

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

**AS-716-10**

**RESOLUTION ON ACADEMIC ASSESSMENT AT THE  
PROGRAM AND UNIVERSITY LEVELS**

- 1 WHEREAS, As a university accredited by the Western Association of Schools and Colleges
- 2 (WASC), Cal Poly is expected to assess educational effectiveness “at each level of
- 3 institutional functioning” (Criteria For Review 4.4); and
- 4
- 5 WHEREAS, The General Faculty acknowledges its responsibility for teaching and concern for
- 6 student learning; and
- 7
- 8 WHEREAS, Academic assessment is here defined as the consideration given to the evidence of
- 9 student learning based on stated program and university outcomes; and
- 10
- 11 WHEREAS, The purpose of assessment is to support academic planning and program
- 12 improvement; and
- 13
- 14 WHEREAS, To be effective, the process of assessment must focus not on the individual student
- 15 or faculty member but on the program or institution; therefore be it
- 16
- 17 RESOLVED: That findings or data resulting from assessment at the program or university levels
- 18 should be of a general nature and not linked to individual faculty members; and be
- 19 it further
- 20
- 21 RESOLVED: That findings or data resulting from such assessment must not be used in making
- 22 retention, tenure, and promotion decisions nor placed in an individual faculty
- 23 member’s personnel action file; and be it further
- 24
- 25 RESOLVED: That the Academic Senate oversees university-level assessment; and be it further
- 26
- 27 RESOLVED: That RPT reviewers regard faculty participation in assessment activities as an
- 28 appropriate contribution to teaching, scholarship, or service.

Proposed by: R. Fernflores, B. Giberti, and D. Keesey  
Date: September 21 2010  
Revised: September 28 2010  
Revised: October 19 2010

CFR #	Revised Criteria for Review (CFR) or Revised Guideline to CFR1	Self-Assessment
4.4	<p>The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.</p>	<p>Cal Poly has clear policies and practices that provide quality assurance at each level of institutional functioning. For example, all proposals for new or substantially modified <u>programs, curricula and courses</u> are reviewed by peer committees and administrators at the department, college, and institutional levels. Reviewers' findings are communicated to those making the proposals, often resulting in improvements to the proposals. All academic programs undergo periodic <u>program review</u>, with standard program data provided by IP&amp;A and external reviewers in effect benchmarking against other institutions. Programs are required to maintain assessment plans and prepare action plans intended to turn recommendations into realized improvements.</p>

State of California  
**Memorandum**

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-716-10  
Resolution on Academic Assessment at the Program and University Levels

---

This memo formally acknowledges receipt and approval of the above-referenced Academic Senate Resolution.

Please express my appreciation to the committee members for their work on this issue.