

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

MINUTES OF
THE ACADEMIC SENATE
FACULTY FORUM TO DISCUSS WASC REPORT
Tuesday, November 9, 1999
UU 220, 3 – 5pm

Preparatory: the meeting was opened at 3:13pm.

I. Minutes: none.

II. Communications and Announcements:

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 Items:

VI. Discussion Item(s):

Cal Poly 10-year WASC accreditation review: Vice Provost Conn gave an overview of the basic structure of WASC accreditation reviews. Educational institutions must be accredited for student transfer of credits and credibility as a university. Without accreditation neither the university nor its students can receive federal funding. There is a movement nationwide to change the manner of accreditation review to make it more relevant. Towards this end, Cal Poly was selected to try a new model for review. The 25-page overview of the nine WASC standards are available for viewing on the web. The report can be accessed from the Cal Poly home page.

The strategic side of the self-study is titled *Cal Poly as a Center of Learning*. Eight subcommittees were set up to investigate if/how Cal Poly is a center of learning. Reports are being produced by each subcommittee then the steering committee will do an overview, add information if necessary, and draft a integrative/reflection chapter to add to the subcommittee reports. Input is presently being sought from campus constituencies for inclusion in the final report.

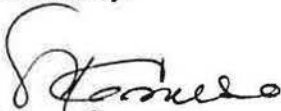
(Zingg) The notion of *Cal Poly as a Center of Learning* implies that Cal Poly itself is a learning entity: the institution examining itself. WASC is interested in our conclusions and how we plan to answer questions that arise. "Where is there harmony in our questions? How will we reach agreement where debate or controversy exists?" Cal Poly will be able to demonstrate critical questioning it has undergone.

(Hood) The accreditation agency is changing from one of compliance to one of accountability. This is changing for all accreditation reviews nationwide. (Hunt) Where do students fit into the review? (Conn) Students have had some involvement from the beginning of the process. (Hannings) How will this material be used? (Conn) What's coming out of this effort are things that are guiding some future actions of the campus. (Zingg) There are several places where information collected by the subcommittees has led to change: advising, data analysis, forming a committee to investigate accountability issues.

(Evnine) What are WASC's priorities? (Conn) WASC is a membership organization, not a state agency, although it's bound by federal rules of education. Its priorities are to move away from standards towards processes—the institution seeking to learn about itself and its performance, monitoring improvement, and methods used for self-assessment. (Harris, John) To what degree do the reports reflect the University? (Conn) The steering committee discussed this at length. It was decided to let the subcommittee reports stand since the weaknesses are bluntly identified in this new process. Where weaknesses are identified, recommendations have been provided.

VII. Adjournment: The meeting was adjourned at 4:23pm.

Submitted by:



Margaret Camuso
Academic Senate