

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
**ACADEMIC SENATE**  
805.756.1258

**Meeting of the ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, October 3, 2000**  
**UU220, 3:00 to 5:00pm**

August

- I. Minutes: Approval of minutes for the Academic Senate Executive Committee meeting of July 29, 2000 (pp. 2-3).
- II. Communication(s) and Announcement(s):
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost's Office:
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. ASI Representatives:
  - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Academic Senate/Senate committee vacancies:** (p. 4)
  - B. **University-wide committee vacancies:** (p. 5)
  - C. **Curriculum proposals:** Keesey, chair of the Curriculum Committee (proposals can be viewed at [www.calpoly.edu/~acadprog/curriculum/curriculum\\_webdir.html](http://www.calpoly.edu/~acadprog/curriculum/curriculum_webdir.html)).
  - D. **Resolution on Academic Program Review:** Morrobel-Sosa, Chair of IALA (pp. 6-17).
  - E. **Resolution on Choice of Catalog Requests Older Than 10 Years:** Breitenbach, chair of the Instruction Committee (p. 18).
  - F. **Campus nomination for Faculty Trustee.**
- VI. Discussion Item(s):
  - A. **Campus representation on the Academic Senate CSU:** (p. 19).
  - B. **Ballot for faculty referendum on constitutional change to allow voting rights to part time representative on the Academic Senate:** (pp. 20-21).
  - C. **Centennial celebration.**
  - D. **Other.**
- VII. Adjournment:

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**San Luis Obispo, California 93407**  
**ACADEMIC SENATE**

**MINUTES OF**  
**The Academic Senate Executive Committee**  
**Tuesday, August 29, 2000**  
**UU220, 10:00-12:30 p.m.**

Preparatory: the meeting was opened at 10:15 a.m.

- I. Minutes: The minutes of Academic Senate meetings for May 16, May 23, May 30, June 1, June 6, 2000 and Academic Senate Executive Committee meeting of July 6, 2000 were approved without change.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
  - A. Academic Senate Chair: (1) Hood participated in discussion with Academic Records to locate common university practices for handling student information prior to implementation with CMS PeopleSoft and found many discrepancies in the way practices are administered throughout campus. Hood has requested that Stacey Breitenbach look into this matter. (2) The CMS project team has recommended to President Baker that Cal Poly not be a pilot campus for the CMS Student Administration because at this time PeopleSoft software is not as developed as WebReg. Cal Poly has been a pilot campus for the Human Resource and Business & Finance portion of the CMS project.
  - B. President's Office: none.
  - C. Provost's Office: At Fall Conference, President Baker will speak on translating the WASC experience into concrete results. April 21, 2001 will be kickoff date for the Centennial Campaign which will take place in conjunction with Open House and Poly Royal. Chancellor Reed will visit our campus in late November. The searches for Dean of Extended Education, Dean for the College of Business, and Dean of UCTE have been completed.
  - D. Statewide Senators: The statewide Academic Senate will meet in Long Beach during Fall Conference. Larry Gould is the new chair for the Board of Trustees.
  - E. CFA campus president: none.
  - F. ASI Representatives: Leigh Ann Love will be the ASI representative for the 2000-2001 academic year.
  - G. Other: Linda Dalton reported that the revised Master Plan as well as a draft EIR would be available in fall. Dalton also reported that fall enrollment of students is on target.

Joe Grimes indicated that a Responsible Use policy would be in place at the beginning of the year. Cal Poly is forming a relationship with AOL in which local business will have, on their web pages, links to certain Cal Poly web pages.

- IV. Consent Agenda:
  - A. Robert Detweiler requested that the Senate appoint a representative to the ASI/UU Task Force. Dave Hannings was approved as the Senate representative to this Task Force.
  - B. There is a request for nominees to the Faculty Trustee position on the CSU Board of Trustees. Harold Goldwhite is the current Faculty Trustee. The deadline for nominations is October 1, 2000. Myron Hood will report on this request for a nominee after the Statewide Academic Senate meeting to be held September 13-15.
  - C. The Lunchtime Advisory Program was supported last year by contributions of \$1,000 each from the Foundation, ASI, and the Academic Senate. The Foundation is interested in continuing the program but the ASI President, Sam Aborne, is not interested in continuing. Myron Hood will

have further discussions with Frank Mumford, Director of Foundation, and Sam Aborne, ASI President.

V. Business Items:

- A. **Academic Senate Calendar of Meetings:** M/S/P to approve calendar of meeting as presented.
- B. **Academic Senate assigned time allocations:** M/S/P to approve assigned time allocations as presented.
- C. **Resolution on Revision of *Fairness Board Description and Procedures*:** M/S/P to agendize for the next Academic Senate meeting scheduled for September 26, 2000.
- D. **Resolution on the Graduate Writing Requirement:** There were a number of suggestions for the committee proposing the resolution including the possibility of designating the GWR upper division, writing intensive courses in the Class Schedule. There was a request for greater detail concerning the implementation of the revised GWR procedures and a request to provide background material including the current GWR policies and procedures. M/S/P to agendize for the the next Academic Senate meeting scheduled for September 26, 2000.
- E. **Resolution on Raise the Standards for Mathematics at Cal Poly:** M/S/P to sent resolution to the Academic Senate Curriculum Committee, the GE Committee, the Mathematics Department, and ASI for their comments and to agendize for the first Senate meeting of the Winter Quarter. There will be a deadline for input from these groups of the end of the Fall Quarter. Any input received will be taken into consideration.
- F. **Resolution on 1999/00 Program Review and Improvement Committee Report of Findings and Recommendations:** M/S/P to agendize for the September 26 meeting.

VI. Discussion Item (s):

- A. **Summer enrollment:** The Deans' Enrollment Planning Advisory Committee (DEPAC) made a recommendation to the Deans Council and colleges to prepare a plan to enhance summer quarter enrollment. Harvey Greenwald recommended that the Budget and Long Range Planning Committee work with Extended University Programs and Services in regards to summer enrollment.

VII. Adjournment: The meeting was adjourned at 12:30 p.m.

Submitted by:

  
Gladys Gregory/Harvey Greenwald

9.25.00

## Academic Senate Committee Vacancies for 2000-2002

### COLLEGE OF AGRICULTURE

	<u>Department</u>	<u>Order of Preference</u>
<u>Student Grievance Board</u>		

### COLLEGE OF ARCHITECTURE

	<u>Department</u>	<u>Order of Preference</u>
<u>Faculty Affairs Committee</u>		

### COLLEGE OF BUSINESS

	<u>Department</u>	<u>Order of Preference</u>
<u>Grants Review Committee</u>		



9.19.00

**UNIVERSITY-WIDE COMMITTEES**  
**Faculty Interest Questionnaires Vacancies for 2000-2002**

	<u>Department</u>	<u>Order of Preference</u>
<u>CAMPUS FEE ADVISORY COMMITTEE</u> (1 Vacancy/1 Appointment)		
<u>STUDENT HEALTH ADVISORY COMMITTEE</u> (1 Vacancy/1 Appointment)		
Ruef, Mike	UCTE	1 of 1
<u>SUBSTANCE USE AND ABUSE ADVISORY COMMITTEE</u> (1 Vacancy/1 Appointment)		

Adopted:

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

**AS-\_\_\_-00/IALA  
RESOLUTION ON  
ACADEMIC PROGRAM REVIEW**

**Background:** 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 Improvement 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.

In 1999, the Provost appointed and charged the Task Force on Institutional Accountability and Learning Assessment "to propose a systematic and coordinated approach to addressing academic (and larger institutional) accountability and assessment issues" consistent with our institutional mission and values. The need to build upon, integrate and implement the perspective and approaches contained in existing Cal Poly documents, and the desire to keep these approaches clear, concise and simple were also emphasized. The revised academic program review process drafted by the Task Force, and attached to this resolution, is submitted for your consideration.

**WHEREAS:** The CSU has established policies requiring periodic review of the following academic programs: major programs, graduate programs, and general education. These policies have been reaffirmed in *The Cornerstones Report*, the *Cornerstones Implementation Plan*, and *The CSU Accountability Process*.

**WHEREAS:** Cal Poly's Academic Senate has also established procedures and guidelines for the conduct of academic program reviews, as evidenced by Senate resolutions: *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*

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).  
36

37 WHEREAS: The implementation of the Academic Senate resolutions on academic program  
38 review has resulted in a duplication of processes and inefficient use of resources.  
39

40 WHEREAS: An effective academic program review should recognize program distinctiveness  
41 and different disciplinary approaches to student learning.  
42

43 WHEREAS: An effective academic program review should also include the direct participation  
44 of the Deans, as recently noted in by the WASC Visiting Team in the WASC  
45 Visiting Team Final Report.  
46

47 WHEREAS: Self-studies of interest and significance to the faculty are more conducive to  
48 program improvement than are formulaic exercises in compliance.  
49

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

Proposed by: The Task Force on  
Institutional Accountability and Learning  
Assessment (IALA)  
Date: October 3, 2000

State of California



**Task Force on Institutional  
Accountability and Learning Assessment**

25 September, 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)
- 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 Improvement 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 will be coordinated to coincide with the accreditation or re-accreditation review, whenever possible. Although some programs may choose to use the self-study developed for their professional accreditation as one of the elements of the APR, it is important to note that accreditation 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 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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).
10. 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. A copy of the APR report and the action plan will be 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, other mandated reviews, or with reviews for new degree programs. For example, engineering programs are subject to accreditation by ABET on a six-year cycle, whereas business programs are subject to accreditation 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 review. In this case, it is incumbent on the individuals 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 conjunction 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 & 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

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.

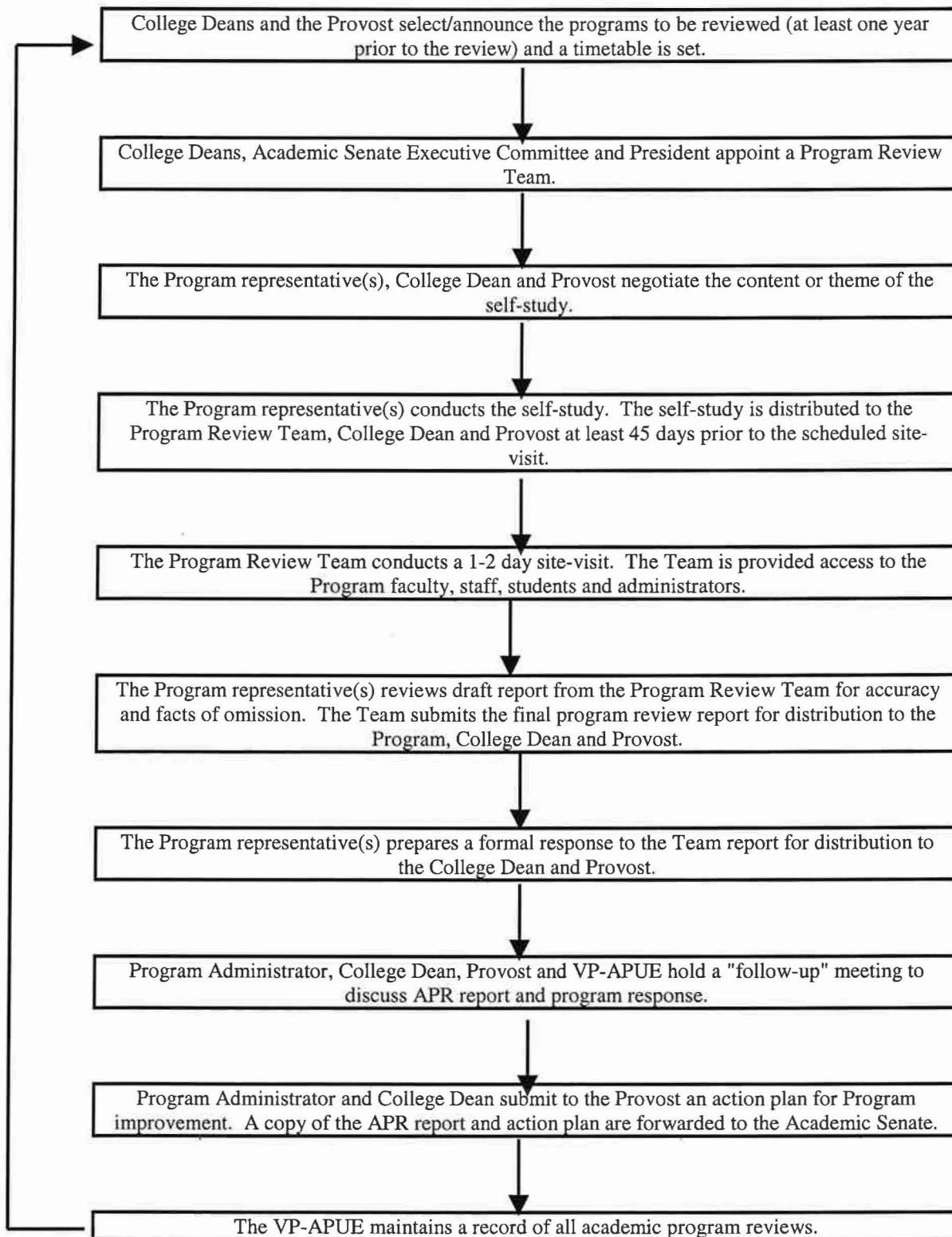
## **RESPONSE (FOLLOW-UP) TO ACADEMIC PROGRAM REVIEW**

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.





## 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.

<b>TARGET DATE</b>	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>
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	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

Adopted:

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

**AS-\_\_\_\_-00/  
RESOLUTION ON  
CHOICE OF CATALOG REQUESTS OLDER THAN 10 YEARS**

- 1 WHEREAS, There are some students who leave Cal Poly without finishing their  
2 remaining degree requirements; and  
3  
4 WHEREAS, There are no written guidelines for students who request to  
5 graduate on a catalog older than 10 years; and  
6  
7 WHEREAS, The Chancellor's Office will not allow the back dating of degrees  
8 or disclaimers on degrees indicating the majority of the  
9 coursework was finished over ten years ago; and  
10  
11 WHEREAS, Cal Poly has a responsibility to ensure the viability of degrees  
12 awarded with a current date; therefore, be it  
13  
14 RESOLVED: Students may request to complete their degrees on a catalog older  
15 than 10 years if the only remaining degree requirements at the time  
16 they left Cal Poly do not exceed 16 units (includes senior project,  
17 GWR, and USCP); and be it further  
18  
19 RESOLVED: The decision to approve or disapprove the students' request is  
20 based on how much their courses differ from the current catalog  
21 requirements and if they have demonstrated they are current in  
22 their degree field to the satisfaction of their Department Chair,  
23 College Dean, and the Vice Provost for Academic Programs.  
24 Approval of their request to graduate on an older catalog requires  
25 the completion of their outstanding degree requirements within a  
26 specified timeframe. All exceptions to this resolution should be  
27 directed to the Vice Provost for Academic Programs.

Proposed by: Academic Senate Instruction  
Committee  
September 27, 2000

**FROM:** Academic Senate CSU Constitutional Review Committee (Jack Bedell, Harold Goldwhite [chair], Allison Heisch, Jacqueline Kegley, and Robert Kully)

**TO:** Campus Senates

**DATE:** September 15, 2000

**SUBJECT:** Campus representation on the Academic Senate CSU

The Constitutional Review Committee has been asked by the Executive Committee of the Academic Senate CSU to examine the question of representation of campuses on the Academic Senate (Article II, Section I of the current Constitution). It would greatly assist the work of the committee if you and your Executive Committee would give your informal opinions about this section, including such matters as:

1. Are large campuses underrepresented?
2. Would a larger Academic Senate CSU be more representative of disciplines, ethnic backgrounds, etc.?
3. Would increasing the size of the Senate improve or diminish the effectiveness and efficiency of problem solving debates and discussions?
4. Is the Academic Senate CSU's work currently being performed adequately with the present number of senators?
5. Has your Senate changed its size or composition recently? If so, what has been the impact on workload, output, diversity, etc.
6. Are you aware of any studies on size versus effectiveness of governance organizations?

Please send your reply to the committee ([constitution@calstate.edu](mailto:constitution@calstate.edu)) by Friday, October 27.

Thank you.

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**Article II Section 1 of the current Academic Senate CSU Constitution:**

**Membership**

The Academic Senate shall consist of 51 elected campus representatives as follows:

(a) one senator from each campus with an FTEF of 100 or less, two from each campus with an FTEF of over 100, one extra senator for as many campuses as possible apportioned on the basis of the highest FTEF; (b) the immediate past chair of the Academic Senate if not an elected member; (c) the Chancellor or representative as an ex-officio non-voting member. The immediate past chair of the Academic Senate if not an elected member shall not be counted as a campus representative.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo, CA 93407

Academic Senate

**BALLOT TO  
AMEND THE *CONSTITUTION OF THE FACULTY*  
TO CHANGE PROCEDURE FOR SELECTION OF THE ACADEMIC  
SENATOR REPRESENTING PART TIME LECTURERS (AND PART  
TIME PROFESSIONAL CONSULTATIVE EMPLOYEES)**

At its meeting of May 30, 2000, the Academic Senate approved the following resolution:

- WHEREAS, Part-time lecturers and part-time PCS (Professional Consultative Services) employees presently have a nonvoting, nonelected part-time representative on the Academic Senate; and
- WHEREAS, Voting by secret ballot is the most democratic means of selecting representation by any organized group; therefore, be it
- RESOLVED: That this position be an elected position rather than an appointed position as is current procedure; and, be it
- RESOLVED: That the Academic Senate of Cal Poly, San Luis Obispo, conduct a General Faculty referendum to change Article III.1 (membership of the Academic Senate) of the *Constitution of the Faculty* [by adding the following paragraph]:  
c. Those part-time lecturers of an academic department/teaching area and those part-time employees of Professional Consultative Services, other than those who are members of the General Faculty as defined in Article I, will be represented by one member in the Senate.

Directions for voting:

1. Mark this ballot. Place ballot into the attached smaller envelope labeled "Ballot" and seal.
2. Place the sealed smaller envelope in the attached larger envelope. In the space provided, sign your name, print your name, and write the name of your college/area.
3. Mail this ballot to the Academic Senate office. In order to be counted your ballot **must be received in the Academic Senate office (38-143) by 5pm on FRIDAY, NOVEMBER 3, 2000.** Ballots will be counted on November 6, 2000 at 8am in 38-143.

Please mark only ONE of the following:

- ☐ **YES**, amend the *Constitution of the Faculty* to provide for a ballot election by the part-time lecturers and part-time PCS employees to elect their representative on the Academic Senate.
- ☐ **NO**, do not amend the *Constitution of the Faculty* to provide for a ballot election by the part-time lecturers and part-time PCS employees to elect their representative on the Academic Senate. (This choice continues the present method of selection for the part-time representative—appointment by the Academic Senate Executive Committee.)
- ☐ I wish to abstain from voting on this issue.

(see arguments in support/opposing the above amendment on reverse side of this ballot)

**Argument in support of the amendment:**

Giving part-time lecturers and part-time PCS employees the opportunity to elect their representative on the Academic Senate is the only means for democratic choice.

**Argument opposing the amendment:**

Part-time lecturers and part-time PCS employees will most likely be voting for someone they don't know. Allowing the Academic Senate Executive Committee to make the appointment is more likely to result in a knowledgeable selection.