

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

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, January 25, 2011
01-409, 3:10 to 5:00pm

- I. Minutes: The minutes of January 4, 2011 were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. Academic Senate Chair: Fernflores announced that the Academic Senate Curriculum Appeals Committee has decided to delay their decision on the possible deletion of the Entrepreneurship concentration and International Business concentration until May or June. Fernflores will run for Academic Senate Chair one more year. If elected, she would like to provide some stability in our shared governance practices through this time of transition.
 - B. President's Office: none.
 - C. Provost: Koob reported that absent targets from the CSU, Cal Poly is using a planning bandwidth of approximately 15,550 to 16,000 resident full time equivalents to determine the number of new students to be admitted beginning February 1. As a result of Cal Poly's efforts to move students to graduation in a timely way, we are able to add more new students next fall even at the lower end of this band. Therefore, despite recurring budget reductions, Cal Poly will be offering more seats to California students than last year for both first time freshmen and new transfer students. Our out of state student target remains at approximately 10% of our new student class, and if successful, would likely mean that we would be able to retain approximately the same number of academic employees as in the past year. These estimates are based on Governor Brown's budget message and do not yet reflect actions of the CSU or California Assembly.
 - D. Statewide Senate: Foroohar reported that the Faculty Trustee Nominating Committee sent the following list of nominees: Bernadette Cheyne, Humboldt; Jacquelyn Kegley, Bakersfield; Steven Stepannek, Northridge; and Darlene Yee, San Francisco to the ASCSU, who will vote for at least two of them to be sent to the governor for final selection. Reports on budget predict a cut to the CSU between 4.5% and 18%. Several resolutions were approved including one on the "Implications of the U.S. Supreme Court's Decision in *Garcetti v. Ceballos*," which expressed concern that the ruling may be a basis for restricting academic freedom by punishing faculty for expressing opinions about campus administrative leadership, and encourages campuses to develop policies that would preserve academic freedom and freedom of speech. Several first reading resolutions were presented for discussion and will return at the March plenary for consideration, including a resolution on "Amending the constitution of the Academic Senate of the California State University, to Include a Statement Upholding Academic Freedom." If approved by the ASCSU, this resolution will be sent to individual campuses for a vote and initiate a system wide referendum for its ratification. LoCascio reported that statewide has created a task force to look at online education and is considering a reasonable fee structure for CSU students since approximately 160,000 do not pay any fees. In addition, the Give Students a Compass

- Program, designed to help under represented students is in place with many students participating.
- E. CFA Campus President: Thorncroft reported that CFA's opinion is that of no system wide support for furloughs next year but each campus may chose differently. Bargaining continues with the focus on layoffs and appointments.
 - F. ASI Representative: none.
 - G. Caucus Chairs: none.
 - H. Other: none.
- IV. Consent Agenda: none.
- V. Business Item(s):
- A. **Academic Senate and University Committee Vacancies for 2010-2012:** no appointments were made.
 - B. **Resolution on Defining and Adopting the Teacher-Scholar Model (Teacher-Scholar Model (TSM) Task Force:** Fernflores presented this resolution, which request that Cal Poly adopt the definition of Teacher-Scholar Model as presented. M/S/P to agendized the resolution.
 - C. **Resolution on Certificate Programs Policy (Curriculum Committee):** Schaffner presented this resolution, which requests that the Academic Senate endorse the proposed *University Guidelines for Academic Graduate Certificate Programs*. M/S/P to agendized the resolution.
- VI. Discussion Item(s):
- A. **Some Department responses to PLO-ULO activity:** Fernflores: some responses to the Cal Poly WASC Team/Academic Senate Assessment Activity are available at: http://www.calpoly.edu/~acadsen/minutes/10-11_minutes/wasc_plo-ulo_responses.pdf
 - B. **Emeritus status: change from 15-10 years of service?:** Due to lack of time, this will be discussed at a later meeting.
 - C. **Cal Poly branding process:** Chip Visci: in an effort to provide the university with a smarter set of messages to share with students, donors, and prospective donors, consultants have provided Cal Poly with a series of examples available at: http://www.calpoly.edu/~acadsen/meetings_calendar.html. Please keep in mind that these are just mock-ups for sense and style and not a finished product.
- VII. Adjournment: 5:10 pm

Submitted by,

Gladys Gregory
Academic Senate

Cal Poly WASC Team/Academic Senate Collaboration

Assessment Activity Worksheet – Part I and II

The information you provide in these worksheets will be useful to the WASC Steering Committee as they prepare for the next stage of our accrediting process, and also to the Academic Senate, which will form an assessment task force during winter 2011 whose charge is to propose a university wide assessment project for endorsement by the Academic Senate. We are grateful for your participation and help.

General Instructions:

Please consult with the faculty in your program and type the appropriate responses for Part I and II of the worksheet directly in the Word and Excel documents.

When saving your Word and Excel files, please use catalog program abbreviations plus “assess”. For instance, the Philosophy major would send their Word file with the following name: **philassess.doc**, and their Excel file with the name: **philassess.xls**

If you represent a non-academic program that does not have a catalog abbreviation, make up something intelligible and let us know when you submit your files to what programs your documents correspond.

Please return Assessment Activity Worksheet – Part I and II as e-mail attachments to Margaret Camuso in the Academic Senate office by **November 15, 2010** (mcamuso@calpoly.edu).

Cal Poly WASC Team/Academic Senate Collaboration

Assessment Activity Worksheet – Part I

Instructions

Please answer the following questions:

1. What is the name of your undergraduate program? Indicate the degree, not the department. If your department has more than one undergraduate program, please complete a form for each program.

2. What are your program learning objectives (please use one capital letter per learning objective, adding more capital letters if needed)?
 - A.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.
 - H.

3. Did you develop your program learning objectives incorporating GE (please write "yes" or "no")?

4. What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?
 - a.
 - b.
 - c.

Assessment Activity Worksheet - Part II
WASC-Senate Collaboration
Fall 2010

YOUR PROGRAM NAME HERE

Note: Please submit the completed activity as an e-mail attachment to Margaret Camuso (mcamuso@calpoly.edu) by November 15, 2010

Did you develop your program learning objectives incorporating GE (yes or no)?

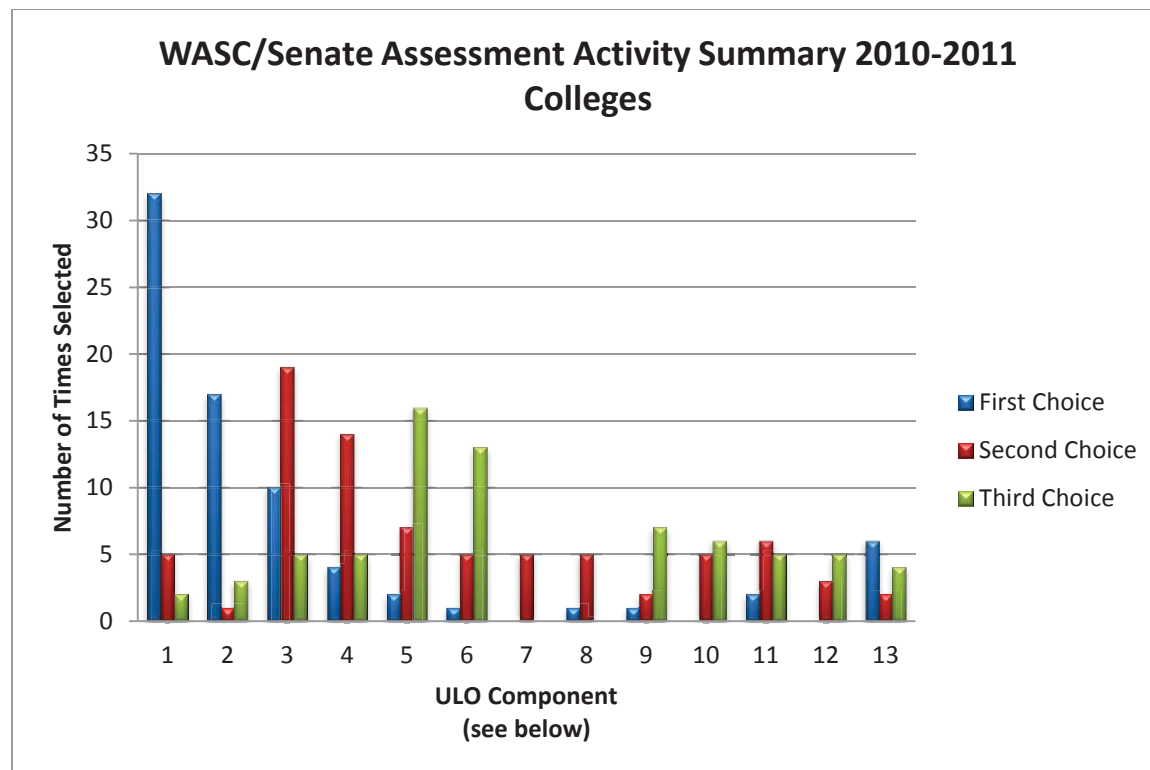
INSTRUCTIONS: Please insert a number between 0 and 3 in the matrix below to indicate the degree to which each program learning objective contributes to the attainment of each university learning objective. **Keep in mind that no single program needs to meet all university learning objectives in its major courses.**

| | |
|----------|---|
| 3 | Program learning objective greatly contributes to the attainment of the university learning objective |
| 2 | Program learning objective contributes to the attainment of the university learning objective |
| 1 | Program learning objective slightly contributes to the attainment of the university learning objective |
| 0 | Program learning objective does not contribute at all to the attainment of the university learning objective |

Program Learning Objectives

Letters correspond to learning objectives listed in Assessment Worksheet Part I

| University Learning Objectives | A | B | C | D | E | F | G | H |
|--|----------|----------|----------|----------|----------|----------|----------|----------|
| Think critically | | | | | | | | |
| Think creatively | | | | | | | | |
| Communicate effectively: written | | | | | | | | |
| Communicate effectively: oral | | | | | | | | |
| Demonstrate expertise in a scholarly discipline | | | | | | | | |
| Understand that discipline in relation to the larger world of the arts, sciences, and technology | | | | | | | | |
| Work productively as individuals | | | | | | | | |
| Work productively in groups | | | | | | | | |
| Use their knowledge and skills to make a positive contribution to society | | | | | | | | |
| Make reasoned decisions based on an understanding of ethics | | | | | | | | |
| Make reasoned decisions based on a respect for diversity | | | | | | | | |
| Make reasoned decisions based on an awareness of issues related to sustainability | | | | | | | | |
| Engage in lifelong learning: independent research | | | | | | | | |



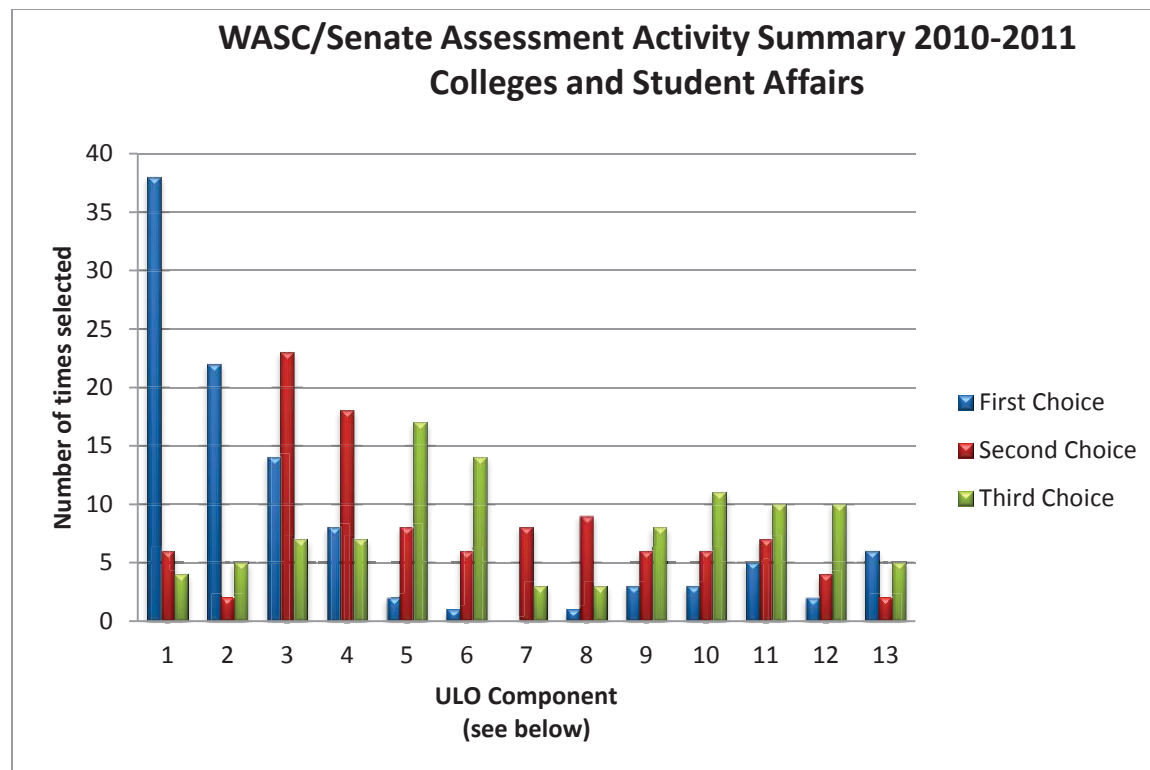
QUESTION

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components

1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 54 programs



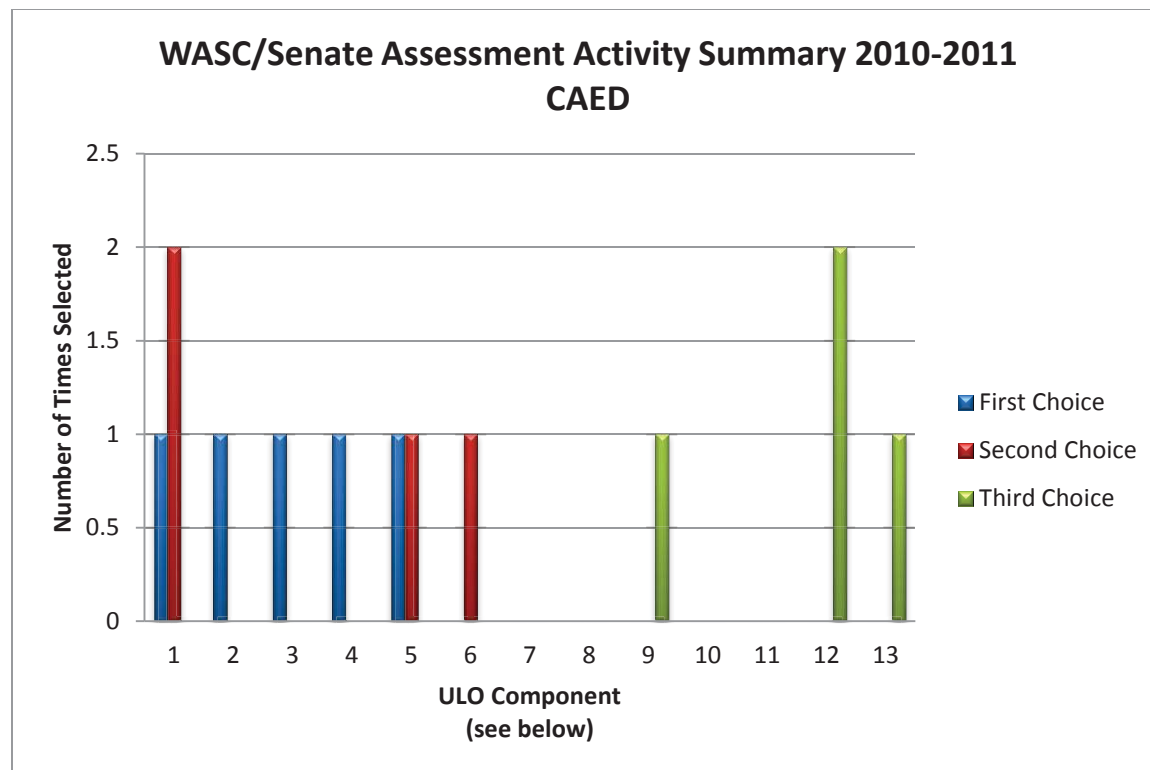
QUESTION

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components

1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 54 programs and 15 Student Affairs units (69 total)



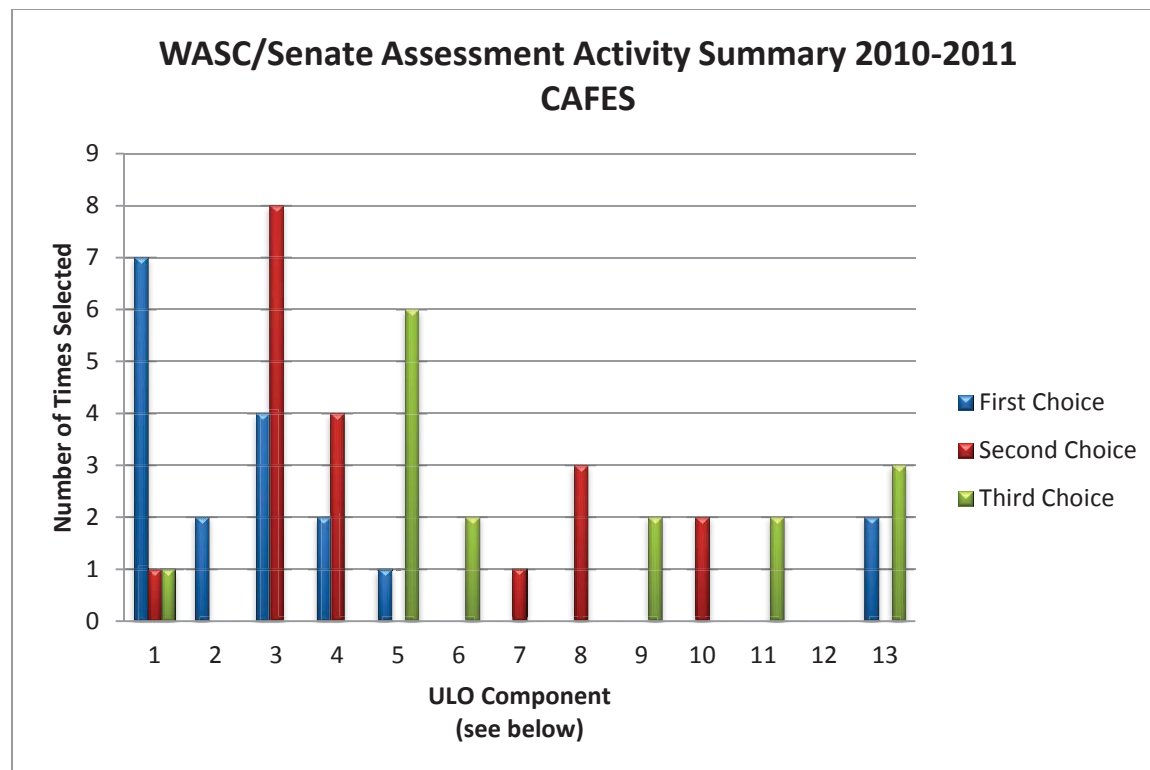
QUESTION

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components

1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 4 programs



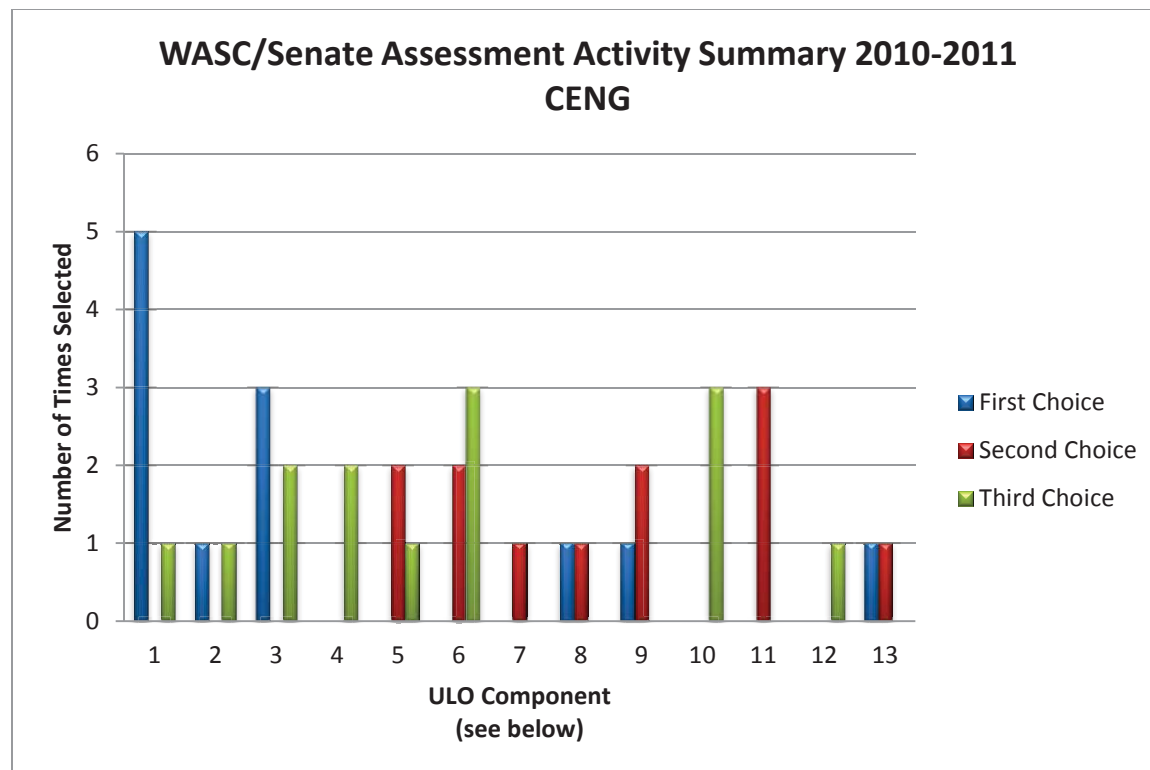
QUESTION

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components

1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 14 programs



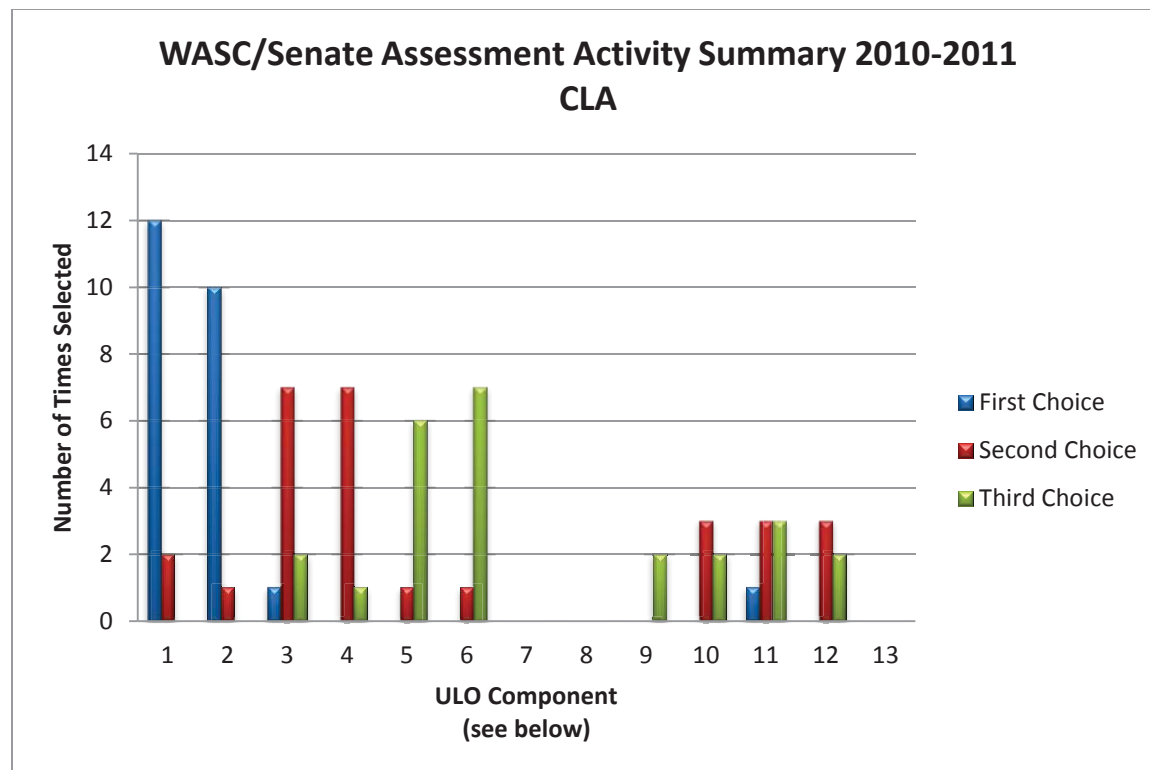
QUESTION

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components

1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 11 programs



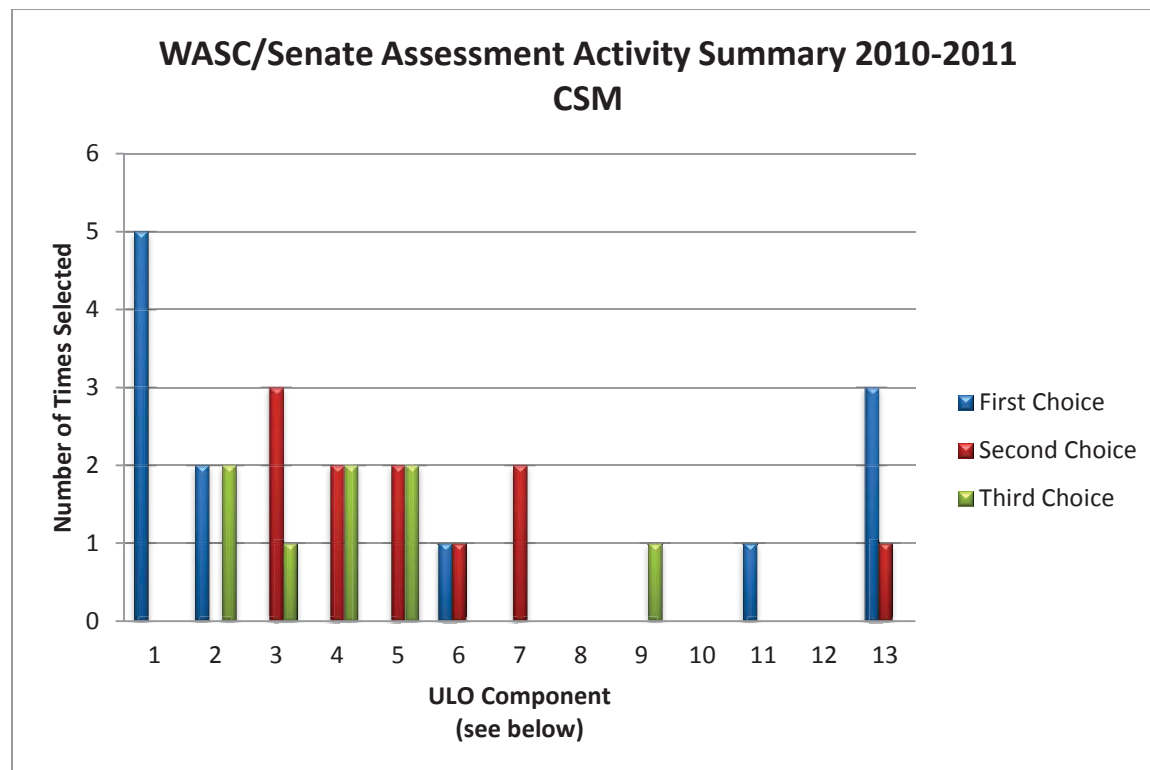
QUESTION

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components

1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 14 programs



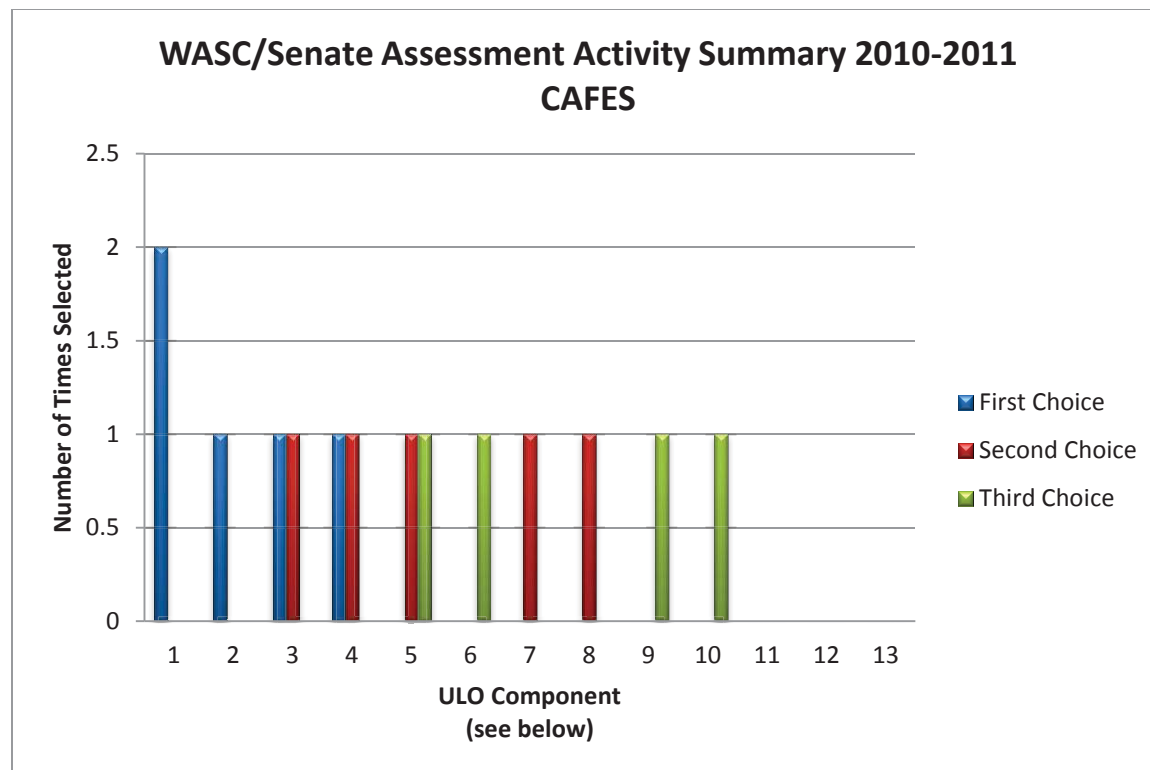
QUESTION

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components

1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 8 programs



QUESTION

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components

1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 3 programs

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

| University Learning Objectives | CAED | | | | CAED Summary | | |
|--|------|-------|----|----|--------------|----|----|
| | CRP | MSCRP | CM | LA | #1 | #2 | #3 |
| Think critically | 1 | | 2 | 2 | 1 | 2 | 0 |
| Think creatively | | | | 1 | 1 | 0 | 0 |
| Communicate effectively: written | | | 1 | | 1 | 0 | 0 |
| Communicate effectively: oral | | | 1 | | 1 | 0 | 0 |
| Demonstrate expertise in a scholarly discipline | 2 | 1 | | | 1 | 1 | 0 |
| Understand that discipline in relation to the larger world of the arts, sciences, and technology | | 2 | | | | | |
| Work productively as individuals | | | | | 0 | 1 | 0 |
| Work productively in groups | | | | | 0 | 0 | 0 |
| Use their knowledge and skills to make a positive contribution to society | 3 | | | | 0 | 0 | 1 |
| Make reasoned decisions based on an understanding of ethics | | | | | 0 | 0 | 0 |
| Make reasoned decisions based on a respect for diversity | | | | | 0 | 0 | 0 |
| Make reasoned decisions based on an awareness of issues related to sustainability | | 3 | | 3 | 0 | 0 | 2 |
| Engage in lifelong learning: independent research | | | 3 | | 0 | 0 | 1 |

Notes:

1. Program acronyms are from catalog except when noted.
2. Multiple occurrences of a single value in a given program indicate that answers combined two components.

What are the top three university learning objectives
the faculty in your program think a university wide
assessment program should assess for?

| CAFES | | | | | | | | | | | | | | | CAFES Summary | | |
|--|-----|------|-----|------|------|------|------|-----|-----|-----|------|-----|------|----|---------------|----|----|
| University Learning Objectives | AGB | AGED | ASM | ASCI | BRAE | DSCI | ERSC | EMP | FSN | FNR | MSFS | FSN | RPTA | SS | #1 | #2 | #3 |
| Think critically | 1 | | | 1 | | 1 | | 2 | 1 | 1 | | 3 | 1 | 1 | 7 | 1 | 1 |
| Think creatively | | | | 1 | | 1 | | | | | | | | | 2 | 0 | 0 |
| Communicate effectively: written | 2 | 1 | | 2 | | 2 | 1 | 1 | 2 | 2 | | 2 | 2 | 1 | 4 | 8 | 0 |
| Communicate effectively: oral | | 1 | | 2 | | 2 | | 1 | | 2 | | 2 | | | 2 | 4 | 0 |
| Demonstrate expertise in a scholarly discipline | | | | | | | | | | | | | | | | | |
| Understand that discipline in relation to the larger world of the arts, sciences, and technology | | | | 3 | | 3 | | 3 | 3 | 3 | | 1 | 3 | | 1 | 0 | 6 |
| Work productively as individuals | | 2 | | | | 3 | | | | | | | | | 0 | 0 | 2 |
| Work productively in groups | | 2 | | | | | 2 | | | | | | | 2 | 0 | 1 | 0 |
| Use their knowledge and skills to make a positive contribution to society | | 3 | | | | | | | | | | | 3 | | 0 | 3 | 0 |
| Make reasoned decisions based on an understanding of ethics | | | 2 | | 2 | | | | | | | | | | 0 | 0 | 2 |
| Make reasoned decisions based on a respect for diversity | | | 3 | | 3 | | | | | | | | | | 0 | 2 | 0 |
| Make reasoned decisions based on an awareness of issues related to sustainability | | | | | | | | | | | | | | | | | |
| Engage in lifelong learning: independent research | 3 | | 1 | | 1 | | 3 | | | | | | | | 2 | 0 | 3 |

Notes:

1. Program acronyms are from catalog except when noted.
2. Multiple occurrences of a single value in a given program indicate that answers combined two components.

WASC/Senate Collaboration

Assessment Activity Worksheet - Part 1,

Question 4

13 January 2011

R. Fernflores

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

| CENG | | | | | | | | | | | | | CENG Summary | | |
|--|------|----|-----|----|------|-----|----|------|------|----|------|----|--------------|----|--|
| University Learning Objectives | AERO | CE | CSC | EE | ENVE | GEN | IE | MANE | MATE | ME | SOFE | #1 | #2 | #3 | |
| Think critically | 3 | 1 | 1 | | 1 | | | | | 1 | 1 | 5 | 0 | 1 | |
| Think creatively | 3 | | 1 | | | | | | | | | 1 | 0 | 1 | |
| Communicate effectively: written | | | 3 | | | | 1 | 1 | | 1 | 3 | 3 | 0 | 2 | |
| Communicate effectively: oral | | | 3 | | | | | | | | 3 | 0 | 0 | 2 | |
| Demonstrate expertise in a scholarly discipline | | | | | | | | | | | | | | | |
| | | | 2 | 3 | | | | | | | 2 | 0 | 2 | 1 | |
| Understand that discipline in relation to the larger world of the arts, sciences, and technology | | 3 | 2 | 3 | 3 | | | | | | | | | | |
| Work productively as individuals | 2 | | | | | | | | | | 2 | 0 | 2 | 3 | |
| Work productively in groups | 2 | | | 1 | | | | | | | | 0 | 1 | 0 | |
| Use their knowledge and skills to make a positive contribution to society | | 2 | | | 2 | | | | 1 | | | 1 | 1 | 0 | |
| Make reasoned decisions based on an understanding of ethics | | | | | | | 3 | 3 | | 3 | | 0 | 0 | 3 | |
| Make reasoned decisions based on a respect for diversity | | | | | | | 2 | 2 | 2 | | | 0 | 3 | 0 | |
| Make reasoned decisions based on an awareness of issues related to sustainability | | | | | | | | | | | | | | | |
| Engage in lifelong learning: independent research | 1 | | | 2 | | | | | 3 | | | 0 | 0 | 1 | |
| | | | | | | | | | | | | 1 | 1 | 0 | |

Notes:

1. Program acronyms are from catalog except when noted.
2. Multiple occurrences of a single value in a given program indicate that answers combined two components.

WASC/Senate Collaboration
Assessment Activity Worksheet - Part 1,
Question 4
13 January 2011
R. Fernflores

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

| CLA | | | | | | | | | | | | | | | CLA | | | Summary | | |
|--|----|------|----|------|-----|-----|------|------|-----|----|------|-----|-------|----|-----|----|----|---------|--|--|
| University Learning Objectives | CD | COMS | ES | ENGL | ART | GRC | HIST | JOUR | MLL | MU | PHIL | PSY | MSPSY | TH | #1 | #2 | #3 | | | |
| Think critically | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 12 | 2 | 0 | | | |
| Think creatively | 1 | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 10 | 1 | 0 | | | |
| Communicate effectively: written | | 2 | | 1 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | | | 3 | 1 | 7 | 2 | | | |
| Communicate effectively: oral | | 2 | | | 2 | 2 | 3 | 2 | 2 | 2 | 2 | | | | 0 | 7 | 1 | | | |
| Demonstrate expertise in a scholarly | 3 | 3 | | | 3 | | 2 | | | 3 | 3 | 3 | | | 0 | 1 | 6 | | | |
| Understand that discipline in relation to the larger world of the arts, sciences, and technology | | | | | | | | | | | | | | | | | | | | |
| Work productively as individuals | 3 | 3 | 3 | | 3 | | 2 | | | 3 | 3 | 3 | | | 0 | 1 | 7 | | | |
| Work productively in groups | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| Use their knowledge and skills to make a positive contribution to society | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |
| Make reasoned decisions based on an understanding of ethics | | | | | | | | | 3 | | | | 3 | | | 0 | 0 | | | |
| Make reasoned decisions based on a respect for diversity | 2 | | | | | | 3 | | | | | 2 | 2 | | 0 | 3 | 2 | | | |
| Make reasoned decisions based on an awareness of issues related to sustainability | 2 | | 1 | 3 | | 3 | | 3 | | | | | 2 | | 1 | 3 | 3 | | | |
| Engage in lifelong learning: independent research | 2 | | | | | 3 | | 3 | | | | 2 | 2 | | 0 | 3 | 2 | | | |
| | | | | | | | | | | | | | | | 0 | 0 | 0 | | | |

- Notes:
1. Program acronyms are from catalog except when noted.
 2. Multiple occurrences of a single value in a given program indicate that answers combined two components.

WASC/Senate Collaboration

Assessment Activity Worksheet - Part 1,

Question 4

13 January 2011

R. Fernflores

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

| University Learning Objectives | CSM | | | | | | | | CSM Summary | | |
|--|-------|--------|------|------|----|------|------|------|-------------|----|----|
| | BIOCH | BIOMIC | CHEM | KINE | LS | MATH | PHYS | STAT | #1 | #2 | #3 |
| Think critically | | 1 | | 1 | | 1 | 1 | 1 | 5 | 0 | 0 |
| Think creatively | | | | 1 | 3 | | 3 | 1 | 2 | 0 | 2 |
| Communicate effectively: written | | 3 | | | | 2 | 2 | 2 | 0 | 3 | 1 |
| Communicate effectively: oral | 3 | | 3 | | | 2 | | 2 | 0 | 2 | 2 |
| Demonstrate expertise in a scholarly discipline | | | | | | | | | | | |
| Understand that discipline in relation to the larger world of the arts, sciences, and technology | | | | 2 | | 3 | 3 | | 0 | 2 | 2 |
| Work productively as individuals | 2 | | 2 | | 1 | | | | 1 | 1 | 0 |
| Work productively in groups | | | | | | | | | 0 | 2 | 0 |
| Use their knowledge and skills to make a positive contribution to society | | | | | | | | | 0 | 0 | 0 |
| Make reasoned decisions based on an understanding of ethics | | | | 3 | | | | | 0 | 0 | 1 |
| Make reasoned decisions based on a respect for diversity | | | | | | | | | 0 | 0 | 0 |
| Make reasoned decisions based on an awareness of issues related to sustainability | | | | 1 | | | | | 1 | 0 | 0 |
| Engage in lifelong learning: independent research | 1 | | 1 | | 2 | | | | | | |

Notes:

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2. Multiple occurrences of a single value in a given program indicate that answers combined two components.

WASC/Senate Collaboration

Assessment Activity Worksheet - Part 1,

Question 4

13 January 2011

R. Fernflores

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

| University Learning Objectives | OCOB | | | | Summary | | |
|--|------|------|----|--|---------|----|----|
| | BUS | ECON | IT | | #1 | #2 | #3 |
| Think critically | 1 | 1 | | | 2 | 0 | 0 |
| Think creatively | | 1 | | | 1 | 0 | 0 |
| Communicate effectively: written | | 2 | 1 | | 1 | 1 | 0 |
| Communicate effectively: oral | | 2 | 1 | | 1 | 1 | 0 |
| Demonstrate expertise in a scholarly discipline | 2 | 3 | | | 0 | 1 | 1 |
| Understand that discipline in relation to the larger world of the arts, sciences, and technology | | 3 | | | 0 | 0 | 1 |
| Work productively as individuals | | | 2 | | 0 | 1 | 0 |
| Work productively in groups | | | 2 | | 0 | 1 | 0 |
| Use their knowledge and skills to make a positive contribution to society | | | 3 | | 0 | 0 | 1 |
| Make reasoned decisions based on an understanding of ethics | 3 | | | | 0 | 0 | 1 |
| Make reasoned decisions based on a respect for diversity | | | | | 0 | 0 | 0 |
| Make reasoned decisions based on an awareness of issues related to sustainability | | | | | 0 | 0 | 0 |
| Engage in lifelong learning: independent research | | | | | 0 | 0 | 0 |

Notes:

1. Program acronyms are from catalog except when noted.
2. Multiple occurrences of a single value in a given program indicate that answers combined two components.

WASC/Senate Collaboration

Assessment Activity Worksheet - Part 1,

Question 4

13 January 2011

R. Fernflores

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

| University Learning Objectives | | SA (Student Affairs) | | | | | | | | | | | | | | Summary | | | |
|--|--|----------------------|----|----|----|----|-----|-----|-----|-----|------|------|----|----|-----|---------|----|----|----|
| | | ASI | CS | CO | CC | DS | DRC | HCS | LLP | MCC | OSRR | OPOH | PP | PC | SAS | WC | #1 | #2 | #3 |
| Think critically | | | 1 | 2 | | 1 | 1 | | 3 | 1 | | 1 | | | 1 | 3 | 6 | 1 | 2 |
| Think creatively | | | 1 | 2 | | 1 | 1 | | 3 | 1 | | | | | 1 | 3 | 5 | 1 | 2 |
| Communicate effectively: written | | 3 | 2 | | | 3 | 2 | 1 | 1 | | | 2 | 2 | 1 | | 1 | 4 | 4 | 2 |
| Communicate effectively: oral | | 3 | 2 | | | 3 | 2 | 1 | 1 | | | 2 | 2 | 1 | | 1 | 4 | 4 | 2 |
| Demonstrate expertise in a scholarly discipline | | | | | | | 3 | 2 | | | | | | | | | 0 | 1 | 1 |
| Understand that discipline in relation to the larger world of the arts, sciences, and technology | | | | | | | | | | | | | | | | | | | |
| Work productively as individuals | | | | 3 | | 2 | | 3 | | | | 2 | 3 | | | 2 | 0 | 3 | 3 |
| Work productively in groups | | 2 | | 3 | | 2 | | 3 | | | | 2 | 3 | | | 2 | 0 | 4 | 3 |
| Use their knowledge and skills to make a positive contribution to society | | | | | 1 | 1 | | | 2 | 2 | | 3 | | 2 | | 2 | 2 | 4 | 1 |
| Make reasoned decisions based on an understanding of ethics | | 1 | 3 | | 2 | | | | 3 | 1 | | 1 | | 3 | | | 3 | 1 | 5 |
| Make reasoned decisions based on a respect for diversity | | 1 | 3 | | 2 | | | | 3 | 1 | | 1 | | 3 | | | 3 | 1 | 5 |
| Make reasoned decisions based on an awareness of issues related to sustainability | | | | | | | | | | | | | | | | | | | |
| Engage in lifelong learning: independent research | | | | | 2 | | | | 3 | 1 | | 1 | | 3 | | 3 | 2 | 1 | 5 |
| | | | | | 3 | | | | | | | | | | | | 0 | 0 | 1 |

Notes:

1. Program acronyms are from catalog except when noted.
2. Multiple occurrences of a single value in a given program indicate that answers combined two components.

WASC/Senate Collaboration

Assessment Activity Worksheet - Part 1,

Question 4

13 January 2011

R. Fernflores

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

| University Learning Objectives | CAFES | | | CAED | | | OCOB | | | CENG | | | CLA | | | CSM | | | Colleges | | |
|---|-------|----|----|------|----|----|------|----|----|------|----|----|-----|----|----|-----|----|----|----------|----|----|
| | #1 | #2 | #3 | #1 | #2 | #3 | #1 | #2 | #3 | #1 | #2 | #3 | #1 | #2 | #3 | #1 | #2 | #3 | #1 | #2 | #3 |
| 1. Think critically | 7 | 1 | 1 | 1 | 2 | 0 | 2 | 0 | 0 | 5 | 0 | 1 | 12 | 2 | 0 | 5 | 0 | 0 | 32 | 5 | 2 |
| 2. Think creatively | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 10 | 1 | 0 | 2 | 0 | 2 | 17 | 1 | 3 |
| 3. Communicate effectively: written | 4 | 8 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 3 | 0 | 2 | 1 | 7 | 2 | 0 | 3 | 1 | 10 | 19 | 5 |
| 4. Communicate effectively: oral | 2 | 4 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 7 | 1 | 0 | 2 | 2 | 4 | 14 | 5 |
| 5. Demonstrate expertise in a scholarly discipline | 1 | 0 | 6 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 0 | 1 | 6 | 0 | 2 | 2 | 2 | 7 | 16 |
| 6. Understand that discipline in relation to the larger world of the arts, sciences, and technology | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 3 | 0 | 1 | 7 | 1 | 1 | 0 | 1 | 5 | 13 |
| 7. Work productively as individuals | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 5 | 0 |
| 8. Work productively in groups | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 |
| 9. Use their knowledge and skills to make a positive contribution to society | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 1 | 2 | 7 |
| 10. Make reasoned decisions based on an understanding of ethics | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 5 | 6 |
| 11. Make reasoned decisions based on a respect for diversity | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 3 | 3 | 1 | 0 | 0 | 2 | 6 | 5 |
| 12. Make reasoned decisions based on an awareness of issues related to sustainability | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 3 | 5 |
| 13. Engage in lifelong learning: independent research | 2 | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 6 | 2 | 4 |

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Assessment Activity Worksheet - Part 1,

Question 4

13 January 2011

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What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

| University Learning Objectives | Colleges | | | SA | | | All | | |
|---|----------|----|----|----|----|----|-----|----|----|
| | #1 | #2 | #3 | #1 | #2 | #3 | #1 | #2 | #3 |
| 1. Think critically | 32 | 5 | 2 | 6 | 1 | 2 | 38 | 6 | 4 |
| 2. Think creatively | 17 | 1 | 3 | 5 | 1 | 2 | 22 | 2 | 5 |
| 3. Communicate effectively: written | 10 | 19 | 5 | 4 | 4 | 2 | 14 | 23 | 7 |
| 4. Communicate effectively: oral | 4 | 14 | 5 | 4 | 4 | 2 | 8 | 18 | 7 |
| 5. Demonstrate expertise in a scholarly discipline | | | | | | | | | |
| | 2 | 7 | 16 | 0 | 1 | 1 | 2 | 8 | 17 |
| 6. Understand that discipline in relation to the larger world of the arts, sciences, and technology | | | | | | | | | |
| | 1 | 5 | 13 | 0 | 1 | 1 | 1 | 6 | 14 |
| 7. Work productively as individuals | 0 | 5 | 0 | 0 | 3 | 3 | 0 | 8 | 3 |
| 8. Work productively in groups | 1 | 5 | 0 | 0 | 4 | 3 | 1 | 9 | 3 |
| 9. Use their knowledge and skills to make a positive contribution to society | | | | | | | | | |
| | 1 | 2 | 7 | 2 | 4 | 1 | 3 | 6 | 8 |
| 10. Make reasoned decisions based on an understanding of ethics | | | | | | | | | |
| | 0 | 5 | 6 | 3 | 1 | 5 | 3 | 6 | 11 |
| 11. Make reasoned decisions based on a respect for diversity | | | | | | | | | |
| | 2 | 6 | 5 | 3 | 1 | 5 | 5 | 7 | 10 |
| 12. Make reasoned decisions based on an awareness of issues related to sustainability | | | | | | | | | |
| | 0 | 3 | 5 | 2 | 1 | 5 | 2 | 4 | 10 |
| 13. Engage in lifelong learning: independent research | | | | | | | | | |
| | 6 | 2 | 4 | 0 | 0 | 1 | 6 | 2 | 5 |

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California Polytechnic | San Luis Obispo



Cal Poly
What can you do to impact the world?



Cal Poly

What can you do today to change tomorrow?





Cal Poly

What can we do to unlock your mind?

What bright minds can do to save a planet.

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Giving

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Parent Program

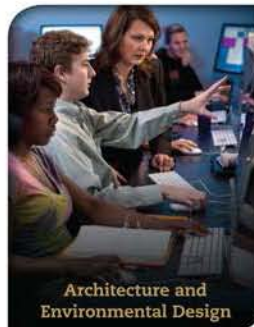
Marine Science Center

Swanton Pacific Ranch

\$370,000

Over \$370,000 in scholarships available to qualified students every year.

Agriculture, Food and Environmental Science



Architecture and Environmental Design



Named the No. 1 public engineering program in the nation by U.S. News & World Report.

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Liberal Arts



One of only two publics in California to rank in BusinessWeek's "Top 100" undergraduate business programs.

Orfalea College of Business



Science and Mathematics





What a genome can do to clean up a beach.

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