

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

**Meeting of the
Academic Senate Executive Committee
Tuesday, November 4, 1997
UU220, 3:00-5:00pm**

- I. Minutes: none.
- 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. Staff Council representative:
 - G. ASI representatives:
 - H. Other:
- IV. Consent agenda:
- V. Business item(s):
 - A. **Academic Senate/university-wide committee vacancies:** (p. 2).
 - B. **Resolution on 1996/97 Program Review and Improvement Committee Report of Findings and Recommendations:** Riener, Chair of the Program Review and Improvement Committee (pp. 3-38).
- VI. Discussion item(s):
- VII. Adjournment:

10.30.97

**Academic Senate Committee Vacancies
For 1997-1998**

<u>Academic Senate committees:</u>	<u># of vacancies/interested faculty</u>
Curriculum Committee	CSM vacancy
Grants Review Committee	CAED vacancy (Will Benedict) CSM vacancy (Mike Colvin) PCS vacancy
Prog Rev & Impr Committee	CAED vacancy (Paul Fratessa) CENG vacancy CSM vacancy (Ray Terry)
<u>University-wide committees:</u>	
Resource Use Committee	one vacancy 1997-1999

Adopted:

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

**AS-____-97/
RESOLUTION ON
1996/97 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE
REPORT OF FINDINGS AND RECOMMENDATIONS**

WHEREAS, The following departments/programs were reviewed during the 1996/97 academic year:
Aeronautical Engineering
Architecture
City and Regional Planning
Crop Science
Economics
Electrical Engineering
English
Recreation Administration
Speech Communication
Social Sciences

; and

WHEREAS, The Academic Senate acknowledges receipt of the Program Review and Improvement Committee's "Report on programs reviewed during 1996/97"; therefore, be it

RESOLVED: That the Academic Senate receive the Program Review and Improvement Committee's "Report on programs reviewed during 1996/97"; and, be it further

RESOLVED: That the Program Review and Improvement Committee's "Report on programs reviewed during 1996/97" be submitted to the Vice President for Academic Affairs.

Proposed by the Program Review and Improvement
Committee
Date: October 1, 1997

Cal Poly Memorandum

Date: September 4, 1997

Copies: W. Baker
P. Zingg
H. Greenwald
College Deans
Department chairs in
programs reviewed

To: Academic Senate Executive Committee
From: Program Review and Improvement Committee
Subject: Report on programs reviewed during 1996-97

The Academic Senate Program Review and Improvement Committee reviewed 10 programs during the academic year 1996-97. Each program received a Request For Information, based upon the Academic Program Review and Improvement document adopted by the Senate in April 1992. The committee then met with all programs to clarify the nature and the procedure of the review process. Programs submitted their reports in winter quarter. Based on these, the committee formulated preliminary reports and forwarded them to the programs. We met individually with each program during spring quarter to allow them an opportunity to respond to the preliminary report and to clarify any misunderstandings or misinterpretations. Final reports were then prepared.


Attached is a report summarizing the committee's overall findings, as well as a summary report for each of the programs reviewed. We thank each program for the effort they have put into their reviews.

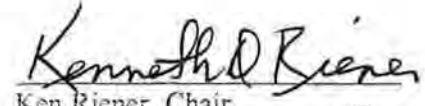
Copies of this report, and any responses from the programs reviewed, should be placed in the University Library for public access.


Walt Bremer

not available
Glenn Irvin


John Maxwell


Amy Morrobel-Sosa


Ken Riener, Chair


Bianca Rosenthal


Tom Ruehr


George Stanton

State of California

California Polytechnic State University
San Luis Obispo, California 93407

M E M O R A N D U M

Date: September 25, 1997

To: All Department Chairs and Head, College Deans

Copies: W. Baker
P. Zingg
H. Greenwald
Academic Senate Executive Committee

From: Ken Riener, 1996/97 Chair *Ken Riener/jrc*
Academic Senate Program Review and Improvement Committee

Subject: Recommendations of the Program Review and Improvement Committee

The Program Review and Improvement Committee has completed the fifth year of the program review process. In addition to recommendations regarding individual programs, the Committee has also made some general recommendations, which apply to most of the programs reviewed.

Attached you will find copies of these general recommendations, along with a copy of the review schedule for the next five years. Note that departments and programs scheduled for review in the 1997/98 academic year include:

	Food Science and Nutrition		Graphic Communication
	Soil Science		Philosophy
	Construction Management		Psychology and Human Development
	BS/MBA Business Administration		Chemistry
	MS/MBA Engineering Management		Biochemistry
	Computer Engineering		Physics
	Engineering Science		Physical Sciences
			Ethnic Studies

GENERAL RECOMMENDATIONS
OF THE PROGRAM REVIEW AND IMPROVEMENT COMMITTEE
FOR ACADEMIC PROGRAMS REVIEWED IN THE
1996-97 ACADEMIC PROGRAM REVIEW CYCLE

In the process of analyzing and evaluating the academic programs on the 1996-97 review cycle, the Program Review and Improvement Committee has identified some significant general issues that seem to warrant immediate effort and action. The following recommendations are presented in an effort to help guide such actions by the programs.

1. Specify the program's most significant observable intended learning outcomes. For both internal and external reporting and accountability purposes, it is essential for academic programs to declare clearly and specifically the high-priority learning outcomes that its students are intended to attain and be able to demonstrate as a result of participating in that program. In conjunction with this declaration, the program must have a mission statement which clearly provides the conceptual foundation for its fundamental learning goals, and it must specify observable indicators which are clearly linked to these goals.
2. Implement a practical system for preserving empirical evidence of the degree to which students have attained the desired learning outcomes. Such evidence, and its corresponding data management system, are requisites for tracking outcome trends and documenting program successes.
3. Establish an effective system of professional consultation and collaboration with on-campus and off-campus colleagues regarding instructional design, delivery, and improvement. The scope of such professional peer review should include curriculum/course coverage, instructional activities, assessment techniques, technological mediation resources/techniques, class leadership/management, identification and use of appropriate feedback, innovation assessment, and integration of current research, as well as any other appropriate program-specific uses of peer consultation.
4. Clearly define equitable expectations, criteria, and standards for evaluating faculty scholarship.
5. Implement an effective system for tracking and obtaining program-relevant feedback from alumni.
6. Obtain empirical evidence for the validity of the program's admission criteria and cut-points. The definition and determination of student "success" must be clear, and must specify the indicators to be used as the criteria against which the admission criteria can be compared.
7. Develop a serious, comprehensive, and systematic approach to academic program planning as an on-going endeavor. Program planning should be linked logically to the program mission statement, specify appropriate options for dealing with short-

range issues, include long-range (5-10 year) intentions and incremental implementation specifics, and incorporate the acquisition and use of specifically focused feedback. The planning process must emerge from, and be guided by, an appropriate theoretical framework.

8. Obtain student feedback specifically for program/course improvement purposes. This use of student feedback must be separate from the RPT process, and requires instrumentation developed specifically for diagnostic (as opposed to evaluative) purposes.
9. Systematically evaluate the adequacy of the program's physical resources for supporting student learning and attaining the program's critical outcomes. Physical resources and instructional facilities should be evaluated in terms of appropriateness and adequacy for attaining specified outcomes.

Existing University resources which provide conceptual justification, support, and assistance in addressing these recommendations include:

- the University Strategic Plan (Sections 1 through 5);
- the Report of the Curriculum and Calendar Task Force (Sections 1 through 4, Section 6, and Appendix II); and,
- The conceptual and operational information incorporated in summary documentation of the focus of programmatic criteria associated with the Cal Poly Plan.

Although program review is a specific institutional endeavor, its orientation and rationale is solidly integrated with fundamental University policy documents and with program innovation/development initiatives. Building on such a body of policy and activities provides a conceptual coherence and shared operational focus, which helps to clarify and strengthen the overall University effort of continually improving the quality of its goals and their attainment.

PROGRAM REVIEW AND IMPROVEMENT COMMITTEE													
PROGRAM REVIEW SCHEDULE			Revision Jan 1997			Proposed							
			1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
College of Agriculture													
	M.S.	Agriculture							X				
Agribusiness Department													
	B.S.	Agricultural Business				X					X		
Agricultural Education Department													
	B.S.	Agricultural Science		X					X				
Agricultural Engineering Department													
	B.S.	Agricultural Engineering		X					X				
	B.S.	Agricultural Systems Management		X					X				
Animal Science Department													
	B.S.	Animal Science				X					X		
Crop Science Department													
	B.S.	Crop Science					X					X	
	B.S.	Fruit Science					X					X	
	B.S.	Plant Protection Science					X					X	
Dairy Science Department													
	B.S.	Dairy Science		X					X				
Environmental Horticulture Sciences Department													
	B.S.	Ornamental Horticulture		X					X				
Food Science and Nutrition Department													
	B.S.	Food Science	X					X					X
	B.S.	Nutrition Science	X					X					X
Natural Resources Management Department													
	B.S.	Forestry and Natural Resources			X					X			
	B.S.	Recreation Administration					X(Note 1)					X	
Soil Science Department													
	B.S.	Soil Science	X					X					X
Note	Recreation Administration to be reviewed the same year as Forestry and Natural Resources during the second five-year review cycle.												
College of Architecture and Environmental Design													
Architectural Engineering Department													
	B.S.	Architectural Engineering			X					X			
Architecture Department													
	B Arch/M	Architecture					X					X	
City and Regional Planning Department													
	B.S./MC	City and Regional Planning					X				X		
	MCRP/M	Transportation Planning					X(note2)				X		
Construction Management Department													
	B.S.	Construction Management	X					X					X
Landscape Architecture Department													
	B.L.A.	Landscape Architecture		X					X				
Note	This is a joint program between City and Regional Planning and Engineering.												
College of Business													
	B.S./MBA	Business Administration	X					X					X
	M.S./MB	Engineering Management	X					X					X
	B.S.	Economics	X				X					X	
	B.S./M.A.	Industrial Technology		X					X				
College of Engineering													
	M. S.	Engineering							X				
Aeronautical Engineering Department													
	B.S./M.S.	Aeronautical Engineering					X					X	
Civil and Environmental Engineering Department													
	B.S.	Civil Engineering			X					X			
	B.S.	Environmental Engineering			X					X			
	M.S.	Civil and Environmental Engineering			X					X			
Computer Engineering Program													
	B.S.	Computer Engineering	X					X					X
Computer Science Department													
	B.S./M.S.	Computer Science				X					X		
Electronic and Electrical Engineering Department													
	B.S./M.S.	Electrical Engineering					X					X	
Engineering Science Program													
	B.S.	Engineering Science	X					X					X

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
Industrial and Manufacturing Engineering Department												
B.S.	Industrial Engineering		X					X				
B.S.	Manufacturing Engineering		X					X				
Materials Engineering Department												
B.S.	Materials Engineering				X					X		
Mechanical Engineering Department												
B.S.	Mechanical Engineering			X					X			
College of Liberal Arts												
Art and Design Department												
B.S.	Applied Art and Design		X					X				
English Department												
B.A./M.A.	English					X					X	
Foreign Languages and Literatures Department												
minor	French/German/Spanish			X					X			
Graphic Communication Department												
B.S.	Graphic Communication	X					X					X
History Department												
B.A.	History				X					X		
Journalism Department												
B.S.	Journalism		X					X				
Liberal Studies Program												
B.A.	Liberal Studies		X					X				
Music Department												
B.A.	Music			X					X			
Philosophy Department												
B.A.	Philosophy						X				X	
Political Science Department												
B.A.	Political Science				X					X		
Psychology and Human Development Department												
B.S.	Human Development						X					X
B.S./M.S.	Psychology						X					X
Social Sciences Department												
B.S.	Social Sciences					X				X		
Speech Communication Department												
B.A.	Speech Communication					X					X	
Theater and Dance Department												
minor	Dance/Theater			X					X			
College of Science and Mathematics												
Biological Sciences Department												
B.S./M.S.	Biological Sciences				X					X		
B.S.	Ecology and Systematic Biology				X					X		
B.S.	Microbiology				X					X		
Chemistry Department												
B.S.	Biochemistry	X					X					X
B.S.	Chemistry	X					X					X
Mathematics Department												
B.S./M.S.	Mathematics			X					X			
Physical Education and Kinesiology Department												
B.S./M.S.	Physical Education		X					X				
Physics Department												
B.S.	Physics	X					X					X
B.S.	Physical Science	X					X					X
Statistics Department												
B.S.	Statistics			X					X			
University Center for Teacher Education												
M.A.	Education		X					X				
Vice President for Academic Affairs												
minor	Ethnic Studies (see Note 4)						X					X
Note												
Not scheduled during the first cycle since it is a new minor.												
Intent is to review Ethnic Studies during the first year of the next five-year cycle.												
Number of PROGRAMS reviewed		14	14	11	9	13	17	16	11	12	11	16

**AERONAUTICAL ENGINEERING
PROGRAM REVIEW REPORT
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION	A	
A. Mission Statement		
B. Distinguishing features of mission	A	Design emphasis.
II. INSTRUCTIONAL ISSUES	A	
A. Educational Goals		
1. Intended student outcomes		
2. Outline program content and skill coverage	A	
3. Co-curricular programs or activities	A	
4. Special educational services:	A	The mentoring program has great potential.
a) entering students		
b) assistance for at-risk students	A	
c) Individualized opportunities:	A	
B. Instructional Design and Methods	A	
1. Innovative methods		
2. Other innovative inst. methods	A	
C. Assessment methods and Data	A	
1. Student Learning Outcomes		
a) Methods used at course level		
b) Student course outcome data	A	
c) Program outcome data	A	Instrument needs revision.
2. Instructional methods	M	This process needs to be sharply focused on instructional duties.
a) Peer review of plans and activities		
b) Incorporating research into instruction	A	
c) Student input on instructional processes	M	Poor instrument with minimal coverage

* NOTE: E - Exceptional A - Adequate M - Minimal I - Incomplete NA- Not Applicable

3. Instructors a) Colleague eval. procedures	A	
b) Student eval. of instructors	A	
4. Program a) Internal Review Process	M	Define and develop the internal review process.
b) Accreditation	E	
c) Alumni evaluation	A	
d) Evaluation by profession and advisory board	A	
e) Comparison with similar programs	A	
f) Intended program changes	A	
g) Internal planning and assessment	M	A formal plan and procedure should be developed.
III. STUDENT CHARACTERISTICS A. Awards and Honors	E	
B. Placement	A	
C. Diversity	A	
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	A	
B. Prof. Development Expectations	A-	Specific criteria within the four general areas should be developed.
C. Non-faculty staff involvement	na	
D. Resources 1. Personnel	A	
2. Fiscal Allocation	E	
3. Facilities	E	
E. Admissions criteria 1. Admissions profile	M	
2. Success of criteria	M	No attempt to validate MCA criteria.
F. Applicant pool 1. Recruitment	A	
2. Program Capacity	A	

G. Applicants/ accomm./ enrolled	A	Reflects aerospace industry economic conditions.
V. INSTITUTIONAL STATISTICS	A	
A. Fall quarter Student load		
B. SCU generated	A	
C. Retention/graduation	A	
VI. FUTURE PLANS	A	

**ARCHITECTURE
PROGRAM REVIEW REPORT
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION	A	Needs to be updated and revised relative to Cal Poly's mission.
A. Mission Statement	A	
B. Distinguishing features of mission	A	
II. INSTRUCTIONAL ISSUES	A	This verbiage, borrowed from "Visionary Pragmatism," is too general. Attitudes and values should be infused in the entire curriculum, not just in the beginning and in the end of the curriculum
A. Educational Goals		
1. Intended student outcomes	A	Content coverage is adequately described. Interdisciplinary components and capstone options need to be described more fully.
2. Outline program content and skill coverage	A	
3. Co-curricular programs or activities	A	
4. Special educational services:	A	Tracking feature is commendable, and the information obtained should be summarized. Does the portfolio review link to the advising process?
a) entering students		
b) assistance for at-risk students	A+	Please explain advising process for out-of-sequence students. What role does the student services coordinator play in this process? How do the informal peer advising and extended faculty exposures assist at-risk students?
c) Individualized opportunities:	A	Need examples and descriptions; other wise, too general
B. Instructional Design and Methods	E	WWW, computer design, etc. Good on the Renewable Energy Project
1. Innovative methods		
2. Other innovative inst. methods	A	Please explain how these may be used for individualized opportunities
C. Assessment methods and Data	M	Please provide more than just the description of the instruments used. For example, what is meant by credit for student outcome assessment, credit by examination and by portfolio?
1. Student Learning Outcomes		
a) Methods used at course level		
b) Student course outcome data	A	
c) Program outcome data	M	Is Arch 481 the only source of information? What percentage of students makes it to the 3 quarter capstone? How is the capstone design course assessed?
2. Instructional methods	A	
a) Peer review of plans and activities		
b) Incorporating research into instruction	A	Active faculty but incorporation of research projects into instruction is unclear
c) Student input on instructional processes	A	

* NOTE: E - Exceptional A - Adequate M - Minimal I - Incomplete NA- Not Applicable

3. Instructors	A	
a) Colleague eval. procedures		
b) Student eval. of instructors	A-	How are the results linked back to instruction?
4. Program	E	The use of faculty-student curriculum committee and area coordinators is commendable. Please describe the effectiveness and benefits of these committees.
a) Internal Review Process		
b) Accreditation	A	
c) Alumni evaluation	M	Consider instituting an improved alumni survey to help in tracking alumni and obtaining their feedback.
d) Evaluation by profession and advisory board	A	Please provide professional status or affiliations of members of advisory board.
e) Comparison with similar programs	E	
f) Intended program changes	M	Minimal changes envisioned. The list provided is very general and not programmatic.
g) Internal planning and assessment	M	There is no information on quality and effectiveness of methodology. Need to develop assessment tools.
III. STUDENT CHARACTERISTICS	A	An impressive list of awards.
A. Awards and Honors		
B. Placement	A	Suggest that you develop database of recent graduates. This could be done by instituting an effective alumni system.
C. Diversity	A+	Good applicant pool
IV. PROGRAM ADMINISTRATION	A	Wide variety of activity and accomplishments.
A. Faculty Scholarship		
B. Prof. Development Expectations	A	Please explain differences in resource allocations
C. Non-faculty staff involvement	A	
D. Resources	A	Highly qualified faculty, but not very diverse. How will this issue be addressed?
1. Personnel		
2. Fiscal Allocation	A	Please explain assigned time for grant proposal development and grant activity.
E. Admissions criteria	A	
1. Admissions profile		
2. Success of criteria	M	The criteria given are inappropriate as measures of student "success." They do not logically relate to the admissions criteria and weights.
F. Applicant pool	A	Program quality is its own recruitment, but is there targeted selection? Please explain.
1. Recruitment		
2. Program Capacity	A	
G. Applicants/ accomm./ enrolled	A	Highly selective program
V. INSTITUTIONAL STATISTICS	A	High!
A. Fall quarter Student load		
B. SCU generated	A	
C. Retention/graduation	A	
VI. FUTURE PLANS	A	Need space and GEB flexibility; but appear to be very slow to adjust to 4 unit courses.

**CITY AND REGIONAL PLANNING
PROGRAM REVIEW REPORT
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION A. Mission Statement	I	No clear mission statement was found. What is distinguishing about the department's mission? Refers to the 1990 statement--is it only the first 2 sentences? What document were these excerpts taken from? What is meant by "striving for social equality?"
B. Distinguishing features of mission	I	See above comments
II. INSTRUCTIONAL ISSUES A. Educational Goals 1. Intended student outcomes	M	The significant intended student outcomes are not clear. Greater specificity is needed to indicate just what is anticipated to result from the content coverage.
2. Outline program content and skill coverage	I	Need more information describing the rationale of the program.
3. Co-curricular programs or activities	A	Students have a required internship which has good potential. Students do community service.
4. Special educational services: a) entering students	A	The graduate mentor notion seems to have potential benefits.
b) assistance for at-risk students	I	Information about mentoring of at-risk students is inadequate.
c) Individualized opportunities:	M	None indicated.
B. Instructional Design and Methods 1. Innovative methods	M	The use of team teaching and electronic media are good techniques, but are not necessarily innovative. What is the rationale for their use in this program?
2. Other innovative inst. methods	M	None indicated.
C. Assessment methods and Data 1. Student Learning Outcomes a) Methods used at course level	I	Please describe the methods used
b) Student course outcome data	M	What do the goals in appendix A mean? What is the "goals assessment?" This was not discussed in the report.
c) Program outcome data	I	
2. Instructional methods a) Peer review of plans and activities	I	
b) Incorporating research into instruction	I	

* NOTE: E - Exceptional A - Adequate M - Minimal I - Incomplete NA- Not Applicable

c) Student input on instructional processes	I	
3. Instructors	M	Perfunctory. What does this mean?
a) Colleague eval. procedures		
b) Student eval. of instructors	A	Coverage is minimal.
4. Program	M	The department just holds meetings. What else is done? A serious internal review is desirable and appropriate.
a) Internal Review Process		
b) Accreditation	A	
c) Alumni evaluation	M	No evaluation of feedback was provided.
d) Evaluation by profession and advisory board	M	What additional input is available? Please explain.
e) Comparison with similar programs	M	Merely noting that the program is a hybrid is too general to be informative.
f) Intended program changes	I	What are the growth changes? Do the faculty have a clear plan for future changes? What are they? When will these anticipated program changes be implemented? there appears to be no plan regarding this matter.
g) Internal planning and assessment	I	No internal planning was apparent. Describe your action plans. What is being done to fill positions?
III. STUDENT CHARACTERISTICS	I	Tracking of awards and student recognition needs to be improved. Who receives these honors? Are no other honors available?
A. Awards and Honors		
B. Placement	M	Need more careful tracking of this. Career Services information alone is too minimal.
C. Diversity	A	
IV. PROGRAM ADMINISTRATION	M	Need specifics of the criteria and priorities.
A. Faculty Scholarship		
B. Prof. Development Expectations	M	What are the specific expectations? What are the priorities?
C. Non-faculty staff involvement	na	
D. Resources	A	Apparently, some faculty no longer participate in the program, according to Appendix D. Most are current in the field.
1. Personnel		
2. Fiscal Allocation	I	What dollars are associated with the assigned time? Need to be specific. The question was not answered.
3. Facilities	I	Need greater specificity in connection with the facilities and instructional activities.
E. Admissions criteria	A	
1. Admissions profile		
2. Success of criteria	M	No statement was found regarding the usefulness of the criteria.
F. Applicant pool	A	
1. Recruitment		
2. Program Capacity	M	What is being done to recruit students? The SAT scores seem low. It appears that the department could enrich the applicant pool by effective recruiting efforts. Need to develop a plan for recruiting and enhancing of the applicant pool.

G. Applicants/ accomm./ enrolled	M	Consider redirection of applicants who apply to other departments and are rejected elsewhere as possible applicants to your program
V. INSTITUTIONAL STATISTICS	A	
A. Fall quarter Student load		
B. SCU generated	A	
C. Retention/graduation	A	
VI. FUTURE PLANS	M	What does the department plan to do in the future? What is the department's response to the lack of flexibility referred to in the accreditation report?

**CROP SCIENCE
PROGRAM REVIEW REPORT
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION A. Mission Statement	M	General, vague, boiler-plate phrases. Essentially focuses on industry preparation. What departmental educational goals transcend vocational training? Consider articulating/incorporating the notion of experiential learning via enterprise projects, particular purposes/styles of faculty-student interaction, content coverage, intended immediate or long-term learning outcomes and aspects of personal development, and any other goals that are NOT institutional characteristics or by-products that are outside the department's direct control (such as the emphasis on undergraduates, location of facilities, advising by faculty, etc.)
B. Distinguishing features of mission	A	Enterprise projects are noted. What about the department's role in the larger (polytechnic) University context?
II. INSTRUCTIONAL ISSUES A. Educational Goals 1. Intended student outcomes	M	It would be helpful for the department and the University to have the program's highest-priority intended learning outcomes specified in greater detail than merely to note that students should "acquire knowledge of biological systems and their applicability to production," "acquire knowledge and skills in current cropping practices such as...", "recognize and appreciate the scientific method, and "effectively communicate technical knowledge to a variety of audiences." Does "acquire knowledge" mean to remember a set of facts, determine implications, see/perform simple/complex applications, recognize inappropriate use, develop complex solutions to problems for which there are no single right answers, or what? Does "appreciate" the scientific method mean to see it as a good thing or to use it appropriately, or what? Is communication to be oral, written, electronic, individualized, in groups, or what? A helpful approach may be for the department to describe in some detail the observable characteristics of an "ideal" graduate, and then to categorize, refine, and prioritize those characteristics.
2. Outline program content and skill coverage	A	A curricular "flow chart" would clarify this topic. How seriously has the department considered integrating Spanish, social science, ethics, broad environmental analysis, more mathematics, and more biological science into its curriculum? Insufficient information is given about the senior seminar and how it is structured/taught to determine if it is a significant or merely traditional course. How rigorously designed, monitored and evaluated are the senior projects?
3. Co-curricular programs or activities	A	If internships and summer jobs are high priorities, their rationale and connections to the instructional process and learning goals should be described in detail. Similarly, the educational impact of the community service experiences should be explicated. Use of clubs for instructional purposes is significant.
4. Special educational services: a) entering students	A	Standard and traditional. Does the department have any evidence for the effectiveness of its offerings?

* NOTE: E - Exceptional A - Adequate M - Minimal I - Incomplete NA- Not Applicable

b) assistance for at-risk students	A	Same as above. Also, what proactive measures could the department take? Is there a role for the Multicultural Agricultural Program?
c) Individualized opportunities:	A	Same as 4a, above. Also, what proportion of students avail themselves of these opportunities?
B. Instructional Design and Methods 1. Innovative methods incorporated into the traditional instructional format.	A	Simulated PCA performance is a good instructional activity if it is not too narrowly focused on licensing requirements to the exclusion of other educational objectives. A credible range of non-traditional tasks is presented, but beyond a description of activities, per se, the rational and intended and observed effects of these various activities would be helpful. The one sentence provided is too general.
2. Other innovative instructional methods	A	The only item in this category seems to be the enterprise projects. What structure, requirements, and restrictions are placed on these projects to ensure that they are effective means for enhancing clearly defined student learning objectives?
C. Assessment methods and Data 1. Student Learning Outcomes a) Methods used at course level	A	A good range is presented. How extensively are they used, and how well do they seem to work for producing a range of informative information? Elaborate on student peer evaluations, in particular.
b) Student course outcome data	M	Since the program's intended learning outcomes are vague, the relevance of course outcome information is indeterminate. "Integration of what they have learned" may be a goal of the 400-level courses, but it is not clear how that goal relates to broader department goals, nor is evidence presented for the attainment of that goal. Similarly, the relevance of, and evidence for, "creativity" and "independence" needs to be presented. The information regarding CRSC 463 is more to the point, but, again, is the department satisfied with how "effectively" students actually do communicate? As regards "learn-by-doing," requiring particular instructional activities does not constitute evidence that learning has occurred.
c) Program outcome data	M	Exit interviews is a good technique; however, instrumentation is too general. Job placement is not evidence for attaining specific learning outcomes! Passing a PAC exam is relevant only if the exam tasks/items are directly representative of desired program learning outcomes.
2. Instructional methods a) Peer review of plans and activities	M	Seems perfunctory, casual, and unsystematic. How often and how rigorous is the expanded course outline update process? How systematic is the critical collaboration of instructors involved in multi-section courses? Are faculty meeting discussions of instructional plans substantive? How systematic and substantive is the informal mentoring process?
b) Incorporating research into instruction	A	
c) Student input on instruct. processes	A	
3. Instructors a) Colleague eval. procedures	A	In practice, how rigorous, focused, and substantive are the processes described?
b) Student eval. of instructors	A	

4. Program a) Internal Review Process	M	Process seems unsystematic and episodic. What is the composition of the Advisory Board?
b) Accreditation	M	Could the department consider seeking review by the American Society of Agronomy? The Certified Crop Advisor Program is voluntary under the supervision of the ASA and the Calif. Fertilizer Assoc. What efforts are being taken to enable CS graduates to pass this certification as a critical component of California crop production?
c) Alumni evaluation	M	Given extensive contact with alumni, a systematic plan should be developed.
d) Evaluation by profession and advisory board	M	Meetings with professional and advisory boards should follow a systematic agenda to insure adequate topic coverage.
e) Comparison with similar programs	A	"Upside-down" feature is noted. Other points repeat those made in section I, above.
f) Intended program changes	A	
g) Internal planning and assessment	A	How specifically do the cited activities actually address strategic planning, as opposed to, say, problem-solving, resource management, or specific tasks/projects/issues?
III. STUDENT CHARACTERISTICS A. Awards and Honors	E	
B. Placement	A	
C. Diversity	A	Probation % seems high. Are there serious outreach efforts to enhance diversity?
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	M	What is meant by "significant strength?" Other than repeating the points in the Strategic Plan, how are accomplishments judged?
B. Prof. Development Expectations	M	Standards or levels of expectation are not clear. Does mentoring for probationary faculty occur to any significant degree, and is it effective? What occurs in post-tenure evaluation?
C. Non-faculty staff involvement	A	Consider exploring the potential in this area and expanding non-faculty staff functions that can enrich students' academic experience.
D. Resources 1. Personnel	A	Diversity is minimal.
2. Fiscal Allocation	A	"Other" category seems relatively high. Explain or itemize. Also, what is the plan for utilizing the donated funds for program goals and needs?
3. Facilities	A	
E. Admissions criteria 1. Admissions profile	A	
2. Success of criteria	M	No information presented, nor plans described to obtain it.
F. Applicant pool 1. Recruitment	M	What is planned to enhance outreach efforts? Consider re-targeting the recruitment letters to a more sharply defined and more potentially productive group.
2. Program Capacity	A	

G. Applicants/ accomm./ enrolled	A	
V. INSTITUTIONAL STATISTICS	A	
A. Fall quarter Student load		
B. SCU generated	A	
C. Retention/graduation	A	
VI. FUTURE PLANS	A	Plans described mainly focus on resource acquisition. What about pedagogical and instructional technology issues? Also, could the department enhance the scientific aspect of the curriculum by appropriate use of para-professional and technical staffing?

**ECONOMICS
PROGRAM REVIEW
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION	M	Gives College goals but vague about Economics program goals. The Business Advisory council statements could be summarized.
A. Mission Statement		
B. Distinguishing features of mission	I	None described.
II. INSTRUCTIONAL ISSUES	M	Too vague and general. How are these met?
A. Educational Goals		
1. Intended student outcomes		
2. Outline program content and skill coverage	A	
3. Co-curricular programs or activities	M	How is the co-curricular program integrated into the Economics program? What does the Economics Association do?
4. Special educational services:	A	Provides free tutoring.
a) entering students		
b) assistance for at-risk students	M	Did not address the at-risk students within the program. Need to be more pro-active.
c) Individualized opportunities:	A	About 1/3 of students participate.
B. Instructional Design and Methods	A	Innovations and community service are commendable. Need to explain more about the integrated core curriculum and how it functions with respect to Economics.
1. Innovative methods incorporated into the traditional instructional format.		
2. Other innovative instructional methods	A	
C. Assessment methods and Data	A	
1. Student Learning Outcomes		
a) Methods used at course level		
b) Student course outcome data	M	Need data or information. What are the results provided by the course-level assessment methods?
c) Program outcome data	M	Computer mediated instruction could provide outcome data.
2. Instructional methods	M	Need further information about just what is focused on.
a) Peer review of plans and activities		
b) Incorporating research into instruction	A	
c) Student input on instruct. processes	M	What is done with the student input which is evaluated nearly every quarter? Specifically, how does it link back to the instructional process?

* NOTE: E - Exceptional A - Adequate M - Minimal I - Incomplete NA- Not Applicable

3. Instructors a) Colleague eval. procedures	M	Need additional information about what is done beyond that which pertains specifically to instructional methods (as asked for in Section II.C.2.a).
b) Student eval. of instructors	M	What is done with this information?
4. Program a) Internal Review Process	M	An informal review is seems inadequate for a major program.
b) Accreditation	A	
c) Alumni evaluation	M	Too general and vague. What was in the survey?
d) Evaluation by profession and advisory board	A	Should consider seeking separate external evaluation of Economics program.
e) Comparison with similar programs	M	Similar to other programs. What is the special niche of Economics at Cal Poly? Upper division program is very small—is it supported by teaching large sections?
f) Intended program changes	A	
g) Internal planning and assessment	M	A specific and systematic planning process is needed.
III. STUDENT CHARACTERISTICS A. Awards and Honors	A	
B. Placement	M	Little attempt to track graduates, either directly or through Placement center.
C. Diversity	M	There are fewer than 30% women in the major.
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	A-	
B. Prof. Development Expectations	M	Economics department expectations seem to be same as College expectations.
C. Non-faculty staff involvement	na	
D. Resources 1. Personnel	A	
2. Fiscal Allocation	M	Increased assigned time, concurrent with enrollment increase, seems to be inconsistent with educational needs of students.
3. Facilities	A	
E. Admissions criteria 1. Admissions profile	A	
2. Success of criteria	M	No data relating MCAS to student success.
F. Applicant pool 1. Recruitment	A	
2. Program Capacity	A	

G. Applicants/ accomm./ enrolled	A	
V. INSTITUTIONAL STATISTICS	A	
A. Fall quarter Student load		
B. SCU generated	A	
C. Retention/graduation	A	
VI. FUTURE PLANS	A	Plans may suffer in coherence from a lack of a clear mission statement. What has happened as a result of the college's consultant on the facilitation for planning?

**ELECTRICAL ENGINEERING
PROGRAM REVIEW REPORT
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION	M	Narrow--more a description of the programs than a statement of the department's mission.
A. Mission Statement		
B. Distinguishing features of mission	A-	Cited features are not related to the department's mission. It is not clear what the reference group is, and therefore whether this program is distinctive or unique.
II. INSTRUCTIONAL ISSUES	M	Description is too vague and general.
A. Educational Goals		
1. Intended student outcomes		
2. Outline program content and skill coverage	A	
3. Co-curricular programs or activities	A+	Extensive co-op program.
4. Special educational services:	A	
a) entering students		
b) assistance for at-risk students	A	Are contracts successful?
c) Individualized opportunities:	A	Student involvement in faculty research.
B. Instructional Design and Methods	A-	Teams not really innovative. NSF grant a plus.
1. Innovative methods		
2. Other innovative inst. methods	A-	Nothing innovative in place now?
C. Assessment methods and Data	M	Descriptions are needed of specific methods used to assess identified significant learning outcomes.
1. Student Learning Outcomes		
a) Methods used at course level		
b) Student course outcome data	A-	Grades on courses cited (EE309 and 462) are very indirect indicators, and then only of specific aspects of program goals.
c) Program outcome data	A-	Indicators need direct links to clearly described program goals.
2. Instructional methods	A	
a) Peer review of plans and activities		
b) Incorporating research into instruction	A-	Specific examples of research being brought into classroom would be more informative than an assertion of "direct osmosis."

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c) Student input on instructional processes	M	Is this the only means for students to evaluate processes and activities?
3. Instructors	A	
a) Colleague eval. procedures		
b) Student eval. of instructors	M	Form is inadequate. Even so, the committee finds the results troublesome.
4. Program	M	
a) Internal Review Process		
b) Accreditation	A	
c) Alumni evaluation	M	Good form. Form could be refined; how are results used?
d) Evaluation by profession and advisory board	A	Industrial Advisory Board evaluation not in binder.
e) Comparison with similar programs	I	What are the comparison programs? (The response provided to Section I.B belongs here.)
f) Intended program changes	A-	Co-op as a tech elective is a plus. What role will co-op play in unit reduction/repackaging?
g) Internal planning and assessment	A	
III. STUDENT CHARACTERISTICS	A	
A. Awards and Honors		
B. Placement	A-	How good is the tracking of alumni?
C. Diversity	A -	Few women, limited diversity.
IV. PROGRAM ADMINISTRATION	A	Vague, no standard (quantitative or implied).
A. Faculty Scholarship		
B. Prof. Development Expectations	A-	Please provide and explain standards.
C. Non-faculty staff involvement	A-	How do they help?
D. Resources	A	
1. Personnel		
2. Fiscal Allocation	A-	Small \$ for professional development? Is some proportion of grant revenue used for professional development?
3. Facilities	A+	
E. Admissions criteria	A	
1. Admissions profile		
2. Success of criteria	M	No attempt to assess success of criteria.
F. Applicant pool	A-	Can personal contacts be specifically targeted to applicants from underrepresented groups? Outreach programs could be "looked at" systematically.
1. Recruitment		
2. Program Capacity	A	
G. Applicants/ accomm./ enrolled	A	

V. INSTITUTIONAL STATISTICS A. Fall quarter Student load	A	
B. SCU generated	A	
C. Retention/graduation	A	
VI. FUTURE PLANS	A-	Laudable goal, but not a plan--how to get there?

**ENGLISH
PROGRAM REVIEW REPORT
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION	A-	
A. Mission Statement		
B. Distinguishing features of mission	A-	
II. INSTRUCTIONAL ISSUES	A+	Desired skills well presented.
A. Educational Goals		
1. Intended student outcomes		
2. Outline program content and skill coverage	A	Discussion involved the program to be implemented in Fall 1998. Program appears to provide a balance between canonical and non-canonical material.
3. Co-curricular programs or activities	A+	Activities include visiting writers and activities associated with Living and Learning Environment in the CLA dorm.
4. Special educational services:	A	Notable effort for large number of majors; hold is placed on registration unless students contact academic advisor.
a) entering students		
b) assistance for at-risk students	A	Appears to provide appropriate level of support and direction for students on academic probation.
c) Individualized opportunities:	A	
B. Instructional Design and Methods	A	Evaluation of the innovations should be instituted.
1. Innovative methods		
2. Other innovative inst. methods	E	Notable array of activities.
C. Assessment methods and Data	A	Portfolio concept laudable.
1. Student Learning Outcomes		
a) Methods used at course level		
b) Student course outcome data	A	
c) Program outcome data	A	
2. Instructional methods	A	Rationale for the process can be commended. Committee had some concern that the rigidity could be problematic for some probationary faculty who might be excellent faculty members, but not a "good fit."
a) Peer review of plans and activities		
b) Incorporating research into instruction	A	
c) Student input on instructional processes	A-	The mechanism for how this information is used, is unclear.

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3. Instructors a) Colleague eval. procedures	A	
b) Student eval. of instructors	A	
4. Program a) Internal Review Process	A	The Committee recommends that the department consider a more explicitly structured process.
b) Accreditation	M	The PRAIC Committee recommends that the Department not wait so long for their initial external review.
c) Alumni evaluation	M	The PRAIC Committee recommends development of an alumni evaluation and critique program.
d) Evaluation by profession and advisory board	M	The PRAIC Committee recommends increased connection with CLA Advisory Board or other professional organization such as the EMLA
e) Comparison with similar programs	A	
f) Intended program changes	A	
g) Internal planning and assessment	A	
III. STUDENT CHARACTERISTICS A. Awards and Honors	A	Department noted that official awards and honors records have been only kept for a short time.
B. Placement	M	The PRAIC recommends development of an improved alumni tracking system.
C. Diversity	A	
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	A	
B. Prof. Development Expectations	E	Clear and specific, and aids newly hired TT faculty.
C. Non-faculty staff involvement	na	
D. Resources 1. Personnel	A	The PRAIC Committee notes highly active core.
2. Fiscal Allocation	A	How does the large amount of release time for BWS/ILE impact the ability of the Department to offer its program?
3. Facilities	M	The PRAIC Committee recommends upgrade of lecture facilities in CLA.
E. Admissions criteria 1. Admissions profile	A	
2. Success of criteria	E	Department provided definition and sources of evidence of student success.
F. Applicant pool 1. Recruitment	A	
2. Program Capacity	A	

G. Applicants/ accomm./ enrolled	A	
V. INSTITUTIONAL STATISTICS	A	
A. Fall quarter Student load		
B. SCU generated	A	
C. Retention/graduation	A	
VI. FUTURE PLANS	A	

**RECREATION ADMINISTRATION
PROGRAM REVIEW REPORT
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION	E	Good job
A. Mission Statement		
B. Distinguishing features of mission	A	Well documented but some are quite generic.
II. INSTRUCTIONAL ISSUES	A	Lacks prioritization, carefully identified, but prioritize; "understand" is too general.
A. Educational Goals		
1. Intended student outcomes		
2. Outline program content and skill coverage	A	Well presented - explain interdisciplinary activities (i.e. projects, connections to other departments).
3. Co-curricular programs or activities	A	Good to have community centered activities; curriculum and assessment links are not addressed.
4. Special educational services:	A	Adequate, many departments do the same; "Mandatory" meeting has merit; two year plan is good.
a) entering students		
b) assistance for at-risk students	A	Newly-implemented advising process and form for students on Academic Probation is good.
c) Individualized opportunities:	A	Categorization would be more informative, rather than history
B. Instructional Design and Methods	A	Quantity good, but most are not very innovative. Provide rationale and intended effects for the most significant innovations.
1. Innovative methods		
2. Other innovative inst. methods	A-	Not very innovative.
C. Assessment methods and Data	A	Additional information about how these are employed or used would be helpful.
1. Student Learning Outcomes		
a) Methods used at course level		
b) Student course outcome data	A	What are the "tools" and "instruments" for obtaining data? What evidence do they provide?
c) Program outcome data	A	Methods for evaluating internships are well described.
2. Instructional methods	A	What is the format for the CAGR Professional Development Plan? There could be more information specific information unique to your program.
a) Peer review of plans and activities		
b) Incorporating research into instruction	A	No clear sense of curriculum significance.
c) Student input on instructional processes	A	"Mandatory" meeting for all students is commendable.

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3. Instructors a) Colleague eval. procedures	A	Please provide the form for part-time faculty.
b) Student eval. of instructors	A	
4. Program a) Internal Review Process	A	The survey instrument for the juniors and seniors could be improved and extended to II.C.2.c.
b) Accreditation	A	
c) Alumni evaluation	A-	A broader alumni survey would be useful.
d) Evaluation by profession and advisory board	A	
e) Comparison with similar programs	A	The comparison with other programs is implied. More specific information would be helpful.
f) Intended program changes	A	
g) Internal planning and assessment	A-	Program review seems reactionary - lack of specificity in terms of particular intended student outcomes.
III. STUDENT CHARACTERISTICS A. Awards and Honors	A-	Suggest creating a database.
B. Placement	A-	Incomplete.
C. Diversity	A	New process for advising students on academic Probation has been implemented.
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	E	Good detail.
B. Prof. Development Expectations	A	Well developed.
C. Non-faculty staff involvement	N/A	
D. Resources 1. Personnel	A	It is recommended that the number of faculty be increased; good grants record.
2. Fiscal Allocation	A	
3. Facilities	A	
E. Admissions criteria 1. Admissions profile	A	
2. Success of criteria	M	No empirical data and no plan to obtain the data.
F. Applicant pool 1. Recruitment	A	Good range of methods! Is there evidence of success?
2. Program Capacity	A	
G. Applicants/ accomm./ enrolled	A	
V. INSTITUTIONAL STATISTICS A. Fall quarter Student load	A	
B. SCU generated	A	
C. Retention/graduation	A	
VI. FUTURE PLANS	A	Good plan, well thought out.

**SPEECH COMMUNICATIONS
PROGRAM REVIEW REPORT
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION A. Mission Statement	A	
B. Distinguishing features of mission	A	The specific details provided are very informative, but refer more directly to the actual program rather than the program's mission.
II. INSTRUCTIONAL ISSUES A. Educational Goals 1. Intended student outcomes	A	Educational goals are appropriate for the Department.
2. Outline program content and skill coverage	E	Chronology through the major appears logical and appropriate.
3. Co-curricular programs or activities	A	Debate and Storytelling activities are noted as having potential for embodying desired program outcomes.
4. Special educational services: a) entering students	A	Traditional and minimal.
b) assistance for at-risk students	A-	The contact and tutoring seems to be too little, too late.
c) Individualized opportunities:	A-	Unclear what percentage of students participate in the listed activities?
B. Instructional Design and Methods 1. Innovative methods	A+	
2. Other innovative inst. methods	A	Criteria for the weekly reports while on internship are commendable.
C. Assessment methods and Data 1. Student Learning Outcomes a) Methods used at course level	A	Assessment of the above innovative methods should be undertaken.
b) Student course outcome data	M	Available information, even if "speculative," would be useful.
c) Program outcome data	M	The Department should develop the tools to be able to respond to this topic.
2. Instructional methods a) Peer review of plans and activities	A-	The PRAIC was unable to determine rigor of the review process
b) Incorporating research into instruction	A	Excellent examples provided.

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c) Student input on instructional processes	E	The use of individualized faculty instruments is laudable. Details would be helpful.
3. Instructors	A	
a) Colleague eval. procedures		
b) Student eval. of instructors	A	Summary statistical information would be useful.
4. Program	M	The PRAIC recommends development of Departmental Committee and process for this purpose.
a) Internal Review Process		
b) Accreditation	M	Even if there is no separate accreditation available for this Department, the PRAIC recommends that the Department pursue a regular external review program.
c) Alumni evaluation	M	The interactive Website is a promising means of contacting alumni.
d) Evaluation by profession and advisory board	M	As stated above, the PRAIC recommends that the Department pursue a regular external review program. The PRAIC also recommends increased connection with CLA Advisory Board or other professional organization.
e) Comparison with similar programs	A	
f) Intended program changes	A	The PRAIC suggests consideration of other issues, e. g., increasing the breadth of support courses, consistent with a Polytechnic university?
g) Internal planning and assessment	M	The PRAIC agrees with the Department in noting a deficiency in this area.
III. STUDENT CHARACTERISTICS	M	The relevant information is not recorded.
A. Awards and Honors		
B. Placement	M	Career Services can provide limited information. The PRAIC Committee recommends development of an improved alumni tracking system.
C. Diversity	A	
IV. PROGRAM ADMINISTRATION	E	
A. Faculty Scholarship		
B. Prof. Development Expectations	A	The distinction in expectations for tenured and tenure-track faculty is not clear.
C. Non-faculty staff involvement	na	
D. Resources	A+	The PRAIC notes significant activity across the department
1. Personnel		
2. Fiscal Allocation	A	An improved alumni tracking system might improve discretionary funding.
3. Facilities	M	PRAIC Committee recommends upgrade of lecture facilities in CLA
E. Admissions criteria	A	Does your (CLA) MCA include specifically the topics listed in the report?
1. Admissions profile		
2. Success of criteria	M	The PRAIC lauds the success in terms of graduation rate. Can the aspects of the MCA that contribute to the graduation rate be determined?

F. Applicant pool 1. Recruitment	A	Applicant pool appears strong. The PRAIC would encourage the re-establishment of the high school debate tournament. Appears to be an excellent recruitment tool and an appropriate co-curricular activity for majors in this field.
2. Program Capacity	A	
G. Applicants/ accomm./ enrolled	A	The Department appears to be effective in maintaining a high show rate.
V. INSTITUTIONAL STATISTICS A. Fall quarter Student load	A	
B. SCU generated	A	
C. Retention/graduation	A+	While data is limited, it does appear the students can progress readily through the major.
VI. FUTURE PLANS	A	The PRAIC acknowledges the progress towards some of the goals set in 1991. The Department provided a reasonable set of goals for the next cycle. However, the PRAIC would hope that a resolution of the apparent conflict in the Department would be the highest priority.

**SOCIAL SCIENCES
PROGRAM REVIEW REPORT
1996-1997**

ITEM	RATING*	COMMENTS
I. MISSION	A-	No discussion of service mission.
A. Mission Statement		
B. Distinguishing features of mission	A	Pacific Rim emphasis is noted.
II. INSTRUCTIONAL ISSUES	A-	Too general. No discussion of (observable) outcomes.
A. Educational Goals		
1. Intended student outcomes		
2. Outline program content and skill coverage	A-	No rationale given for organization of curriculum.
3. Co-curricular programs or activities	A	Internship is good.
4. Special educational services:	A	
a) entering students		
b) assistance for at-risk students	M	Academic probation seems too late to identify at-risk students.
c) Individualized opportunities:	A	
B. Instructional Design and Methods	M	Pacific Rim emphasis is not an innovative instructional method.
1. Innovative methods		
2. Other innovative inst. methods	M	No response given.
C. Assessment methods and Data	M	Are there any methods within the individual disciplines to assess achievement of course objectives?
1. Student Learning Outcomes		
a) Methods used at course level		
b) Student course outcome data	M	No response.
c) Program outcome data	M	No response.
2. Instructional methods	A	OK for post-tenure review.
a) Peer review of plans and activities		
b) Incorporating research into instruction	A	
c) Student input on instructional processes	A	The form used is of very limited value. A new form will be adapted from Political Science.

* NOTE: E - Exceptional A - Adequate M - Minimal I - Incomplete NA- Not Applicable

3. Instructors a) Colleague eval. procedures	M	The form used is of very limited value.
b) Student eval. of instructors	M	The form used is of very limited value.
4. Program a) Internal Review Process	M	The process is not systematic. What are the criteria?
b) Accreditation	M	Are there accrediting bodies for any of the individual programs in the department, equivalent to the Geography review attached?
c) Alumni evaluation	M	Progress is needed in this area.
d) Evaluation by profession and advisory board	M	Need better input from the professions.
e) Comparison with similar programs	A-	It would be informative to make comparisons at the individual discipline level within the department.
f) Intended program changes	A	
g) Internal planning and assessment	M	No detail given.
III. STUDENT CHARACTERISTICS A. Awards and Honors	M	Very small sample.
B. Placement	M	Better alumni tracking would be valuable.
C. Diversity	A	
IV. PROGRAM ADMINISTRATION A. Faculty Scholarship	A-	No specific criteria provided. A definition tailored to the department strengths and Mission might help focus faculty professional development.
B. Prof. Development Expectations	M	No measurable standard. The response equates professional development with published research. Professional development standards should reflect the department value system.
C. Non-faculty staff involvement	A	No involvement.
D. Resources 1. Personnel	A	
2. Fiscal Allocation	M	If there truly are no resources available for allocation, then the department should try to develop alumni support, and other sources of funds to support department activities.
3. Facilities	A-	
E. Admissions criteria 1. Admissions profile	A	What is the rationale for the 2:1 freshman-transfer ratio?
2. Success of criteria	M	Is there any evidence that the (department/college) admissions criteria are valid? How is success defined?
F. Applicant pool 1. Recruitment	A	Pro-diversity statement in material sent to high schools is a positive action.
2. Program Capacity	A-	Is growth in number of majors at the expense of service courses?

G. Applicants/ accomm./ enrolled	A-	Students enrolled do not have particularly impressive SAT's or GPA's. Are efforts made to target specific applicants to encourage the best qualified to enroll?
V. INSTITUTIONAL STATISTICS	A	
A. Fall quarter Student load		
B. SCU generated	A	
C. Retention/graduation	A	
VI. FUTURE PLANS	A	The Pacific Rim concentration appears to be a new discipline, rather than a unifying theme in all the department's disciplines. Are there plans to modify the department's other programs? Would a tenure-track faculty hiring plan which focused on overall department needs (reflecting a unified department vision) have been more successful?

Miss - Exec Com 11/4/97

Adopted:

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

**AS- -97/
RESOLUTION ON
FINAL EXAM SCHEDULING**

- WHEREAS, Campus policy currently provides for a maximum of one hour final exams for 1-2 unit courses, two hour final exams for 3 unit courses, and three hour final exams for 4 unit courses; and
- WHEREAS, Increased numbers of 4 unit courses in the curriculum are creating final exam scheduling and room conflicts for students and faculty; and
- WHEREAS, Faculty should have the opportunity to assess their courses in the manner they deem most appropriate; be it therefore
- RESOLVED, That the attached final exam schedule, which provides for three hour final blocks in a six day schedule with common finals only on the Saturday preceding finals week, be adopted; and be it further
- RESOLVED, That this schedule sets only maximum times available for final exams, and in no way otherwise dictates the actual length of final exams for faculty.

Proposed by the Academic Senate
Curriculum and Instruction Committees
October 29, 1997

Final Exam Schedule

Exams will be held in the regularly assigned classroom at the days and times indicated below. Instructors requesting to change a final exam time must obtain approval from the Department Head and College Dean at least two weeks before final exam week. Questions concerning the final exam schedule should be referred to the University Scheduling Office at X6-2461.

FINAL EXAM SCHEDULE FOR DAY CLASSES

Exam Days	Monday (M)	Tuesday (T)	Wednesday (W)	Thursday (R)	Friday (F)
Exam Hrs	Class Start Time and Meeting Days	Class Start Time and Meeting Days	Class Start Time and Meeting Days	Class Start Time and Meeting Days	Class Start Time and Meeting Days
0710-1000am	0710 MWF, MW. WF, MF	0710 TR 0710-0900 TR 0740-0900 TR	0810 MWF, MW WF, MF 0810-0920 MWF 0810-1000 MW	0810 TR 0810-0930 TR	0910 MWF, MW WF, MF 0930-1040 MWF
1010-0100pm	1010 MWF, MW MW, MF 1050-1200 MWF 1010-1200 MW	0910 TR 0910-1100 TR 0940-1100 TR	1110 MWF, MW WF, MF	1010 TR	1210 MWF, MW WF, MF 1210-0120 MWF 1210-0200 MW
0110-0400pm	0110 MWF, MW MW, MF 0130-0240 MWF	1210 TR 1210-0130 TR 1210-0200 TR	0210 MWF, MW WF, MF 0210-0400 MW 0250-0400 MWF	0110 TR 0140-0300 TR	0310 MWF, MW WF, MF
0410-0700pm	0410 MWF, MW WF, MF 0410-0530 MW 0410-0600 MW	0210 TR 0210-0400 TR	0510 MW, M 0610 MW, M	0310 TR 0310-0430 TR	Room Conflict Resolution

FINAL EXAM SCHEDULE FOR EVENING CLASSES

Exam Days	Monday (M)	Tuesday (T)	Wednesday (W)	Thursday (R)	Friday (F)
Exam Hrs	Class Start Time and Meeting Days	Class Start Time and Meeting Days	Class Start Time and Meeting Days	Class Start Time and Meeting Days	Class Start Time and Meeting Days
0710-1000pm	0710 MW, M	0610 TR, T 0710 TR, T	0510 W 0610 W 0710 W	0410 TR 0410-0530 TR 0410-0600 TR 0440-0600 TR	0510 TR, T 0510 R 0610 R 0710 R

COMMON FINAL EXAM SCHEDULE

(held the Saturday before the normal finals week)

Saturday (S) 0810-1100am
Common Final Time # 1

Saturday (S) 1110-0200pm
Common Final Time # 2

Note:

Classes meeting 4 or 5 days per week will follow the MWF schedule. One-unit lecture classes will hold their exam at the last regular meeting of the class to avoid scheduling conflicts. Classes that meet in more than one lecture room during the quarter will meet in the room announced by your instructor using the Room Conflict Resolution time listed above. Exam time is determined by the hours scheduled for the lecture portion of any course. Exams for activity, laboratory and recitation classes will be held during the last class meeting.

Resolution on Enrollment
Academic Senate Budget and Long Range Planning Committee

- WHEREAS The actual student enrollment at Cal Poly exceeds the student enrollment funded by the CSU; and
- WHEREAS The State funding per student and the actual per student cost of educating a student at Cal Poly are diverging; and
- WHEREAS The current student enrollment at Cal Poly is at or near the master plan facility capacity during the academic year; and
- WHEREAS Increasing student enrollment without sufficient increases in the budget and facilities will seriously impair the quality of the Cal Poly academic programs; and
- WHEREAS Cal Poly's success and reputation is based in large part upon its polytechnic emphasis, and polytechnic programs by their very nature are more expensive than most other programs in the CSU system; and
- WHEREAS State funding which is largely based on a per student allocation that does not recognize the differences in instructional costs of various programs, and this funding policy is jeopardizing Cal Poly's ability to continue to offer quality academic programs; therefore be it
- RESOLVED That Cal Poly should strive to have its actual enrollment equal to its funded enrollment; and be it further
- RESOLVED That once the actual and funded enrollment equilibrium has been established, future enrollments should not exceed the funded enrollments; and be it further
- RESOLVED That Cal Poly should endeavor to balance its enrollment so as to minimize the year-to-year fluctuation of new students; and be it further
- RESOLVED That future enrollment should not exceed the physical capacity of the campus; and be it further
- RESOLVED That all future enrollment growth be predicated on the existence of adequate facilities and sufficient financial support; and be it further
- RESOLVED That the State Legislature and the CSU Administration be encouraged to fund Cal Poly programs at a level closer to their actual cost, rather than on a system-wide per student basis.