CAL POLY
Academic Senate

Meeting of the Academic Senate Executive Committee
Tuesday, May 10, 2016
01-409, 3:10 to 5:00pm

I. **Minutes**: Approval of April 19, 2016 minutes. (pp. 2-3).

II. **Communication(s) and Announcement(s)**:

III. **Reports**:
- A. Academic Senate Chair:
- B. President's Office:
- C. Provost:
- D. Statewide Senate:
- E. CFA:
- F. ASI:

IV. **Business Items**:
- A. **Appointments to Academic Senate committees for 2016-2018** (pp. 4-5).
- B. **Approval of Academic Senate committee chairs for 2016-2017** (pp. 6-9).
- C. **Approval of assigned time for Academic Senate officers and committee chairs for 2016-2017** (p. 10).
- D. **[TIME CERTAIN 4:10 p.m.] Resolution on Academic Program Review Cycles**: Ken Brown, Faculty Affairs Committee Chair (pp. 11-51).
- E. **Resolution on Adding a Sustainability Catalog Option to PASS (Plan a Student Schedule)**: David Braun, Sustainability Committee Chair (pp. 52-53).
- F. **Resolution to Revise Change of Major Policy**: Dustin Stegner, Instruction Committee Chair (pp. 54-58).
- G. **Resolution on Department Name Change: Computer Science to Computer Science and Software Engineering**: Ignatios Vakalis, Computer Science Department Chair (p. 59).
- H. **Resolution on Modifications to the *Bylaws of the Academic Senate***: Gary Laver, Academic Senate Chair (pp. 60-62).

V. **Discussion Items**:
- A. **Clarification of TERMS OF OFFICE bylaws of the Academic Senate II.B.1** (p. 63).
- B. **Resolution in Support of the Academic Senate and Faculty of California State University, Chico** (p. 64).
- C. **Academic Calendar.**
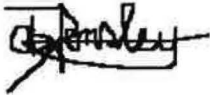- D. **[TIME CERTAIN 4:40 p.m.] Definition of General Faculty** (pp. 65-71).

VI. **Adjournment**:

CAL POLY
Academic Senate

Minutes of the Academic Senate Executive Committee
Tuesday, April 19, 2016
01-409, 3:10 to 5:00pm

I.   Minutes: M/S/P to approve the Executive Committee minutes from March 29, 2016.

II. Communication(s) and Announcement(s): none.

III. Reports:
   A. **Academic Senate Chair (Laver):** The Chancellor's Office has modified Executive Order 1100 indicating that a C-minus will count for credit.
   B. **President's Office (Armstrong):** The Baker Forum is set for the afternoon of Friday, May 6. The 4th Annual Green and Gold will take place the evening of Friday, May 6 to recognize Cal Poly's leading donors and volunteers. The President took questions on topics such as commencement, budget, and shared governance.
   C. **Provost (Enz Finken):** The proposal for the Master Plan is being created before it heads to the Chancellor's Office. Brian Gnandt is the new Director of Equal Opportunity. The college open forums are working well for the faculty to voice their opinions to the President. We are reviewing tenure and promotion files, and thank you to everyone who participated in the reviews.
   D. **Statewide Senate:** none.
   E. **CFA (Archer):** none.
   F. **ASI (Monteverdi):** none.

IV. Business Item(s):
   A. **Resolution on University-Wide Prompts for Student Evaluation of Instructors:** Ken Brown, Faculty Affairs Committee Chair, and Dustin Stegner, Instruction Committee Chair, proposed that the Academic Senate adopt two university-wide evaluation prompts, and for academic personnel to work with colleges and programs to facilitate the inclusion of theses two question into the Student Evaluations of Instructors. M/S/P to agendize the Resolution on University-Wide Prompts for Student Evaluation of Instructors.

   B. **Resolution on Academic Program Review Cycles:** Ken Brown, Faculty Affairs Committee Chair, proposed for Cal Poly academic programs subject to review according to cycles determined by the faculty to be reviewed on an eight-year cycle, and a shorter cycle of six years for academic programs whose program review reports indicate issues which require a shorter term to evaluate. The discussion will continue at the next Executive Committee meeting.

   C. **Resolution on Program Name Change: Humanities Program to Interdisciplinary Studies in the Liberal Arts:** Jane Lehr, Humanities Program Coordinator, proposed that the Humanities Program in the College of Liberal Arts change its name to Interdisciplinary Studies in the Liberal Arts (ISLA) to better reflect the program, which now offers four Science, Technology, and Society minors. M/S/P to agendize the Resolution on Program Name Change: Humanities Program to Interdisciplinary Studies in the Liberal Arts.

   D. **Resolution on Department Name Change: Modern Language and Literature Department to World Languages and Cultures Department:** John Thompson, Modern Languages and Literature Department Chair, proposed that the Modern Language and Literature Department change its name to World Languages and Cultures (WLC), in order to follow suite of name changes in other universities offering a similar program. M/S/P to agendize the Resolution on Department Name Change: Modern Language and Literature Department to World Languages and Cultures Department.

E. **Appointment of Eric Kantorowski, Chemistry & Biology, and Joyce Lin, Mathematics, to the Academic Senate CSM caucus for 2016-2018.** M/S/P to appoint Eric Kantorowski, Chemistry & Biology, and Joyce Lin, Mathematics, to the Academic Senate CSM caucus for 2016-2018.

F. **Appointments to the Academic Senate committees for 2016-2018.** M/S/P to appoint Lubomir Stanchev, Computer Science, to the Distinguished Scholarship Awards Committee.

G. **Approval of Academic Senate committee chairs for 2016-2017.** Discussion will continue at the next Executive Committee meeting.

V.   Adjournment: 5:00 p.m.

Submitted by,

Denise Hensley
Academic Senate Student Assistant

04.20.16 (gg)

2016-2018 Academic Senate Committees Vacancies

*Indicates willingness to chair if release time is available

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCE
Distinguished Teaching Awards Committee
GE Governance Board (2016-2019)

> **Neal MacDougall, Agribusiness (19 years at Cal Poly) Tenured - Incumbent**
> I have been serving on the committee for the past couple of years and wish to continue the work -- especially as we move past the Program Review period and begin implementing the results (which we have not yet gotten back).

Instruction Committee
Research, Scholarship & Creative Activities Committee (2016-2017)

COLLEGE OF ARCHTECTURE AND ENVIRONMENTAL DESIGN
Research, Scholarship & Creative Activities Committee

COLLEGE OF ENGINEERING
Distinguished Teaching Awards Committee
GE Governance Board (2016-2019)
Instruction Committee

Sustainability Committee

> **David Braun, Electrical Engineering (19.5 years at Cal Poly) Tenured – Incumbent ***
> My motivation to serve on the Sustainability Committee stems from a concern that quality of life for humans and millions of other species depends on humanity pursuing more sustainable practices. Education provides one key route to disseminate knowledge regarding sustainability and how to achieve a sustainable condition using interdisciplinary strategies based on social and political equity, economic, environmental, ecological, technical, and ethical considerations.
>
> I have served as an active member of the Sustainability Committee since 2008. I helped the committee develop the Sustainability Learning Objectives and helped the committee develop and pilot instruments to assess the Sustainability Learning Objectives.
>
> In 2014, I began chairing the committee. The end-of-year report submitted in June 2015 details the significant progress made by the committee that year (http://tinyurl.com/ASSC2015). After the CSU Board of Trustees adopted an expanded CSU Sustainability Policy in 2014, the Sustainability Committee responded eagerly, and the Senate added the new Policy to the Committee's responsibilities as part of **AS-791-15 Resolution on Changes to the *Bylaws of the Academic Senate*.** A greater share of the Committee's effort went toward conceiving and implementing a process to identify courses meeting the Sustainability Learning Objectives, resulting in **AS-792-15 Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives.** Following the approved process, the committee reviewed all GE courses and proposed a list of GE courses meeting the Sustainability Learning Objectives. The courses now appear online: http://suscat.calpoly.edu/.
>
> AS-792-15 also directs the Sustainability Committee to review the rest of the catalog over the 2015-2017 timeframe to identify other courses meeting the Sustainability Learning Objectives. The Committee continues that process this year along with its other duties. I would like to remain on the committee to continue this work and the assessment work, which will likely extend beyond 2017.
>
> My teaching efforts have extensively emphasized sustainability learning objectives in highly technical electrical and computer engineering courses:

I teach students how to analyze sustainability issues associated with electronics lab experiments using instructions developed to teach students how to prepare lab reports in a format suitable for submission to IEEE journals. See

> http://courseware.ee.calpoly.edu/~dbraun/courses/IEEE-EE346-Reports.doc
> http://courseware.ee.calpoly.edu/~dbraun/courses/IEEE-EE347-Reports.doc
> http://courseware.ee.calpoly.edu/~dbraun/courses/IEEE-EE422-Reports.doc

I incorporate sustainability analysis writing assignments into EE 306, EE 413, and EE 460. See

> http://courseware.ee.calpoly.edu/~dbraun/courses/ee306/SustainabilityAnalysis.html
> http://courseware.ee.calpoly.edu/~dbraun/courses/ee413/SustainabilityAnalysis.html
> http://courseware.ee.calpoly.edu/~dbraun/courses/ee460/SrProjPlan.html#ABETSrProjA

nalysis

The following publications and conference talks document related work:

1. "A Process to Qualify Courses for a Sustainability Catalog," D. Braun, N. Borin, and S. Kelting, presented at the *2015 California Higher Education Sustainability Conference*, S.F. State, July 20 – July 24.

2. "Developing and Assessing University Level Sustainability Learning Objectives," D. Braun, H. Greenwald, K. Lancaster, D. Levi, N. MacDougall, H. Francis, presented at the *2012 California Higher Education Sustainability Conference*, Davis, June 18 – June 21.

3. "Teaching Sustainability Analysis in Electrical and Computer Engineering Courses" D. Braun, presented at the *2012 PSW ASEE Conference*, at Cal Poly, San Luis Obispo.

4. "Teaching Sustainability Analysis in Electronics Lecture Courses" D. Braun, Paper AC 2011-369 presented on June 29, at the *2011 ASEE Annual Convention*, Vancouver, BC, Canada. http://works.bepress.com/dbraun/32/

5. "Teaching Sustainability Analysis in Electrical Engineering Lab Courses," D. Braun, *IEEE Transactions on Education*, 2010 **53** (2) 243-247. http://digitalcommons.calpoly.edu/eeng_fac/174/

COLLEGE OF LIBERAL ARTS
Budget & Long-Range Planning Committee

Molly Loberg, History (9 years at Cal Poly) Tenured

I am interested in achieving a better understanding of how the university makes financial decisions and contributing to this process. As a historian of Germany's Weimar Republic (1918-1933), I have studied how institutions from Berlin's municipal government to the national parliament allocated resources and made budgeting decisions as well as failed to do so. In my department, I currently chair the curriculum committee. I have previously chaired the assessment committee, peer review committees, and the Friends of History committee. I am currently participating in various fundraising and philanthropic initiatives including the Green and Gold fundraiser for alumni and large donors. If appointed to the Budget and Long Range Planning committee, I would begin by listening carefully to and learning from my more senior colleagues on the committee and asking thoughtful questions as I believe that effective budget work and revision depends on understanding the organic whole of a budget and how the various pieces fit together.

Instruction Committee

Sustainability Committee

ORFALEA COLLEGE OF BUSINESS
Curriculum Committee

Distinguished Scholarship Awards Committee

Instruction Committee

PROFESSIONAL CONSULTATIVE SERVICES
Budget & Long-Range Planning Committee (2016-2017)

Distinguished Teaching Awards Committee (2016-2017)

Fairness Board

Instruction Committee (2016-2017)

04.27.16

2016-2017 Committee Chair Candidates
Statements of Interest

Italic names = not a committee member
* = 2015-2016 committee chair

Budget and Long-Range Planning Committee

*Sean Hurley, CAFES-Agribusiness (5 years on committee – chair since 14-15)
In the last two years, I have chaired the Budget and Long Range Planning (BLRP) committee. In this role, I had two overarching goals that I wanted to achieve as the chair. The first was to guide the committee in providing a compelling argument to the university administration to develop a strategic plan for the university. Furthermore, I wanted the university to develop an integrated strategic plan. The second goal that I wanted to achieve is for the faculty to gain an understanding of the campus budgeting process, as well as, increasing the dialogue between the Vice-President for Administration and Finance Division (AFD) and the BLRP committee. This second goal has been slow to achieve during my last two terms because the campus was transitioning from an interim to a permanent individual for this position.

In the upcoming year, the administration will be embarking on a strategic planning effort. For the sake of efficiency and continuity in this effort, it would be helpful if I could continue my role as chair given my experience. I believe I can help facilitate the construction of the plan that would be satisfactory to both the faculty and the administration given my experience in this whole process. Another goal next year is to have the committee meet with Vice-President Villa several times in order to increase dialogue between the faculty and the administration regarding the budgeting process. I would like to have her present the budget process to the full Academic Senate. Since this relationship is in a nascent stage, I believe it would be helpful if I could continue to facilitate this relationship building for another year, in an effort to get it to a point where I can hand it off to an incoming chair in the future.

Curriculum Committee

*Brian Self, CENG-Mechanical Engineering (5 years on committee – chair since 15-16)
I am interested in serving as Chair of the ASCC again next year.

Distinguished Scholarship Awards Committee

Christina Firpo, CLA-History (2 years on committee)

*Don Kuhn-Choi, CAED-Architecture (10 years on committee – chair since 14-15)
I have long experience with the Distinguished Scholarship Awards Committee, including serving as chair for 2014-2016. In that time, in addition to supervising the nomination and selection process for the DSA, I successfully refined the award criteria for clarity and consistency; the changes were formalized in an Academic Senate resolution.

As a member of a college (CAED) whose faculty conducts a wide variety of professional development activities outside conventional peer-reviewed publications, I have worked to ensure that the DSA recipients reflect the true range of scholarly activities at Cal Poly. For example, in the past two years, we have recognized faculty from Biological Sciences, Horticulture and Crop Science, Political Science, City and Regional Planning, Chemical and Biochemical Engineering, and Food Science & Nutrition. In addition, the pool of nominees has been very strong, which suggests that our outreach activities have been effective.

Lubomir Stanchev, CENG-Computer Science (0 years on committee)

Distinguished Teaching Awards Committee

Dylan Retsek, CSM-Mathematics (1 year on committee)
I am just finishing my first year on the Distinguished Teaching Award committee. As a past recipient, I recognized that the class visits during winter and spring quarter were quite the commitment, but now that I've done it I know exactly what goes into all those observations. It is a ton of work, but so very worth it. I am rejuvenated and inspired by the good things our colleagues do in the classroom and I am happy to lend my experience this year to chairing an efficient, thoughtful and collegial committee in the years to come.

Shelley Hurt, CLA-Political Science (2 years on committee)
Please accept this statement of interest as my self-nomination to serve as chair of the Distinguished Teaching Award (DTA) committee for the 2016-2017 academic year. I apply for this prestigious university position after serving for two years as a DTA committee member from 2013-2015. During this academic year, I am on a sabbatical. Upon my return in the fall of 2016, I enthusiastically hope to serve as chair of the DTA committee to uphold the highest standards for the important mission of this committee for the Cal Poly community. I am extremely dedicated to the teaching vocation that is held in the highest esteem at Cal Poly. As proof of my dedication to the DTA committee's mission, I offer my receipt of the "Professor of the Year" award from the College of Liberal Arts in 2015. This professional honor demonstrates my commitment to my students and to my teaching responsibilities as well as to the teaching values at Cal Poly. In the several years I have taught at Cal Poly, I have had the pleasure of teaching in a variety of formats that expanded my pedagogical knowledge, understanding and skills. For instance, every year, I teach dozens of freshman in my POLS 200-level course. I also teach upper division students from across the campus in my GE Area F 300-level class that always enrolls between 120-220 students. Finally, I teach 400-level courses that enroll upper division students as well as Master's of Public Policy graduate students. Furthermore, I had the pleasure of mentoring and advising two of my students who represented Cal Poly in the annual CSU Research Competition in 2013 and 2014. More importantly, my two-year service on the DTA committee between 2013- 2015 expanded my profound appreciation for the tremendous work Cal Poly faculty conducts in every discipline, at every level, and in every college at this premier polytechnic university. This two-year service also taught me the vast spectrum of pedagogical approaches that faculty embark on across the campus to engage their respective students in ambitious "Learn By Doing" projects. I considered the experience both an honor and privilege to visit dozens upon dozens of classes over my two years of service to observe firsthand the knowledge being shared with students and the relationships being built between faculty and students. While serving on the committee, I learned from Nanine Van Draanen and Linda Vanasupa as well as Lee Burgunder about the varied responsibilities involved in serving on the DTA committee. I also observed the broad skill set required to serve as chair of the DTA committee in observing Nanine's stewardship. If honored with the privilege of serving as the chair of the committee, I look forward to upholding the highest professional standards for the DTA committee, Academic Senate, and Cal Poly community.

Faculty Affairs Committee

*Ken Brown, CLA-Philosophy (6 years on committee – chair since 12-13)
During my time as FAC chair from 2012 to the present (I was CLA rep to FAC 2010-2012), faculty participation in FAC has improved. I have actively filled college representation vacancies. Meetings have quorum, and we have been able to take all of our actions with unanimous support from the committee membership. In the past four years the Senate has officially allocated more tasks to FAC, ones which used to be addressed by ad hoc "task force" committees. Some of these tasks are ongoing (e.g. RPT policy revisions), while others are time-sensitive (e.g. reporting on salary adjustment programs, assisting with the transition to online instructor evaluations, establishing criteria for awarding release time for exceptional service to students). I have prioritized these tasks to ensure all time-sensitive tasks are completed by their due dates, while keeping the Senate Chair apprised of the status of ongoing projects. As chair of FAC I would bring continuity to the most important ongoing project: the revision of university RPT policies which is slated to be completed next academic year. For what it's worth, at the last FAC meeting we discussed whether the committee wanted me to continue as chair next year or whether anyone else wished to step up to the task. The committee members present expressed unanimous support for my continuation as chair, knowing that the

decision lies with the Senate Executive Committee and that their opinion was at best advisory (this point is in the minutes for the 4/20 meeting).

Fairness Board

*Anika Leithner, CLA-Political Science (3 years on committee - chair since 15-16)

I am interested in continuing to serve as chair of the Fairness Board, because I strongly believe in the need for a formal body and procedure that ensures the objective and effective investigation of grievances resulting from the academic faculty-student relationship. More specifically, I consider the ability of the Board to hear cases regarding grade disputes a form of protection for both students AND faculty: Students have a recourse, if instructors have graded them unfairly (whether it be due to an honest mistake, carelessness, or in bad faith) and faculty are able to have their names and reputations cleared, if they were accused unfairly.

I have served as the chair of the Board since the fall of 2015. I have dealt with a large number of informal requests to the Board and have been able to resolve all of them to the mutual satisfaction of faculty and students involved. I would be honored to continue to serve in this capacity. If you require any additional information from me, please do not hesitate to contact me.

Jill Nelson, CAED-Architectural Engineering (4 years on committee)

I am interested in chairing the Fairness Board. I believe a would be a successful chair for the following reasons.

- I am a Board member with a good attendance record and I understand the requirements of the position and necessary processes.
- I believe I have the ability to work with Board members to create a strong working group that allows for differences yet works towards the common goals.
- I have a strong empathy towards the students and professors who come before the Board and will strive for equitable and fair solutions.
- I am capable of running meetings that are efficient yet cover all necessary topics.

Grants Review Committee

Dawn Neill, CLA-Social Sciences (6 years on committee)

I have received two National Science Foundation Grants, serve as an ad hoc reviewer for the NSF, and have served a 3-year term on an NSF Grants Review Panel. I hold graduate degrees in both anthropology and public health, which provides me with a broad range of expertise for reviewing cross-disciplinary research proposals on the Cal Poly campus. I am the longest serving member of the GRC. In my time on the committee, I have participated in the development of the RSCA protocols. I have contributed a broad, holistic perspective to the committee's review process and hold to be important the cross-disciplinary support to faculty research that the mechanism provides. During this time, I have also consistently contributed to the preparation and support of our student research competition winners. I have attended the CSU-wide student research competition and understand both the selection of students and the preparation of excellence in student research as evidenced by having personally mentored two Social Sciences winners. As a long standing member of the GRC and given my personal involvement with student research at Cal Poly, I am well-prepared to participate in the organization of a successful CSU-wide competition to be hosted at Cal Poly next year.

Todd Hagobian, CSM-Kinesiology (0 years on committee)

Instruction Committee

*Dustin Stegner, CLA-English (4 years on committee – chair since 12-13)
I am writing to express my interest in continuing as chair of the Academic Senate Instruction Committee. I have greatly appreciated my previous service as chair of the committee, and I have enjoyed working with faculty, staff, students, and administrators from across the university. In the past few years, the committee has worked on resolutions implementing Executive Orders on classroom field trips and internships, classroom evaluations, and final examination conflicts. In addition, the committee has continued its regular work on the academic calendar and issues relating to plagiarism and academic dishonesty. I look forward to the opportunity to continue chairing the committee.

Research, Scholarship and Creative Activities Committee

*Anurag Pande, CENG-Civil & Environmental Engineering (1 year on committee – chair since 15-16)
I am interested in continuing as chair of the RSCA committee. As the chair of the committee I have an opportunity to influence the direction of research and scholarly activities on the Cal Poly campus. It has been a valuable experience learning about the IRB process and other important work this committee does over this academic year. I would like to continue to be able to apply my knowledge.

Sustainability Committee

*David Braun, CENG-Electrical Engineering (8 years on committee – chair since 14-15)
This condensed statement follows up an earlier SOI submitted on February 29. The Sustainability Committee has multiple on-going projects, which I'd like to help the committee further. Specifically, I'd like to work more on the following ASSC efforts:

1. *Respond to AS-787-14 by*
   a. *Producing the complete list of SUSCAT courses, and*
   b. *Working with the CTLT and others to encourage faculty to teach sustainability in new and existing courses.*
2. *Respond to the 2014 CSU Sustainability Policy directives.*
3. *Document and collect academic data for the AASHE/STARS certification.*
4. *Help the campus achieve the Second Nature Climate Commitment.*

I enjoy chairing the committee and attempt to perform the responsibilities diligently. I am eager to serve on the committee and am certainly willing to serve as chair. However, I wouldn't want to elbow any other candidates out of the way.

Norm Borin, OCOB-Marketing (3 years on committee)

ASSIGNED TIME FOR 2016-2017

Position/Committee	Chair 2016-2017	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06
Academic Senate Chair	Gary Laver	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5
Academic Senate Vice Chair	Kris Jankovitz	3	2	2	2	2	4	4	4	4	4	4	4
Budget and Long-Range Planning Committee		4	4	4	2	4	4	4	2	0	4	0	4
Curriculum Committee		16	12	16	12	16	12	12	12	12	12	12	12
	CAED - P. Barlow	10	6	10									
	CAFES - M. McCullough - fall only		6	10									
	CLA - G. Bohr	10	6	10									
	CENG - G. Fiegel	10	4	10									
	CSM - J. Walker	10	6	10									
	OCOB - **VACANT**	10	6	10									
Distinguished Scholarship Awards Committee		4	4	4	4	4	2	4	4	4	4	4	0
Distinguished Teaching Awards Committee		4	4	4	4	4	4	4	4	4	4	4	4
Faculty Affairs Committee		4	4	4	4	2	2	4	4	4	4	4	4
Fairness Board		2	2	2	2	2	2	2	2	3	3	4	4
GE Governance Board	Brenda Helmbrecht	12	8	12	14	12	16						
Grants Review Committee		4	4	4	4	2	2	4	4	4	4	4	0
Instruction Committee		4	4	4	4	4	4	4	4	4	4	4	4
Research, Scholarship, and Creative Activities Comm		4	4	2	2	2	2	4	4	4	4	4	4
Sustainability Committee		2	4	2	0	0	0	0	0	4	0	0	0
TOTAL		**85.5**	**78.5**	**82.5**	**76.5**	**76.5**	**76.5**	**74.5**	**74.5**	**69.5**	**77.5**	**74.5**	**62.5**
								2 WTUs to senate staff	4 WTUs to senate staff		4 WTUs to incentrive pay	4 WTUs unassigned	

Curriculum Committee Members

Catalog years=60 WTUs(10 each) Non-catalog years=36 WTUs (6 each)

Provided by Provost Enz Finken

Approved by Provost on 06.10.14

2014-2015 - catalog year

2016-2017 - catalog year

05.04.16 (gg)

Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-___-16

RESOLUTION ON ACADEMIC PROGRAM REVIEW CYCLES

1 2 3	WHEREAS,	Cal Poly is committed to the strengthening of its academic programs via ongoing, rigorous program review; and
4 5 6 7	WHEREAS,	A critical element of academic program assessment involves the annual monitoring by programs of a limited number of parameters fundamental to program effectiveness (e.g., retention and graduation rates); and
8 9 10 11 12 13 14	WHEREAS,	Careful attention and responsiveness to these annual metrics may relieve academic programs from the need to invest in comprehensive program reviews on a six-year cycle as stipulated by the Task Force on Institutional Accountability and Learning Assessment in their 2000 *Report on Institutional Accountability: Academic Program Review* adopted by the Academic Senate in AS-552-00 Resolution on Academic Program Review; and
15 16 17 18	WHEREAS,	In its May 1972 document, *Academic Master Planning in the California State University and Colleges*, the Chancellor's Office permits periodic program reviews "at intervals from five to ten years"; therefore be it
19 20 21 22	RESOLVED:	That on an annual basis academic programs review reports of data collected by the Office of Academic Programs and Planning and provided to programs for subsequent use in academic program reviews; and be it further
23 24 25 26	RESOLVED:	That the review cycles of Cal Poly academic programs subject to external accreditation continue to follow the timeline determined by their accreditation bodies; and be it further
27 28 29 30	RESOLVED:	That Cal Poly academic programs subject to review according to cycles determined by our faculty (including General Education, centers, and institutions) be reviewed normally on an eight-year cycle; and be it further
31 32 33 34	RESOLVED:	That a shorter cycle of six years be followed for academic programs whose program review reports indicate issues which require a shorter term to evaluate; and be it further
35 36 37	RESOLVED:	That the timeframe for subsequent academic program review be included in the documents which conclude a program review cycle; and be it further

38	RESOLVED:	That all other provisions of the *Report on Institutional Accountability: Academic Program Review* adopted in AS-552-00 Resolution on Academic Program Review be retained as well as those in AS-718-10 Resolution on Modification to Academic Program Review Procedures concerning the appointment of internal reviewers for academic program review.
39		
40		
41		
42		

Proposed by: Academic Senate Executive Committee and
Faculty Affairs Committee

Date: March 7, 2016

Adopted: November 21, 2000

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-552-00/IALA
RESOLUTION ON
ACADEMIC PROGRAM REVIEW

1 **Background:** In 1971, The California State University (CSU) Board of Trustees established an
2 academic planning and program review policy (AP 71-32) requiring each campus to establish
3 criteria and procedures for planning and developing new programs and conduct regular reviews
4 of existing programs. CSU Executive Order No. 595 calls for "regular periodic reviews of
5 general education policies and practices in a manner comparable to those of major programs.
6 The review should include an off-campus component." CSU Executive Order No. 729 also calls
7 for periodic reviews of centers, institutes, and similar organizations. These policies have been
8 reaffirmed in *The Cornerstones Report* and in the *Cornerstones Implementation Plan.* In 1992
9 Cal Poly adopted the *Academic Program Review and Improvement Guidelines* establishing
10 procedures for the conduct of academic program reviews. These procedures and
11 recommendations for external reviews of programs have since been modified. Currently, the
12 information requested from programs that undergo internal review includes descriptions of
13 educational goals, instructional designs and methods, assessment methods and the data so
14 collected, and the procedures for utilizing the collected information.
15
16 In 1999, the Provost appointed and charged the Task Force on Institutional Accountability and
17 Learning Assessment "to propose a systematic and coordinated approach to addressing academic
18 (and larger institutional) accountability and assessment issues" consistent with our institutional
19 mission and values. The need to build upon, integrate and implement the perspective and
20 approaches contained in existing Cal Poly documents, and the desire to keep these approaches
21 clear, concise and simple were also emphasized. The revised academic program review process
22 drafted by the Task Force, and attached to this resolution, is submitted for your consideration.
23
24 WHEREAS: The CSU has established policies requiring periodic review of the following
25   academic programs: major programs, graduate programs, and general education.
26   These policies have been reaffirmed in *The Cornerstones Report,* the
27   *Cornerstones Implementation Plan,* and *The CSU Accountability Process.*
28
29 WHEREAS: Cal Poly's Academic Senate has also established procedures and guidelines for
30   the conduct of academic program reviews, as evidenced by Senate resolutions:
31   *Academic Program Reviews* (AS-383-92), *Academic Program Review and*
32   *Improvement Guidelines, Academic Program Review and Improvement*
33   *Guidelines Change* (AS-425-94), *External Review* (AS-496-98) and *Procedures*

34		*for External Review* (AS-497-98), *Program Efficiency and Flexibility* (AS-502-
35		98), *Program Review and Improvement Committee Bylaws Change(AS-523-99)*.
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WHEREAS: The implementation of the Academic Senate resolutions on academic program review has resulted in a duplication of processes and inefficient use of resources.

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WHEREAS: An effective academic program review should recognize program distinctiveness and different disciplinary approaches to student learning.

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WHEREAS: An effective academic program review should also include the direct participation of the Deans, as recently noted in by the WASC Visiting Team in the *WASC Visiting Team Final Report.*

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WHEREAS: Self-studies of interest and significance to the faculty are more conducive to program improvement than are formulaic exercises in compliance.

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WHEREAS: Accreditation processes conducted by highly respected national agencies for 27 of the Cal Poly Academic Programs may already provide all the essential requirements of program review, including learning outcomes and accountability with respect to program goals; therefore, be it

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RESOLVED: That all Cal Poly programs with accreditation or recognition review processes, which cover the essential elements of academic program review in accord with any CSU and Cal Poly mandated requirements should be able to fulfill all IALA program review requirements, using the same accreditation documents; and, be it further

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RESOLVED: That the Provost, in consultation with the college dean, the program administrator, and the Chair of the Academic Senate (or designee) detennine whether the accreditation process covers the essential elements of academic program review in accordance with any CSU or Cal Poly mandated requirements; and, be it further

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RESOLVED: That the Academic Senate accept and adopt the academic program review process proposed in the "Report on Institutional Accountability: Academic Program Review."

Proposed by: The Task Force on
Institutional Accountability and Learning
Assessment (!ALA)
Date: October 3,2000
Revised: November 21,2000

State of California

CAL POLY

Task Force on Institutional
Accountability and Learning Assessment

21 November 2000

REPORT ON INSTITUTIONAL ACCOUNTABILITY: ACADEMIC PROGRAM REVIEW

TASK FORCE ON INSTITUTIONAL ACCOUNTABILITY AND LEARNING ASSESSMENT

Anny Morrobel-Sosa, Chair (Special Assistant to the Provost, Materials Engineering)
Denise Campbell (Special Assistant to the Provost)
W. David Conn (Vice Provost for Academic Programs and Undergraduate Education)
Susan Currier (Associate College Dean, College of Liberal Arts)
James Daly (Statistics)
Myron Hood (Academic Senate Chair, Mathematics)
Steven Kane (Disability Resource Center)
Roxy Peck (Associate College Dean, College of Science and Mathematics)
Thomas Ruehr (Soil Science)

EXECUTIVE SUMMARY

After an extensive study of academic program review processes and practices statewide and nationwide, the Task Force on Institutional Accountability and Learning Assessment proposes a revised academic program review process'for Cal Poly. Some of the key features include:

- a mission-centric focus of program reviews
- a discipline-based program review that recognizes program distinctiveness and different disciplinary approaches to student learning
- a self-study that is defined, designed and conducted by the program faculty and encourages serious reflection on issues of interest and significance that is more conducive to program improvement
- the combination of internal and external reviews (peer review and/or specialized accreditation/recognition)
- the involvement of program faculty, students, community, campus administrators, and external experts in the discipline
- the involvement of College Deans in helping to design the review
- a program review team composed of (at least) four members who are knowledgeable in the discipline/field of the program under review
- a 1-2 day site visit conducted by the program review team and
- a feedback loop that includes the development of an action plan for improvement, jointly written by the program, the Dean and the Provost
- a six-year cycle for periodic reviews of all academic programs, including General Education, and centers and institutes
- the alignment of academic program review with planning, budgeting, and Cal Poly's accountability process for the CSU

INTRODUCTION

In 1971, the California State University (CSU) Board of Trustees established an academic planning and program review policy (AP 71-32) requiring each campus to establish criteria and procedures for planning and developing new programs and conduct regular reviews of existing programs. CSU Executive Order No. 595 calls for "regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component." CSU Executive Order No. 729 also calls for periodic reviews of centers, institutes, and similar organizations. These policies have been reaffirmed in *The Cornerstones Report* and in the *Cornerstones Implementation Plan.* In 1992 Cal Poly adopted the *Academic Program Review and Improvenlent Guidelines* establishing procedures for the conduct of academic program reviews. These procedures and recommendations for external reviews of programs have since been modified. Currently, the information requested from programs that undergo internal review includes descriptions of educational goals, instructional designs and methods, assessment methods and the data so collected, and the procedures for utilizing the collected information. Thus, there is an increasing interest toward incorporating principles that make individual courses and the general programs in which they reside more accountable for student learning.

The Task Force on Institutional Accountability and Learning Assessment was appointed and charged by the Provost "to propose a systematic and coordinated approach to addressing academic (and larger institutional) accountability and assessment issues" consistent with our institutional mission and values. We have used as guiding principles the need to build upon, integrate and implement the perspective and approaches contained in existing (Cal Poly and CSU) documents, and the desire to keep these approaches clear, concise and simple. Establishing consistency, while maintaining flexibility, in internal accountability, external accountability and reporting is crucial. The Task Force has applied this approach in preparing this document, *Report on Institutional Accountability: Academic Program Review,* and used the following documents as resources:

> *Cal Poly Mission Statement*
> *Cal Poly Strategic Plan*
> *Commitment to Visionary Pragmatism*
> *Academic Program Reviews* (AS-383-92)
> *Academic Program Review and Improvement Guidelines*
> *Academic Program Review and Improvement Guidelines Change* (AS-425-94)
> *External Review* (AS-496-98) and *Procedures for External Review* (AS-497-98)
> *Program Efficiency and Flexibility* (AS-502-98)
> *Program Review and Improvement Committee Bylaws Change(AS-523-99)*
> *Cal Poly Plan*
> *Cal Poly's General Education Program*
> *Cal Poly as a Center of Learning (WASC Self-Study)*
> *Review of the Baccalaureate in the California State University*
> *The Cornerstones Report*
> *Cornerstones Implementation Plan*
> *The CSU Accountability Process*
> *Cal Poly's Response to the CSU Accountability Process*
> *"Best Practices" Documents and Resources from Other Institutions*

GUIDING PRINCIPLES AND DEFINITIONS

Academic program review (APR) is a comprehensive and periodic review of academic programs, General Education, and centers and institutes. APR is a function of the Provost, in conjunction with the College Deans and the Academic Senate, and is coordinated by the Vice-Provost for Academic Programs and Undergraduate Education (VP-APUE).

Academic program review has as its primary goal, enhancing the quality of academic programs. Hence, it is an essential component of academic planning, budgeting, and accountability to internal and external audiences. APR is not a review of academic departments or other such administrative units. Each program, department (administrative unit) and college is responsible for their curricular decisions and programmatic offerings within existing resources. All such decisions shall be the purview of the faculty of the program, department (administrative unit) and/or college. Interdisciplinary programs, centers, and institutes also fall within the purview of this policy.

Academic program review of programs subject to professional or specialized accreditation/recognition will be coordinated to coincide with the accreditation/recognition or re-accreditation/recognition review, whenever possible. The document(s) developed for professional or specialized accreditation/recognition reviews may already provide the essential requirements of APR and thus, may also be used for this purpose. Although some programs may choose to use the self-study developed for their professional accreditation/recognition as one of the elements of the APR, it is important to note that accreditation/recognition reviews serve a different purpose than that of institutional academic program reviews.

The following definitions should help in distinguishing terms used throughout this document:
- Academic program is a structured grouping of course work designed to meet an educational objective leading to a baccalaureate or post-baccalaureate degree, or to a teaching credential.
- Centers, institutes and similar organizations are entities under the aegis of an administrative unit that "offer non-credit instruction, information, or other services beyond the campus community, to public or private agencies or individuals."
- Department is an administrative unit which may manage one or more academic program, center, institute or similar organization.
- The term program is used to mean an academic degree program, General Education program, center, institute or similar organizations subject to institutional review.
- The Program Administrator is the individual responsible for administrative authority of the Program, and is usually referred to as the Program Head, Chair, or Director.
- The self-study is to be designed and prepared by the Program Administrator and representative Program faculty, referred to in this document as the Program Representative(s).
- The (time) schedule for every academic program review is based on business, not calendar, days.

PURPOSE

The goal of academic program review is to improve the quality and viability of each academic program. Academic program review serves to encourage self-study and planning within programs and to strengthen connections among the strategic plans of the program, the College and the University. Academic program reviews provide information for curricular and budgetary planning decisions at every administrative level.

PROCESS SUMMARY

The academic program review process is intended to close the circle of self-inquiry, review and improvement. The basic components of APR are:
- a *self-study* completed by the faculty associated with the Program,
- a *review and site-visit* conducted by a Program Review Team chosen to evaluate the Program, and
- a *response* to the Program Review Team's report, prepared by the Program Representative(s), the Program Administrator, the College Dean and the Provost.

Although details are contained throughout this document, the process can be summarized as follows:
1. The Provost and College Dean select and announce the programs to be reviewed at least one year prior to the review.
2. For each program under review, a Program Review Team (Team) is appointed and a schedule is established for the review. Willingness and availability of the Team members for the entire review process should be secured well. in advance. Procedures and charge to the Team must also be communicated and acknowledged by each member of the Team prior to the review.
3. The Program representative(s), Program Administrator, College Dean and Provost negotiate the content or theme of the self-study and establish a schedule for completion of the review. An essential element of the self-study must address student learning.
4. The Provost, in consultation with the College Dean, the Program Administrator, and the Chair of the Academic Senate (or designee) will determine whether the accreditation/recognition review process covers the essential elements of APR in accordance with any CSU or Cal Poly mandated requirements.
5. The Program representative(s) conducts the self-study and submits copies to the VP-APUE for distribution to the Team, College Dean and Provost at least 45 days prior to the scheduled site-visit.
6. The Team reviews the self-study, requesting additional materials as needed, and conducts a 1-2 day site-visit of the Program. The site-visit is coordinated by the VP-APUE and should include meetings with the Program faculty, staff, students and administrators.
7. The Team submits a draft report to the VP-APUE within 21 days of the site-visit for distribution to the Program. The Program representative(s) reviews the draft for accuracy and facts of omission.
8. The Team submits the final report (consisting of findings and recommendations) to the VP-APUE for distribution to the Program, College Dean and Provost within 45 days of the site-visit.
9. The Program representative(s) prepares a formal response to the Team report within 21 days and submits it to the VP-APUE for distribution to the College Dean and Provost.

10. The Program representative(s), the Program Administrator, the College Dean and the Provost hold a "follow-up" meeting to discuss final APR report (the Program's self-study, program review Team report, and program response).
11. The College Dean, in collaboration with the Program Administrator, submits to the Provost an action plan consistent with the recommendations of the APR report and how the program fits into the College mission and strategic plan.
12. A copy of the APR report and the action plan is forwarded to the Academic Senate.

ROLES AND RESPONSIBILITIES

Academic program review is a function of the Provost, in conjunction with the College Dean and the Academic Senate, and is coordinated by the VP-APUE. As required by the CSU Board of Trustees, academic programs "should be reviewed periodically at intervals of from five to ten years." While past campus practice required that program reviews be undertaken at five-year intervals, the inclusion of reviews of centers and institutes suggests that the review cycle be modified. Therefore, all academic programs, including General Education, centers, and institutes will be reviewed on a six-year cycle. This schedule may be accelerated in individual cases either at the discretion of the Provost or College Dean or in compliance with recommendations from prior program reviews. In addition to the selection of reviewers, the Academic Senate will have the opportunity to suggest programs or programmatic areas for review. Wherever possible, APR's will coincide with specialized accreditation/recognition, other mandated reviews, or with reviews for new degree programs. For example, engineering programs are subject to accreditation/recognition by ABET on a six-year cycle, whereas business programs are subject to accreditation/recognition on a ten-year cycle. Hence, it is appropriate to consider that engineering programs be reviewed every six years, and that business programs be reviewed every five years. Programs in related disciplines or with similar missions should also be reviewed concurrently.

Each academic program review is conducted by a singular Program Review Team. It is expected most reviewers be knowledgeable in the discipline/field of the program under review. The Team will normally be composed of (at least) four members to be selected using the following guidelines:
- One member chosen by the Dean of the college whose program is under review. This person may be either a current Cal Poly faculty member (from a College different than that of the program under review) or an external reviewer.
- One or two current Cal Poly faculty members (from a College different than that of the program under review) chosen by the Academic Senate Executive Committee.
- Two external members representing the discipline of the program under review chosen by the President.

The composition of the Team may change when the academic program review coincides with a specialized accreditation/recognition review. In this case, it is incumbent on the individual(s) chosen by the Academic Senate Executive Committee to provide the necessary institutional review.

The VP-APUE will appoint one of the Team members to be Chair and will coordinate all reviews, in accordance with the established schedule, to ensure that the process is both efficient and fair.

The academic program review process can be summarized in three parts: *the self-study, the review and site-visit,* and *the response* (follow-up).

ELEMENTS OF THE SELF-STUDY

In preparation for the review, the Program will undertake a thorough self-study that is defined and designed by the Program faculty in conjuction with the College Dean and Provost. It establishes the program's responsibility for its own mission, purpose and curricular planning within the context of the College and University missions. To accomplish this objective the report should consist of two parts:

Part I - A inquiry-based, self-study, the content or theme of which is to be proposed by the Program and negotiated with the College Dean and Provost. An important element of the content or theme chosen for the self-study must address student learning. To accomplish this, the self-study should include the following points as appropriate or relevant to the Program mission.
- Statement of purpose, quality, centrality, currency, and uniqueness (where appropriate)
- Principles and processes for student learning outcomes and assessment methods
- Strategic plan for program development, planning and improvement

Part II - General information that consists of data appropriate and relevant to the Program mission. (Most of this data is part of that already required for *Cal Poly's Response to the CSU Accountability Process* and may be obtained with assistance from the office of Institutional Planning and Analysis.)
- Faculty, staff and students engaged in faculty research, scholarship and creative achievement, active learning experiences and academically-related community service or service learning
- Integration of technology in curriculum and instruction
- Evidence of success of graduates (e.g., graduates qualifying for professional licenses and certificates, graduates engaged in teaching, government, or public-service careers)
- Description of adequacy, maintenance and upkeep of facilities (including space and equipment) and other support services (library, and technology infrastructure)
- Alumni satisfaction; employer satisfaction with graduates

When requested by a program, the Provost, in consultation with the College Dean, the Program Administrator, and the Chair of the Academic Senate (or designee) will determine whether an accreditation/recognition review process covers the essential elements of APR in accordance with any CSU or Cal Poly mandated requirements.

The Program will provide copies of the two-part, self-study to the VP-APUE for distribution to the Team, College Dean and Provost.

THE PROGRAM REVIEW TEAM
SITE-VISIT AND REPORT

The Team will receive a copy of the Program's self-study document at least 45 days prior to a proposed site-visit. All members of the Team should read the self-study and are encouraged to request additional materials as needed. A 1-2 day site-visit will be coordinated by the VP-APUE, but travel arrangements and expenses for external reviewers are the responsibility of the College Dean whose program is under review. These might include travel, lodging, meals, and honorarium, etc.

The Team should also be provided with sufficient time to discuss among themselves how to proceed with the visit. This would preferably occur at the beginning of the site-visit. It is expected that during the site-visit, the Team will have access to faculty, staff, students and administrators, and any additional documentation or appointments deemed necessary for the completion of the review. The Team should also be given the opportunity to meet with the Program representative(s), the Program Administrator, the College Dean and/or Provost to discuss possible outcomes of the review at the end of the site-visit. It is the responsibility of the chair of the Team to ensure that all members of the Team work together throughout the review and that the final report reflects the recommendations of all reviewers.

Within 21 days of the site-visit, the Team will provide a draft of the report to the VP-APUE for distribution to the Program. The report should address the major issues facing the program and the program's discipline within the larger context of the College and University mission and strategic plan, and should suggest specific strategies for improvement. The Program representative(s) will then review the draft report solely for accuracy and facts of omission. The final Team report (consisting of findings and recommendations) should be completed within 45 days of the site-visit and forwarded to the VP-APUE for distribution to the Program, the College Dean and the Provost.

RESPONSE (FOLLOW-UP) TO ACADEMIC PROGRAM REVIEW

The effectiveness of academic program review depends on the implementation of the appropriate recommendations contained in the APR report. Hence, a follow-up meeting will be scheduled by the VP-APUE, to include the Provost, the Program Administrator, the Program Representative(s),and the College Dean. The purpose of this meeting is to discuss the recommendations of the Team report, the Program's response, and to develop an action plan for achieving compliance and improvement by the program. The results of this meeting will be summarized in a written document to be prepared by the College Dean and distributed to the Program and the Provost. This document will inform planning and budgeting decisions regarding the Program.

A copy of the APR report and the action plan will be forwarded to the Academic Senate. The Provost will prepare a narrative summary of Cal Poly's academic program review activity for the CSU Chancellor's Office as part of the annual reporting for the *CSU Accountability Process*, with a copy to the Academic Senate.

PROCESS FLOWCHART

A visual description of the academic program review process.

College Deans and the Provost select/announce the programs to be reviewed (at least one year rior to the review) and a timetable is set.

College Deans, Academic Senate Executive Committee and President appoint a Program Review Team.

The Program representative(s), College Dean and Provost negotiate the content or theme of the self-study.

The Provost, in consultation with the College Dean, the Program Administrator, and the Chair of the Academic Senate (or designee) will determine whether the accreditation/recognition review process covers the essential elements of APR in accordance with any CSU or Cal Poly mandated requirements.

The Program representative(s) conducts the self-study. The self-study is distributed to the Program Review Team, College Dean and Provost at least 45 days prior to the scheduled site-visit.

The Program Review Team conducts a 1-2 day site-visit. The Team is provided access to the Program faculty, staff, students and administrators.

The Program representative(s) reviews draft report from the Program Review Team for accuracy and facts of omission. The Team submits the final program review report for distribution to the Program, College Dean and Provost.

The Program representative(s) prepares a formal response to the Team report for distribution to the Colle_e Dean and Provost.

Program Administrator, College Dean, Provost and VP-APUE hold a "follow-up" meeting to discuss APR report and program response.

Program Administrator and College Dean submit to the Provost an action plan for Program im rovement. A co of the APR re ort and action lan is forwarded to the Academic Senate.

The VP-APUE maintains a record of all academic program reviews.

A CHECKLIST FOR ACADEMIC PROGRAM REVIEW

A sample timetable and checklist for the academic program review process is presented here. Some of these events may occur concurrently.

TARGET DATE	ACTIVITY	RESPONSIBILITY
October	Programs scheduled for review are selected and announced one year prior to the review, and a timetable is set.	College Deans and Provost
Prior to site visit	Program Review Team is appointed.	College Deans, Academic Senate Executive Committee, President
Prior to site visit	Participation of Team members is confirmed, Chair of Team is appointed	VP-APUE
Prior to site visit	Content/theme of self-study is proposed and negotiated.	Program representative(s), College Dean and Provost
Prior to site visit	If requested, determination of concordance between essential elements of APR and accreditation/recognition review process	Provost, College Dean. Program representative(s), and Academic Senate Chair (or designee)
Prior to site visit	Program representative(s) conducts the self-study.	Program
At least 45 days prior to site visit	Self-study document is provided to VP-APUE for distribution to Team, College Dean and Provost.	Program and VP-APUE
At least 45 days prior to site visit	Team reviews the Program's self-study.	Team
Site visit	The Team conducts a 1-2 day site-visit and is provided access to the Program faculty, staff, students and administrators.	Team, Program, College Dean. Provost and VP-APUE
At most 21 days after the site visit	Team's draft report is submitted to VP-APUE for distribution to the Program.	VP-APUE
At most 45 days after the site visit	Program representative(s) reviews the Team draft report for accuracy and facts of omission.	Program
At most 45 days after the site visit	Team submits final program review report to VP-APUE for distribution to Program, College Dean and Provost.	Team and VP-APUE
At most 60 days after the site visit	Program representative(s) prepares response to the Team Report and submits the response to VP-APUE for distribution to College Dean and Provost.	Program and VP-APUE
Within 90 days after site visit	Follow-up meeting to discuss academic program review report.	Program Administrator, College Dean, Provost and VP-APUE
Within 120 days after site visit	Action plan for Program improvement is submitted to the Provost and forwarded to the Academic Senate.	Program Administrator and College Dean
October (of following year)	Programs scheduled for review are selected and announced	College Deans and Provost

State of California
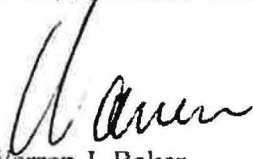
Memorandum

CAL POLY

SAN LUIS OBISPO
CA 93407

To: Myron Hood
        Chair, A ademic Senate

Date: January 8, 2001

From: Warren J. Baker
        President

Copies: Paul Zingg
           David Conn
           Army Morrobel-Sosa
           College/Unit Deans

Subject: Response to Academic Senate Resolution AS-552-00/IALA
              Resolution on Academic Program Review

I am pleased to approve the above-subject Resolution. I commend the Senate for adopting the Academic Program Review Resolution proposed by the Task Force on Institutional Accountability and Learning (IALA). Specifically, the Resolution calls for:

- A discipline-based program review that recognizes program distinctiveness and different disciplinary approaches to student learning;
- The combination of internal and external reviews (peer review and/or specialized accreditation/recognition);
- The involvement of college deans in helping to design the review;
- A feedback mechanism that includes the development of an action plan for improvement, jointly written by the program, the dean, and the Provost and
- The alignment of academic program review with planning, budgeting, and Cal Poly's accountability process for the CSU.

The Provost's staff will begin the implementation stage immediately by meeting with each of the college/unit deans to determine an appropriate timeline for their respective program reviews.

Adopted: October 26 2010

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-718-10

RESOLUTION ON MODIFICATION TO
ACADEMIC PROGRAM REVIEW PROCEDURES

1 2 3 4	WHEREAS,	Academic program review procedures for baccalaureate and graduate programs were first implemented in 1992 along with the formation of an Academic Senate Program Review and Improvement Committee; and
5 6 7 8 9	WHEREAS,	Procedures for adding and selecting internal reviewers (Cal Poly faculty members outside the program who are "knowledgeable in the discipline/field of the program under review") and external reviewers (individuals from other educational institutions) to academic program review were drafted and approved in 1996; and
10 11 12 13	WHEREAS,	In 2000, after extensive study of academic program review practices nationwide, a new process for academic program review was proposed for Cal Poly by the Task Force on Institutional Accountability and Learning Assessment; and
14 15 16 17 18	WHEREAS,	The 2000 academic program review process—which eliminated the Academic Senate Program Review and Improvement Committee—was approved by the Academic Senate on November 21 2000 as "Resolution on Academic Program Review," resolution number AS-552-00; and
19 20 21	WHEREAS,	The 2000 academic program review process calls for the Academic Senate Executive Committee to be the final approving body for the program's internal reviewers; and
22 23 24 25 26 27	WHEREAS,	A Kaizen ("continuous improvement") pilot project reviewed the current academic program review process in early 2010 and recommended "removing Senate [Executive Committee] approval" from the process in order to remove steps that resulted in redundant approval since the internal reviewer nominations are already "selected and vetted by the program faculty and endorsed by the college deans and the vice provost"; and
28 29 30 31	WHEREAS,	Waiting for Academic Senate Executive Committee approval often delays the appointment of the internal reviewer(s) and causes the academic program review process to run behind schedule; therefore be it
32 33 34	RESOLVED:	That the Academic Senate Executive Committee be removed as the final approving body in the appointment of internal reviewers for academic program review; and be it further
35 36 37	RESOLVED:	That the Academic Programs Office provide annual summaries to the Academic Senate on the findings of academic programs that underwent academic program review in that year, including a list of internal reviewers as part of the report.

Proposed by: Academic Senate Executive Committee
Date: September 21 2010
Revised: October 19 2010

State of California
Memorandum

CAL POLY

SAN LUIS OBISPO
CA 93407

To: Rachel Fernflores
        Chair, Academic Senate

Date: November 15, 2010

From: Robert Glidden
        Interim President

Copies: R. Koob, E. Smith

Subject: Response to Academic Senate Resolution AS-718-10
          Resolution on Modification to Academic Program Review Procedures

This memo acknowledges receipt and approval of the above-entitled Academic Senate resolution.

CSU System		
Bakersfield	7	http://www.csub.edu/academicprograms/Program%20Review/index.html
Channel Islands	5	http://www.csuci.edu/continuousimprovement/program-review.htm
Chico	5	http://www.csuchico.edu/apr/index.shtml
Dominguez Hills	6	http://www4.csudh.edu/iea/program-review/index
East Bay	5	http://www20.csueastbay.edu/faculty/senate/five-year-review.html
Fresno	5-7	http://www.fresnostate.edu/academics/oie/review/
Fullerton	7	http://www.fullerton.edu/assessment/programperformancereview/
Humboldt	5	https://www2.humboldt.edu/academicprograms/program-review
Long Beach	7	http://web.csulb.edu/divisions/aa/grad_undergrad/senate/councils/prap/self_studies/
Los Angeles	5	http://www.calstatela.edu/academic/programsandaccreditation http://www.calstatela.edu/academicsenate/handbook/ch4b
Maritime Academy	5-6	https://www.csum.edu/web/accreditation/2
Northridge	6	http://www.csun.edu/assessment-and-program-review/program-review
Pomona	5	http://www.cpp.edu/~academic-programs/program-review/index.shtml
Sacramento	6	http://www.csus.edu/acaf/programreview/
San Bernardino	7	Senate resolution: http://senate.csusb.edu/fam/policy/%28fsd99-03.r6%29academic_program_review.pdf
San Diego	5-7	https://newscenter.sdsu.edu/gra/files/04447-academic_program_review_guidelines_2015_-_2016.pdf
San Francisco	6	http://air.sfsu.edu/program-review
San Jose	5	http://www.sjsu.edu/ugs/faculty/programplanning/
Cal Poly	5-7	http://academicprograms.calpoly.edu/content/general
San Marcos	5-7	http://www.csusm.edu/assessment/programreview/
Sonoma State	5	http://www.sonoma.edu/aa/ap/pra/
Stanislaus	7	https://www.csustan.edu/office-assessment/academic-program-review

As of 2/29/16

UC System		
Berkeley	8-9	http://vpsafp.berkeley.edu/program-reviews/
Davis	7	Undergraduate: http://academicsenate.ucdavis.edu/committees/committee-list/undergrad_council/uipr.cfm#Upcoming Graduate: https://gradstudies.ucdavis.edu/faculty-staff/graduate-council/graduate-program-review
Irvine		(could not readily find info)
UCLA	8	http://www.senate.ucla.edu/programreview/
Merced	7	http://assessment.ucmerced.edu/assessment-campus/annual-assessment/program-review
Riverside	7	http://senate.ucr.edu/about/policies/upr_procedures.pdf
San Diego	6-7	http://academicaffairs.ucsd.edu/ug-ed/asmnt/ugrev/
San Francisco	5-8	Graduate: https://graduate.ucsf.edu/sites/graduate.ucsf.edu/files/wysiwyg/Acad%20Prog%20Review%20FINAL-05.09.2014.pdf (could not readily find UG info)
Santa Barbara	8	https://programreview.ucsb.edu/procedures/index.cfm/Academic.Review.Procedures.pdf?V=AB0A9BF78E656659AC89F804D62551DBAE7792DBD01AF5072FD388E99A05A71EE8930D6B3DB779296D6703E2E3CA843A7BD43197E7B2D364B1F9D25BAD1149A80F40D000F8AECB0ECED6896D4069A13B6A5501C89EBEB7254CEBA9AC5931CB01
Santa Cruz	6-8	http://planning.ucsc.edu/acadplan/pgmreview.asp

WASC
Senior College and
University Commission

Resource Guide for 'Good Practices' in Academic Program Review

2013 Handbook of Accreditation Update

WSCUC thanks the 2008 Program Review Task Force Members from for the first version of this guide:

- Chair: Cyd Jenefsky, University of the Pacific
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WSCUC'S REQUIREMENTS FOR PROGRAM REVIEW

The following criteria (CFR = criteria for review) from *the 2013 Handbook of Accreditation* (Standards 2 and 4) address program review and place it within the larger context of the need for each institution to develop an ongoing, comprehensive quality assurance and improvement system:

CFR 2.7

All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

CFR 4.1

The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

CFR 4.3

Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

CFR 4.4

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

CFR 4.5

Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

CFR 4.6

> The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

PURPOSE AND SCOPE OF THIS GUIDE

This good-practice guide is designed to assist colleges and universities with meeting program review expectations within WSCUC's *2013 Handbook of Accreditation*. While it is useful for meeting the standards, the guide is framed in terms of 'good practices' for academic program review processes rather than accreditation compliance.

This 'good practice' guide is not designed as a comprehensive instruction manual for how to implement outcomes-based program review. There are many existing resources which serve this purpose (Allen, 2004; Angelo & Cross, 1993; Bresciani, 2006; Bresciani, Zelna & Anderson, 2004; Huba & Freed, 2000; Maki, 2004; Suskie, 2004; Palomba & Banta, 1999; Walvoord, 1998; Walvoord, 2004). Nor is this an instruction manual for how to integrate program review into broader institutional quality assurance, budgeting and planning processes. Instead, it describes some of the key concepts and good practices implicit in an outcomes-based program review process in an effort to assist institutions with understanding WSCUC's expectations.

There are three main sections to this guide:

I. Framing concepts for a program review process that meets WSCUC's expectations
II. Overview of components and steps for conducting an outcomes-based program review process
III. Strategies for using program review results to inform planning and budgeting processes

Highlighted throughout this guide are three features of program review processes which are expected under the WSCUC standards:

- outcomes-based assessment of student learning and development
- evidence-based claims and decision-making, and
- use of program review results to inform planning and budgeting.

The first two features are explained in Section I. The last feature—use of results to inform planning and budgeting—is probably the most challenging to achieve, yet the most important component for a review process to be effective and sustainable. For this reason, we have devoted all of Section III to addressing this issue. We recognize that this is still a nascent conversation within higher education. We anticipate that this guide gradually will link to good practices from colleges and universities as they develop effective strategies for systematically using program review results for continuous improvement.

Please note that this guide is not intended to be prescriptive; it provides guidelines only, since program review processes need to fit organically within an institution's existing structural processes and values. Moreover, this guide does not presume to offer a definitive explanation of the new requirements rather, it is designed merely as a helpful resource toward implementing the WSCUC standards.

I. FRAMING CONCEPTS

This section provides a general overview of what a program review is and its relationship to accreditation reviews. It also explains the three key features of the revised program review process addressed in this guide: outcomes-based assessment of student learning, evidence-based claims and decision-making, and integration with planning and budgeting. Combined, these three features shift program review from a traditional input-based model to an outcomes-based model, heighten attention to improving the quality of student learning, shift the focus from conducting an effective program review to using the results effectively, and facilitate integrating the results of program-level evaluations into larger institutional processes.

A. Definition and Purpose of Program Review

A program review is a cyclical process for evaluating and continuously enhancing the quality and currency of programs. The evaluation is conducted through a combination of self-evaluation, followed by peer-evaluation by reviewers external to the program or department and, usually, also external to the organization. It is a comprehensive analysis of program quality, analyzing a wide variety of data about the program. The results of this evaluation process are then used to inform follow-up planning and budgeting processes at various levels in the institution—program, department, college, university— and incorporated into the institution's overall quality assurance system. An institution's program review process typically occurs on a regular cycle of five to eight years, meaning that each program/department is reviewed every five-eight years.

Program review is a required element in the WSCUC accreditation process. While accreditation attests to the institution's capacity and effectiveness, it is not possible for WSCUC to review and evaluate every degree program in the course of an accreditation review. Instead, WSCUC expects institutions to have processes that assure program currency, quality and effectiveness. When implemented effectively and followed up deliberately, program review is a powerful means of engaging faculty in evaluating and improving programs in the organization.

Even though required by WSCUC, the primary utility of program review is internal to an institution. It provides a structure to foster continuous program improvement that is aligned with departmental, college, and institutional goals. Such improvements may include:

- Developing or refining program learning outcomes and identifying appropriate means for assessing their achievement
- Better aligning department, college and institutional goals
- Refining departmental access and other interventions to improve retention/attrition, and graduation rates

- Making curricular and other changes to improve student learning and retention
- Refining, reorganizing or refocusing curricula to reflect changes in the discipline or profession
- Reorganizing or improving student support systems, including advising, library services, and student development initiatives to improve the academic success of students in the program
- Designing needed professional development programs, including programs to help faculty learn how to develop and assess learning outcomes, to improve pedagogy, and to improve curricular cohesion
- Reorganizing or refocusing resources to advance student learning or specific research agendas
- Re-assigning faculty/staff or requesting new lines
- Illuminating potential intra-institutional synergies
- Developing specific action plans for modifications and improvements
- Informing decision making, planning and budgeting, including resource re/allocation
- Linking and, as appropriate, aggregating program review results to the institution's broader quality assurance/improvement efforts

B. Distinction between Types of Accreditation Review and an Institution's Program Review Process

Colleges and universities engage in a variety of review processes, including:

- WSCUC Regional Accreditation
- Specialized Program Accreditation and State Licensure
- Institutional Program Review

WSCUC 's regional accreditation review evaluates whether the institution as a whole meets WSCUC standards. This institution-wide review focuses on the capacity (personnel, curricula, student learning, finances, infrastructure, organizational processes, etc.) and effectiveness of the college or university to meet its particular mission and its documented results in fulfilling its educational goals and outcomes.

WSCUC expects each institution to have its own ongoing system of quality assurance and improvement: program review and assessment of student achievement are key components of this system. The forms of external review described below are part of such a system, not a series of separate, disconnected activities.

Specialized accreditation reviews are conducted by outside agencies which certify the professional quality of particular programs. Specialized accreditors evaluate whether or not a program meets the standards set by the disciplinary or professional body or a State licensing agency. Examples of this type of accrediting body include the Association to Advance Collegiate Schools of Business (AACSB), Accreditation Board for Engineering and Technology (ABET), the American Bar Association (ABA), the National Council of Accreditation of Teacher Education (NCATE), and the California Commission of Teacher Credentialing (CCTC).

An institutional academic program review evaluates degree programs in a department or cross-disciplinary/school program (such as General Education) within the institution. This type of review is usually conducted as a formative assessment to assist with ongoing planning and improvement of

programs. Such institutional program review is required by WASC standards (CFR 2.7) and is the type of review addressed in this resource guide. The program review process must include an assessment of student learning outcomes, an external review of the program2 (of which a specialized accreditation is one form), and the use of program review results for continuous program improvement.

Universities and colleges are encouraged to coordinate the specialized program accreditation process (e.g., ABET, NCATE, AACSB, etc.) with the institutional program review process to avoid duplication of labor. This is sometimes accomplished by substituting the specialized accreditation review for an institution's internal program review process. If the specialized accreditation review does not include assessment of student learning outcomes and/or other required elements of an institution's internal program review process, then these additional elements are sometimes reviewed immediately prior to or following the specialized accreditation review (and then appended to the specialized accreditation review documents).

C. Distinguishing Features of this Resource Guide

Below is a brief definition of the three essential features embedded in the program review model discussed in this guide. These elements are consistent with the revised WSCUC standards and may be new to institutions' program review processes:

- *Evidence-Based Claims and Decision-Making*

Any conclusions drawn within a self-study report or decisions made as a result of a program review are to be informed by evidence. That is, all claims within a self-study report about a program's strengths, weaknesses, and proposed improvement plans are to be supported by relevant qualitative and/or quantitative evidence (see *Using Evidence in the WSCUC Accreditation Process: A Guide for Institution*, available on the WSCUC website). This contrasts, for instance, with program review self-studies that are largely descriptive and based on advocacy. Hence, the section of this guide describing the components of a self-study report (IIC below) identifies types of evidence useful for answering questions about various aspects of a program's quality or viability.

- *Assessment of Student Learning Outcomes*

Evidence-based program review includes the ongoing evaluation of how well a program's student body (in the aggregate) is achieving the stated learning outcomes (or objectives) for that program. While such assessment of student learning outcomes is independent of program review and part of ongoing faculty processes for program improvement, program reviews need to incorporate an analysis of a program's assessment of student learning. This includes: a review of program learning outcomes; evaluation of the methods employed to assess achievement of these outcomes; and analysis and reflection on learning results.

- *Integration of Results with Planning, Budgeting, and Institutional Quality Assurance Systems*

The results of program review are to be used for follow-up planning and budgeting at various decision-making levels within the organization (program, department, college and institution). In

addition, program review is to be incorporated into the institution's broader quality assurance/improvement efforts. For example, problems found across several program reviews might be addressed institutionally as well as within individual programs.

II. CONDUCTING A PROGRAM REVIEW

This section provides an overview of each step of the program review process. It starts with general principles and steps in the governance of a program review process, then addresses key components of a program review in the sequence in which they occur: the self-study inquiry and report, followed by the external review, then a formal Findings and Recommendations report, and culminating with a Memorandum of Understanding that may involve commitments from senior administrators regarding resources.

A. Governance of the Process – Guiding Principles

The guiding principles governing the process are:

- Academic program review is a faculty-driven process; that is, the program review process is usually codified by Academic Senate policy and implemented by a committee that includes faculty and may involve administration.
- Formative assessment "by faculty, for use by faculty" is preferable and more effective in improving student learning and other program aspects than is assessment by administration.
- Collaborative involvement of administration in various steps of the program review process (e.g., meeting with the external team of evaluators) helps to secure buy-in for change and improvement, as well as to ensure alignment with institutional goals and resources.
- It occurs on a regularly scheduled timeline, which is determined by the institution.
- It includes a program or departmental self-study process, where departmental faculty and administrators collectively engage in inquiry and analysis.
- The self-study process and report include, as one element in the comprehensive review of the program, an analysis of the ongoing assessment of student learning.
- The program review process includes an external review and written report, including recommendations for improvement.
- Agreed-upon recommendations emanating from program review are the result of deliberations between the department, the academic program review committee, and senior administrators (e.g., deans and provosts) with decision-making power regarding priority setting and resource allocation.
- Program review results are integrated into college and institutional planning and budgeting.

B. Governance of the Process – Steps and Responsibilities

Different constituencies within a college or university are responsible for carrying out different steps in the program review process. The following steps are broad outlines of the various constituencies' responsibilities. Considerable variation in these steps occurs across institutions. Typically, the governance process for program review is organized in the following manner:

- The Faculty Senate or Academic Senate usually defines the program review process through a formal written program review policy.
- Administration usually maintains a timeline for all academic program reviews and assists departments with the steps involved in the process. (In some institutions, the Academic Senate assumes these responsibilities.)
- While faculty usually oversee the evaluative aspects of program review, the process is typically implemented in collaboration with administrative leaders.
- The body tasked with carrying out program reviews on campus—the program review committee—notifies the department of an upcoming review in accordance with the established timeline for review. This communication should be sent well in advance of the formal review itself. Special issues for the review are also identified in advance and agreed upon, such as alignment with specific school or institutional goals, or special issues relating to a particular program or department.
- Program review committee members are typically appointed by the major academic divisions within the college/university (to represent that division, such as school, department, etc., depending on size of the institution), but may include members of the administration as well.
- Office for Institutional Research provides the department with a program review data packet that contains relevant/available program data that will be analyzed in the self-study (e.g., enrollment and retention data, alumni and student satisfaction survey results, NSSE data, market research, etc.).
- Department faculty conduct a departmental self-study within guidelines provided in the established program review policy. It is important that these guidelines include very specific requirements for program level assessment. Some institutions combine self-studies of both graduate and undergraduate programs while other institutions separate these reviews.
- The self-study identifies program strengths and limitations and suggests solutions to identified problems.
- After completing the self-study, some institutions have the department chair/head submit that document to the dean and/or administration for review (and sometimes approval); others omit this step.
- The institutional program review policy should describe how to secure qualified, objective external reviewers, including those with understanding and experience in addressing student learning outcomes assessment. Once the self-study is completed (and approved, if relevant), the visit from external reviewers is organized. Institutions typically bring in one or two reviewers for one-two days.
- The external reviewers read all relevant documentation, including for example: the self-study report; relevant data from institutional research; survey results of faculty and students in the program; course syllabi; course evaluations; examples of student work, such as senior papers and theses; reports on annual assessment of student learning outcomes; curricular flow charts; faculty CVs; and examples of faculty research.

- External reviewers typically prepare a written report of the review, which may include recommendations not cited in the program faculty's own self-study process. The program review committee examines all reports and writes a final Findings and
- Recommendations report that is submitted to the department and to senior campus administrators (e.g., the dean and provost).
- The final product of the program review—a Memorandum of Understanding—places the Findings and Recommendations in the context of resource allocation decisions by mandating the participation of senior campus administrators with authority over campus resources.
- A formal Improvement Plan is usually required, especially for departments/programs that receive a conditional approval given the results of program evaluation.
- Follow-up plans are established for tracking progress.

C. Components in the Self-Study Report

The self-study consists of evidence-based inquiry and analyses which are documented in a comprehensive self-study report. The specific format and content of a self-study report varies across institutions, but they usually share some core elements.

1. Introduction/Context

Most reviews begin with a section that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and may include:

- The internal context – In what department does it reside? In which school or college? What degrees does it grant? What concentrations are available?
- The external context – How is the program responsive to the needs of the region or area in which it serves?
- It may also include a brief history of the program or a description of changes made in the program since the last review (if relevant).

A key component in providing the context for the review is a description of the program's mission, goals, and outcomes.

- A mission statement is a general explanation of why your program exists and what it hopes to achieve in the future. It articulates the program's essential nature, its values and its work.
- Goals are general statements of what your program wants to achieve.
- Outcomes are the specific results that should be observed if the goals are being met.

Note that goals typically flow from the mission statement, and outcomes are aligned with goals. In addition, the program's mission, goals and outcomes should relate to the mission and goals of the college and institution.

2. Analysis of Evidence About Program Quality & Viability

The bulk of a self-study report consists of a presentation and analysis of evidence about the quality and viability/sustainability of a program. This major portion of the report addresses the extent to which program goals are being met by using evidence to answer key questions related to those goals. It is important for an institution's program review guidelines to identify the precise evidence to be analyzed in the self-study and for Institutional Research to provide a packet of relevant institutional data available on the program.

To facilitate meaningful analysis of the evidence, it is helpful to provide guiding questions to structure the self-study inquiry and report. These questions often produce deep discussions among faculty and are considered the most important aspect of the self-study process. Hence, a set of sample questions is embedded below within each of the core elements typically analyzed in a self-study report.

Program evidence falls into two categories:

1. Evidence that addresses questions about program quality
2. Evidence that addresses issues of program viability and sustainability

2a. Evidence of program quality typically addresses questions about:

- **Students** – What is the profile of students in the program and how does the profile relate to or enhance the mission and goals of the program?
    - Data in this category might include students' gender, ethnicity, age, GPA from previous institution, standardized test scores, type of previous institution, and employment status.
    - Note that the specific list of indicators in this category will depend on the goals of the program.

- **The Curriculum and Learning Environment** – How current is the program curriculum? Does it offer sufficient breadth and depth of learning for this particular degree? How well does it align with learning outcomes? Are the courses well sequenced and reliably available in sequence? Has the program been reviewed by external stakeholders, such as practitioners in the field, or compared with other similar programs? Evidence in this category might include
    - A curriculum flow chart and description of how the curriculum addresses the learning outcomes of the program (curriculum map)
    - A comparison of the program's curriculum with curricula at selected other institutions and with disciplinary/professional standards
    - Measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching, faculty scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty)
    - A description of other learning experiences that are relevant to program goals (e.g., internships, research experiences, study abroad or other international experiences, community-based learning, etc.), as well as how many students participate in those experiences

- A narrative that describes how the faculty's pedagogy responds to various learning modalities and student learning preferences.

- **Student Learning and Success** – Are students achieving the desired learning outcomes for the program? Are they achieving those outcomes at the expected level of learning, and how is the expected level determined? Are they being retained and graduating in a timely fashion? Are they prepared for advanced study or the world of work? Evidence in this category might include:
  - Annual results of direct and indirect assessments of student learning in the program (could be combination of quantitative and qualitative measures), including the degree to which students achieve the program's desired standards
  - Ongoing efforts by the department to "close the loop" by responding to assessment results
  - Student retention and graduation rate trends (disaggregated by different demographic categories)
  - Placement of graduates into graduate schools or post-doctoral experiences
  - Job placements
  - Graduating student satisfaction surveys (and/or alumni satisfaction surveys)
  - Employer critiques of student performance or employer survey satisfaction results
  - Disciplinary ratings of the program
  - Student/Alumni achievements (e.g., community service, research and publications, awards and recognition, professional accomplishments, etc.)

- **Faculty** – What are the qualifications and achievements of the faculty in the program in relation to the program mission and goals? How do faculty members' background, expertise, research and other professional work contribute to the quality of the program? Evidence in this category might include:
  - Proportion of faculty with terminal degree
  - Institutions from which faculty earned terminal degrees
  - List of faculty specialties within discipline (and how those specialties align with the program curriculum)
  - Teaching quality (e.g., peer evaluations, faculty self-review)
  - Record of scholarship for each faculty member
  - Faculty participation in development opportunities related to teaching, learning and/or assessment
  - External funding awarded to faculty
  - Record of professional practice for each faculty member
  - Service for each faculty member
  - Distribution of faculty across ranks (or years at institution)
  - Diversity of faculty
  - Awards and recognitions

[Note that the specific list of indicators in this category will depend on the goals of a particular program/department/college.]

2b. Evidence of program viability and sustainability typically addresses questions about the level of student demand for the program and the degree to which resources are allocated appropriately and are sufficient in amount to maintain program quality:

- **Demand for the program**
    - What are the trends in numbers of student applications, admits, and enrollments reflected over a 5-8 year period?
    - What is happening within the profession, local community or society generally that identifies an anticipated need for this program in the future (including market research)?
- **Allocation of Resources**
    - **Faculty** – Are there sufficient numbers of faculty to maintain program quality? Do program faculty have the support they need to do their work?
        - Number of full-time faculty (ratio of full-time faculty to part-time faculty)
        - Student-faculty ratio
        - Faculty workload
        - Faculty review and evaluation processes
        - Mentoring processes/program
        - Professional development opportunities/resources (including travel and research funds)
        - Sufficient time for course development, research, etc.
    - **Student support**
        - Academic and career advising programs and resources
        - Tutoring, supplemental instruction, and T.A. training
        - Basic skill remediation
        - Support for connecting general learning requirements to discipline requirements
        - Orientation and transition programs
        - Financial support (scholarships, fellowships, teaching assistantships, etc.)
        - Support for engagement in the campus community.
        - Support for non-cognitive variables of success, including emotional, psychological, and physical interventions if necessary
        - Support for research or for engagement in the community beyond campus, such as fieldwork or internships
    - Information and technology resources
        - Library print and electronic holdings in the teaching and research areas of the program
        - Information literacy outcomes for graduates

- Technology resources available to support the pedagogy and research in the program
- Technology resources available to support students' needs
  - **Facilities**
    - Classroom space
    - Instructional laboratories
    - Research laboratories
    - Office space
    - Student study spaces
    - Access to classrooms suited for instructional technology
    - Access to classrooms designed for alternative learning styles/universal design
  - **Staff**
    - Clerical and technical staff FTE supporting program/departmental operations
  - **Financial resources**
    - Operational budget (revenues and expenditures) and trends over a 3-5 year period

3. Summary Reflections

This portion of the self-study report typically interprets the significance of the findings in the above analysis of program evidence. Its purpose is to determine a program's strengths, weaknesses, and opportunities for improvement. It is helpful to have questions that guide the interpretation of the findings, such as:

- Are the curriculum, practices, processes, and resources properly aligned with the goals of the program?
- Are department/program goals aligned with the goals of the constituents that the program serves?
- Is the level of program quality aligned with the college/university's acceptable level of program quality? Aligned with the constituents' acceptable level of quality?
- Are program goals being achieved?
- Are student learning outcomes being achieved at the expected level?

It is also helpful to have evaluation criteria in mind; that is, what guidelines will be used to determine what the evidence suggests about the program's strengths and weaknesses? In some cases, an absolute standard may be used. For example, it may be decided that a student-faculty ratio of 20 to one is necessary to ensure program quality, and any ratio higher than that is unacceptable. In other cases, a norm-referenced criterion may be more appropriate. For example, if a national student survey was used to assess student satisfaction with the program, the evaluation criterion might be that your students' satisfaction is at least as high as students at other similar institutions.

4. Future Goals and Planning for Improvement

Self-study reports conclude with a section devoted to future planning and improvement. Findings from all prior sections of the report serve as a foundation for building an evidence-based plan for strengthening the program. This section might address such questions as:

- What are the program's goals for the next few years?
- In order to achieve these goals:
    - How will the program specifically address any weaknesses identified in the self-study?
    - How will the program build on existing strengths?
    - What internal improvements are possible with existing resources (through reallocation)?
    - What improvements can only be addressed through additional resources?
    - Where can the formation of collaborations improve program quality?

D. The External Review

The external review typically occurs a month or two after a program or department submits its self-study report.

1. Choosing Reviewers

The size and composition of the review team vary considerably, depending on the size of the department/program under review. Usually, the team ranges from 2-4 people. At the time a department or program is notified that it will be conducting a program review, departmental leadership usually are asked to submit to administration or the campus program review committee (depending on the institution) a list of names of possible reviewers. Depending on the institution's program review policy, these reviewers may be external to a department/program but it is more typical (and highly recommended) for them to be external to the college/university.

External reviewers should be distinguished scholars/teachers/practitioners in the field and, if external to the institution, be chosen from campuses that are similar to the campus of the department undergoing review. It is also helpful for external reviewers to have had experience with program administration. With the inclusion of student learning results in program review, it will be important for at least one of the reviewers to understand and be experienced with student learning outcomes assessment and have the ability to review and analyze the program's assessment processes and results; one way to include such expertise is to have a campus expert/coordinator on outcomes-assessment join the other external reviewers as part of the external review team.

Some institutions also include local campus faculty on a review team (from departments external to the program under review). Campus faculty serving as reviewers should have some familiarity with the department undergoing review. The department undergoing review is typically asked to assure the program review committee that the list of proposed reviewers is capable of carrying out a neutral review.

The program review committee (or, at some institutions, the administration) may add names to the list of reviewers proposed by the department. The department/program is typically asked to comment on any additional names proposed by the program review committee (or administration). The program review committee (or administration) decides on the final list of possible reviewers, contacts proposed reviewers for their availability, and typically designates one reviewer to serve as Chair of the review team. Many universities have departments sign a conflict of interest form to help ensure that reviewers are acceptably unbiased in their association with the department under review.

2. Instructions and Materials for the External Review Team

About thirty days prior to the scheduled department visit, the information from the program self-study and perhaps additional materials are sent to each member of the external review team, along with a charge by the campus program review committee. An identical information package is provided to the members of the campus review committee and other designated administrators (e.g., dean, provost, chancellor).

3. External Review Team Visit and Report

The review team visit typically lasts for two days (sometimes one day for small campuses/programs), during which time the review committee members meet with department faculty, academic advisors, students, the campus program review committee, and select administrators. The review team typically takes part in an exit interview just prior to concluding its departmental visit and is expected to submit its written evaluation to the campus program review committee within several weeks of the visit. Upon submission of the report, off-campus reviewers generally receive a stipend and travel expense reimbursement.

E. Post External Review Process

As soon as the campus program review committee receives the report from the external review team, it is distributed to the department and select administrators. The department is typically asked to review the report (within a brief time period) for factual inaccuracies and misperceptions. The department summary of factual corrections and misperceptions becomes part of the package of documents subsequently reviewed by the campus review committee.

1. Findings and Recommendations Report

The campus program review committee reviews all relevant documentation (self-study report, external review report, departmental response, if relevant) and, based on the evidence reviewed, writes a report detailing the major findings and recommendations resulting from the evaluation process. The findings and recommendations report presents a cohesive plan of action for program improvement based on the program review documents.

These findings and recommendations are conveyed to the department by the campus program review committee. The chair of the department undergoing review distributes the findings and recommendations report to the program faculty, staff and, in some cases, students. The

department/program collects input from all constituents and prepares a detailed response, either outlining plans for implementing the recommendations or detailing reasons for not doing so.

This response is submitted to the campus program review committee within a reasonable time frame for consideration in drawing up the final Findings and Recommendations. The campus review committee distributes its approved final report to the department/program for action and to designated administrators.

2. Responding to Findings and Recommendations Report

The campus review committee and designated administrators (e.g., dean and provost) meet with department/program representatives to discuss the action steps to be taken as a result of the review. A timeline is set and resources needed to accomplish the plan's goals are identified. At this stage, it is imperative that senior campus administrators with authority over resource allocation decisions be involved in the process. Some university program review guidelines call for a written response to the Findings and Recommendations Report from the dean. This requirement focuses the dean's attention on the review and increases the potential for change. Unless program review has the involvement and attention of deans and the provost and is in accordance with their priorities, findings from the reviews are not likely to be included in budget decisions.

In some cases, an MOU (memorandum of understanding) is written and signed by the department chair, dean, and provost. The MOU may contain recommendations that the department is expected to fulfill by the next review, including a timeline with progress milestones. The MOU may also contain recommendations for resource allocation.

Regarding the contents of the MOU recommendations, planning that emanates from the program review should not be confused with solely a demand for additional resources, but rather should enable institutions and programs to focus on effective ways to achieve their program goals. In fact, many recommendations do not require resource allocation or redistribution. A reorganization of curriculum, the addition of new courses, or partnerships with other departments are examples of changes which might require no (or few) resources. On the other hand, an MOU might also suggest changes that do require substantial resource allocation, such as additional faculty or staff hires or the purchase of lab equipment.

In those cases, the recommendation usually occurs in a section of the MOU directed to the dean or the provost.

In some institutions, based on the final report, the department is given full or conditional approval. If the department is granted a full approval, it will not be required to submit any further reports or documentation until the next program review. If there are serious issues that require immediate attention the department might be granted conditional approval and given a plan for improvement. In this case, it will be given a timeline for reporting on the specific issues of concern before the next program review cycle. Typically, administration is responsible for follow-up on conditional approvals.

3. Sharing Results and Tracking Improvement Plan

To maximize the effectiveness of program review, it is important to share the findings and resulting decisions with stakeholder groups. Such sharing of findings generates buy-in to the program's and/or institution's goals and creates an opportunity for all stakeholders to review the program review results.

To facilitate and track the implementation of improvement plans, each year the campus review committee or relevant administrator reviews the progress of programs reviewed in previous years. If the department/program was not successful in implementing all aspects of the plan, the campus review committee or administrator may recommend follow-up actions to the department/program and appropriate campus administrators.

4. Distribution and Archiving of Program Review Documents

Copies of the unedited program review documents (self-study report, external review report, responses, findings and recommendations report, improvement plan, MOU) are sent to relevant parties, such as the chancellor, provost, dean, and Academic Senate. File copies are archived in an appropriate location for future reference. deans and other administrators need to retain copies of program reviews and the decisions that resulted from them (including MOUs) and refer to them in their planning and budgeting.

III. USING PROGRAM REVIEW RESULTS IN PLANNING & BUDGETING

Program review provides one way for institutions to link evidence of academic quality and student learning with planning and budgeting. That is, the findings in the self-study, recommendations in the external review, Findings and Recommendations Report, and MOU can be used as evidence to inform decision-making processes at various levels in the institution (i.e., from the program-level through the university-level, depending on the nature of the recommendations). The mechanism for facilitating such integration will vary greatly from one organization to the next, but there are some processes and guiding questions that facilitate the use of the results from program review flow in planning and budgeting processes at each decision-making level.

Many recommendations involving program improvement can be met with very little resource reallocation (e.g., re-sequencing of courses, refinements in the criteria for student evaluation, re-organization of instructional or workshop material). However, other recommendations can point to a larger reallocation of resources ranging from faculty development for assessment to hiring more staff or faculty members to fill current unmet needs.

What follows are examples of the types of decisions that might be made based on the results of program review at three levels of an organization—the department/program level, the college level, and the institution level—and questions that might guide decision making.

A. Department Level

At the department and/or program level, results from program review can be used to:

- Inform curriculum planning, such as:
    - Changing the sequence of courses in the major curriculum
    - Adding or deleting courses
    - Refinement or articulation of pre-requisite or disciplinary requirements
    - Re-design of the content or pedagogy of specific courses

    The primary questions driving such changes would be:

    - Are our students achieving the desired learning outcomes for the program?
    - If not, what elements of the curriculum could be changed to improve learning?

- Inform changes in how resources are used within the department/program, such as
    - Assignment of faculty to teach specific courses or sections
    - Changing the scheduling of certain courses or the frequency with which they are offered
    - Changing the number of students required in course sections so that student learning and effectiveness of teaching are maximized
    - Implementing improved advising and support services to increase learning, retention, and/or graduation rates
    - Adjusting the allocation of faculty resources across General Education, the major, and the graduate program
    - Providing additional professional development or research resources for faculty
    - Adjusting faculty teaching loads and assigned/release time

    Some guiding questions here are:

    - How can resources within the department be allocated in such a way as to better achieve the mission and goals of the department?
    - At what point in the prioritization of departmental goals do these recommendations fall?
    - What are the costs of each recommendation (both the direct monetary cost and the opportunity cost in the form of lost resources for other initiatives)? What is the extent of departmental funds available and where might the department turn for external funding?
- Make recommendations for how resources outside the department/program should be used. For example, the department may suggest that
    - Library collections be enhanced
    - Additional tutors be added to the learning resource center
    - Instructional technology support be improved
    - The university explore writing/speaking across the curriculum initiatives
    - Career placement services be improved

- Make a case to the dean for specific additional resources. For example, the department may ask for

- An additional faculty line or support staff
- Additional funds to support faculty professional travel or research
- Release time for curriculum development or research-related activities
- A reduction or increase in program enrollment

B. College Level

At the dean/college level, program reviews can be used to decide how to allocate resources across departments. For example, by looking across the results of several departments' program reviews, the dean may decide to:

- Add resources, such as faculty lines, travel money, equipment, space, to certain departments, based on needs identified in the reviews
- Enhance support to programs with the potential to grow or to establish research distinction in the field
- Combine or phase out certain programs
- Re-tool and reassign faculty or academic support staff

In making such decisions, a dean may consider:

- How do these recommendations fit into the overall department mission and goals?
- How do these recommendations fit into the College mission and goals?
- At what point in the prioritization of both sets of goals do these recommendations fall?
- What are the costs of each recommendation (both the direct monetary cost and the opportunity cost in the form of lost resources for other programs)?
- What is the extent of resources available and where might the dean turn to for eternal funding?

In addition, deans may use resource allocation decisions to ensure that departments include outcomes-based assessment and evidence-based decision making in the program review process to ensure that the process is a meaningful tool for quality enhancement. This can be encouraged by withholding resources if these two elements are absent from the self-study or granting additional resources for those programs engaged in meaningful assessment of student learning and which demonstrate evidence-based decision making within program review. Program review will be viewed as more meaningful and departments will take the process more seriously if there are a) consequences for departments not meeting new program review and assessment standards and b) strategic funding by deans and provosts of evidence-based proposals for improving student learning and other dimensions of program quality.

C. Institutional Level

At the institution level, program reviews can be used in a variety of ways in planning and budgeting, among them:

- By deans bringing forward requests during the budgeting process that are informed by the results of program reviews
  - In this case, many of the guiding questions listed under the dean/college level may also be questions that are discussed at this level, depending on institutional culture and the institution's business model.
- By aggregating program review results across departments and Colleges, the institution can get a sense of whether university goals (or strategic planning goals) are being met or being modified. If the overall pattern of results suggests that there is an area for improvement then university leadership may decide to allocate additional resources, typically to Colleges, to address that area.
- By institutional leadership articulating its primary strategic initiatives and allocating funds or resources to Colleges or programs in order to strengthen efforts in those areas.
  - If this approach is adapted, many of the guiding questions listed under the dean/college level may also be questions that are discussed at this level, depending on institutional culture and the institution's business model. The idea here is that the institution controls all allocation of resources and can influence directly the decisions to improve specific aspects of desired strategic initiatives.

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Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-___-16

RESOLUTION ON ADDING A SUSTAINABILITY CATALOG OPTION TO PASS (PLAN A STUDENT SCHEDULE)

1 2 3	WHEREAS,	Resolution AS-688-09 "Resolution on Sustainability Learning Objectives", defines Cal Poly's Sustainability Learning Objectives; and
4 5 6 7	WHEREAS,	Resolution AS-787-14 "Resolution on Sustainability", directs the Academic Senate Sustainability Committee to develop a list of classes based on a revised Senate accepted assessment process that meet the Sustainability Learning Objectives; and
8 9 10 11 12	WHEREAS,	Resolution AS-792-15 "Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives", identifies the process used to identify courses listed in the Sustainability Catalog (SUSCAT) now found online at http://suscat.calpoly.edu/; and
13 14 15	WHEREAS,	The Spring 2016 PASS webpage offers an option to "Show Fully Online Classes," although students do not have to take online classes to graduate; and
16 17 18 19	WHEREAS,	The 2014 CSU Sustainability Policy states, "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process;" and
20 21 22	WHEREAS,	Other CSU campuses use systems to visually identify sustainability courses in their course catalogs or online registration systems; and
23 24 25	WHEREAS,	The Second Nature Climate Commitment and the AASHE/STARS programs include curriculum components; therefore be it
26 27 28 29	RESOLVED:	That the Academic Senate recommends adding to PASS (Plan a Student Schedule) a "Show Sustainability Classes" option to the Select Course List tab on http://pass.calpoly.edu/main.html. The attached mockup in Figure 1 shows what students could see on a PASS screen.

Proposed by: Academic Senate Sustainability Committee
Date: April 12, 2016

What's new in PASS

Search criteria expanded

- New: Show GWR classes
- New: Show fully online classes

Search criteria simplified

We put checkboxes at the top of the selection area so you can easily

- Include classes already closed
- Show USCP classes
- Show GWR classes
- Show fully online classes
- Show SUSCAT Sustainability Classes

We put Show all GE in the Select by GE Area

- Makes toggling between all and specific areas easier

☑ Include Closed Classes

☐ Show USCP Classes

☐ Show GWR Classes

☐ Show Fully Online Classes

☑ Show SUSCAT Sustainability Classes

Select by GE Area

Show all GE

B2B4-Gen Ed Areas B2 & B4
B3B4-Gen Ed Areas B3 & B4
GEA1-General Educ Area A1

Dismiss

Figure 1—Concept showing how PASS could identify SUSCAT Classes.

Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-16

RESOLUTION TO REVISE CHANGE OF MAJOR POLICY

Background: The recent Change of Major Policy was instituted in Fall 2010 (available at http://www.academicprograms.calpoly.edu/content/academicpolicies/policies-undergrad/change-major), which superseded the Resolution on the Process of Change of Major (AS-582-02/IC) (available at http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1582&context=senateresolutions

When the new policy was instituted, there was the understanding that the policy would be assessed and revisited in the near future.

1	WHEREAS,	Two Joint Councils were formed in Fall 2015 to review and revise the
2		Change of Major Policy; and,
3		
4	WHEREAS,	The Joint Councils identified five emerging issues and drafted an action
5		plan to address these issue (see attached Summary of Change of Major
6		Policy Revisions); therefore be it
7		
8	RESOLVED:	That the Academic Senate approve the attached Change of Major Policy.

Proposed by: Academic Senate Instruction Committee
Date: April 26, 2016

CHANGE OF MAJOR POLICY
March 2016

Policy Statement

Because of the impaction of the campus and its programs, Cal Poly students must declare a major at the time of application. After making this decision, some students may find that their interests and abilities lead them in a different direction. The university must then offer a transparent and timely process for students to change majors and successfully complete a degree program.

General Information

Entering students are encouraged to make careful and informed decisions about their majors. All majors at Cal Poly are impacted, and it may be difficult to change majors despite students' best efforts. If students decide to change majors, doing so early in their academic career will help students make degree progress in a timely manner. This is likely to be a greater challenge for upper-division students (more than 90 units completed), including transfer students, who have fewer remaining degree requirements. Furthermore, students need to be aware that not all departments can accommodate an upper-division change of major.

Policy Standards

I. *Minimum Time at Cal Poly*
Students must complete at least one quarter at Cal Poly before requesting a change of major. The major exploration process can begin in their first quarter, but no official change of major may be initiated at that time.

II. *Basic Criteria*
In determining standards for major changes, a department representative may consider the following criteria when considering students' requests:
   a. Eligibility for the intended major at the time of admission.
   b. Academic record (e.g. GPA, coursework, etc.).
   c. Ability to complete degree requirements in the new major in a timely manner.
If students meet the basic criteria for the intended major, an Individualized Change of Major Agreement (ICMA) may be initiated by a department representative of the intended major.

III. *One Request Per Major*
Students who enter into a change of major agreement and do not complete the agreement's requirements, either by failing to complete the terms or by opting out due to a change of plan or interest, will *not* be eligible to request that same major again later in their career at Cal Poly.

IV. *Academic Standing*
A change of major agreement can be initiated while students are on Academic Probation (AP), if the department offering the intended major believes that the AP status is due to students being in a less suitable major and that the new major represents a viable path toward good academic standing. A change of major

agreement will be void if the students are academically disqualified prior to the completion of the agreement.

V. *Requesting a Change of Major*
To begin the formal change of major process, students must log into the Change of Major portlet located on the Academics tab at my.calpoly.edu. More information is available at advising.calpoly.edu.

VI. *Individualized Change of Major Agreement*
   a. The change of major may be approved immediately, completed within one quarter, or completed within a <u>maximum</u> of two quarters.
   b. The ICMA includes the following conditions:
      i. Students cannot be required to take courses before the ICMA begins.
      ii. Students cannot be required to take courses that are outside of the ICMA.
      iii. Students cannot be required to enroll in more than three specified courses or 12 units in the new major curriculum during the ICMA process.
      iv. Students should balance their schedule with General Education (GE) or other courses that may apply to both majors.
      v. Students' GPA requirements may include minimum GPA in courses specified in the ICMA, Term GPA, Cal Poly SLO GPA, or Higher Ed GPA.
      vi. Students' GPA expectation(s) established by the department representative must be attainable.

Summary of Change of Major Policy Revision

In February 2015, faculty, staff, administrators, and students from across campus were invited to participate in conversations focused on student success. Three main themes emerged: Policy Development and Implementation, College Advising Structure and Delivery, and the Roles and Responsibilities of the Mustang Success Center. In addition, two Councils (Associate Deans' Council and University Advising Council) were formed to address specific issues related to those themes.

In Fall 2015, the two Councils, known as the Joint Councils, were advised to focus their efforts first on the Change of Major policy. The Joint Councils completed an action plan that identified key areas to review and revise in the Change of Major policy. To provide common ground for student success, the Joint Councils also developed the following core values/guiding principles statement:

Core Values/Guiding Principles
Every student admitted to Cal Poly should have the opportunity to earn a Cal Poly degree. As a university we should be providing assistance and guidance wherever possible to achieve this goal. Students often find themselves in a major that is not a good fit for them. When we find students in this situation, we should be creating pathways for success preferably at Cal Poly or elsewhere if needed. Our policies should reflect this premise where possible.

The Joint Councils met several times in fall quarter to review the Change of Major Policy. In addition, Council members formed smaller work groups to explore the following areas that emerged for review: Department/College Practices, Data/Research, and Student Input. The work groups surveyed students and departments and studied change of major data from the last several years. Below is a summary of the work group findings:

Data Results
- Seventy-seven percent (77%) of departments responding to the survey do not follow the 24-unit maximum above program requirements policy statement.
- Students do not take significantly more units if they change their major.
- Students that change their major do not delay time to graduation.

Emerging Issues
- Fifty-three percent (53%) of majors require courses before students enter into an ICMA, which conflicts with the current policy.
- No clear point of entry exists for students to begin the change of major process.
- Currently there is no mechanism to enroll prospective students into required ICMA courses; courses often are restricted to majors only.
- No current mechanism exists to track students who do not persist in or complete the change of major process.
- Turnover of new change of major coordinators results in inconsistent processes for the students.

After review of the findings and discussion of emerging issues, the Joint Councils revised the current Change of Major policy and developed the following plan of action to execute the new policy:
- Direct students to attend a Change of Major Workshop based on their responses to the portlet questionnaire.

- Develop an <u>online inquiry form</u> in the Change of Major portlet that provides students one point of entry to formally initiative the change of major process.
- Provide a portlet mechanism to <u>close the loop</u> for students who are denied internal admission along the change of major process.
- Eliminate the 24-unit maximum above program requirements policy statement.
- <u>Provide training</u> for change of major coordinators on policy and implementation.
- Require all departments to post <u>change of major criteria</u> and link to the advising.calpoly.edu website.

Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-16

RESOLUTION ON DEPARTMENT NAME CHANGE: COMMPUTER SCIENCE TO COMPUTER SCIENCE AND SOFTWARE ENGINEERING

1 2 3 4	WHEREAS,	The department of Computer Science has requested that the name of its department be changed to COMPUTER SCIENCE AND SOFTWARE ENGINEERING to better reflect the programs being offered; and
5 6 7 8	WHEREAS,	In 2000, the Computer Science Department established the Software Engineering major which has undergone two successful ABET accreditations (2007, 2014); and
9 10 11 12	WHEREAS,	Over the intervening years, the Software Engineering program has grown to include a significant proportion of the department's population; and
13 14 15	WHEREAS,	Cal Poly is one of the few Universities that offers an accredited undergraduate degree in Software Engineering; and
16 17 18	WHEREAS,	All other departments in the College of Engineering (CENG) include the word "Engineering" in their names; and
19 20 21 22	WHEREAS,	The request for this name change has been approved by the College of Engineering Academic Department Chairs Council, the CENG Academic Senate Caucus, and the Dean for CENG; therefore be it
23 24 25	RESOLVED:	That the name of the Department of Computer Science be changed to DEPARTMENT OF COMPUTER SCIENCE and SOFTWARE ENGINEERING.

Proposed by: The Department of Computer Science
Date: May 2, 2016

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-___-16

**RESOLUTION ON MODIFICATIONS TO THE
*BYLAWS OF THE ACADEMIC SENATE***

1   RESOLVED: That the *Bylaws of the Academic Senate* be modified as shown on the attached
2   copy.

Proposed by: Academic Senate Executive Committee
Date: April 27, 2016

VIII. COMMITTEES
    A.   GENERAL

The functional integrity of the Academic Senate shall be maintained by the committee process. The committee structure shall include standing committees staffed by appointment or ex officio status, elected committees staffed by election, and ad hoc committees staffed either by appointment or election as directed by the Academic Senate Executive Committee. The Executive Committee may create ad hoc committees or task forces as it deems necessary for specific purposes, which, in the judgment of the Academic Senate Chair, cannot be handled adequately by the standing committees. Only the Executive Committee is authorized to create ad hoc committees or task forces, and these shall report to the Academic Senate by way of the Executive Committee.

    C.   COMMITTEE CHAIRS

1.   Chairs shall be members of the General Faculty.

2.   Committee chairs shall be voting members if and may be chosen from inside the committee or non-voting if chosen from outside the committees. The chair need not be an academic senator.

3.   The Executive Committee may choose to appoint the committee chairs. If the Executive Committee chooses not to appoint a committee chair, then the chair of that committee shall be elected by a majority vote of the eligible voting members on the committee.

4.   Committee chairs serve for one-year terms with a maximum of 8 consecutive years. Years served as committee member do not count towards the 8 years maximum for chair.

5.   Each committee chair shall be responsible for implementing the charges established by the Executive Committee [Xref: IV.A.1.d and VII.B.4], for keeping minutes, and for making quarterly reports to the Academic Senate Chair.

6.   The committee chair shall notify the chair of the college caucus whenever a member has not attended two consecutive meetings.

7.   Committee chairs shall meet with the Academic Senate Chair before the end of fall quarter [Xref: IV.A.1.d].

    I.   COMMITTEE DESCRIPTIONS

2.   Curriculum Committee

    (a)   Membership

College representatives shall be either the current chair or a current member of their college curriculum committee. The Professional Consultative Services representative shall be an academic advisor from one of the colleges. Ex officio members shall be the Associate Vice Provost for Academic Programs and Planning or designee, the Director of Graduate Education or designee, the Vice Provost for Information Services/Chief Information Officer or designee, the Dean of Library Services or designee, a representative from the Office of the Registrar, and an ASI representative.

7.   General Education Governance Board
      (a)   Membership
             (1)   The General Education Governance Board (GEGB) will
                    be comprised of two faculty members from CLA; two
                    faculty members from CSM; one faculty member from
                    each of the remaining colleges; one student; one member
                    from Professional Consultative Services (PCS); and a
                    GEGB Chair - at large (all voting members, with the
                    exception of the GEGB Chair, who has a tie breaking
                    vote only).

11.   Sustainability Committee
      (a)   Membership
             Ex officio members shall be the Provost/Vice President for
             Academic Affairs or designee, the Vice President for
             Administration and Finance or designee, Associate Vice Provost
             for Programs and Planning or designee, the Director of Facilities
             Planning or designee, the Manager Associate Director of
             Sustainable Energy and Utilities, one academic dean, and two
             ASI representatives.

BYLAWS OF THE ACADEMIC SENATE
SPRING 2015

II.   MEMBERSHIP OF THE ACADEMIC SENATE
  B.   TERMS OF OFFICE
    1.   Terms of office for senators: the elected term of office for senators shall be a two-year term or one-year term when the caucus membership changes by more than two representatives. A senator can serve a maximum of two consecutive, elected terms A senator can serve a maximum of four consecutive years and shall not again be eligible for election until one year has elapsed. A senator appointed to fill a temporary vacancy for an elected position shall serve until the completion of that term or until the senator being temporarily replaced returns, whichever occurs first. If this temporary appointment is for one year or less or if the senator is serving a one-year elected term, it shall not be counted as part of the two-term four years maximum for elected senators. The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.

    2.   Terms of office for Academic Senate Chair: once a senator is elected to serve as Academic Senate chair, that senator becomes an at-large member of the Academic Senate and the position vacated becomes a college vacancy to be filled by the college caucus. The elected term of office for Academic Senate Chair shall be a maximum of three one-year consecutive terms.

  C.   REPRESENTATION
    1.   Colleges and Professional Consultative Services with an even number of senators shall elect one-half of their senators each year. Those with an odd number of senators shall not deviate from electing one-half of their senators each year by more than one senator. All of the senators from each college and Professional Consultative Services shall constitute the appropriate caucus.

    2.   When a college or Professional Consultative Services with an uneven number of senators gains a new senator due to an increase in faculty in a year when more than one-half of their senators are to be elected, the new Senate position shall be for one year for the first year, then two years thereafter.

    3.   There shall be no more than one senator per department/teaching area elected by any college where applicable until all departments/teaching areas within that college are represented. A department/teaching area shall waive its right to representation by failure to nominate. This bylaw shall have precedence over Article III.B of the *Bylaws of the Academic Senate*.

Academic Senate Resolution in Support of the Academic Senate and Faculty of California State University, Chico

Presented by Academic Senators Chris Henson (English), Senator) and Loretta Kensinger (Statewide Academic Senator)

Whereas: the Academic Senate of California State University, Chico, on 10 December 2015, after four hours of deliberation, passed by a vote of 24-8 a resolution titled *Statement of No Confidence in the President, Interim Provost, and Vice President for Business and Finance*; and

Whereas: the Chico Academic Senate took this serious action after several years of mismanagement, lack of transparency, and lack of practice of shared governance by the administration of CSU, Chico, attested to by the statement accompanying the resolution which was provided by the Chico Academic Senate to the CSU Board of Trustees and Chancellor; and

Whereas: the continued mismanagement by CSU, Chico administrators has resulted in an extremely high rate of turnover and instability in administrative positions, low morale among faculty and staff, and an atmosphere of uncertainty, fear, and stress among faculty, staff, and students; and

Whereas: the CSU, Chico Academic Senate has made good faith efforts over a period of two years to identify the causes of these problems, communicate those causes to the executive leadership and to the Chancellor, and seek remedies; and

Whereas: those efforts have received little recognition or cooperation from either the CSU, Chico executive leadership or the Chancellor; and

Whereas: the continued mismanagement and lack of trust and low morale are having a destructive effect on the academic mission of the University; therefore be it

Resolved: that the Academic Senate of CSU, Fresno calls on the CSU Board of Trustees and Chancellor to take seriously the vote of no confidence and take measures to replace the administration with the "new, committed, and inspired leadership" called for in the CSU, Chico Academic Senate resolution; and be it further

Resolved: that the Academic Senate of CSU, Fresno urges the Academic Senate of the California State University (ASCSU) and other CSU campus Academic Senates to pass resolutions in support of the CSU, Chico Academic Senate and faculty; and be it further

Resolved: that this resolution be forwarded to the Chair of the CSU, Chico Academic Senate, the Chair of the Academic Senate of California State University, the Chairs of all the CSU campus Academic Senates, the CSU Chancellor, the CSU Board of Trustees, and the President, Interim Provost, and Vice President for Business and Finance at CSU, Chico.

Discussion Item

Definition of Membership of the General Faculty in the *Constitution of the Faculty*

1 ARTICLE I.　　MEMBERSHIP OF THE GENERAL FACULTY
2 ~~Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and~~
3 ~~belong to at least one of the following entities: (1) full-time academic employees holding faculty rank whose~~
4 ~~principal duty is within an academic department, unit, or program; (2) faculty members in the Pre-Retirement~~
5 ~~Reduction in Time Base Program; (3) full-time probationary and/or permanent employees in Professional~~
6 ~~Consultative Services as defined in Article III.1.b of this constitution; (4) full-time coaches holding a current faculty~~
7 ~~appointment of at least one year; (5) lecturers holding full-time appointments of at least one year in one or more~~
8 ~~academic departments, units, or programs; or (6) lecturers with a current assignment of 15 WTUs for at least three~~
9 ~~consecutive quarters.~~
10
11 Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and
12 belong to at least one of the following entities:
13
14 (1) full-time or part-time (PRTBs, FERPs, and faculty with reduction in time base) tenured/tenure-track instructional
15 faculty
16
17 (2) lecturers holding full-time appointments of at least one year, or who have had three consecutive quarters with an
18 ~~assignment~~ appointment of 15 WTUs per quarter;
19
20 (3) part-time lecturers holding appointments for at least six consecutive years;
21
22 (4) full-time or part-time (including PRTBs, FERPs, and faculty with reduction in time base) tenured/tenure-track
23 counselors or library faculty unit employees;
24
25 (5) full-time or part-time probationary and/or permanent employees in ~~Professional Consultative Services (PCS)~~
26 ~~which include (a) librarians; (a) counselors (SSP: SSP-ARI, SSP-ARII, and SSP-ARIII);~~ (a) student services
27 professionals (SSPs III and IV); and (b) physicians;
28
29 (6) full-time temporary ~~employees in PCS holding appointments of at least one year which include~~ (a) librarians; (b)
30 counselors (SSP: SSP-ARI, SSP-ARII, and SSP-ARIII); (c) student services professionals (SSPs III and IV); (d)
31 physicians; and (e) coaches; holding appointments of at least 12 consecutive months;
32
33 (7) part-time temporary ~~employees in PCS holding current employment of at least six consecutive years which~~
34 ~~include~~ (a) librarians; (b) counselors (SSP: SSP-ARI, SSP-ARII, and SSP-ARIII); (c) student services professionals
35 (SSPs III and IV); (d) physicians; and (e) coaches; and holding appointments for at least six consecutive years;
36
37 ~~(8) faculty participating in the Faculty Early Retirement Program (FERP);~~
38
39 Members of the General Faculty, including department chairs/heads, shall not cease to be members because of any
40 assigned time allotted to them for the carrying out of duties consistent with their employment at Cal Poly. "Visiting
41 Personnel," visiting faculty, and volunteer instructors shall not be members of the General Faculty. Members of the
42 General Faculty who are on leave for at least one year shall not be voting members during their leave.
43
44 Nonvoting membership in the General Faculty shall consist of all academic personnel not included in the voting
45 membership.
46

47	**ARTICLE III.**	THE ACADEMIC SENATE

Section 1.   Membership

(a)   Colleges with fewer than 30 faculty members (full-time lecturers and tenured/tenure-track instructional faculty) shall elect two senators. All other colleges shall elect three senators, plus one additional senator for each additional 30 faculty members or major fraction thereof.[1]

(b)   Designated personnel in Professional Consultative Services ~~(excepting directors)~~ as defined in Article I. Section 4-6 will follow the same formula for representation as used by the colleges (Article III. Section 1 (a)) ~~shall be represented in the Academic Senate by the formula of one senator per each fifteen members or major fraction thereof:[2]~~

     ~~(1)   Full-time probationary or permanent Librarians; and~~

     ~~(2)   Full-time probationary or permanent (a) counselors; (b) student services professionals [SSP]: SSP I-academically-related, SSP II-academically related, and SSP III academically related; (c) SSPs III and IV; (d) Cooperative Education lecturers; and (e) physicians.~~

     ~~(3)   Full-time coaches holding a current faculty appointment of at least one year.~~

(c)   Part-time lecturers in an academic department/teaching area and part-time student services professionals (SSPs III and IV); physicians; and coaches; ~~employees in Professional Consultative Services,~~ other than those who are members of the General Faculty as defined in Article I, will be represented by one voting member in the Senate.

(d)   Senators acting in an at-large capacity are the current Academic Senate Chair, the immediate Past Academic Senate Chair, and the CSU academic senators. All at-large positions shall be voting positions except for the Academic Senate Chair which is a nonvoting position except when the Chair's vote is needed to break a tie.

(e)   Elected senators and officers must be voting members of the General Faculty as defined in Article I with an appointment for their term of service.

(f)   Ex officio, nonvoting members are (1) the President of the University or designee, (2) the Provost or designee, (3) one representative from among the academic deans, (4) the ASI President, (5) the Chair of ASI Board of Directors, and (6) the Vice President for Student Affairs.

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[1] All calculations are based on employment data from October of the academic year of the election

[2] ~~All calculations are based on employment data from October of the academic year of the election~~

Group	Current Description	Proposed Description	CHANGE
A	1) Full-time academic employees holding faculty rank whose principal duty is within an academic department, unit, or program 2) Facutly members in the Pre-Retirement Reduction in Time Base Program	1) Full-time or part-time (PRTB, FERP, and facutly with reduction in time base) tenured/tenure-track instructional faculty	Include faculty on reduced time base (FERP)
B	3) Full-time probationary and/or permanent employees in Professional Consultative Services as defined in Article III.1.b of this constitution	4) Full-time or part-time (PRTB, FERP, and faculty with reduction in time base) tenured/tenure-track counselors or library faculty unit employees 5) Full-time or part-time probationary and/or permanent employees in (a) student services professionals (SSPs III and IV); and b) physicians 6) Full-time temporary: a) librarians; b) counselors (SSP-ARI, SSP-ARII, SSP-ARIII; c) student services professionals (SSPs III and IV); d) physicians; and e) coaches holding appointments of at least 12 consecutive months	Include temporary members
C	4) Full-time coaches holding a current faculty appointment of at least one year	6) Full-time temporary: a) librarians; b) counselors(SSP-ARI, SSP-ARII, SSP-ARIII); c) student services professionals (SSPs III and IV); d) physicians; and e) coaches; holding appointments of at least 12 consecutive months	No change
D	5) Lecturers holding full-time appointments of at least one year in one or more academic departments, units, or programs 6) Lecturers with a current assignment of 15 WTUs for at least three consecutive quarters	2) Lecturers holding full-time appointments of at least one year, or who have had three consecutive quarters with an appointment of 15 WTUs per quarter	No change
E		3) Part-time lecturers holding appointments for at least six consecutive years	New
F		7) Part-time temporary: a) librarians; b) counselors (SSP-ARI, SSP-ARII, SSP-ARIII); c) student services professinals (SSPs III and IV); d) physicians; e) coaches; holding appointments for at least six consecutive years	New

Membership of the General Faculty
Formula for calculating representation (02.11.16)

Current	Proposed
GENERAL FACULTY	**GENERAL FACULTY and PCS**
If <30 2 senators	If <30 2 senators
If >30 3 senators PLUS 1 for every 30 or major fraction thereof (50% + 1 = 16)	If >30 3 senators PLUS 1 for every additional 30 or major fraction thereof (50% + 1 = 16)
30 – 46 4 senators	0 – 29 2 senators
47 – 76 5 senators	30 – 45 3 senators
77 – 106 6 senators	46 – 75 4 senators
107 – 136 7 senators	76 – 105 5 senators
137 – 166 8 senators	106 – 135 6 senators
167 – 196 9 senators	136 – 165 7 senators
197 – 226 10 senators	166 – 195 8 senators
	196 – 225 9 senators
PCS	226 – 255 10 senators
1 for every 15 or major fraction thereof (50%=1=8)	
1- 15 1 senator	
16 – 38 2 senators	
38 – 53 3 senators	
54 – 68 4 senators	
68 – 83 5 senators	
84 – 98 6 senators	
99 – 113 7 senators	

Changes from formula

Current			Proposed		
College	Faculty	Positions	College	Faculty	Positions
CAED	71	5	CAED	71	4
CAFES	98	6	CAFES	98	5
OCOB	60	5	OCOB	60	4
CENG	150	8	CENG	150	7
CLA	177	9	CLA	177	8
CSM	205	10	CSM	205	9
PCS	62	4	PCS	62	4
	823	47		823	41

FULL-TIME FACULTY /PCS
FOR ACADEMIC SENATE ELECTIONS

Term	2016-2018			2015-2017			2014-2016			2013 2014
COLLEGE	# of faculty	# of positions	# of vacancies	# of faculty	# of positions	# of vacancies	# of faculty	# of positions	# of vacancies	# of positions
CAED	71	5	2	67	5	3	64	5	2	5
CAFES	98	6	3	94	6	3	91	6	3	6
OCOB	60	5	3	54	5	2	55	5	3	5
CENG	150	8	4	143	8	4	125	7	4	7
CLA	177	9	4	199	10	6*	160	8	3	9
CSM	205	10	5	200	10	6*	184**	8	4	8
PCS	62	4	2	79	5	3*	84	6	3*	5
TOTAL	823	47	23	836	49	27	763	45	22	45

*One of the senators' term shall be for one year
** Should have been 9 positions but due to timeframe & error in previous year it was decided to leave as it to avoid confusion.

1/AS/16/FAC Amendments to the Constitution of the General Faculty

BE IT RESOLVED: That the Academic Senate of California State University, Stanislaus recommends ratification of the attached amendments to the Constitution of the General Faculty; and be it further

RESOLVED: That the amendments be effective upon approval by General Faculty vote and by the President; and be it further

RESOLVED: That this resolution be shared with all CSU campus senates.

RATIONALE:

The Constitution of the General Faculty should be amended to recognize formally that all faculty members engaged in teaching and learning make valuable contributions to the University, to demonstrate an inclusive stance toward defining "General Faculty," and to support and reflect the definition of "Faculty" found in the Collective Bargaining Agreement.

The proposed amendments support the American Association of University Professors position on the inclusion in governance of faculty members holding contingent appointments, which recommends, in part, that:

Institutional policies should define as "faculty" and include in governance bodies at all levels individuals whose appointments consist primarily of teaching or research activities conducted at a professional level. These include (1) tenured faculty, (2) tenure-track faculty, (3) full- and part-time non-tenure-track teachers and researchers, (4) graduate-student employees and postdoctoral fellows who are primarily teachers or researchers, and (5) librarians who participate substantially in the process of teaching or research. Those individuals whose primary duties are administrative should not be defined as faculty.

This resolution is also further supported by the CSU Statewide Academic Senate Resolution AS-3199-15/FA (1/23/15), which states, in part:

RESOLVED: That the ASCSU affirm that opportunities for democratic participation, for all faculty unit employees including voting eligibility, leadership opportunities, campus and Statewide Senate representation, and inclusion at college, division, and departmental meetings are essential components of shared governance, and collegiality; and be it further

RESOLVED: That the ASCSU encourage campus senates to review or revise their constitutions and policies in order to include lecturers, non-tenure track librarians, coaches, and counselors, in the term "faculty" in a manner consistent with the CSU CFA Collective Bargaining Agreement (Article 2.13)

1

Attachment to 1/AS/16/FAC Amendments to the Constitution of the General Faculty
Amendments made to the Constitution of the General Faculty are as follows:

1. Amend Article III, Section 1.0 to eliminate the distinction between "General Faculty" and "Associate membership in the General Faculty," and to align the definition of "Faculty" with the Collective Bargaining Agreement, as follows:

ARTICLE III. ORGANIZATION OF THE GENERAL FACULTY

> **Section 1.0** Membership of the General Faculty of California State University, Stanislaus is defined to include **any faculty unit employee classified as a probationary, tenured, coaching, counseling, library, full-time, or part-time faculty unit employee.**

2. Eliminate Article III., Section 1.1, which defines "Associate membership in the General Faculty."

N.B.: For reference, the changes to the previous language of Article III, Sections 1.0 and 1.1 are indicated below:

ARTICLE III. ORGANIZATION OF THE GENERAL FACULTY

Section 1.0 Membership of the General Faculty of California State University, Stanislaus, is defined to include ~~the President of the University~~ any faculty unit employee classified as a probationary, tenured, coaching, counseling, library, full-time, or part-time faculty unit employee. ~~and all full-time academic and academic closely related employees. Academic closely related employees include librarians, counselors, and employees with academic rank. In general, membership in the General Faculty shall be limited to professional employees whose duties pertain to instruction, instructional support, and student counseling.~~

~~1.1 Associate membership in the General Faculty shall include academic and academic closely related personnel employed less than full time. They shall have the privilege of debate, but shall have no vote.~~