



Cal Poly WASC Steering Committee

July 13, 2009
2:00 - 4:00 p.m.
35-510B

In Attendance:

Peggy Browneller Paradis, Susan Elrod, Bruno Giberti, Anna Gold, Brent Goodman, Linda Halisky, Rachel Henry, Doug Keeseey, Tom Mackin, Skip Parks, Craig Schultz, Erling Smith, Susan Sparling, Scott Steinmaus, Tom Trice, Dan Villegas, Mary Whiteford

Absent:

Denise Campbell, Cassie Carter, David Conn, Mohammad Noori, Rick Ramirez,

Minutes

No minutes were available for the May 20th meeting.

Strategic Plan

- The current draft of the strategic plan is the second draft that resulted from campus comment and review by the president's cabinet. It is still a work in progress.
- To answer the question of what is a polytechnic, the writers looked at Carnegie classifications to see what types of programs made up polytechnic institutions. CP is well-defined by saying we have primarily programs in the professions and STEM complemented by strength in the humanities and social sciences.
- Erling handed out a summary of the plan that included vision, values, goals, strategic decisions, monitoring, reporting, and realigning, and strategies and tactics. The values and goals were broken down into institutional, individual, and community categories.
- Erling highlighted the following goals:
 1. Institutional level: maintain identity, establish recognition for leadership quality in higher education; graduates will be lifelong learners and whole-system thinkers with integrated breadth, balance, depth, and literacy in technology, arts and sciences.
 2. Community level: All students, faculty, and staff share polytechnic identity.
- Erling highlighted the following strategic decisions:
 1. All majors will be polytechnic and have depth of expertise, breadth, balance, and literacy in technology, arts and sciences.
 2. CP will integrate, interconnect, and network programs, faculty, staff, and students.
- The metrics committee developed a set of key performance indicators. Erling is currently asking campus constituents what metrics they'd choose and seeing whether their replies match what the committee developed.
- Progress is being made on developing a group of peer institutions.
- The self-study and strategic plan may be circulated to the campus together.
- Erling will send out the current draft so that the working group chairs can
- Part of ISL and OPI essays resemble a strategic plan. These parts can be compared and contrasted with the strategic plan, and there can be a dialogue between the two reports. The

strategic plan can point to the WASC report as a source document.

- It would be helpful to pull the action items out of each working group's essay.
 - Erling would like the working groups' input on which metrics would be useful.
 - In a related effort, a group has been discussing a dashboard of academic metrics with four sources of data:
 1. Table 6, the annual inventory of assessment activities turned in by each program
 2. A college-level assessment exercise based on WASC rubrics
 3. IP&A program data produced for Academic Program Review that includes enrollment and student success data
 4. Existing survey data: NSSE, FSSE, student survey, faculty/staff survey
- This effort is currently on hold pending budget updates.

Teacher-Scholar Model Draft Report

- The report will be based on the proposal questions.
- The first section will define the teacher-scholar model and will borrow from the Boyer Report.
- We hire as if we're an R1, but we support as if we're a JC. The resulting workload has been the primary complaint of faculty members.
- TSM will use CSUs as a peer list for scholarly activity because Cal Poly is toward the middle of the CSU in terms of scholarship money. Cal Poly's funding, however, is growing faster than other CSUs', and the percentage of that money that goes toward student wages is above the CSU average, which demonstrates learn-by-doing. Does this fit with other sections?
- The Inclusive Excellence section addresses how diversity relates to the TSM.
- Faculty members don't want larger classes, and some of them are opposed to hiring grad students to teach classes, which makes reducing workload very difficult.
- The increased proportion of grad students called for in the strategic plan may affect the number of grad students teaching classes and therefore affect faculty workload.
- A possible activity for the EER is an assessment project comparing student learning in the same course that's faculty-taught and grad student-taught. Possible courses to use for the assessment include Biological Sciences labs and English 134. It will be important to make sure the groups being sampled are comparable.
- Use RPT report as evidence but not as section.
- Scholarship of application is tied to LBD and OPI.
- Scholarship of integration ties into OPI.
- What are reasonable expectations to allow faculty to remain current in their fields and to teach? Whatever is decided, those expectations need to be supported.
- The TSM report will probably recommend clear RPT standards at the university level.

Learn-by-Doing Draft Report

- LBD has historically been undefined.
- The most sophisticated definitions of LBD came from the student survey. They combine the process and product definitions of LBD.
- There will be a definition of LBD. It will get away from a product-based concept and be based on viewing LBD as a continuum with different stages.
- The report contains examples of how LBD is currently implemented in the curriculum.

- LBD here is not that different at Cal Poly than it is at other institutions. The difference is that we insist on it from the beginning of a student's career. It might be more helpful to find out how declaration of major on entry affects student success and LBD.
- The number of clubs and students involved in clubs seems higher here. It did show up on the survey that a lot of students said they participated in clubs and said they were learning there. Alumni also found club participation valuable.
- General Education falls down the list of where students participate in LBD if the strongly agree and agree responses are combined.
- According to NSSE, students' participation in the co-curriculum is higher at Cal Poly than at peer institutions. The co-curriculum piece could be further developed in the LBD essay.
- AAC&U compiled NSEE results from member institutions and put out a report on high impact practices in higher education. We could compare our practices to the report.
- LBD is key to achievement of the ULOs. Senior project and the major are seen as the main areas where LBD takes place in relation to the ULOs. Faculty see curricular activities as the main place students achieve the ULOs, whereas students stress the co-curriculum.
- GE is rated high for achieving the DLOs, but students don't perceive it as LBD, despite service learning. The major was also rated high for achieving DLOs.
- This perception of GE is a problem because when it's seen as not fulfilling the central promise of Cal Poly, it's not valued. A narrow definition of LBD exacerbates this problem.
- A narrow definition of LBD also causes difficulties for faculty in the professional colleges in that students will get impatient with any activity, such as reading, that they don't perceive as LBD.
- The reported attitudes may be a product of the way the survey questions were worded.
- The project-based learning section will be further developed.
- Not all classes have to be LBD.
- Maybe LBD is about the level of engagement with the material.
- LBD already has an identity on campus and will continue to be sold by Admissions and perceived by students that way, so it may be more helpful to find out what it is perceived to be than to redefine it.
- Theory is an important part because application of theory is what separates us from a trade school.

ISL Draft Report

- The focus of the ISL essay became where do students learn and how to intentionally integrate students' educational experience. NSSE revealed some strengths to build on in this area, including that students live on campus and attend class regularly.
- The essay includes the higher education context and supporting literature for the value of this integration. It also includes a mapping of the CAS standards to the ULOs.
- There are pieces to come from other authors regarding GE, the ULO project, and APR, which will help answer the "how well are students achieving the ULOs" question.
- The faculty/staff survey revealed that most people believe everyone shares the responsibility for student learning, which is encouraging when considering improvements. The section on improvements will include a history of Inclusive Excellence, a discussion of the flaws of the mission statement, and the survey information on change of major.

- No conclusions have been reached in this essay yet. Some possible conclusions are support for an e-portfolio and support of the ULO project as an agent of integration.
- AAC&U has begun VALUE: Valid Assessment of Learning in Undergraduate Education, an e-portfolio project that competes with the VSA (Voluntary System of Accountability) and that provides a number of rubrics and supports integration.
- There are a number of items in the report, such as advising, early choice of major, curriculum/co-curriculum, that all address a student's path through Cal Poly, who determines that path, and who has the perspective to determine that path well. A longitudinal study on this topic might be worthwhile.
- Do we know what distinguishes our graduates, especially in the area of integration? No, but we'd like to and some tracking of alumni could be a recommendation of the CPR report.
- The literature on learning suggests that students are not mature learners when they graduate. It would be nice to know whether what we do enables them to become mature learners later in life. Alumni surveys don't currently address this question.
- Bruno will work with Susan on the section regarding the mission statement. A recommendation that the mission statement needs to be revised to include staff so that it is a more integrating document.
- Another recommendation that may come out is to include learning objectives on syllabi.