Adopted: January 10 2012

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

AS-739-12

RESOLUTION ON COURSE LEARNING OUTCOMES

1 2	WHEREAS,	In its report on the visit of February 10-12, 2010, the WASC visiting team recommended "1) that there is alignment between university, program, and course
		learning objectives across the institution; and 2) that all learning objectives appear
3		systematically in university documents"; and
5		
6	WHEREAS,	This recommendation reflects the consensus on best practices among WASC-
7		member institutions; and
7 8 9		
9	WHEREAS,	These practices include the use of objectives/outcomes to encourage students to
10		be more intentional and reflective of their own learning; and
11		
12	WHEREAS,	By Academic Senate action, all programs were asked to evaluate the alignment of
13		their program learning objectives to the University Learning Objectives; and
14		
15	WHEREAS,	The course proposal form has asked for a list of course learning objectives since
16		2000, and the new course proposal form asks for a list of University Learning
17		Objectives and program learning objectives supported by the course; therefore be
18		it
19		
20	RESOLVED	That all courses have course learning outcomes that are approved by program
21		faculty and aligned to the program learning objectives; and be it further
22		
23	RESOLVED:	That course learning outcomes be published along with other course information
24		in the Cal Poly online catalog; and be it further
25		
26 27	RESOLVED:	That faculty communicate course learning outcomes to students via the syllabus or other means appropriate to the course.

Proposed by: WASC/Academic Senate Integration and

Student Learning Work Group

Date:

October 18 2011

Revised:

November 21 2011

Revised:

January 10 2012

BACKGROUND MATERIAL

Adopted: May 2, 2006

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

AS-644-06

RESOLUTION ON COURSE SYLLABI

1 2 3	WHEREAS,	Campus Administrative Policy requires that faculty provide a syllabus for each course that they teach; and
4 5	WHEREAS,	Students have a need and a right to know the expectations and assessment methods of the courses they are taking; therefore be it
1 2 3 4 5 6 7 8 9	RESOLVED:	That every instructor shall make available to each student in her/his class, during the first class meeting, a written course syllabus providing:
10 11		 Instructor's contact information including office hours and office location A list of required text(s) and supplementary material for the course
12 13		 Methods and expectations for assessing/grading student performance for the course Attendance requirements and make up policy (if applicable)
14 15 16 17		 Other information the instructor deems necessary to assure the student's understanding of the nature, requirements, and expectations of the course; and be it further
18 19 20	RESOLVED:	That each instructor shall be required to spend a portion of the first meeting of the class discussing the course syllabus; and be it further
21 22 23 24	RESOLVED:	That this resolution recognizes that faculty hold final responsibility for grading criteria and grading judgment and does not restrict the right of faculty to alter student assessment or other parts of the syllabi during the term; and be it further
25 26 27	RESOLVED:	That the above three Resolved clauses shall become part of the Campus Administrative Policy; this policy shall be included in the Faculty Handbook; and this policy shall be communicated to all faculty at least once each year by the Provost or her/his designee.

Proposed by: Academic Senate Executive Committee

Date: March 14, 2006 Revised: March 28, 2006 Revised: April 11, 2006 Revised: May 2, 2006

BACKGROUND MATERIAL

Theme 1: Learn-by-Doing

Learn-by-Doing is a clearly established and successful practice at Cal Poly. The team urges Cal Poly to develop measurable ways of demonstrating the educational effectiveness of this practice.

Theme 2: Teacher Scholar Model

There is a strong foundation for the teacher scholar model at Cal Poly and great opportunities to further the development of this model. Cal Poly is positioned to rapidly increase the amount of research that is occurring. It is recommended that Cal Poly continue to clarify the definitions associated with the teacher scholar model, including establishing a plan that includes targets to be accomplished by the EER visit and beyond.

Theme 3: Integration and Student Learning

Cal Poly is invested in integrating students' learning experiences that occur in general education, in their majors, and co-curriculum. However, everyone seems to be waiting for someone else to take the initiative to take this effort forward. A leadership structure needs to be identified so that this agenda will benefit from further focus and be moved forward.

Recommendations Related to the Standards

- Considerable effort needs to occur in the next 18 months to assure: 1) that there is alignment between university, program, and course learning objectives across the institution; and 2) that all learning objectives appear systematically in university documents.
- Attention needs to be given to clearly identifying who among the leadership is responsible for educational assessment and assuring that the related educational goals are linked with budgeting.
- Questions have been raised about undue influence of donors in the operation of the university. It is recommended that the university consider an independent review of any such alleged incidences.
- The university has recently adopted an inclusive excellence initiative. The team
 applauds this effort. Appropriate leadership has been identified to continue this

Cal Poly San Luis Obispo, Capacity and Preparatory Review - Site Team Report - 31

BACKGROUND MATERIAL

initiative. We urge continued progress on enhancing the diversity of the students, staff and faculty, with particular attention to campus climate.

- In consideration of their current financial difficulties, it is recommended that close attention be given to maintaining the quality of buildings and facilities.
- Financial uncertainties jeopardize the future viability of the university's
 comprehensive polytechnic mission. It is recommended that there be continuous
 monitoring of university finances and that relevant financial options be considered to
 sustain the quality of academic offerings.
- The faculty is encouraged to invest time in reviewing the role and critical nature of faculty governance in academic decision-making.
- Attention needs to be given to creating a greater awareness of the role of the WASC self-study process in affecting institutional strategic planning.
- Apparent inconsistencies exist in the collection and utilization of data by programs. It
 is recommended that the university expand its capacity for institutional research and
 analysis to support academic decision-making.

SECTION V - Preparations for the Educational Effectiveness Report and Review

In preparation for the EER visit the University will continue to utilize its institutional themes (Overarching Theme: Our Polytechnic Identity; Theme 1: Learn-by-Doing; Theme 2: The Teacher Scholar Model; and Theme 3: Integration and Student Learning). As the University pursues these efforts in preparation for the EER, it has expressed awareness that this presents an excellent opportunity for Cal Poly to demonstrate the educational effectiveness of its signature pedagogy, Learn-by-Doing.

State of California Memorandum



To:

Rachel Fernflores

Chair

Academic Senate

Date:

February 28, 2012

From:

Jeffrey D. Armstrong

President

Copies:

K. Enz Finken

E. Smith

B. Giberti

Subject:

Response to Academic Senate Resolution AS-739-12

Resolution on Course Learning Outcomes

This is to formally acknowledge receipt and approval of the above-referenced Academic Senate resolution.

Please extend my thanks to the Academic Senate for its efforts in this matter.