I. Minutes: none.

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

III. Reports:
A. Academic Senate Chair: Femfloses reminded the Senators that the celebration of Unny Menon’s life will be on December 2nd, in the ATL at 11.
B. President’s Office: Kinsley reported that she will begin a comprehensive review of the Campus Administrative Policies.
C. Provost: none.
D. Vice Provost for Student Affairs: none.
E. Statewide Senate: LoCascio reported that there is a rumor going around that campuses will be required to fund their own statewide senators, at an estimated cost of $10,000 per senator, because the CSU statewide is out of money.
F. CFA Campus President: Thorncroft reported that CFA has declared an impasse on contract negotiations. There are no further details at this time.
G. ASI Representative: Tabrizi reported that ASI held its first ASI Alumni Council two weeks ago. The UU Advisory Board has approved a mandatory fee of $36.00 a month per students for the new Rec Center; faculty and staff will have the option to join for $40.66 a month.

IV. Special Reports:
A. Report on Student Success Fees: Kimi Ikeda. PowerPoint presentation is available at: http://www.academicsenate.calpoly.edu/content/meetings_calendar
C. Report on program review – status of programs in process, summary information on reviewers, and summary of the “Senior Project Project”: Delores Lencioni, Mary Pedersen, and Erling Smith. Due to lack of time, this report is postponed until winter quarter.

V. Consent Agenda: approved as presented.

VI. Business Item(s):
A. **Resolution on Course Outcomes/Objectives (WASC/Academic Senate Integrated Student Learning Work Group):** Giberti presented this resolution, which requests that all course learning outcomes/objectives be aligned to the program learning objectives, be approved by program faculty, communicated to students, and “publish” on course syllabus. Resolution will return as a second reading item with the following friendly amendments:

First WHEREAS, In the (date) report, the WASC visiting team recommended that “considerable efforts need to occur in the next 18 months to assure: “1) that there is alignment between university…”

Fourth WHEREAS, By Academic Senate action, all programs were asked to evaluate the alignment of have aligned their program learning objectives to the ULOs; and

VII. Discussion Item(s): none.

VIII. Adjournment: 5:00 pm

Submitted by,

[Signature]

Gladys Gregory
Academic Senate
Student Success Fee
Why Am I Here?

- Provide Information
- Solicit Feedback and Comments
- Ask for your help in providing information to our students so that they are able to make their own informed decision
Student Success Fee

• Universitywide Fee - $260 per Quarter to be Phased in Over 3 Years ($160/$210/$260) starting Fall 2012 – Generates approx. $14 million when fully implemented

• Campus Mandatory Category II Fee

• Subject to an Advisory Referendum and/or Other Alternative Consultation

• New Fee – Requires Approval by the Chancellor
Background

- Shift in State Support 90% (late 80’s) to 41% (current)
  - More acute over the last 4-5 years
  - Reduction in State Support
  - State University Fee/Tuition rates have doubled
  - Not all tuition returns to campus - 1/3 set aside for Financial Aid

- All monies generated from Campus Mandatory Fees remain with the campus and can be allocated based on institutional needs/priorities
Background (cont.)

- Over the last 4 years:
  - Reduction in State Support -> $60 million
  - Net Revenue Increase -> $32 million
  - Leaves a Gap of $28 million

- In-State Mandatory Fees
  - Cal Poly = $7,986 (Current)
  - CSU Average = $6,519
  - Rutgers University = $12,755
  - George Mason University = $9,266
  - Cleveland State University = $8,952
  - UC Average = $14,369
Purpose

- Preserve Every Aspect that Makes Cal Poly “Special” – The Value of the Cal Poly Degree/Experience

- Preserve/Enhance the Academic Experience – Progress to Degree and Graduation

- Preserve/Enhance the Student Experience – Student Enrichment and Development
Academic Experience Examples

• Help students graduate on time to reduce financial burden – advising, offering more classes and labs, etc.
• Tools to better plan when to offer which courses based on student need
• Interdisciplinary Learn by Doing Experiences
• Tutoring Services/Supplemental Instruction
• Digital resources that will enhance teaching and learning
Student Enhancement and Development Examples

• Opportunities that allow students to contribute more wholly to a global society by enhancing campus diversity and cultural competence
• Support for students facing personal challenges that may impede their progress to degree (e.g., Counseling Services)
• Experiences that will help students be prepared for the job market
Allocation Process

• President to Establish a New Committee
• Co-Chaired by CFAC Co-Chairs
• Membership – Majority Students
• Allocation Process TBD
Financial Aid

- For the neediest students, the State University Grant (SUG) covers the State University Fee/Tuition, the remaining fees would be covered by PELL
Timeline

• Begin Sharing Information w/ Campus - December
• Student Notification/Education 30 day period – Begins January 20th
• Student Advisory Referendum – End of February
• Solicit Feedback from Various Student Groups – End of February
• Action by President/Chancellor – Early March
Resolution on Course Learning Outcomes

WASC Working Group on Integration and Student Learning
November 29, 2011
Revisions Based on the First Reading

- A more precise statement of the WASC recommendation taken from AS-732-11 (lines 1-4)

- A note about the new course proposal form asking for university and program learning objectives (16-17)

- A more compact statement of the first three resolved clauses (20-21)

- An additional clause on publishing course outcomes in the online catalog (23-24)

- A more flexible statement on communicating outcomes to students “via the syllabus or other means appropriate to the course” (26-27)
General Observations

• The resolution has come a long way since first proposed in Spring 2011; it is broader and better focused, with less emphasis on the vehicle of the syllabus, which does not bear the burden of publication.

• The resolution has become a statement of principle:
  
  • All course have learning outcomes.
  
  • Course learning outcomes are published in the catalog.
  
  • Course learning outcomes are communicated to students in a manner appropriate to the course.

• We are all professionals; we are all members of an accredited institution.