

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

MINUTES OF THE
ACADEMIC SENATE COMMITTEE
Tuesday, April 29 2014
UU220, 3:10 to 5:00pm


- I. Minutes: The minutes from April 15 were approved as presented with the some minor changes.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. **Academic Senate Chair:** (Rein) none.
 - B. **President's Office:** (Kinsley) none.
 - C. **Provost's Office:** (Enz Finken) none.
 - D. **Vice President for Student Affairs:** (Humphrey) There was a letter sent to the Downtown Association requesting to reduce or no bar service on the mornings of commencement. I will meet with Mayor Marx in two weeks.
 - E. **Statewide Senate:** (LoCascio) The last Statewide Academic Senate meeting will be in two weeks to select a Statewide Academic Senate chair. There is continuing discussion about junior colleges offering bachelor's degrees.
 - F. **CFA Campus President:** (Thorncroft) Salaries have been proposed in bargaining.
 - G. **ASI:** (Prestininzi) Joi Sullivan was elected ASI President.
- IV. Special Reports:
 - A. Joel Neel, Director of Facilities Planning and Capital Projects and Julie Moloney, Campus Planner for Facilities Planning and Capital Projects, presented on the Cal Poly Master Plan Update and is requesting feedback. Presentation available: http://academicsenate.wcms.calpoly.edu/sites/academicsenate.wcms.calpoly.edu/files/acadsen_comm_reports/yearend12-13/master_plan_update_ye13-14.pdf
 - B. Josh Machamer, chair of GE Governance Board, presented on General Education Program Learning Outcomes and is requesting feedback. Presentation available: <http://academicsenate.wcms.calpoly.edu/sites/academicsenate.wcms.calpoly.edu/files/presentations/GE%20PLOs%20%28draft%29.pdf>
- V. Consent Agenda: The following course/program was approved by consensus: IME 435 Reliability for Design and Testing.
- VI. Business Items:

- A. **Resolution on Sustainability:** Neal MacDougall, chair of Sustainability Committee, presented the Resolution on Sustainability, which requests that the Academic Senate Sustainability Committee be directed to develop a list of classes based on an assessment process that meets the Sustainability Learning Objectives. This resolution will continue as first reading.
- B. **Resolution on the Use of Conflict Minerals in the Democratic Republic of Congo:** Katie Hoselton, 4th-year Political Science student, presented the Resolution on the Use of Conflict Minerals in the Democratic Republic of Congo, and asks that the Academic Senate request that the Office of Contract and Procurement Services publish a statement on its website stating its awareness of the conflict in Congo and its commitment to purchasing conflict-free products when available. This resolution will come back as second reading.
- C. **Resolution on New Masters of Science Degree in Fire Protection Engineering:** Christopher Pascual, Mechanical Engineering Department, presented this resolution proposing a permanent implementation of a Masters of Science in Fire Protection Engineering from a pilot program, and is asking that the Academic Senate approve the proposal and that it be sent to the Chancellor's Office for final approval. This resolution will return as a second reading.
- D. **Resolution Supporting the ASCSU Efforts to Reconsider the 120/180 Unit Limits for Many Discipline Degrees.** Due to lack of time, this was not discussed.

VI. Discussion Item(s): none.

VII. Adjournment: 5:00 pm

Submitted by,



Melissa Rodriguez

Academic Senate Student Assistant

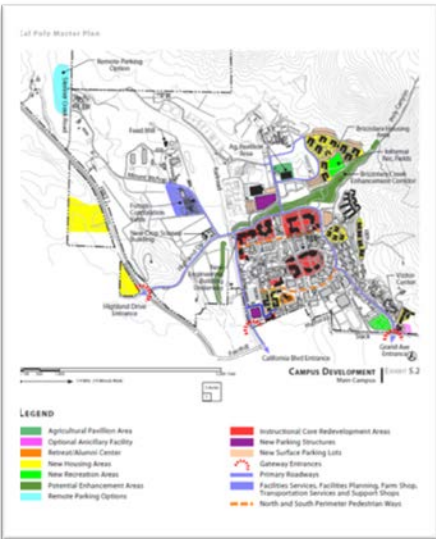
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CAL POLY MASTER PLAN UPDATE

Purpose

- Guiding document for the physical growth and development of the campus
- Required by the Board of Trustees
- The current Master Plan was approved in 2001
- Student enrollment influences academic space decisions



CAL POLY MASTER PLAN UPDATE

- Retained Communitas for assistance with the update
 - Roberta Jorgensen, Master Plan Architect
 - Michael Multari, Consulting Planner (former Campus Planner and CRP Faculty)
 - RRM Design Group
- Facilities Planning and Capital Projects will contract with an environmental firm for background and CEQA compliance work



MASTER PLAN UPDATE PROCESS

- Phase I (currently underway)
 - Establish the Master Plan Team
 - Clarify Initial Assumptions and Goals
 - Review current Master Plan
 - Update Environmental Conditions
 - Identify space needs and land capacity
 - Draft Design Guidelines
 - Preliminary Land Use and Circulation Map and Issues Report

MASTER PLAN UPDATE PROCESS

- Phase II
 - Campus and Community Outreach
 - Refine space needs based on Academic Plans
 - Draft updated plan text
 - Draft Master Plan maps
 - Clarify sustainability efforts
 - Conduct concurrent environmental review

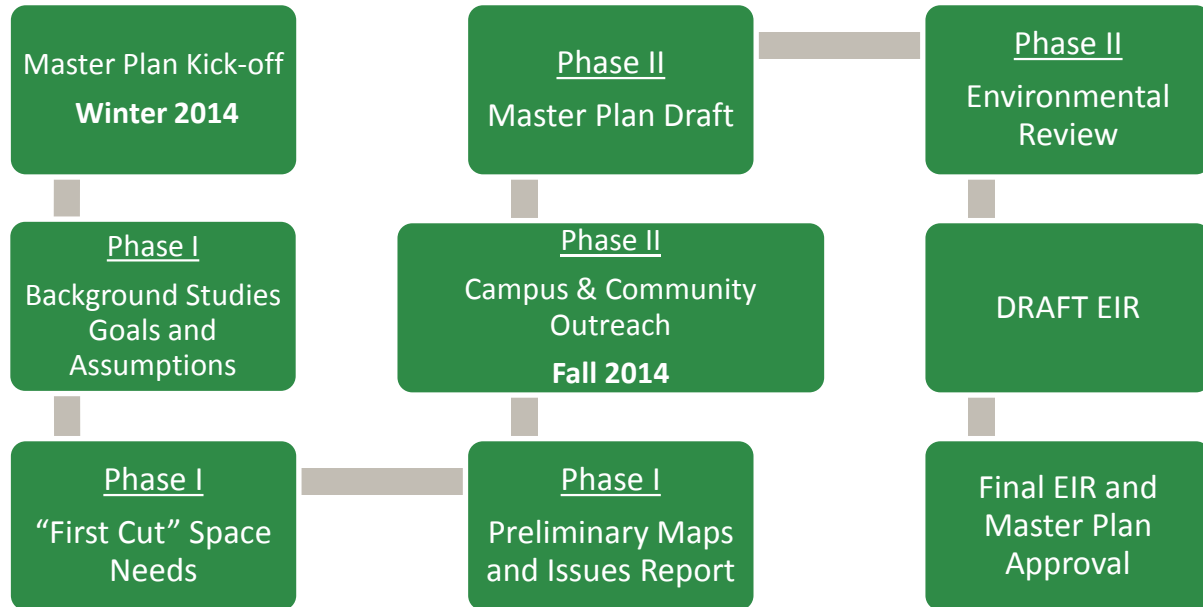
MASTER PLAN UPDATE PROCESS

- Campus and Community Outreach
 - Conduct focus group and Town Hall meetings with stakeholders
 - Utilize CEQA public review process for Draft Plan and Draft environmental document
 - Work with City and County on local and regional land use concerns

NEXT STEPS

- Conduct Master Plan Educational Campaign
- Develop Campus and Community Outreach Strategy
- Work with Campus Stakeholders to develop preliminary needs
- Create Draft Land Use Plan

MASTER PLAN UPDATE TIMELINE



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GE Program Review (2006)

Cal Poly does not have explicit learning outcomes for the GE program.

Allen, Banta, Greenwald. Review of the California Polytechnic State University, San Luis Obispo General Education Program; "Concerns; Learning Outcomes." November, 2006.

...we suggest that faculty consider developing a short set of program-wide outcomes...

Allen, Banta, Greenwald. Review of the California Polytechnic State University, San Luis Obispo General Education Program; "Concerns; Learning Outcomes." November, 2006.

What do we currently have...?

GE Focused Learning Objectives (GEFLOs)

1. disciplinary knowledge
2. critical thinking
3. aesthetic appreciation
4. writing
5. oral communication
6. problem solving/scientific inquiry
7. psychological/physical health
8. ethics
9. global awareness/cultural citizenry
10. integrative learning

- **BUT** (GEFLOs) are not performative; they are not stated learning expectations for students in the program

What do we currently have...?

Area Educational Outcomes & Criteria (related to courses)

1. 5 Content Areas (A, B, C, etc.)
 2. 20 Sub Areas (A1, A2, etc.)
 3. approximately 53 Educational Outcomes
 4. approximately 127 Criteria
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- **BUT** these are course related, both in construction and output; they are not stated learning expectations for students in the program

Moving forward toward implementing GE Program Learning Outcomes

...if PLOs state expectations for all students successfully completing an academic program.

...and if GE is an academic program (EO 1065).

- **What are our learning expectations for students completing GE at Cal Poly?**

Cal Poly's General Education Program

MISSION STATEMENT

The General Education Program is one of the primary sites for realizing Cal Poly's vision of a comprehensive polytechnic education. The program promotes an understanding and appreciation of the foundational disciplines that ground all intellectual inquiry. It enriches the specialized knowledge acquired in a major program with an understanding of its scientific, humanistic, artistic, and technological contexts. The program imparts knowledge and transferable skills, fosters critical thinking and ethical decision making, supports integrative learning, and prepares students for civic engagement and leadership.

General Education **PROGRAM LEARNING OUTCOMES (PLOs)**

Critical and creative thinking (ULO #1)

Construct and critique arguments from a logical perspective (GEPLO #1)

General Education

PROGRAM LEARNING OUTCOMES (PLOs)

Effective communication (ULO #2)

Make a rhetorical connection with diverse audiences by developing appropriate (e.g. oral, written, visual) modes of communication (GEPLO #2)

General Education

PROGRAM LEARNING OUTCOMES (PLOs)

Disciplinary expertise (in context) (ULO #3)

Develop disciplinary knowledge, skills, and values in mathematics, arts, letters and sciences to help solve real-world problems (GEPLO #3)

General Education PROGRAM LEARNING OUTCOMES (PLOs)

Self efficacy and collaboration (ULO #4)

Understand the value of a general education in relation to a major course of study (GEPLO #4)

General Education **PROGRAM LEARNING OUTCOMES (PLOs)**

Social responsibility (ULO #5)

Collaborate with people of different
backgrounds, values, and experiences
(GEPLO #5)

General Education

PROGRAM LEARNING OUTCOMES (PLOs)

Reasonable decision-making (in relation to shared values) (ULO #6)

Evaluate global and local issues and their impact on society (GEPLO #6)

General Education **PROGRAM LEARNING OUTCOMES (PLOs)**

Lifelong learning (ULO #7)

Use intention and reflection to develop
and improve one's own learning (GEPLO #7)