halfway into the program, explaining the CSET and the CBEST and the importance of taking these by our senior year so that they can be better prepared for the credential program after receiving my Bachelors degree.”

“As a track 1 student/ after lower division it is very scary to navigate what one wants to do if they do not want to be in the teacher track...”

“Advising could be friendlier.”

Student complaints about program advising often focused on the disproportionate amount of advisor attention paid the Track III Blended program versus the Track I and II students. This was a concern that was also raised in the previous program review. Blended program students require closer monitoring and more frequent advising due to the lockstep nature of their 4 year B.A. + credential program. They meet with the program advisor as a group multiple times a semester to make sure they are on track to meet both Hutchins and School of Education credential program requirements.

Group advising sessions are also held for Track I and II students at least once a semester in all lower division GE Program courses, in LIBS 302 for the incoming junior transfers, and in LIBS 327 for the upper division students. Perhaps the Track I and II majors miss having more of these regular group academic advising sessions each semester while they are enrolled in non-cohorted courses in the upper division major. It would be worth exploring offering Track I and II academic advising workshops each semester that would be open to any interested upper division majors seeking advice. But it is perplexing, since we have a dedicated program advisor who is available to meet one-on-one with all of our majors

throughout the week every semester. The advising resources are there; students just need to seek them out by taking the initiative to make an appointment to speak to our advisor. Some students do seem to find the program advisor a bit intimidating, leading to comments regarding the level of friendliness they encounter. However, Donna Garbesi is a stellar advisor whose work was just recognized with the SSU Staff Excellence Award in 2018, so it is difficult to understand what changes in demeanor these students wish from her. Some complaints about her demeanor may be due to her need to play task master to keep the Blended students on track to graduate.

Hutchins wants to do a better job supporting its Track I Interdisciplinary Studies majors who are not preparing to become elementary educators. We are taking steps to specifically enhance advising for Track I, including scheduling a workshop with a career advisor for LIBS 202 students who are about to enter the upper division major. We can provide a similar workshop to upper division students in future semesters. But it also may be worth exploring establishing an upper division course just for the Track I students, who often feel isolated and outnumbered by their teacher-track peers in Hutchins major courses.

Too much reading and the need to diversify modes of instruction beyond seminar:

Below is a selection of the most descriptive written student comments elaborating on this critique of the program:

“I think there should be more opportunities for creative expression in projects and activities. Learning doesn’t just take place through reading and discussion, but this is what most seminars only consist of.”

“Lightening the course load because sometimes it feels as if the professors don’t recognize that we are taking other classes, too...”

“More activities other than reading, writing, and talking.”

“Reading so many books, esp in lower division, is a bit overwhelming.”

Students sent a very clear message that they think that the amount of reading required in Hutchins seminars is excessive. They expressed a sense of reading overwhelm both in the lower division GE program and from the cumulative amount of reading across courses in the upper division. We already advise our upper division majors NOT to enroll in more than two of the required core seminars in a given semester in order not to overburden themselves with reading, yet they still seem to think it is too much.

This concern for the amount of reading in Hutchins hasn’t arisen in past program reviews, although the program’s heavy reading requirements for seminar go back to its founding. It speaks to changed circumstances among the student population, in terms of time available for reading preparation versus work, life, and other school commitments. It also may speak to students finding reading more challenging or less engaging than other forms of media. Several faculty already integrate film, television, and online media into their seminar content in an attempt to reduce the heavy reliance on written texts. Film Professor Ajay Gehlawat offers many courses that are based primarily on films in which reading written texts plays a lesser role, such as LIBS 204, 209, and his LIBS 320C seminars.

The related request to diversify modes of instruction to include more hands-on experiential learning is also new to this program review and is an intriguing proposition well worth exploring. Students have opportunities to do hands-on field experiences throughout the lower division GE program, and there are occasional upper division seminar course offerings that include hands-on learning, such as Dr. Janet Hess's LIBS 320C Unblocking Creativity and the LIBS 320B Maker Movement course offered by a part time instructor. But we can and should look into creating more opportunities for our students to engage their kinesthetic and visual learning styles, especially since the majority of them eventually will need to teach young students in these learning modes. Incorporating more hands-on learning will give students more opportunities to engage in the type of group work and group projects found lacking in the Evergreen survey.

Dominant voices and perspectives in seminar/ lack of student and faculty diversity/ discomfort expressing one's opinion in seminar: Below is a selection of the most descriptive written student comments elaborating on this critique of the program:

"Many of the professors and students are extremely narrow minded politically. If you have a different opinion, you do not feel comfortable expressing it."

"Racial diversity of teachers"

"Reach more diverse students!"

"There is a political bias that often takes over conversation in class. It is very far left and often times negative comments about anyone who identifies with the right are made and make me and other students feel uncomfortable. If we were to say anything is faulty about the left side we would be attacked. I have been scoffed at for saying my honest opinion. I understand that it is hard to completely limit biased opinions, but there is no reason to make one group feel poorly"

"Diversity, more considerate of sensitive pasts/ sensitive topics"

This collection of concerns surrounding the dominance of certain voices or perspectives in seminar and the concomitant feeling of discomfort among students expressing one's views is also new to this program review cycle. It contradicts previously stated strengths students identified in the program for promoting self-expression and comfort expressing one's ideas (6% each). It is clear that while some students feel supported and empowered in expressing their opinions in seminar, others do not. Students seem to fault the program BOTH for the dominance of progressive views among its faculty and students AND also for its lack of racial diversity in faculty and students. A positive interpretation of this might be that students think Hutchins needs to do a better job of walking its walk by hiring more faculty of color and recruiting more students of color, issues we already recognize and are actively trying to address.

However, there is an underlying concern here regarding students who feel marginalized by this very desire to promote sociopolitical progress and inclusivity. The diversity they are seeking in our seminars is tolerance for conservative political perspectives. Every Hutchins seminar instructor works to include all student voices at the seminar table, but it's easy to imagine flashpoints arising between students – and faculty as well -- when the perspectives they express contravene the program's goal of respecting and

representing the views of politically marginalized communities of color, sexuality, and/or citizenship status. It is an artifact of the current political polarization in the country at large for which I offer no easy answers in this report. It is never the goal of any Hutchins faculty to make students feel uncomfortable and silenced in our seminars; that said, all students must expect their expressed opinions need to be supported by their critical thinking and are subjected to analysis by their fellow students.

Better integration of the lower division symposium content with the lower division seminar content: Below is a selection of the most descriptive student comments elaborating on this critique of the program:

“Symposium can often feel scattered. It has gotten better with time but sometimes it seems like we do not spend our time wisely. I.e. watching a movie for 2.5 hours.”

“Symposium is too long which leads to distraction”

“Symposiums being more organized”

“The integration of symposium”

This criticism is also new to this program review cycle and is a direct result of the restructuring of the lower division GE program course blocks to reduce the structural overload in faculty work assignments described in Section II of this report. Previous to 2016, all members of the Hutchins lower division GE program teaching cadres collaborated to organize and run the weekly symposium portion of the class, in which the seminar sections meet together for lectures, guest speakers, films, activities, and field trips. Since 2016, the responsibility for organizing and running symposium has been tasked to just one faculty member from the seminar teaching cadre, who counts teaching the symposium as part of their regular course workload for the semester. This arrangement has significantly reduced the workload of Hutchins faculty and brought the program into compliance with CFA contract rules for classroom contact hours the first time. However, there has been a cost in terms of losing the seamless integration of symposium content with the seminar content being delivered by the other lower division teaching cadre faculty.

For better and worse, symposium has become more of a stand-alone course with its own curriculum than an adjunct to the small seminars. It has been hard for some of the longtime Hutchins faculty tasked with running symposium to take ownership of it as their own course given the history of working collaboratively with the seminar cadre to design its curriculum. However other faculty have leaned into the work assignment, experimenting with the content and delivery to find creative ways to make use of the large group learning modality. Based on students’ responses, they see the improvement overtime. Clearly more work needs to be done to make symposium a more satisfying part of the Hutchins lower division GE program experience for the students.

h. Plans to develop or change assessment strategies over the next review period and key limitations that inhibit effective assessment of PLOs.

Hutchins excels at using indirect assessment measures such as the Evergreen Learning Community Survey and the student portfolio self-evaluation documents in the LIBS 402 Senior Capstone course. What we don't do is collect data from the direct assessment of the Program Learning Outcomes for capstone students beyond the anecdotal observations reported out by the faculty teaching the course every semester. Over this next review period we will need to explore how to develop a systematic direct assessment of the capstone course students that yields usable data on their mastery of PLOs. The biggest inhibition to our ability to measure PLOs is increased faculty workload. Evaluating portfolios and projects for the typically 30-40 students enrolled in LIBS 402 for a grade is already a lot of work. These faculty should not be expected to have to produce a written assessment measuring PLOs on top of it without some form of additional compensation.

VI. Instruction, Advising, and Resources in the Program

a. Data related to instruction (Headcount in major, FTES)

For this discussion I am using an SSU Blackboard Analytics data set comparing Hutchins to other A&H majors. The full charts can be found in the Appendix.

Although the number of majors has contracted by 15% since declaring impaction in Fall 2013, Hutchins remains the ***largest major in the School of Arts & Humanities***, with 342 majors enrolled in Fall 2018. The two other largest majors in the school are Communication Studies with 310 majors and English with 307 majors in Fall 2018.

Using the measure of full-time equivalent students (defined as the number of SSU students carrying 15 units per semester), Hutchins courses enrolled 228 FTES during Fall of 2018. This is 14% lower than the peak of 256 FTES in Fall 2012 in the year before we declared impaction. The reason this decline is slightly less than the loss in number of majors is because we have begun offering large lecture courses open to GE students university-wide: LIBS 204, 205, 208, 209, and 390. We have the ***third highest FTES count in A&H***, behind two A&H departments that offer many GE courses: English (584 FTES) and Modern Languages (304 FTES).

b. Adequacy of faculty to maintain program quality:

1. Number of full-time faculty and the ratio to part-time/lecturer faculty

Using the measure of full-time equivalent faculty, which is the total number of course units offered divided by an assumed full-time faculty load of 12 units per semester, Hutchins currently has 12.1 FTEF. This represents an increase in faculty resources from a low of 9.1 FTEF in Spring 2013, the last semester before program impaction went into effect. Despite being the largest major A&H, our FTEF lags behind departments with fewer majors but larger FTES than ours: English (26.1 FTEF) and Modern Languages (15.7 FTEF). While it may be understandable that we require fewer faculty resources than the departments with enormous GE course offerings, our FTEF is virtually identical to departments with much smaller numbers of majors and much smaller FTES than ours, such as Music (11.8 FTEF) and Art (10.5 FTEF).

The FTEF statistic more than any other illustrates the dire circumstances the program faced due to retirements and lack of adequate faculty replacement resources that drove us to declare impaction in 2013. As stated previously, after years of contraction due to the California budget crisis, we began to receive increased faculty resources in 2014, including 4 tenure lines; however, they have neither made up for the 5 faculty retirements and resignations which occurred from 2009 to 2013, nor even kept pace with the 5 additional retirements that have occurred since 2013. Below is a chart illustrating the depth of faculty losses over the last ten years and the inadequacy of replacement lines:

Full-time Tenure Line Faculty Retirements/Resignations and Hires in Hutchins, 2009-2019:

<u>Retired/Resigned:</u>	<u>Hired:</u>
Richard Zimmer (2009)	Mercy Romero (2015)

Tony Mountain (2011)	Wendy Ostroff (rehired 2016)
Barbara Lesch-McCaffry (2011)	Justine Law (2017)
Les Adler (2012)	Kevin Nguyen (starting fall 2019)
Wendy Ostroff (resigned 2012)	
Nelson Kellogg (2015)	
Heidi LaMoreaux (2016)	
Debora Hammond (2017)	
Francisco Vazquez (2019)	
Mutombo M’Panya (retiring 2020)	

Of the current total 12.1 FTEF, 8.5 are tenure-line faculty. This figure includes two retired faculty participating in the Faculty Early Retirement Program (which allows for half time teaching for up to 5 years after retirement) who will be fully retired in May 2019 and May 2020. We have just concluded a tenure-track faculty search which will allow us to hold steady at 8.5 tenure-line faculty. The other 3.6 FTEF is accounted for by our 2 long-time contract lecturer faculty who are entitled to 28 and 24 WTU per year, respectively, as well as additional unentitled lecturer faculty who are employed on an as-needed basis. In 2018-19, we employed 8 additional lecturer faculty. This gives us a full-time/part-time faculty ratio of 8.5/10 by headcount with a tenure-line density of 72%. Our tenure-line density is similar to many other A&H departments, including Communication Studies and Art (both 65%), Modern Languages (68%), Theatre Arts (70%), and Music (73%).

The Hutchins program was originally designed on the assumption that 100% of its seminar curriculum, with its excessive classroom contact hours that violated CFA contract rules, would be taught by full time faculty. The movement toward using part time instructors -- in conjunction with increasing demands on full-time faculty for scholarship and creative activity in order to make tenure and promotion at SSU – is what finally forced us to reform that curriculum to bring it into CSU workload compliance. Even so, Hutchins cannot function effectively without sufficient full-time faculty to engage in the intensive curriculum planning required for our lower division GE program learning community classes. Recent policy changes in the School of Arts & Humanities have ended the practice of paying stipends to lecturers to do the work of curriculum planning for learning community courses, making it imperative that these courses be staffed by more full-time faculty. Ideally, Hutchins would have 10 full-time faculty, enough to staff all sections of the lower division GE program courses each semester.

2. Student-faculty ratio for teaching and advising

The student-faculty ratio in Hutchins is lower than several other A&H departments, as befits a program premised on seminar pedagogy. Hutchins SFR has declined from a peak of 26:1 when we declared impaction in Fall 2013 to **19:1 SFR in Fall 2018**. This places us below other departments which offer many large lecture classes, especially to serve GE at the university, such as American Multicultural Studies (32:1), Chicano & Latino Studies (26:1), and Communication Studies (25:1), but well above the arts departments that rely on workshop and tutorial instruction: Theatre Arts (13:1), Music (14:1) and Art (15:1).

SFR has become an issue in A&H in general, and Hutchins in particular. SSU Provost Lisa Vollendorf has established a **university-wide benchmark of 25:1 SFR** across all schools. While A&H has been able to meet this goal thanks to the large GE courses offered across our

departments, there is constant pressure on all A&H departments to enroll more students into courses requiring lower SFR for pedagogical reasons. The seminars in Hutchins were originally designed for no more than 12 students maximum, in order to achieve the program goals for student-centered learning. We teach in seminar rooms that double as faculty offices that have an absolute room cap set by the fire marshal at 16:1, including the instructor; our seminar tables in these rooms were custom-built to fit no more than 12 people at the table. However, for the last few years we have been setting the seminar course enrollments to 15 students, the maximum allowed under the fire code. The A&H Dean's office routinely warns that seminars which fall short of 15 enrolled could be cut from the schedule; although in practice this has only ever occurred in seminars with less than 12 students enrolled.

Cramming students into instructional spaces that can barely hold them is impacting the quality of student experience in these seminars. Overcrowded seminar rooms are mentioned by 4% of the Evergreen survey written comments as an area in need of improvement. However, Hutchins faculty believe it is more important for us to stay in crowded rooms with an enrollment cap of 15:1 than to move our courses into standard SSU classrooms with an enrollment cap of 25:1, where we would be under enormous pressure to again role up the numbers in order to meet the SSU SFR 25:1 average. To do so would be to further impede our ability to meet our program goals for active, student-centered learning through seminar pedagogy and make it harder for students to achieve the concomitant Student Learning Objectives listed in Part I of this report.

Hutchins has the *second highest SFR for major advising* of all A&H departments at **40:1**. Only the Communication Studies department has a higher ratio. Advising for our major is very complex due to the three distinct major tracks, including the Blended program, which requires very close advising to keep students on track to graduate in 4 years, detailed knowledge of testing requirements and eligibility for teaching credential programs, and good communication with SSU School of Education regarding application processes and deadlines, and placement in public school observational classrooms. We are fortunate to have a dedicated program advisor, Donna Garbesi, which is rare among departments at SSU. Despite the fact that Hutchins majors continue to complain about the inadequacy of major advising, I am not being overly dramatic to say that program advising would entirely break down without the support of a dedicated program advisor.

3. Faculty workload (including department, school, university, and community service)

Under CFA contract, a full-time workload for tenure track faculty in the CSU is 12 units/ 12 contact hours of teaching per week each semester, with an additional 3 units of service to the university each semester. Part time lecturers may carry as many as 16 units/ 16 contact hours per week each semester, because they are not required to perform university service. After years of carrying a workload 18 contact hours per week due to the excessive contact hours formerly required in the Hutchins lower division GE program courses, Hutchins full-time faculty have, since 2016, finally moved to CFA contract compliance with no more 12 classroom contact hours per week.

Regarding university service, the increasing reliance on part time instructors who do not do university service presents a challenge to SSU faculty governance. Hutchins reflects this broader trend. Tenure line faculty ranks are spread very thin with service commitments at all levels. One solution would be for the university to incentivize part time instructor participation in service by paying stipends or awarding assigned time units to participate in the important work of

faculty governance. However, SSU administration has not pursued either of these options. As was discussed in section 1 above, the growing reliance on part time instructors is directly impacting our ability to engage in substantive curriculum planning in our lower division GE curriculum because we are no longer allowed to pay a stipend to part time instructors to participate in this intensive planning work.

Among the full-time Hutchins faculty, there are some workload inequities in terms of numbers of students served, but no full-time faculty is allowed to teach a rotation of only small seminars. All full-time faculty are expected to teach a larger “service” class at least once a year, if not once a semester. Service course enrollments can dramatically differ in size. At one extreme, our film professor, Ajay Gehlawat, teaches a lecture course on film once a year (LIBS 204 or 209) that routinely attracts 120+ students. However, the university gives him a course release for teaching such a large course. He is also teaching an online course based on campus film screenings (LIBS 390) that enrolls 100 students each semester. These are courses he created and welcomes teaching. They provide great service to the department and to A&H as a whole, since they help us reach the SSU mandated goal of 25:1 SFR. At the other extreme, full time faculty teach service courses with only 25 students enrolled that require a much heavier workload in terms of evaluating writing assignments and student presentations. Our literature professor, Mercy Romero, teaches a Writing Intensive Course once a year, LIBS 321A, that is capped at 25 students but includes intensive amounts of writing evaluation. Completion of the course exempts students from having to take the Graduation Writing Assessment Requirement mandated in the CSU. Other service classes that full time faculty teach in their rotation include the lower division GE program symposia courses (65-75 enrolled), LIBS 402 capstone (30-40 enrolled), LIBS 312 and 330 (30-40 enrolled), LIBS 327 and 304 (25 enrolled), and LIBS 205 and 208 (120+ enrolled).

4. Time allocation for course development, research, scholarship

Under CFA contract, all newly-hired tenure track faculty in the CSU receive a course release each semester for their first two years in the position, in order to facilitate continuing their scholarly productivity while adjusting to a full-time teaching load in the CSU. A&H, unlike other schools at SSU, does not provide much in the way of additional faculty assigned time beyond these initial two years of faculty new hire course release, with the exception of providing a 3-unit release for teaching lecture courses of 120+ students enrolled. It is not common for faculty to get assigned time for new curriculum development. In 2019, for the first time, faculty were able to apply for a course release to pursue their research agenda through the SSU Office of Research and Sponsored Programs, which is a competitive process.

c. Student support offered in the program:

1. Analysis of the advising system in the program

Hutchins counts itself very lucky to be among very few programs on campus with its own dedicated major advisor, Donna Garbesi. She is a full-time employee whose position is split between 20 hours of advising just for Hutchins and 20 hours advising for all A&H departments. Donna is the lead advisor for the teacher preparation Track II and Track III majors. Department chair Stephanie Dyer assists Donna with advising the Track I Interdisciplinary Studies majors, the Integrated Studies minors, and the lower division GE Program students. Eric McGuckin advises Hutchins majors who choose to study abroad. The Hutchins full-time faculty serve as backup

program advisors who are available to meet with students during their 3 office hours per week.

Hutchins majors listed advising as the #1 area in need of improvement in the program in the Evergreen Survey. However, we would be far worse off without the dedicated program advisor position. Our major tracks and graduation requirements are enormously complicated, to the point that program faculty are only able to answer the most rudimentary advising questions without having to refer students to Donna for further information. The complexity of these requirements is doubtlessly driving the discontent that students feel with program advising. They wish that we could give them simple information resources about the program and registration instructions so they could guide themselves through the major; however, that is just not possible. Virtually all other SSU undergraduate majors have adapted to using a four-year degree planner connected to their My SSU accounts in the CMS system software used for students records and course registration. However, due to the complexity of our major tracks, SSU has never been able to develop an online degree planner that works for the Hutchins major tracks. We are currently rebuilding the program website using the Drupal platform, which will include detailed pages on program requirements and suggested four-year pathways. Hopefully the rebuilt website will assuage some of the student demand for more program information and give them tools that help empower them to make registration decisions. However, this material cannot substitute for hands-on advising.

As was previously discussed in Section 4 of this report, Donna meets with the Track III Blended Program majors multiple times each semester to keep them on track in their accelerated pathway. She also holds advising sessions once each semester in LIBS 302, the course for incoming junior transfers, as well as LIBS 327, an upper division course required for the teacher track majors. Stephanie and Donna jointly hold major advising sessions each semester in all of the lower division GE program courses. Two ways we could strengthen advising for the upper division majors would be the following: 1) offer dedicated advising sessions for Track 1 majors, who often feel like they receive less attention than the teacher preparation students; and 2) hold general advising sessions each semester that are not attached to specific classes. Doing both of these would catch upper division students who feel like they are not receiving enough direction from the department yet who do not take the initiative to make appointments to meet with Donna for one-on-one advising.

2. Analysis of career resources on campus.

The 83% of Hutchins majors who are on teacher preparation tracks receive extensive career preparation and placement support through the multiple subject teaching credential programs they are either taking concurrently with their BA or will take in a post-baccalaureate year. This sort of clear integration of career and education pathways does not exist for the 17% of our majors who are Track I. Students are attracted to Track I for its flexibility in terms of career preparation, yet they often struggle just to define their intended career path. To help them discover their work interests, all Track I majors are required to take 3-5 units of internship. A&H has a career internship coordinator, Hillary Homzie, who places students in positions with a broad variety of businesses, nonprofits, local governments, etc. throughout the North Bay region. Typically students enroll in these internships during their junior and senior year when they are getting close to graduation.

The program could do a better job reaching Track I students earlier in their college career to help them jumpstart the process of identifying potential areas of career interest. In spring 2019,

we experimented with a new career advising workshop designed just for the Track I sophomores enrolled in LIBS 202. The workshop was offered by the recently hired SSU Career Center advisor specializing in A&H majors, Becky Young, who herself was a Hutchins major before pursuing a career in higher education counseling. The workshop seemed to reassure sophomores that they can pursue a variety of careers with Track I and helped to clarify their career intentions upon entering the upper division major. We are planning to continue the workshop for the sophomores and will experiment with adding another career workshop for the freshmen with Becky, this one using career exploration survey tools designed by the SSU Career Center.

3. Analysis of the availability and need for tutoring, supplemental instruction, writing support.

All currently enrolled SSU students have access to the writing support services of the Writing Center in SSU Library. This is mostly in the form of peer tutoring sessions. While the CSU continues to require its English Placement Test, SAT or ACT scores upon first-time freshman enrollment at a CSU campus, the system has moved away from requiring remedial composition courses for students with low exam scores in favor of having them take Early Start composition in the summer prior to their first semester as well as college-credit bearing stretch composition courses during their first year. All SSU first-time freshmen take a Directed Self Placement English survey in which students choose whether or not they want additional writing support through stretch composition course placement. Students may opt for accelerated or stretch composition regardless of their scores on the EPT, SAT, or ACT.

Since Hutchins is an integrated GE program, the courses are structured to cover only 3 units of GE A2 written communication. Our program impaction criteria at the freshman level requires GE level English readiness. However, since SSU has adopted the Directed Self Placement survey, we have moved toward offering an additional writing support class to meet the needs of our incoming students who, while they may test as GE-level English ready, still request additional writing support on the DSP. This course is LIBS 100: The Craft of Writing (2 units), which is taken alongside LIBS 101, the course that covers GE A2. A new version of the DSP has been created this year to help Hutchins GE Program students choose between taking LIBS 101 alone or taking LIBS 100 and 101 together. LIBS 100 offers our GE Program students additional writing support through workshops covering grammar and writing conventions, as well as opportunities to work on their LIBS 101 writing assignments.

d. Adequacy of staff support, including clerical and technical staff, to support program operations

In addition to Academic Advisor Donna Garbesi, Hutchins has a full-time Administrative Specialist, Billie Bartlett Johnson, who joined the department in March 2018. Billie is a critical member of the office staff who serves as the frontline of department communication with students and the public. She also maintains the department budgets, arranges academic room scheduling each semester, keeps all department records, and assists faculty with various teaching support resources. Her current projects include rebuilding the department website on the drupal platform and assisting in planning logistics and communications for the Hutchins 50th Anniversary gathering, scheduled for September 2019. We have been very pleased with Billie's job performance and hope she stays in the position for many years to come.

e. Department needs and trends for operational budget

The department maintains several accounts, including a yearly Operational Expenses account that is funded by the A&H Dean's office; accounts for each of the Hutchins GE Program courses LIBS 101, 102, 201, and 202 funded from the \$150 course fee collected from enrolled students; and a C-fund composed of gifts made to the program. The lower division GE course accounts pay for field trips transportation, museum entrance fees, equipment for science lab activities, and guest speakers in each of the courses. C-fund gifts can be used to pay for expenses not covered by the OE or the GE course budgets. For instance, in 2017 Hutchins faculty used gift resources to pay for the purchase of large wall-mounted monitors hooked up to the computers in our hybrid office/ seminar classrooms.

Department OE has varied from a high of \$7261 in 2013 to a low of \$6483 in 2017. We receive supplemental funds from the A&H Dean's office in years that we do tenure-track searches. The department hasn't run an OE deficit in recent years, because we can backfill any minor overage from the C-fund. However, this situation may change due to a new policy on the use of teaching assistants in SSU classrooms starting fall 2019. Larger courses in Hutchins often make use of undergraduate student assistants to perform clerical roles such as attendance taking, tracking discussion participation in class or on the Canvas online learning platform, logging grades, and assisting with in class media; some instructors even have students facilitate seminar discussions or informally assess course assignments (formal letter grading by undergraduates is not allowed). For year, our majors were compensated for this work by enrolling for major elective units in LIBS 480 Seminar Facilitation. However, Faculty Affairs has determined that paying for TA labor in course units is a violation of teaching assistant labor rights; hence, going forward we will need to list positions to hire Instructional Student Assistants who will be paid for their work at the rate of \$13.50/hour. Departments will be expected to pay for this labor out of their OE budget. This can add up quickly. For instance, an ISA who performs clerical work in one of our courses that meets 2:40 minutes each week in the 15-week semester would earn \$607 for this work. Multiply this across several courses, or add in additional duties outside of classroom time, and this begins to be a significant expense in our lean \$6500 OE budget. The A&H Dean's office has offered to supplement OE during this transition period to using paid ISAs but has not provided specific figures nor made a commitment to ongoing OE supplementation.

VII. Summary Conclusion:

a. Program strengths and alignment with program goals and student learning outcomes

Section I.d of this report listed the Hutchins Program Goals and Student Learning Outcomes. These track very closely with the areas of programmatic strengths identified in the Evergreen Learning Community National Survey data described below.

Hutchins Program Goals:

- Showing students how to participate in and become motivated to pursue their own learning
- Using small seminar-based courses to foster discussion, critical thinking, and analysis
- Providing strong background and practice in multiple forms of writing
- Providing a viable learning community among students and faculty
- Organizing learning around broad interdisciplinary themes rather than narrow disciplinary foci
- Integrating independent learning and community service into the curricula

Student Learning Outcomes in Hutchins courses:

- 7) *Interdisciplinarity/integrative ability*
- 8) *Depth of understanding & use of materials*
- 9) *Ability to see multiple perspectives*
- 10) *Creativity & higher-level synthesis*
- 11) *Developed written & oral communication skills.*
- 12) *Developed seminar ability*

Section V.f of this report detailed the Evergreen Learning Communities Survey results, which identified our program strengths compared to the national learning community survey average in the areas listed below. These align very well with the Hutchins program goals and student learning objectives listed above and speak to our success in achieving these goals and objectives.

Hutchins higher rated categories compared to national learning communities survey average:

“In this learning community, I...”

- “participate in class discussions or seminars”
- “work with other students to solve problems or examine complex issues in class”
- “reflect on new insights/understandings”
- “integrate ideas, skills and strategies from other classes”
- “use what I’m learning to contribute to another class”
- “ask questions in class”
- “work on reading/writing/problem solving skills”
- “develop friendships based on shared experiences”
- “discuss class ideas outside of class”

“My participation in this learning community helps me develop my ability to...”

- “speak clearly and effectively”
- “connect my learning to community and world issues”
- “write clearly and effectively”
- “think critically and analytically”
- “identify effective learning strategies for me”
- “persist when faced with academically challenging work”
- “take responsibility for my own learning”
- “be successful in future courses and programs”

“More amount of time spent in this learning community versus other courses:”

- “thinking through my assumptions”
- “synthesizing ideas, experiences or theories”
- “integrating information from multiple sources”
- “evaluating information methods, and arguments”
- “applying theories to practical problems”
- “analyzing elements of an idea, experience or theory”

“Teachers in my learning community...”

- “encourage students to ask questions in class”
- “encourage students to discuss assigned work in class”
- “help me use my background knowledge and life experiences to learn new things”
- “encourage me to explore my ideas”
- “talk to me about my ideas”

Students’ written responses to the Evergreen Survey supplemental question asking them to identify the program’s strengths also align very well with the Hutchins program goals and student learning outcomes:

Most frequently mentioned student written comments on the overall strengths of Hutchins:

- small seminar instruction (20%)
- developing critical thinking skills (16%)
- cultivating community among students and faculty (12%)
- curricular relevance to one’s own life experience (8%)
- developing oral communication skills (6%)
- providing a supportive environment for self-expression (6%)
- encouraging independent learning (6%)

Based on the Evergreen Survey data, it would appear that Hutchins is doing a very good job achieving our program goals and student learning outcomes. However, we are mindful that SSU would like programs to develop direct measures of assessment of student learning outcomes and program goals rather than rely on indirect assessment from student surveys. We intend to work on creating these direct assessment measures in the Senior Capstone course, LIBS 402.

b. Where are the program’s opportunities for improvement?

The Evergreen learning community data and the supplemental written question asking students to identify program areas in need of improvement, along with program data collected from SSU

Blackboard analytics and the CSU Dashboard discussed throughout this report, revealed the following suggestions for improvement:

1) Better advising support for Track I and II students

Students rated the program lower than the national learning community average in response to the prompt “Teachers in my learning community...” for both survey questions asking about advising: “encourage me to seek out other resources on campus (library, math center, writing center, learning center, student services, financial aid, etc.)” and “encourage me to plan the next steps in my education with a counselor and advisor.” It is not surprising that Hutchins majors find faculty advising lacking. Hutchins full-time faculty carry the second largest SFR for major advising in A&H at 40 majors per faculty member. By CFA contract they hold no more than 3 office hours per week. Therefore it can be difficult for faculty to have sufficient contact with individual students outside of class time to establish the relationships of trust students need in order to seek out their advice. Despite the heavy advising load, faculty must do a better job supporting our students by connecting them to the campus resources they need, whether they seek help with their writing, personal crisis intervention, or connection to career counseling and academic advising.

There may be a bit of a lackadaisical attitude among faculty regarding their student advising responsibilities due to the presence of our program Academic Advisor, Donna Garbesi. But if 8.5 FTEF can’t handle a 40:1 SFR for advising, Donna alone certainly can’t carry the weight of advising all 338 Hutchins majors.

Advising was the number one category mentioned in the written comments asking students to identify areas needing improvement in Hutchins, identified in 14% of the comments. The written comments elaborated on the various shortcomings students find with advising, mostly focusing on the need for better program advising for the non-Track III Blended program students and especially for Track I upper division majors (5% of responses). Hutchins takes this criticism to heart and will work on better supporting these students.

2) Diversify modes of instruction beyond seminar to reduce students’ heavy reading load and use more group work and projects

9% of the students’ written comments on the Evergreen Survey mentioned the excessive amount of reading in their Hutchins seminar courses. They expressed a sense of reading overwhelm both in the lower division GE program and from the cumulative amount of reading across upper division courses. Another 6% of the written comments recommended that we offer a greater diversity of learning modalities in program courses, including more hands-on learning opportunities and field experiences.

On a related note, several Evergreen Survey questions revealed that Hutchins courses do not make sufficient use of learning modalities based on pair or group work, which are common in other learning communities:

Hutchins lower rated categories compared to the national learning communities survey average:

“In this learning community, I...”

- “present my work, or work done as part of a group” (LIBS 202)
- “peer review my and other students’ work during class” (all courses)

- “work with other students on group projects” (LIBS 202 and LIBS 402 spring 2019)
- “work with classmates outside of class” (LIBS 202 and LIBS 402 spring 2019)

“My participation in this learning community helps me develop my ability to...”

- “work effectively with others to complete projects” (LIBS 202)

“Teachers in my learning community...”

- “help students establish productive working groups” (lower in all courses)

These responses echo the written comments suggesting we need to diversify the modes of instruction beyond just reading and talking in seminar to include project-based assignments, peer review, and group presentations. They suggest fruitful areas for enhancing student-centered learning that can alleviate heavy reading and writing workloads that can easily be implemented by program faculty.

3) Enhance student and faculty diversity and increase support of diverse perspectives in Hutchins seminars

Hutchins is aware that we have a diversity problem. Our major population is 91% female and 58% white. The trendline in terms of student racial diversity and low-income status has worsened since we declared program impaction in 2013. In 2018 we were 8% whiter than A&H majors as a whole, and low-income students in the major have declined by 7% since 2013. The data clearly shows that program impaction is hurting our ability to attract and serve Sonoma State’s increasingly diverse student population. This is untenable at a university recently designated a Hispanic Serving Institution.

The situation is equally bad in terms of faculty diversity. As of fall 2019, the current full-time faculty (excluding FERP) will be 65% white, 12% Latinx, 23% Asian-American, 0% African-American, and 0% Native American. There is a critical need for the department to attract more URM faculty if we want to be a welcoming and supportive place for racially diverse students.

Students’ written comments on the Evergreen Survey reflected their sense of our seminars as spaces needing more diversity in terms of both people and ideas. 5% of the written comments directly suggested we need more faculty and student diversity. Two related sets of student comments speak to the monolithic perspectives that can emerge in classrooms lacking sufficient diversity: 8% of student comments stating we need to do a better job broadening the perspectives and voices included in seminar, and 4% saying we need to do more to make seminar a place where students feel comfortable voicing their opinions in class.

In short, we need to do a better job of walking our talk in terms of making Hutchins a truly inclusive community.

4) Provide sufficient faculty support and resources to the lower division GE program teaching cadre curriculum planning process to preserve its learning community model

The Hutchins GE Program courses no longer generate a structural overload for the full-time faculty; however, one knock-on effect of the restructuring, which makes the Friday symposium portion of the course the responsibility of one faculty member from the seminar teaching cadre, is

that it tends to operate more as an independent course than as an adjunct to the content of the Monday and Wednesday seminars. Students sense the disconnection between the two parts of the course, which was mentioned in 8% of the Evergreen Survey comments.

The fragmentation of the lower division course planning process has been exacerbated by a recent A&H policy change in fall 2018 removing curriculum planning stipends paid to part-time instructors in the Hutchins GE program teaching cadres to participate in planning meetings the semester before the course is offered. As a result, part-time faculty in the lower division GE program have ceded their role in the curriculum planning process, leaving it to full-time faculty to create the common syllabus themselves. It is not overly dramatic to say the result has been a breakdown in the lower division GE program curriculum planning process. For instance, the LIBS 101 teaching cadre for fall 2019 includes two full-time faculty and three lecturers. The entire course planning this spring is being handled by the two full-time faculty, one of whom is also teaching the symposium portion of the course.

The Hutchins lower division GE program was created to be learning community whose common syllabi were planned by the teaching cadre as a whole. Of course, the program also used to be staffed by nearly 100% full-time tenure line faculty. To keep the learning community model functioning requires sufficient resources to enable all members of the teaching cadre to participate in the creation of that learning community. If A&H will no longer pay stipends to part time faculty for their curriculum planning, the department will need to explore creative ways of supporting their participation in this work drawing on our own department resources.

Another solution would be to hire more full-time faculty to replenish the ranks of the lower division GE program teaching cadres. Hutchins lost 10 full-time faculty to retirements in the last decade yet hired only 4 tenure-track faculty. This represents a net loss of 38% of its tenure-line faculty during a time when program impaction has contracted student enrollment by just 15%. More full-time faculty to staff the lower division GE program would alleviate the problem of curriculum planning and ensure continuity in course content as well as sufficiently integration of required GE content areas.

5) Enhance teacher preparation-related content in the curriculum

5% of student comments in the Evergreen Survey recommend that we enhance the teaching-related content in Hutchins major courses. Track II and III majors already take several required courses that are dedicated to teacher preparation, including LIBS 312 Schools and Society, LIBS 330 The Child in Question, LIBS 327 Language, Literacy, and Pedagogy, LIBS 304 American History for Elementary Teachers, and LIBS 392 Performing Arts for Children. However, we could use even more course offerings that integrate teacher preparation with science, art, and literature, especially among the core seminar offerings, which often have little connection to educational topics or content relevant to teacher preparation. Our new hire Kevin Nguyen, whose PhD is in STEM Education, will enhance science education-related content in the curriculum. For our next tenure-track hire, we are considering searching for a specialist in Multicultural Children's Literature.

c. Program action plan for the next five years.

Goal #1: Diversify the demographics of students in the Hutchins program in order to better serve SSU's increasingly diverse student population and better align the program with SSU's core value of diversity and social justice and its strategic planning priority of having a Transformative

Impact on underserved communities.

Key strategies for achieving this goal:

- Grow the program faculty resources with the goal of removing program impaction status, so that all students eligible for admission to SSU are eligible for the Hutchins major.
- Search for two tenure-track faculty lines in fields likely to attract a robust pool of qualified URM faculty applicants to the program. If we want to increase student diversity, we need to increase faculty diversity in Hutchins. Suggested search areas: 1) Multicultural Children's Literature and 2) Native American Studies/California History.
- Program faculty and staff need to become more actively involved in efforts to recruit diverse students to SSU. Suggestions: strengthen our program's relationship with the SSU PUERTA program, which recruits bilingual students into teacher preparation programs, and with the Summerbridge, which is the transitional program serving incoming first generation, low-income students who are first-time freshmen at SSU. Hutchins can pursue its own recruiting efforts through Lecturer Margaret Anderson's connections to AVID (Advancement Via Individual Determination), a nonprofit organization that promotes college readiness among underserved K-12 student populations.

Goal #2: Provide a more supportive environment for Track I Hutchins Interdisciplinary Studies majors. Interdisciplinarity is not only the heart of the Hutchins program; it's an SSU core value. And Student Success is an SSU strategic priority.

Key strategies for achieving this goal:

- Offer advising workshops dedicated to Track I upper division Hutchins majors each semester.
- Develop a career advising program for Track I students beginning their freshmen year in the lower division GE Program that is developed upon into the upper division major in order to help jumpstart the process of deciding upon a career path and begin working towards achieving that goal. These career workshops can be tailored to a variety of topics, from career aptitude tests to resume building and job hunting. The hope is this will give Track I majors a sense of direction so they can shape their major pathway in a more intentional and purposeful manner.
- Create a dedicated Track I upper division course in order to enhance the students' feeling of being part of an Interdisciplinary Studies major cohort. One idea might be to turn the LIBS 410 Independent Study, which is required for the Track I major and is currently a faculty overload, into an Interdisciplinary Studies course.

Goal #3: Continue to build upon existing program resources for the teacher preparation Track II and III students and refine the teacher track curriculum to best prepare them for their future careers in education. This not only serves SSU strategic priorities for Student Success and Academic Excellence and Innovation, but Leadership Cultivation as well, since we are training the next generation of California educators.

Key strategies for achieving this goal:

- Offer Track II upper division major advising workshops each semester.
- Finalize our participation in the CSU California Promise program, which promises

transfer students who obtain an Associate Degree for Transfer in Elementary Teacher Education that they will graduate from the Hutchins Track II major within two years.

- Complete required revisions to attain Education Multiple Subjects teacher preparation program status from the California Commission on Teacher Credentialing, which will waive Hutchins Track II and III majors from having to pass the CSET exam in order to be admitted to a Multiple Subject Teaching Credential Program in California.
- Create an Integrated Teacher Education Program for the junior transfer majors that would allow them to pursue a LIBS B.A. and the SSU Multiple Subject Teaching Credential simultaneously in 2 years, like the Track III Blended major's 4 year program.
- Explore creating an Integrated Teacher Education Program that combines the Hutchins B.A. with the SSU Education Specialist Teaching Credential for both first-time freshmen and junior transfer students.
- Consider curriculum revision to better align the Track II major with teacher preparation subject matter requirements. This may include developing new upper division General Education courses that also cover ESM waiver program content, particularly in the areas of science, performing arts, and visual art.

Goal #4: Preserve and protect Hutchins learning communities and the small seminar pedagogy that is the heart of our program's success. This serves SSU's core value of Innovation and Interdisciplinarity as well as its strategic priority for Academic Excellence and Innovation.

Key strategies for achieving this goal:

- Guide the Hutchins lower division GE program through adaptation to the new SSU GE pattern in a manner that minimizes its impact on the interdisciplinarity and integrative content of these courses while pulling them into compliance with the EO 1100 CSU Chancellors office mandate.
- Identify resources to support part-time faculty within the lower division seminar teaching cadres participating in curriculum planning meetings held during the semester prior to course instruction.
- Part of maintaining excellence in seminar pedagogy is also recognizing the limits of students' capacity to read in preparation for seminar. Hutchins faculty should explore diversifying instructional modes in seminar to include different kinds of work assignments, including hands-on activities, field study, group work, projects, peer review, and oral presentations.
- Identify potential accreditation bodies and enhance the department's participation in organizations for liberal studies and/or learning communities that can be an ally and resource supporting our mission for small seminar instruction at SSU.
- Create and maintain an alumni database in connection with the Hutchins 50th Anniversary event that can be used both for communication and for development opportunities. Develop fundraising goals to support the preservation of program facilities dedicated to maintaining 15:1 SFR in seminar, the lower division GE program teaching cadre curriculum planning process, and other items that insure the continuance of the Hutchins learning community.