



Meeting of the Academic Senate Executive Committee

Tuesday, May 16, 2017

01-409, 3:10 to 5:00pm

- I. **Minutes:** Approval of April 4 and April 25, 2017 minutes (pp. 2-5).
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Statewide Senate:
 - E. CFA:
 - F. ASI:
- IV. **Business Item(s):**
 - A. **Appointment to Academic Senate committee for 2017-2019:** (p. 6).
 - B. **Appointment to University Committee for 2017-2018:** (pp. 7-8).
 - C. **Appointments of Academic Senate Committee Chairs for 2017-2018:** (p. 9).
 - D. **Approval of Assigned Time for Academic Senate Officers and Committee Chairs:** (p. 10).
 - E. **Resolution on Review of Courses with Condensed Time Schedules:** Brian Self, Curriculum Committee Chair (pp. 11-13).
 - F. **Resolution on Defining Student Success:** Sean Hurley, Budget and Long-Range Planning Committee Chair (p. 14).
 - G. **Resolution on Graduate Blended Program Policies:** Richard Savage, Dean of Graduate Education (pp. 15-23).
 - H. **Resolution on Alternative Approaches to the Graduation Writing Requirement:** Dawn Janke, GWR Task Force Chair (pp. 24-49).
- V. **Discussion Item(s):**
 - Follow-up discussion of Academic Calendar Survey** by Gary Laver, Academic Senate Chair.
- VI. **Adjournment:**



Minutes of the Academic Senate Executive Committee

Tuesday, April 4, 2017

01-409, 3:10 to 5:00pm

- I. **Minutes:** M/S/P the approval of the February 16, 2017 minutes. M/S/P the approval of the January 31, 2017 minutes with the deletion of following sentence from the Provost's report: Budget planning is currently underway with evaluations on the plan from this year and for next year.
- II. **Communication(s) and Announcement(s):** None.
- III. **Reports:**
 - A. Academic Senate Chair (Laver): None.
 - B. President's Office (Fernflores): None.
 - C. Provost (Enz Finken): Kathleen Enz Finken provided information regarding the Graduation Initiative that began in the Summer of 2016 to increase graduation rates. A short-term plan was submitted last year, but the development of a long-term plan is currently underway.
 - D. Statewide Senate (LoCascio): Jim LoCascio, Statewide Senator, reported on a meeting with the California Community Colleges regarding the need for individuals to review the Transfer Model Curriculum (TMCs).
 - E. CFA (Archer): Graham Archer, CFA President, reported that the CFA is preparing for bargaining that will begin in July.
 - F. ASI (Colombini/Nilsen): Jana Colombini, ASI President, reported on "It's On Us" Week, which encourages sexual assault awareness on campus through campus-wide events. The Office of Risk Management for the university will no longer be providing insurance to clubs, in accordance with other CSU practices and findings from their audit. Riley Nilsen, ASI Chair of the Board, presented that ASI will be making updates with regards to its branding and vision statements. Nilsen also asked for faculty in the College of Science and Math and the College of Architecture and Environmental Design to encourage their students to run for vacant seats in the ASI Board of Directors.
- IV. **Business Items:**
 - A. **Approval of Christina Wolfe-Chandler to the PCS caucus for spring quarter 2017.** M/S/P the approval of Christina Wolfe-Chandler to the PCS caucus for spring quarter 2017.
 - A.1. **Approval of Ben Alexander to the OCOB caucus for spring quarter 2017.** M/S/P the approval of Ben Alexander to the OCOB caucus for spring quarter 2017.
 - B. **Approval of Adrienne Greve (2017-2019), Beverly Bass (spring 2017-2018), and Greg Starzyk (2017-2019) to the CAED caucus.** M/S/P the approval of Adrienne Greve (2017-2019), Beverly Bass (Spring 2017-2018), and Greg Starzyk (2017-2019) to the CAED caucus.
 - C. **Appointment to Office Hours Task Force.** M/S/P to appoint Nanine Van Draanen, CAFES Associate Dean, to the Office Hours Task Force.
 - D. **Approval of 2017-2018 Calendar of Meetings.** M/S/P the approval of the 2017-2018 Calendar of Meetings for the Academic Senate.

E. **Appointments to Academic Senate committees for 2017-2019.** M/S/P the appointments of following individuals to Academic Senate committees for the 2017-2019 term:

College of Agriculture, Food, and Environmental Sciences

Budget & Long-Range Planning Committee

Sean Hurley, Agribusiness

Distinguished Scholarship Awards Committee

Bill Hendricks, Experience Industry Management

Faculty Affairs Committee

Eivis Qenani, Agribusiness

Research, Scholarship and Creative Activities Committee

Keri Schwab, Experience Industry Management

Sustainability Committee

Yiwen Chiu, Natural Resources Mgmt & Env. Sciences

College of Architecture and Environmental Design

Curriculum Committee

Clare Olsen, Architecture

Distinguished Scholarship Award Committee

Don Choi, Architecture

Faculty Affairs Committee

Gary Clay, Landscape Architecture

Sustainability Committee

Jonathan Reich, Architecture

College of Liberal Arts

Fairness Board

Anika Leithner, Political Science

Grants Review Committee

Dawn Neill, Social Sciences

Instruction Committee

Peter Schlosser, Graphic Communication

College of Engineering

Budget & Long-Range Planning Committee

Andrew Davol, Mechanical Engineering

Curriculum Committee

Gregg Fiegel, Civil & Environmental Engineering

Distinguished Scholarship Awards Committee

Lubomis Stanchev, Computer Science

Distinguished Teaching Awards Committee

Tina Smilkstein, Electrical Engineering

Orfalea College of Business

Distinguished Teaching Awards Committee

Lei-da Chen, Management

Instruction Committee

Ahmed Deif, Industrial Technology

Research, Scholarship and Creative Activities Committee

Carlos Flores, Economics

Professional Consultative Services

Budget & Long-Range Planning Committee

Mark Bieraugel, Library

Curriculum Committee

Carly Head, University Advising

Distinguished Scholarship Awards Committee

Zach Vowell, Library

Grants Review Committee

Jeanine Scaramozzino, Library

Instruction Committee

Stephen Ross, Student Academic Services

Research, Scholarship and Creative Activities Committee

Sheree Fu, Library

Sustainability Committee

Jesse Vestermark, Library

F. **Resolution on Electronic WPAF and Workflow in Faculty Evaluation:** Ken Brown, Faculty Affairs

Committee Chair. This resolution requests the incorporation of WPAF into university faculty personnel policies and procedures. M/S/P to agendize the resolution.

V. **Discussion Items:**

- A. **Academic Calendar Survey** – Results from SurveyMonkey. The results from the survey were provided to the Academic Senate Executive Committee for discussion and review.

VI. **Adjournment:** 5:00 p.m.

Submitted by,



Denise Hensley
Academic Senate Student Assistant



Minutes of the Academic Senate Executive Committee

Tuesday, April 25, 2017

01-409, 3:10 to 5:00pm

- I. **Minutes:** none.
- II. **Communication(s) and Announcement(s):** none.
- III. **Reports:**
- A. Academic Senate Chair: none.
 - B. President's Office: none.
 - C. Provost (Enz Finken): Kathleen Enz Finken, Provost, responded to various questions regarding the CSU Audit. The Graduation Initiative long-term goals were submitted on Friday, April 28th for review, with Cal Poly receiving \$1.5 million from the CSU and \$300,000 in one time monies. Enz Finken also presented that the searches for the Chief Information Officer and Dean of College of Science and Math positions are finishing up.
 - D. Statewide Senate (LoCascio/Foroohar): Jim LoCascio, Statewide Senator, presented on the Academic Senate discussion regarding graduation and 4th year of math requirements for high school students. Manzar Foroohar, Statewide Senator, submitted the following report: "We had a virtual Faculty Affairs Committee meeting last Friday. We are working on a resolution in response to the CSU's draft policy on Intellectual Property."
 - E. CFA (Archer): Graham Archer, CFA President, reported that the head of bargaining for the CFA will be coming to Cal Poly on May 25th.
 - F. ASI (Colombini/Nilsen): Jana Colombini, ASI President, reported that Rose Float will be relocated to a hanger on campus closer to their laboratory. The Rose Float's area in the University Union will then be part of the expansion for the Cross Cultural Centers. Colombini presented on Sacramento State's Innovation Center and the conversation regarding transfer students being enrolled in remedial math classes. Riley Nilsen, ASI Chair of the Board, reported that the resolution on expanding mental health services passed and that resolutions on providing feminine hygiene products in bathrooms, supporting the Veteran's Success Center search for a full-time staff member, and defining ASI campaign workers are being discussed.
- IV. **Business Item(s):**
- A. **Approval of Garland Durham to the OCOB caucus for spring quarter 2017.** M/S/P the appointment of Garland Durham, Finance Department, to the OCOB caucus for spring quarter 2017.
 - B. **Appointments to Academic Senate committees for 2017-2019.** M/S/P the appointment of the following individuals to Academic Senate committees for the 2017-2019 term:
 - College of Science & Math*
Instruction Committee

Hunter Glanz, Statistics
 - College of Engineering*
Faculty Affairs Committee
Fairness Board
Research, Scholarship, & Creative Activities Committee

Hugh Smith, Computer Science
Hasmik Gharibyan, Computer Science
Damian Kachlakev, Civil & Envi Engineering

- C. **Appointments to University committees for 2017-2018.** M/S/P the appointment of the following individuals to University committee for the 2017-2018 term:

| | |
|---|---|
| <i>Athletics Advisory Board</i> | Bill Hendricks, Experience Industry Management |
| <i>Campus Dining Advisory Committee</i> | Bing Anderson, Finance |
| <i>Campus Parking & Transportation Advisory Committee</i> | David Braun, Electrical Engineering |
| | William Riggs, City & Regional Planning |
| <i>Campus Planning Committee</i> | Beverly Bass, Landscape Architecture |
| | Greg Wynn, Architecture |
| <i>Campus Safety & Risk Management Committee</i> | John Lawson, Architectural Engineering |
| <i>Conflict of Interest in Research Committee</i> | Richard Volpe, Agribusiness |
| <i>Disability Access & Compliance Committee</i> | Brian Ayash, Finance |
| <i>Faculty Advisory Committee on Technology</i> | Peter Schlosser, Graphic Communications |
| <i>Health Services Oversight Committee</i> | Jim LoCascio, Mechanical Engineering |
| <i>Intellectual Property Review Committee</i> | Bing Anderson, Finance |
| | Daniel Knight, Construction Management |
| <i>International Programs Committee</i> | Xuan Wang, Industrial & Manufacturing Engineering |
| <i>Student Health Advisory Committee</i> | Damian Kachlakev, Civil & Envi Engineering |
| <i>Substance Use & Abuse Advisory Committee</i> | Jim LoCascio, Mechanical Engineering |
| <i>University Technology Governance Committee</i> | Richard Volpe, Agribusiness |
| | Lei-da Chen, Management |

- D. **Appointments of Academic Senate Committee Chairs for 2017-2018.** M/S/P the appointment of the following individuals for Academic Senate Committee Chairs for the 2017-2018 term:

| | |
|--|--|
| <i>Fairness Board</i> | Anika Leithner, Political Science |
| <i>Instruction Committee</i> | Corinne Lehr, Chemistry & Biochemistry |
| <i>Research, Scholarship & Creative Activities Committee</i> | Anurag Pande, Civil & Envi Engineering |

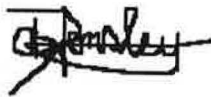
- E. **Resolution on Area Name Change for the Industrial Technology Area of the Orfalea College of Business.** Eric Olsen, Area Chair for Industrial Technology, presented on a resolution to change the name of the Industrial Technology Area of the Orfalea College of Business to Industrial Technology and Packaging to better recognize the packaging field, as well as reflect the name on graduates' degrees. M/S/P to agendize the resolution.

V. **Discussion Item(s):**

- A. **Update on GE Task Force work and plans.** Andrew Morris and Gregg Fiegel, GE Task Force co-chairs, discussed the purpose of the General Education Task Force, its feedback and data collection processes, and how the task force is working in tandem with the General Education Governance Board (GEGB).

VI. **Adjournment:** 5:00 p.m.

Submitted by,



Denise Hensley
Academic Senate Student Assistant

Nominations Received for 2017-2019 Academic Senate Committees

***Indicates willingness to chair if release time is available**

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

Faculty Affairs Committee

GE Governance Board

Grants Review Committee

Instruction Committee

Research, Scholarship and Creative Activities Committee (2017-2018)

COLLEGE OF LIBERAL ARTS

Distinguished Teaching Awards Committee

GE Governance Board

COLLEGE OF SCIENCE AND MATH

Fairness Board

GE Governance Board

COLLEGE OF ENGINEERING

Distinguished Teaching Awards Committee (2017-2018)

Tina Smilkstein, Electrical Engineering (8 years at Cal Poly) Tenured

I've served on the academic senate for four years now and would like to serve another two years. I have learned a lot and feel I am finally a useful participating member. I would like to continue being the representative of my department and have a goal, if selected, to do a better job reporting back on AS meetings to my department.

As for the distinguished teacher award committee, I would like to see what other faculty are doing that are considered the cream of the crop. So, in a way, I see this as a learning opportunity. I don't know if you consider that a qualification but that's my inspiration for applying for that committee. I've participated on grants and scholarship committees but never on a teaching award committee but have served on a number of faculty and staff search committees and feel that gives me useful experience in evaluating teaching skills and contributions to the field of teaching.

Grants Review Committee

Instruction Committee (2017-2018)

ORFALEA COLLEGE OF BUSINESS

Fairness Board

GE Governance Board

PROFESSIONAL CONSULTATIVE SERVICES

Distinguished Teaching Awards Committee

Office Hours Task Force – 1 faculty vacancy

04.28.17 (gg)

Nominations Received for 2017-2018 University Committees

ACADEMIC ASSESSMENT COUNCIL - 4 Vacancies - CAFES (2017-2018), CENG (2017-2019), OCOB (2017-2019), and PCS (2017-2019)

ASI BOARD OF DIRECTORS

CAMPUS FEE ADVISORY COMMITTEE

CAP AD HOC COMMITTEE – (duration of project)

DISABILITY ACCESS AND COMPLIANCE COMMITTEE - ARB (2017-2019)

INCLUSIVE EXCELLENCE COUNCIL – 1 vacancy (2017-2020)

Jean Lee, Materials Engineering (3 years at Cal Poly) Tenured track

As hubs of ideas and knowledge, it is critical that universities foster diversity. A great idea can come from anyone, and environments that embrace diversity of thought and perspective accelerate the generation, nurturing, and realization of ideas that make a difference in people's lives. As someone who is energized by great, creative, and impactful ideas and talent that can make a positive change in people's lives, I am excited by the prospect of helping to cultivate and champion a diverse environment at Cal Poly that helps brilliant thinkers and doers emerge, and that imparts the knowledge and skills to help them succeed.

An important component of diversity is openness of thought and vision: seeing and achieving accomplishments not thought possible by others. This has been a strong theme throughout my life and career. Growing up in a low-income housing project in New York City as the child of immigrants who came to this country with little money, little knowledge of English, no connections, and no college education, few would have predicted that I would go on to graduate from some of this country's top universities and earn a doctoral degree. Yet I believed in my vision of attaining a Ph.D., and I was able to turn this possibility into reality through perseverance, connecting with knowledgeable and supportive people, planning, and resourcefulness. It is this fundamental experience of being open to dreaming a grand vision and working diligently and effectively to transform it into reality that informs much of my attitude and actions. Another example of where I've replicated the progression from audacious vision to reality is creating and leading the Nanoscience, Engineering, and Computation Institute at Sandia National Laboratories (NECIS) in response to executive management's request to set up a summer internship program in nanoscience to accommodate about five university students. NECIS received \$1.2M from a competitive funding source, and its activities included a summer research program with nearly 50 university student participants, seminars, short courses, and a workshop on multi-disciplinary approaches to nanoscale interfaces that brought together experts from academia, national laboratories, and industry to promulgate knowledge, form collaborations, and make recommendations for advancing the field. I understand what it's like to be the underdog and outsider, and it has been exhilarating to turn the seemingly impossible into the possible through a combination of perseverance and a supportive environment. I want to be able to share this sense of excitement by enabling other talented underdogs with inspiring, thoughtful, and ambitious ideas to realize their vision. Everyone wins when an excellent idea and outstanding talent – no matter who it comes from – is developed and realized.

A supportive attitude and consistently "walking the talk" is another key component of fostering diversity. From my teaching and mentoring experience in programs designed to encourage students from underrepresented groups to pursue careers in science and engineering [including the Believe, Educate and Empower, Advocate, Collaborate, Nurture (BEACoN) network at Cal Poly, the Women in Engineering program at Purdue, the Minority Introduction to Engineering (MITE) program at Purdue, the Massachusetts Pre-Engineering Program (MassPEP), and the New York City Board of Education summer science and math classes for promising minority

students), I have found that actions that clearly articulate and consistently reinforce shared values, goals, expectations, and a supportive attitude are keys to being an effective diversity champion. When working with students, I try to strike a balance between offering advice and assistance while giving them the space to develop their own styles and tools that will be effective for them in tackling the challenges they may encounter, recognizing that there is often no single "correct" approach. I strive always to be fair, knowledgeable, supportive, and accessible; a "can-do" attitude can go a long way in terms of inspiring self-confidence, determination, exciting possibilities, and a love of learning in students. My experience is that people respond well to a teacher/ colleague who cares, who acts with integrity, who expect excellence from them, and who will provide the support needed to succeed. Being inclusive, making the effort to get to know the people in your orbit, and appreciating their strengths and perspectives are essential to bringing out the best in people and is often very rewarding.

My involvement with diversity activities also includes being a member of the Sandia California Division Diversity Council, being the co-leader of the Diversity Action Council at Seagate Technology, and being a member of the Women in Engineering Committee at Purdue. From these experiences, I learned that rationales for supporting diversity go beyond altruism. Studies have shown that companies having greater diversity tend to perform better, and that employers who have a reputation for embracing diversity typically have an easier time attracting outstanding employee candidates from underrepresented groups and accessing a wider variety of markets. Translating this notion from the business world to academia, I look forward to helping Cal Poly become a leader among universities that foster diversity so that Cal Poly is able to easily attract and retain the best students, faculty, and staff. An atmosphere of inclusiveness that is mitigated only by an imperative of excellence is one that beckons and motivates the best to stay, creating an environment that is an upward spiral of productivity, innovation, and inspiration. It is an environment that I want to be a part of and that I want to champion.

Lisa Kawamura, Communication Studies (19 years at Cal Poly) Lecturer

I am interested in serving on the Inclusive Excellence Council because I would like to contribute to the University community. This is my 19th year as a full-time lecturer and as one of the only persons of color in my department, I feel it is important to have people like me serve in different capacities that promote diversity and inclusion on campus. I already serve as a BEACoN mentor, am Secretary of the APIFSA, a member of the Undocumented Students Working Group, and the Lecturer Representative for CFA. My work in these roles, as well as the many years I have served at Cal Poly, have prepared me to work on issues related to inclusive excellence.

INTELLECTUAL PROPERTY REVIEW COMMITTEE - 2 vacancies - CAFES (2017-2020) and CSM (2017-2019)

STUDENT SUCCESS FEE ALLOCATION ADVISORY COMMITTEE

UNIVERSITY UNION ADVISORY BOARD

Candidates for 2017-2018 Committee Chairs

| Committee | Chair 2016-2017 | Chair Since | Possible Chair 2017-2018 | 2017-2018 Committee Member | College/Department |
|--|---------------------------------|------------------------|-------------------------------------|---|--|
| Budget & Long-Range Planning Committee | Sean Hurley | 14-15 | Sean Hurley | Yes | CAFES – Agribusiness |
| Curriculum Committee | Brian Self | 15-16 | Brian Self | No | CENG – Mechanical Engineering |
| Distinguished Scholarship Awards Committee | Don Choi | 14-15 | Don Choi | Yes | CAED – Architecture |
| Distinguished Teaching Awards Committee | Dylan Retsek | 16-17 | Dylan Retsek Lei-da Chen | Yes Yes | CSM – Mathematics OCOB – Management |
| Faculty Affairs Committee | Ken Brown | 12-13 | Ken Brown | Yes | CLA – Philosophy |
| Fairness Board | Anika Leithner | 15-16 | Anika Leithner | Yes | CLA – Political Science |
| <i>GE Governance Board (4 year appointment – ends 2018)</i> | <i>Brenda Helmbrecht</i> | <i>14-15</i> | <i>Brenda Helmbrecht</i> | <i>Yes</i> | <i>CLA - English</i> |
| Grants Review Committee | Dawn Neill | 16-17 | Dawn Neill Jeanine Scaramozzino | Yes Yes | CLA – English PCS - Library |
| Instruction Committee | Dustin Stegner | 12-13 | Corinne Lehr | No | CSM – Chemistry & Biochemistry |
| Research, Scholarship and Creative Activities Committee | Anurag Pande | 15-16 | Anurag Pande | No | CENG – Civil & Envi. Engineering |
| Sustainability Committee | David Braun | 14-15 | David Braun** Jonathan Reich | No Yes | CENG – Electrical Engineering CAED - Architecture |

* First year on committee

** Finishing his 9th year

ASSIGNED TIME FOR 2017-2018

| Position/Committee | Chair 2017-2018 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | 2009-10 | 2008-09 | 2007-08 | 2006-07 | 2005-06 |
|---|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Academic Senate Chair | Dustin Stegner | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 |
| Academic Senate Vice Chair | Kris Jankovitz | 4 | 4 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Budget and Long-Range Planning Committee | | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 2 | 0 | 4 | 0 | 4 |
| Curriculum Committee | | 12 | 16 | 12 | 16 | 12 | 16 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| | CAED - C. Olsen | 6 | 10 | 6 | 10 | | | | | | | | | |
| | CAFES - M. McCullough | 6 | 6 | 6 | 10 | | | | | | | | | |
| | CLA - G. Bohr | 6 | 10 | 6 | 10 | | | | | | | | | |
| | CENG - G. Fiegel | 6 | 10 | 4 | 10 | | | | | | | | | |
| | CSM - J. Walker | 6 | 10 | 6 | 10 | | | | | | | | | |
| | OCOB - L. Metcalf | 6 | 10 | 6 | 10 | | | | | | | | | |
| Distinguished Scholarship Awards Committee | | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 0 |
| Distinguished Teaching Awards Committee | | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Faculty Affairs Committee | | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 4 |
| Fairness Board | Anika Leithner | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 4 | 4 |
| GE Governance Board | Brenda Helmbrecht | 12 | 12 | 8 * | 12 | 14 | 12 | 16 | | | | | | |
| Grants Review Committee | | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 0 |
| Instruction Committee | Corinne Lehr | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Research, Scholarship, and Creative Activities Comm | Anurag Pande | 4 | 4 | 4 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 4 |
| Sustainability Committee | | 2 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| | TOTAL | 82.5 | 86.5 | 78.5 | 82.5 | 76.5 | 76.5 | 76.5 | 74.5 | 74.5 | 69.5 | 77.5 | 74.5 | 62.5 |

Up to 82.5 WTUs per year

Curriculum Committee Members

Catalog years=60 WTUs (10 each) -- Non-catalog years=36 WTUs (6 each)

Provided by Provost Enz Finken

Approved by Provost on 06.10.14

* For F2015 & W2016/4 WTUs for Machamer S2016

04.26.17 (gg)

| | | | |
|---------------------------|---------------------------|----------------------------|----------------------|
| 2 WTUs to senate staff | 4 WTUs to senate staff | 4 WTUs to incentive pay | 4 WTUs unassigned |
|---------------------------|---------------------------|----------------------------|----------------------|

Adopted:

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

AS-__-17

**RESOLUTION ON
REVIEW OF COURSES WITH CONDENSED TIME SCHEDULES**

1 WHEREAS, Courses are being re-packaged in new and interesting ways, including
2 international studies classes, during time periods outside of the
3 traditional ten-week quarter, or as summer experiences; and
4

5 WHEREAS, No Academic Senate Curriculum Committee review is currently
6 required for these types of course offerings except for when the
7 courses are originally proposed; and
8

9 WHEREAS, Coded Memorandum AA-2011-14 from the Chancellor's Office defines
10 a credit hour as "the amount of work represented in intended learning
11 outcomes and verified by evidence of student achievement that is an
12 institutionally established equivalency that reasonably approximates
13 not less than: one hour of classroom or direct faculty instruction and a
14 minimum of two hours of out-of-class student work each week for
15 approximately fifteen weeks for one semester or trimester hour of
16 credit, or ten to twelve weeks for one quarter hour of credit, or the
17 equivalent amount of work over a different amount of time"; and
18

19 WHEREAS, A one-unit course during a quarter translates to approximately 30
20 total hours of student work; and
21

22 WHEREAS, It may prove difficult to attain the approved Course Learning
23 Objectives if students are expected to work more than 10 hours in any
24 given day; therefore be it
25

26 RESOLVED: That any existing course or group of courses that in its new condensed
27 format averages less than three days per unit must be approved by
28 the appropriate College Curriculum Committee(s) and the Academic
29 Senate Curriculum Committee at least 60 days before they are offered.

Proposed by: Academic Senate Curriculum
Committee

Date: May 3, 2017



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Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer
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October 4, 2011

Code: AA-2011-14

MEMORANDUM

TO: Presidents

FROM: Ephraim P. Smith 
Executive Vice Chancellor and Chief Academic Officer

SUBJECT: CSU Definition of Credit Hour

Historically, the California State University has used the equivalent of the Carnegie Unit for measuring and awarding academic credit that represents student work and achievement. In the CSU, the credit hour measure we have used has also been consistent with requirements of our accreditor, the Western Association of Schools and Colleges (WASC).

As of July 1, 2011 federal law (600.2 and 600.4) now requires all accredited institutions to comply with the federal definition of the credit hour, which appears below. The federal definition is consistent with CSU practice, but is defined systemwide for the first time. Effective immediately, for all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work,

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San Jose
San Luis Obispo
San Marcos
Santa Barbara
Stanislaus

Presidents
AA-2011-14
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internships, practica, studio work, and other academic work leading to the award of credit hours.”

As in the past, a credit hour is assumed to be a 50-minute (not 60-minute) period. In courses, such as those offered online, in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement. WASC shall require its accredited institutions to comply with this definition of the credit hour; and it shall review periodically the application of this credit-hour policy across the institution, to ensure that credit hour assignments are accurate, reliable, appropriate to degree level, and that they conform to commonly accepted practices in higher education.

ES/clm

cc: Charles B. Reed, Chancellor
CSU Executive Staff
CSU Provosts/Vice Presidents of Academic Affairs
CSU Vice Presidents of Finance
CSU Vice Presidents of Student Affairs
CSU Associate Provosts/Associate Vice Presidents, Academic Affairs
CSU Deans of Graduate Study
CSU Deans of Undergraduate Study
CSU Directors of Financial Aid
Mr. Eric Forbes, Assistant Vice Chancellor, Student Academic Support
Dr. Philip Garcia, Senior Director, Analytic Studies
Dr. Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Research and Resources
Mr. Dean Kulju, Director Financial Aid Services and Programs
Dr. Christine Mallon, State University Dean, Academic Programs and Policy
Dr. Margaret Merryfield, Senior Director, Academic Human Resources
Dr. James Postma, Chair, Academic Senate, CSU
Mr. Jim Spalding, Director, Summer Arts Program
Ms. Sheila Thomas, State University Dean, Extended Education
Mr. Leo Van Cleve, Director, International Programs
Dr. Ron Vogel, Associate Vice Chancellor, Academic Affairs
Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs

Adopted:

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

AS-__-17

RESOLUTION ON DEFINING STUDENT SUCCESS

- 1 WHEREAS, In May 2014, President Armstrong released his vision for the campus that was
2 based on the four foundational and guiding principles of Learn by Doing, Student
3 Success, Excellence Through Continuous Improvement, and Comprehensive
4 Polytechnic; and
5
6 WHEREAS, In the 2016-2017 Academic Year, President Armstrong provided a draft University
7 Strategic Plan for the campus to review and provide feedback; and
8
9 WHEREAS, The Budget and Long-Range Planning Committee has reviewed, discussed, and
10 debated the preliminary draft of the Strategic Plan; and
11
12 WHEREAS, The Budget and Long-Range Planning Committees has come to the conclusion that
13 the main cornerstone for this plan is Student Success; and
14
15 WHEREAS, There is no formal official campus definition of Student Success; and
16
17 WHEREAS, There is a need for the Faculty to provide an overarching definition of Student
18 Success in order to provide a strong foundation for the Strategic Plan; and
19
20 WHEREAS, The Budget and Long-Range Planning Committee has solicited feedback from
21 administrators, faculty, and students regarding the definition of Student Success;
22 therefore be it
23
24 RESOLVED: That the Academic Senate adopt the following definition for Student Success drafted
25 by the Budget and Long-Range Planning Committee:
26 "Student Success is the development of a foundational knowledge, skills, and
27 understanding necessary to achieve a student's potential in academic, civic, career,
28 intellectual, and social pursuits", and be it further
29
30 RESOLVED: That the Academic Senate call upon President Armstrong to charge all
31 administrative units on campus to develop an operational plan based on their goals
32 and objectives that revolve around and help facilitate the aforementioned definition
33 of Student Success, and be it further
34
35 RESOLVED: That the Academic Senate call upon the University to reduce unnecessary barriers
36 that will allow students to graduate in a timely fashion while allowing student s to
37 embody this adopted definition of Student Success.

Proposed by: Budget and Long-Range Planning
Committee

Date: May 25, 2017

Adopted:

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

AS-__-17

RESOLUTION ON GRADUATE BLENDED PROGRAM POLICIES

- 1 WHEREAS, Coded Memo AA-2012-01 establishes policies pertaining to CSU
2 graduate degree programs offering simultaneous matriculation or
3 Blended Bachelor's and Master's degree programs; and
4
5 WHEREAS, AA-2012-01 provides that issues not addressed in the memorandum
6 shall be determined at the campus level; and
7
8 WHEREAS, The purpose of the blended program (AA-2012-01) is to provide an
9 accelerated pathway from a bachelor's to a master's degree and to
10 enhance the undergraduate learning experience; and
11
12 WHEREAS, Under Title V, a minimum of 225 total units are required (Bachelor's
13 180 + Master's 45) for receiving a combined (blended) degree;
14 therefore be it
15
16 RESOLVED: That the Academic Senate approve the attached Policy on Blended
17 Programs.

Proposed by: Academic Senate Curriculum
Committee and Richard Savage,
Dean of Graduate Education
Date: May 4, 2017

POLICY ON BLENDED PROGRAMS

ADMISSION to BLENDED PROGRAM

Students may be admitted to a blended program in their third or fourth year of undergraduate study. Admission recommendation is determined at the program level with final approval from the Graduate Education Dean. The student must submit an Admission to Blended Program Approval form. The specific requirements for admission are set by the program with approval by the Graduate Education Office and Office of the Registrar. Once accepted, students may take graduate-level courses towards master's degree requirements, as their schedules permit, provided they have the course prerequisites.

TRANSITION to GRADUATE STANDING

Students admitted to the blended program will maintain their undergraduate status until they have reached a minimum of 180 or a maximum of 196 degree applicable units towards their undergraduate degree. By the end of the first academic term in which the student has earned the appropriate degree applicable units, the student must file a post-baccalaureate change of degree objective (PBCO) form and once processed will transition to graduate status and incur the appropriate increase in tuition fees. Students must be at graduate status for a minimum of two quarters before degree completion.

DOUBLE COUNTING UNITS

A student may apply any units that are in excess of the 180 undergraduate degree minimum requirements towards both their undergraduate and graduate degree requirements, up to a maximum of 9 units (double counted units). However, neither senior project nor master's thesis/project units can be double counted.

SENIOR PROJECT REQUIREMENTS

Students in a blended program must complete all undergraduate requirements, including senior project requirements as detailed in the Cal Poly Catalog, along with their graduate master's degree culminating event requirements as detailed in the Cal Poly Catalog. A student can align the objectives of their senior project with the objectives of their thesis or project, if a thesis or project is the approved culminating event for the program. A thesis or project does not satisfy, replace or substitute for the undergraduate senior project requirement. Senior project requirements must be completed before a student begins their thesis or project requirements. Exceptions can be granted on an individual student basis and require the approval of the college dean or designee that is responsible for the graduate program.

Blended Programs (background)

Current Approved Programs

- Table 1 contains paired programs approved by Cal Poly (Fall 2016)

Policies

- **Coded memorandum from CO (AA-2012-01, January 12, 2012)**
 - Section 1 – “purpose of providing an accelerated pathway to a master’s degree and to enhance the undergraduate learning experience.”
 - Memorandum establishes system wide minimum processes and policies, issues not addressed in this memorandum shall be determined at the campus level.

Issues

- **GradEd does not believe the memorandum supports the idea that completing a thesis satisfies, replaces or substitutes for the undergraduate requirement of a senior/capstone experience.**
- The senior project is a cornerstone of the Cal Poly “Learn by Doing” experience and is required for all Cal Poly students receiving a baccalaureate degree. It integrates theory and application from across the student's undergraduate educational experiences. Clearly, the Senior Project experience is something that parents, students and employers expect to be part of any Cal Poly’s bachelor degree experience.

Questions

- What about other culminating events: projects or exams, do they satisfy the senior project requirement?
- The memorandum (AA-2012-01) does specify in section 8.0 that blended students who choose to not complete their master’s degree can petition for and receive their bachelor’s degree without any additional costs. How can they receive their bachelor’s degree at no additional costs if they have not taken the required senior project requirements?
- The Cal Poly Academic Programs website describes one of the advantages of blended programs is to “provide a meaningful capstone experience that in most cases integrates the senior project with the graduate thesis/project”. Many blended programs have correctly interpreted “integrates the senior project with the graduate thesis/project” to mean that a student can integrate the foundational goals and learning outcomes of both experiences. For example, a student can investigate a topic to the level necessary to demonstrate that they have achieved their senior project learning outcomes and then extend their study of the topic to the level necessary to demonstrate the educational learning outcomes required for their master’s degree culminating experience. However, some programs have incorrectly interpreted this “integration” to mean that a master’s thesis or project replaces a senior project or substitutes for a senior project. Please be sure to clearly define the learning outcomes for both experiences

(senior project and master's culminating event) in the new Academic Catalog 17-19 and ensure that students are in compliance with both of these important components of their educational experience at Cal Poly.

- Does CLOs from thesis duplicate CLOs from senior project requirements?
- What happens when a student does not complete their thesis.....but has all the UG units (tech electives were substituted for senior project)....so they get bachelor's from CP without a senior project?
- Some blended programs want to accepted students that do not have an undergraduate degree in their major. Do students from these paired programs get a pass on doing a senior project?
- This same argument of a thesis substituting or replacing a senior project could be applied to upper class courses....why take a lower class course, you can just learn what you need when you take the upper class course?
- ABET accreditation requires a senior or capstone experience; this is not in compliance with our accreditation standards?

Table 1

Cal Poly Graduate Programs
Approved Blended Paired Programs
 2/20/2017

| CENG | Master's Degree | Bachelor's Degree |
|-------------|----------------------------------|----------------------------------|
| | Aerospace Engineering | Aerospace Engineering |
| | Biomedical Engineering | Biomedical Engineering |
| | | Chemistry |
| | | Electrical Engineering |
| | | Mechanical Engineering |
| | | Computer Engineering, CPE |
| | | Materials Engineering |
| | Civil & Environmental | Civil Engineering |
| | | Environmental Engineering |
| | Computer Science, CSC | Computer Science, CSC |
| | | Computer Engineering, CPE |
| | | Software Engineering, SE |

| | | |
|-------|------------------------------------|---|
| | Electrical Engineering | Electrical Engineering |
| | | Computer Engineering, CPE |
| | Industrial Engineering | Industrial Engineering |
| | | Mechanical Engineering |
| | | Materials Engineering, MATE |
| | Mechanical Engineering | Mechanical Engineering |
| | | Aerospace Engineering |
| | Engineering w/Integrated Tech Mgmt | Industrial Engineering |
| | | Environmental Engineering |
| | | Manufacturing Engineering |
| | | Mechanical Engineering |
| CAED | Master's Degree | Bachelor's Degree |
| | Architectural Engineering | ARCHE |
| CSM | Master's Degree | Bachelor's Degree |
| | Mathematics | Mathematics |
| | MS Polymers & Coatings | Chemistry |
| | | Materials Engineering, MATE |
| CAFES | Master's Degree | Bachelor's Degree |
| | MS Agriculture w/Food Science | Food Science w/ Advanced Food Science |
| | | Food Science w/ Applied Food Technology |



Academic Affairs
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

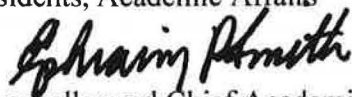
Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer
562-951-4710 / Fax 562-951-4986
Email esmith@calstate.edu

January 9, 2012

Code: AA-2012-01

MEMORANDUM

TO: Provosts/Vice Presidents, Academic Affairs

FROM: Ephraim P. Smith 
Executive Vice Chancellor and Chief Academic Officer

SUBJECT: "Blended" or "4 + 1" Bachelor's and Master's Degree Programs

This coded memorandum establishes systemwide minimum processes and policies pertaining to CSU undergraduate and graduate degree programs offered to students through simultaneous matriculation. Combinations that blend degree and credential programs are excluded, and issues not addressed in this memorandum shall be determined at the campus level.

Campuses are not required to offer blended programs, and the standards included herein are minimum requirements. Campuses wishing to offer blended bachelor's and master's programs will need to be aware that timely coordination is required between the academic department and the campus registrar's office to ensure accurate recording of the student's transition from undergraduate to graduate status. This will have direct consequences for student fee assessment and financial aid eligibility, as types of aid and award amounts may vary according to the student's official academic objective. Appropriate state funding to the campus will also depend on accurate recording of student transition in blended programs.

1. Authorization to Implement Blended Programs

The president or designee is authorized to implement programs blending existing baccalaureate and master's degree programs in the same support mode and for the purposes of providing an accelerated pathway to a master's degree, and to enhance the undergraduate learning experience. Campuses shall establish, monitor, and maintain appropriate academic rigor and quality.

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

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- 1.1 Authority to grant postbaccalaureate and graduate special-action admission is provided under Title 5 section 41001:

An applicant who does not qualify for admission under the provisions of subdivisions (a) or (b), or both such subdivisions, of Section 41000, may be admitted by special action if on the basis of acceptable evidence the applicant is judged by appropriate campus authority to possess sufficient academic, professional and other potential pertinent to the applicant's educational objectives to merit such action.

- 1.2 Blended programs must meet all applicable CSU policies and state and federal laws.

2. Reporting

- 2.1 Blended bachelor's and master's degree programs will continue to use the existing CSU degree program codes (formerly "HEGIS") and Classification of Instructional Programs (CIP) codes for their component undergraduate and graduate degree programs. Unlike concurrent degree programs, new CSU degree codes will not be assigned for the blended bachelor's and master's programs.
- 2.2 To ensure that enrollments are reported accurately, the campus is required to notify Academic Programs and Policy in the Chancellor's Office, signaling an intention to implement the planned blended program. The resultant Chancellor's Office software edits will allow accurate reporting in the CSU Enrollment Reporting System (ERS), without receiving an "error" message.
- 2.3 While students in regular, non-blended, baccalaureate and graduate programs have a *degree objective code* that ranges from digits "2" to "7," students in blended programs have only the digit "9" as their degree objective code.
- 2.4 When a blended-program student has earned at least 120 semester/180 quarter units toward program completion, the campus will change the *student level code* to "5," signifying graduate standing. As these students have yet to attain either a baccalaureate or master's degree, their *degree held code* will remain as either "0" or "1." The term FTE calculation for these students will be: 12 units equals one FTES.

3. Application to Blended Programs

- 3.1 A student must apply to the blended program while in undergraduate status and will be admitted as an undergraduate to the bachelor's component of the blended program.
- 3.2 Students shall not be required to apply formally for graduate admission.

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4. Enrollment and Enrollment Status

- 4.1 While in undergraduate status, a student in a blended program will take graduate-level courses required for the master's degree.
- 4.2 At the end of the first academic term in which blended-program students have earned at least 120 semester/180 quarter units (the minimum required for the regular baccalaureate major degree program), the campus will change the student-level codes to "5," signifying graduate degree objective status.
- 4.3 Units considered toward meeting this degree-objective status threshold may include either undergraduate or graduate, and shall include only those units that count toward satisfying either the bachelor's or master's requirements in the blended program.
- 4.4 To ensure proper awarding of degree credit, all *lower-division* work (including lower-division general education courses and American Institutions courses) shall be completed prior to changing to graduate degree objective status.

5. International (F-1 Visa Holder) Students

A letter must be submitted to the appropriate office on campus to indicate the change of degree status for international students. This requirement is related to the students' need to maintain full-time status, as the number of units required for full-time status is different at the undergraduate level and graduate level.

6. Tuition Fees

- 6.1 A student will be assessed the undergraduate State University Tuition Fee only during the time in which the blended-program student has earned fewer than 120 semester/180 quarter units applicable to the blended bachelor's and master's degree programs.
- 6.2 When the *degree-objective status* is changed to "graduate," the student will be assessed the graduate student fee, and may continue to take upper-division undergraduate courses.
- 6.3 Students in a master's degree program that has been authorized to assess the higher graduate professional degree ("MBA Fee") will only be charged that tuition fee for courses required to complete the fee-approved master's degree program.

7. Minimum Requirements for Completion of Blended Programs

A minimum of 150 semester units (120 + 30) or 225 quarter units (BS 180 + MS 45) are required in blended programs.

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8. Provision for Completing the Baccalaureate Portion Only

If a student in a blended program opts not to complete the master's program but does complete the undergraduate degree requirements, undergraduate matriculation shall be re-opened in order to grant the baccalaureate degree. There shall be no related cost to the student nor refund of previous graduate fees paid.

9. Awarding of Degrees

Both degrees may be awarded during the same term and at a single graduation ceremony, as authorized by Executive Order 702 (<http://www.calstate.edu/EO/EO-971.html>).

Students are evaluated for Latin honors based on the first 120 semester units or 180 quarter units (i.e. the time period of undergraduate degree objective), regardless of the number of graduate courses taken prior to the transition to graduate status.

For questions regarding Enrollment Reporting System coding, please contact Dr. Philip Garcia at (562) 951-4764 or pgarcia@calstate.edu. Admission questions and Common Management System issues may be directed to Mr. Eric Forbes at (562) 951-4744 or eforbes@calstate.edu. Financial aid questions should be addressed to Mr. Dean Kulju at (562) 951-4737 or dkulju@calstate.edu. Dr. Christine Mallon may be reached at (562) 951-4672 or cmallon@calstate.edu to answer questions related to curriculum.

ES/clm

- c: Dr. Ron Vogel, Associate Vice Chancellor, Academic Affairs
Dr. James Postma, Chair, Academic Senate, CSU
Dr. Philip Garcia, Senior Director, Analytic Studies
Mr. Eric Forbes, Assistant Vice Chancellor, Student Academic Support
Dr. Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Research and Resources
Dr. Christine Mallon, State University Dean, Academic Programs and Policy
Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs
Campus Academic Senate Chairs
Associate Provosts/Associate Vice Presidents, Academic Affairs
Deans, Graduate Studies
Directors, Admission and Records

Adopted:

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

AS-__-17

**RESOLUTION ON ALTERNATIVE APPROACHES TO THE GRADUATION WRITING
REQUIREMENT**

- 1 RESOLVED: That the Academic Senate approve the GWR Task Force report:
2 Alternative Approaches to The Graduation Writing Requirement:
3 Sustaining Writing & Writing Education Across All Levels of a
4 Student's College Experience; and be it further
5
6 RESOLVED: That the attached report be forwarded to Provost Enz Finken and
7 President Armstrong.

Proposed by: Dawn Janke, GWR Task
Force Chair
Date: May 5, 2017

**ALTERNATIVE APPROACHES TO THE GRADUATION WRITING REQUIREMENT: SUSTAINING
WRITING & WRITING EDUCATION ACROSS ALL LEVELS OF A STUDENT'S COLLEGE EXPERIENCE
2015-2017 Academic Senate GWR Task Force Final Report**

Submitted on May 10, 2017

By

Dawn Janke, Task Force Chair

All task force members reviewed this report before submission
as an official document to the Academic Senate.

Alternative Approaches To The Graduation Writing Requirement: Sustaining Writing & Writing Education Across All Levels of a Student's College Experience

Contents

- A. Charge of the 2015-2017 Academic Senate GWR Task Force**
- B. Background of the Graduation Writing Requirement (GWR)**
 - 1. CSU Executive Order 0665
 - 2. The GWR at Cal Poly
- C. Concerns with Cal Poly's Current GWR Practices**
 - 1. Practical Concerns
 - 2. Pedagogical Concerns
- D. Methods for Exploring Alternative Approaches to the GWR**
- E. Alternative Approaches to Cal Poly's Current GWR Practices**
 - 1. Replace the exam-based approach with one upper-division, writing-intensive (WI) General Education (GE) Area C4 or D5 course
 - 2. Replace the exam-based approach with two upper-division courses from a menu, including one course from an upper-division, WI GE course and another from a program-specific upper-division, WI course
 - 3. Replace the exam-based approach with a WI curriculum that combines GE and discipline-specific courses
 - 4. Replace the exam-based approach with a more thoughtfully designed writing-infused curriculum across the disciplines.
 - 5. Replace the exam-based approach with a more comprehensive communication across the curriculum requirement that develops advanced proficiency in written, oral, and visual communication skills.
- F. Important Considerations**
 - 1. Timeline for implementation
 - 2. Costs of implementation
 - 3. Program infrastructure
 - 4. Program oversight
 - 5. Faculty development and support
 - 6. Course offerings and enrollment capacity
 - 7. Assessment methods
- G. Conclusion**

A. Charge of the 2015-2017 Academic Senate GWR Task Force

An academic senate task force was formed for AY 2015-2017 to explore programmatic revisions to the university's Graduation Writing Requirement (GWR) as a consequence of the 2014-15 Academic Senate GWR Task Force on students' timely completion of the requirement.

The 2014-15 task force reported that current GWR campus practices meet neither the requirement of EO 665, the recommendation of the most recent WASC review, nor the goals previously expressed in the Cal Poly and CSU Academic Senate resolutions concerning the timely completion of the GWR. In spring of 2015, in response to the 2014-15 GWR Task Force report, a senate resolution passed (AS-809-15) that outlined actions the university should take to address the issue of timely GWR completion, including the recommendation that "programs/departments develop a concrete action plan so that their students take the GWR during junior year." In the fall quarter of 2016, a year after the resolution, 96% of the 1033 students who fulfilled the GWR via the WPE had senior-level standing.

Issues with the GWR program extend beyond students' timely completion, however. While the program's pathways and processes are well established, the instruction (or lack thereof in the case of the WPE) and assessment measures are neither consistent nor effective in helping students to improve their writing skills for degree attainment and post-degree success. A more meaningful program that helps students improve upon their writing skills earlier in their upper-division coursework would impact their success more positively. The 2015-17 GWR task force, then, explored alternative approaches to the GWR for the university's consideration.

Members of the 2015-2017 Academic Senate Task Force on exploring programmatic revisions to the GWR included:

- Dawn Janke, Writing and Rhetoric Center
- Leanne Berning, CAFES
- Kaila Bussert, Kennedy Library
- Bruno Giberti, APP
- Brenda Helmbrecht, CLA & GE
- Gita Kolluru, CSM
- Kathryn Rummell, CLA
- Brian Self, CENG
- Debra Valencia-Laver, CLA
- Clare Battista, OCOB (2015-2016)
- Don Choi, CAED (2015-2016)
- Matt Luskey, CTLT (2015-2016)

B. Background of the Graduation Writing Requirement (GWR)

B.1 CSU Executive Order 0665 The California State University Chancellor's Office established the GWR, an upper-division writing assessment mandate for its 23 campuses, in 1978, and the

requirement was more recently codified in 1997 as Executive Order 0665, Determination of Competence in English and Mathematics. Two key points of EO 0665 are as follows:

1. As soon as possible after students are admitted, campuses shall inform them of writing skills proficiency requirements for graduation, as distinct from lower division curricula and tests. Certification of writing competence shall be made available to students as they enter the junior year. Students should complete the requirement before the senior year.
2. Certification of graduation writing proficiency is an all-campus responsibility. Certification may rely on evidence of writing ability as demonstrated in written coursework, essay examinations, or other measures of student writing competence. Measures may be developed which best fit individual campus needs. However, certification by examination shall include a common essay written and evaluated under controlled conditions and scored by at least two faculty readers.

B.2 The GWR at Cal Poly Cal Poly largely has followed the same process for its GWR program for at least thirty years. The GWR at Cal Poly invites all students who have completed 90 units to fulfill the requirement via one of two pathways:

- Earn a passing score on a timed, in-class essay exam AND earn a C or better in a GWR-approved, upper-division, quarter-long English course;
- Earn a passing score on a two-hour, handwritten essay exam, the Writing Proficiency Exam (WPE), which is offered two or more times each quarter.

At the same, there have been various changes in the periphery to provide support for writing development in our students and writing instruction for our faculty — practices that were designed to support meeting the GWR and to improve writing more generally. A few examples of these include:

- GE 2001 created a writing across the general education curriculum program with two primary components:
 - **All GE courses must have a writing component.** In achieving this objective, writing in most courses should be viewed primarily as a tool of learning (rather than a goal in itself as in a composition course), and faculty should determine the appropriate ways to integrate writing into coursework. While the writing component may take different forms according to the subject matter and the purpose of a course, at least 10% of the grade in all GE courses must be based on appropriate written work.
 - **Writing Intensive (WI) courses are located in Areas A1, A3, C1, C2, C4, and D5.** These courses include a minimum of 3000 words of writing and base 50% or more of a student's grade on written work. Faculty teaching WI courses will provide feedback to students about their writing to help them grasp the effectiveness of their writing in various disciplinary contexts. A significant selection of writing-intensive upper-division courses will be made available. The

GE Program is committed to providing the resources to support both the required writing component and WI coursework. The kind and amount of writing will be a factor in determining class sizes, and the Center for Teaching, Learning, and Technology (CTLT) will provide support and training for faculty.

Unfortunately, lack of funding and larger student enrollments have necessitated increases in class size in areas C1, C2, C4, and D5, and the WI component of these courses has in some cases been removed.

- In 2010, the University Writing and Rhetoric Center (UWRC) implemented a portfolio program whereby students who fail to satisfy the GWR after two or more attempts may opt to fulfill the requirement by taking ENGL 150 and earn a passing score on a GWR Portfolio. The GWR portfolio option also also been extended to the small number of former students who left Cal Poly without completing the GWR. The portfolio option allows for some concentrated work on addressing some writing deficits, especially in those students who would benefit the most from direct instruction. Students work with graduate writing consultants to develop and revise previously failed exams. This sustained 10 weeks of writing practice and support comes at end of the student's academic career, however, and thus cannot provide the scaffolding for further practice and development.
- In 2013, the university supported the hiring of a Writing Instruction Specialist, housed in the Center for Teaching, Learning, and Technology (CTLT). This position was created to foster college, department, and faculty writing support across the disciplines. The CTLT has long supported faculty development in writing instruction through such programs as Writing in Generally Every Discipline (WINGED) as well as other writing workshops and writing support groups, often in collaboration with the UWRC.

It is important to note that in 2000, the Academic Senate (AS-550-00) resolved that "students be allowed to satisfy the GWR either by passing the Writing Proficiency Exam (WPE) or *by being certified writing-proficient in a designated upper-division, writing-intensive course*" (italics mine); the senate further resolved that a "writing skills committee collaborate with the General Education Program and other interested faculty to work out the specifics of how students will be certified writing- proficient in upper-division, writing-intensive classes, and to explore ways to increase the effectiveness of advising that will encourage students to attempt the GWR early in their junior year." Despite this resolution, no concerted action was taken and GWR certification continues to be offered solely through the English Department.

During any given quarter, there are over 9,000 students eligible to fulfill this requirement. Generally, each year about 1,500 students complete the requirement in a GWR-approved English course and over 3,000 students complete the requirement by passing the WPE.

C. Concerns with Cal Poly's Current GWR Practices

The task force agreed that Cal Poly's current GWR practices are not effective in meeting the goal of the requirement: assurance of competence in writing skills at the upper-division level. While only a small number of students leave the university without fulfilling the requirement,

and the majority fulfill the requirement on their first attempt (on average over the past eight years 73% of students pass the WPE on their first attempt), it is clear, when considering institutional writing assessment results and employer survey responses, Cal Poly students do not yet demonstrate the desired advanced levels of writing proficiency at the upper-division level. Instead, there is evidence that their writing skills seem to plateau after the sophomore year.

C.1 Practical Concerns Inconsistencies abound within both GWR options at Cal Poly.

- **Inconsistent test topics.** Since the WPE is based on an unannounced topic, students who opt for the WPE receive no foreknowledge of the topic about which they will be writing, and the topic is different for each exam (and not normed for test reliability). While all topics are related to higher education and connected to the student experience at Cal Poly, some students may have more prior knowledge of or familiarity with a particular topic. Topic generation is time consuming for the WPE coordinator, as well, because multiple topics are selected and designed into exam prompts each quarter. In the GWR classes, instructors decide on their own what the exam topic will be. Some use old WPE topics, others follow the WPE model of an article from a news source but design their own prompts, and still others use readings and prompts related to course content. Furthermore, in the GWR courses, because faculty are encouraged to use the first GWR attempt of the quarter as a way of helping students determine if they need additional writing support before another attempt at completion, that first attempt often comes in the first week of class. Thus, faculty often write prompts separate from course content since students haven't yet mastered enough content at that point. Subsequent attempts in a course are typically included on a midterm and/or final exam, meaning that the question may cover course material and the student might have longer to respond (i.e., in a three-hour final). Although topics related to course content most closely mimic an authentic writing task, there is still the problem of writing under pressure, writing by hand rather than with a keyboard, and writing without the tools that most writers use for editing and revising their writing (e.g., dictionary, thesaurus, reader input).
- **Inconsistent test periods.** The WPE is given in a two-hour period that is proctored by university staff. In contrast, students who opt for one of the 64 or more sections of GWR-approved English courses offered each academic year are tested in a wide range of test periods. Some classes are 50 minutes, and thus students only have 50 minutes to produce an essay, whereas other classes are 110 minutes, so students have longer to respond.
- **Inconsistent scoring.** Each WPE essay is graded in a large-scale scoring session where each essay is assigned to two faculty readers from across campus that may or may not have special expertise in writing and writing instruction. The faculty readers take part in a norming session where they learn to work with the WPE scoring rubric. Many have been scoring the exam for over 15 years, so they have special expertise in the WPE, and everyone who scores the exam is both trained to assess ahead of time and normed before the scoring session. Yet, WPE norming may not be the most effective means by which students are assessed and faculty develop their writing assessment skills. GWR-

approved English course instructors have advanced degrees in English and therefore have more specialized expertise in writing assessment, but they are not necessarily trained to assess student writing using a common rubric like those who assess the WPE are trained to do. In addition to the varied levels of writing assessment knowledge and standards, WPE essays are scored by at least two readers to account for discrepancies in standards/expectations, whereas the essays produced in GWR-approved English courses are reviewed only by the instructor.

- **Inconsistent number of attempts.** A single WPE test session is just that. Students pay for the exam and are given one attempt in the 120-minute session. When students fail, they must re-register and attempt again, and must wait until the next quarter to do so unless they are graduating that term and can make another attempt during final exam week. Students also are offered the option of enrolling in ENGL 150 and completing the GWR Portfolio Program if they have more than one failed attempt, but since it is not required that they do so, some students make four or more attempts at the WPE before realizing they need more direct support for GWR completion. In GWR-approved English classes, students are offered at least two, and often three, attempts to fulfill the requirement within the same quarter.
- **Inconsistent feedback for students.** With the WPE, students are presented with a numerical score only as feedback post exam and that score alone does not help students identify their writing issues. To do so, students must schedule an appointment with a WPE counselor at the Writing and Rhetoric Center to help them understand their score. This counselor is not one of the graders of the essay, so the counselor uses the WPE scoring guide to infer why the student failed the exam. The counselor attends the WPE scoring session and is therefore prepared to discuss the student's exam using the scoring guide as reference, but this roundabout approach to offering students summative feedback on their writing, especially when the writing is a degree requirement, is not the most effective and meaningful approach to helping students address writing issues and develop their skills. In contrast, students in GWR-approved English courses have multiple attempts in one quarter to pass the exam, and indeed, the success rate for completing the GWR in a classroom setting is higher than the success rate for those making a first attempt on the WPE, largely because students meet with their instructors to discuss their writing prior to a second attempt. Note: the pass rate for students who take the WPE exam twice is comparable to the pass rate for students who take a GWR-approved English course.

Although there are inconsistencies across the testing environments, there are benefits to taking the GWR in an English course rather than taking the WPE. These include multiple attempts in one quarter to pass the exam, a more situated writing experience for students, and one-on-one feedback from an expert in the field. However, the English Department cannot staff enough sections of these courses each year to meet the needs of GWR-ready students.

C.2 Pedagogical Concerns More important than the inconsistencies above, however, are the pedagogical problems with Cal Poly's current GWR options. Whether students take the WPE or a GWR-approved English course, there is a disconnect between what the GWR requirement

tests and what experts in the field of writing studies advocate. In GE A1 and A3 courses, as well as in lower- and upper-division English courses, students are taught that writing requires an understanding of audience and purpose, as well as the process of drafting, revising, and editing. However, the GWR as presently conceived does not test for careful and intentional writing; rather, it tests for extemporaneous writing skills on an unannounced topic.

Because the WPE is designed to measure students' writing skills in one instance without formative feedback during the writing process, the exam does not help students develop as writers. And while the in-class essay exam in GWR-approved classes allows students an opportunity for feedback from the instructor prior to a second attempt, the majority of the writing students produce in GWR-approved English classes outside of the in-class exam is written over time and involves drafting, feedback, and revision. The message sent by measuring writing proficiency via an in-class essay exam, then, is inconsistent with the message sent by other writing assignments.

In short, the task force concluded that the university's two pathways to GWR completion are not pedagogically sound and send mixed messages to students. The task force established that the university must define what writing skills it wants students to gain during their upper-division coursework, and how those skills most meaningfully can be assessed by the GWR.

D. Methods for Exploring Alternative Approaches to the GWR

During the task force's first meeting in the fall of 2015, members listed the positives and negatives associated with both current approaches to GWR fulfillment on campus. As well, in an effort to examine how other campuses approach upper-level writing instruction, during winter and spring quarters of 2016 the task force examined GWR programs at other campuses within the CSU and conducted research on upper-division writing requirement programs at peer institutions across the country (see the appendix for these findings).

Based on discussion and findings, the task force concurred that we want students to write at all levels of their college experience, we want them to be able to identify their strengths and weaknesses, and we want them to reflect on how to use writing to meet a variety of purposes. The task force also agreed that the exam is no longer an appropriate approach to GWR completion for our students. Instead, task force members believe that a program that offers multiple pathways to completion, with courses in GE and in the majors, would be most effective. In effect, students' writing success is the most important consideration when weighing the effectiveness of alternative approaches to the GWR.

E. Alternative Approaches to Cal Poly's Current GWR Practices

While the task force determined to move away from the WPE for GWR completion, task force members did not agree upon one alternative in its stead, as more time needs to be dedicated to exploring how any change would impact the university, particularly in terms of the resources needed to support such change(s). Mainly, the task force established that the university should

offer a flexible approach to GWR completion. A number of ideas were entertained, and of them, the task force submits for consideration the following alternative approaches to the current program. These alternatives are presented somewhat in order from less change/fewer potential resource implications to more change/greater potential resource implications.

E.1 Replace the exam-based approach with one upper-division, writing-intensive (WI) General Education (GE) Area C4 or D5 course In this model, the upper-division GWR-approved English courses will remain as an option for students, and all (or select) other GE Area C4 and D5 courses will be GWR-approved. This approach aligns with Senate Resolution AS-550-00 that “students be allowed to satisfy the GWR either by passing the Writing Proficiency Exam (WPE) or by being certified writing-proficient in a designated upper-division, writing-intensive course.” In this option, students who complete any one of these designated courses with a C or better will fulfill the GWR, and completion of the GWR will not be based on the results of one in-class essay exam, but instead by successful completion of writing projects that follow a process-oriented approach with feedback and opportunities for revision. In some ways, this approach reflects the status quo minus the exam-based approach to GWR certification and designates the possibility of all GE upper-division writing courses in both C4 and D5 as contributing to GWR certification. However, the task force recommends a more robust approach to this implementation by requiring that the university recertify all upper-division WI GE courses, reduce class sizes to support writing instruction, and train faculty to deliver effective methods of writing instruction. In effect, the university would need to restore the upper-division WI GE curriculum established in 2001. Note: engineering majors who follow a different GE template could only fulfill this with one course in the C4 area while many other students would actually end up taking two upper-division WI courses in GE.

E.2 Replace the exam-based approach with at least two upper-division courses from a menu, including one course from an upper-division, WI GE course and another from a program-specific upper-division, WI course This approach would augment the upper-division writing instruction in which students currently engage (WI GE in C4 and D5 at the upper-division level for all majors except engineering), and while more complex than the first option, this approach is worth exploring because of the GE and discipline-specific writing instruction it offers to students. It is unclear whether or not all programs of study would have a designated upper-division course in which discipline-specific writing is assigned, expected, or taught. Because the university aims to graduate students who can communicate effectively, and because we know that effective communication is constructed based on rhetorical situations, students would benefit from a more thoughtful approach to writing education—one in which they have sustained writing practice not only in their GE courses but also in their major courses. Again, completion of the GWR in these two classes would be measured by completion of writing projects assigned in the courses rather than by completion of an in-class essay exam.

The committee as a whole was concerned that not all departments have the ability (expertise, time, faculty, etc.) to deliver discipline-specific writing courses, but if the GWR is designed to be an all-campus responsibility, and if the university wants to help students gain both general and discipline-specific writing skills, then moving toward this approach may lead departments and

colleges to determine how better to incorporate writing assignments and provide formative and summative feedback on those assignments into designated upper-division courses in the majors. The university just hired a new writing instruction specialist in the CTLT who can help instructors, departments, and colleges across campus address such concerns.

E.3 Replace the exam-based approach with a WI curriculum that combines GE and discipline-specific courses In this approach, students would be required to take at least two WI courses at the upper-division level. Departments would submit courses for WI certification and faculty teaching those courses would have appropriate training and support. WI courses could be GE or discipline-specific, thus providing maximum flexibility for departments. This approach also allows GE-heavy programs to certify some courses within their department as WI, but not necessarily all. For example, the History Department might offer most GE D5 classes as WI, but in order to maximize SCUs might also offer one or two each quarter that aren't WI and thus have larger cap sizes. Departments who want to provide their students with discipline-specific WI courses could do so with one or both courses in their program.

E.4 Replace the exam-based approach with a more thoughtfully designed writing-infused curriculum across the disciplines In the case of this alternative, like the one above, students would engage in sustained writing practice throughout their time on campus. What makes this option distinct from the previously mentioned option is that in this case students would not necessarily be required to take any specific courses in order to fulfill the GWR. Instead, the institution would rely on a writing-infused curriculum as a whole (both at the lower- and upper-division) to help students develop the expected level of writing proficiency for a college graduate. In short, in this approach, students' fulfillment of degree requirements would also fulfill the GWR because writing would be embedded in all courses. Two primary challenges for this option are programmatic oversight and ensuring that transfers and study abroad students receive the same writing instruction that other students do.

E.5 Replace the exam-based approach with a more comprehensive communication across the curriculum requirement that develops advanced proficiency in written, oral, and visual communication skills The New London Group (1996) coined the term "multiliteracy" in their seminal article, *A Pedagogy of Multiliteracies: Designing Social Futures*, in which they advocated for a new approach to writing education, one in which students learn to reach a variety of audiences through multiple modes, including written, aural/oral, visual, spatial, gestural, and tactile methods of expression. While such an alternative approach to the current GWR program would be a major overhaul, it is worth considering how broadening the requirement to include written, oral, and visual presentation skills might better prepare the institution's graduates for post-degree professional and civic success, particularly given the campus's comprehensive polytechnic identity.

F. Important Considerations

The task force further concluded that to enhance students' writing skills across all levels of their college experience, it will be necessary to consider the following components when designing

and implementing any alternative approach to the GWR: the timeline for change, costs of implementation, program infrastructure and oversight, faculty development and support, course offerings and enrollment capacities, and assessment methods.

F.1 Timeline for implementation Task force members want to ensure that the shift from an exam-based approach to a course-based approach occurs gradually to allow enough time for instructors and courses to be GWR-certified, particularly because the assessment of students' writing proficiency will include projects for which students engage in a drafting process and receive formative feedback and time for revision. Further, the task force does not believe it will serve the campus community well if any particular department or program is overburdened either to develop new courses that significantly impact their curriculum plans or to serve large portions of the student population at a given time. As such, the shift from an exam-based approach to GWR completion should happen incrementally, with the final phase being one in which the WPE is no longer necessary to support any student on campus.

F.2 Costs of implementation Currently, the two-thirds of Cal Poly students who take the WPE pay a \$35 exam fee that generates annual revenue to pay for administration and management of the current GWR program. This income will be lost when the university shifts away from the exam-based approach to requirement completion, but task force members indicated that a course-based model would only work if the institution commits to providing the required resources to enrich and support faculty assigned to teach GWR-certified courses. In addition, much of what is presented below will result in additional costs to the university, such as those related to an increased number of GWR-certified class sections with appropriate class sizes and the instructors to teach those sections, as well as those related to developing a training and certification program.

F.3 Program infrastructure Tracking of enrollment and completion may become an issue with any new approach to the GWR. Task force members indicated that it is worth preserving the intention of the junior-level timing for GWR completion, particularly because it helps identify students' varying needs for writing support. The task force wondered how best to determine students' eligibility/placement in terms of GWR completion. Current practice allows any student with 90 or more completed units to attempt GWR completion. Ninety units signifies junior standing, but only in general—not when considering degree applicable units. In addition, some students have 90 units completed earlier in their college careers because of AP or transfer credits. The task force considered entertaining an alternative marker for GWR eligibility to account for this discrepancy in current practice. One option is to consider students' expected academic progress or degree progress instead of completed units.

In addition to the question of eligibility based on unit completion, task force members wondered if all students were prepared to fulfill the requirement immediately upon completion of 90 units. At a few other CSU campuses, the WPE is used not to determine writing proficiency but instead to determine how many writing courses students needed to complete in order to demonstrate proficiency effectively. And two other CSU campuses are currently exploring how to use directed self-placement (DSP) to help students determine GWR readiness. DSP invites

students to consider a variety of factors (e.g. writing anxiety, performance in previous writing courses, language(s) spoken) before enrolling in writing courses for GWR completion. Further, any model that requires students to fulfill the requirement in an upper-division GE course may prevent students from doing so in a timely manner because students may not meet course prerequisites in order to be eligible to enroll in GWR certified courses before their senior year. The university would want to consider how best to address this issue moving forward.

Finally, task force members were concerned by the human and financial capital it would take to develop a new tracking system in which the university could monitor for GWR eligibility, enrollment, and completion in a course-based system. On at least one campus the task force researched, students' degree progress alone indicated completion of requirements, so, no additional tracking was needed. The university might consider adopting a similar approach.

F.4 Program oversight Task force members also agreed that oversight and consistency would be necessary among designated GWR courses. The main question the task force considered was what oversight would look like with a newly revised program. A GWR coordinator already exists on campus, but that individual alone does not have the resources to oversee GWR-related assignments and assessment across hundreds of GWR-approved sections offered by different instructors while also monitoring student completion of the requirement. The university will want to ensure that if writing instruction and assessment become a formalized part of a broad range of GWR courses then that writing pedagogy is aligned with expected GWR outcomes and the instructors who teach those courses are supported accordingly. Implementation of a GWR advisory board with representation from across colleges and chaired by the GWR coordinator therefore would be important. In the outside programs the task force examined, there seemed to be a tension between loose oversight on some campuses and localized/contextualized oversight of pathways and assessment on others. The task force supported a model in which a GWR advisory board certified either a course, or an instructor (preferred), or both as GWR-approved. The GE Governance Board oversees upper-division GE WI courses, approves newly developed courses, and is building a mechanism along with the Academic Senate Curriculum Committee to ensure the WI component of those courses is being met, but not all WI GE classes are GWR classes, and not all GWR classes are GE classes. The GE and GWR boards likely would partner in oversight of WI, GWR-approved courses.

F.5 Faculty development and support In addition to general oversight, the task force also noted that instructors who teach GWR courses, especially those outside the English Department, would need to engage in some sort of professional development training and earn GWR-educator certification before offering GWR courses. GWR-certified courses must include actual process-oriented writing instruction and formative feedback (i.e., drafting, feedback, and revision of writing projects must be included in course design), and faculty who teach those courses would benefit from training in terms of how best to implement and support the process-oriented approach to writing into their already-packed course content. Faculty who teach GWR-approved courses also must be trained to support multilingual students effectively when offering feedback and account for language difference when assessing multilingual writers, both of which may require training and/or ongoing support. And, since not all faculty

members will have the desire to teach GWR WI courses, the university might consider giving faculty an incentive, such as additional weighted teaching units for GWR courses, which would send a message to faculty across the curriculum that the university values writing and writing education in all disciplines and at all levels. Several task force members indicated that it would also be worth exploring how to assign a writing expert to each college who can support faculty teaching writing in the disciplines. As well, the option to embed peer-writing consultants in the classes, who could assist instructors by offering students feedback and support throughout the drafting, revising, and editing process, might be worth considering in terms of supporting GWR instructors' additional teaching responsibilities.

F.6 Course offerings and enrollment capacity Regardless of the approach, the task force agreed that a new course-based GWR program must adhere to reasonable class sizes with a maximum capacity of between 20 and 25 students in each section, which is in line with best practices recommended by the National Council of Teachers of English (2014)[1] and the Conference on College Composition and Communication (2015). Currently, class enrollment size in sections of GE C4 and D5 courses varies. As an example, in spring 2015, most of the non-English C4 and D5 sections had a capacity greater than 30 seats (39 C4 sections and 24 D5 sections had greater than 30 seats; 13 C4 sections and 8 D5 sections had a total capacity of 30 seats; 14 C4 sections and 1 D5 section had under 30 seats). Some sections, which technically are considered WI, were taught as large lecture courses, such as HUM 320, PHIL 340 and POLS 325, and instructors do not assign writing projects in those courses. Obviously, any newly designed GWR program must not allow large-lecture courses to offer the GWR.

One simple but important task will be to determine how many sections of upper-division WI courses the university would need to distribute across the colleges in order to meet student demand. If in any given quarter over 9,000 students are eligible to complete the requirement, then an increase in course offerings must occur. Technically, about 4,500 students should complete the requirement each year. The institution's current practice will not support student need. In winter 2017, as an example, the currently approved 31 GWR course sections offered 815 seats (range = 24-30 seats/section), and not every enrolled student took the course for GWR credit. Even if every student were enrolled for GWR credit, then the university would need to increase capacity by about 700 seats each quarter in order to serve the student population and avoid any barriers to graduation. And ideally those seats would be offered in sections with 25 or fewer seats (note that of those sections offered in winter 2017, the majority—20 of the 29 sections—had an enrollment capacity greater than 25). Given the classroom shortage Cal Poly currently faces, capacity is a significant factor to consider.

As a point of contrast, expanding the analysis to all upper-division GE courses in areas C4 and D5 plus non-GE GWR courses, there were 125 sections offered supporting 3,606 students in Winter 2017. The range in class size was 8-70, with an average of 28.85 students per section. Reducing this to 25 students per section would require an additional 19-20 sections. And it is apropos that winter be selected as the comparison quarter as enrollments in many GE courses do not meet the typical course capacity of 30-32 students per section. The pattern of enrollments suggests that students seem to wait for spring to get classes rather than enroll in

winter classes they do not want to take (even if it fulfills a graduation requirement) or at a time they find undesirable. This means that the fuller courses in fall and winter would necessitate even more course sections to decrease the course capacity to 25 students per section.

F.7 Assessment Methods In the Chancellor's Office 2002 review of campus's Graduation Writing Assessment Requirement programs, the review committee noted that while a standardized procedure for exams was outlined in EO 0665, procedures for assessing writing produced in courses was not clearly outlined. They further noted that in the courses, in most cases student writing is evaluated by the instructor of record. The 2002 review committee therefore recommended "that campuses implement measures to ensure consistency and common standards across courses." In line with the 2002 review committee's observation, the task force indicated that implementing a common rubric or method of writing assessment in the GWR-certified classes would be appropriate. The university could consider a portfolio-based model of student writing assessment to gain a more standardized and comprehensive understanding of students' writing skills across levels and/or undertake targeted assessments that sample and assess student writing. Particularly, the task force saw the course-based model useful in that GWR evaluation(s) in the classes could then more thoughtfully align with campuswide writing outcomes. In the case of writing outcomes at Cal Poly, GE Area A (A1 and A3) specifically commits to helping students achieve the university-learning outcome of effective communication. Upper-division, WI GE courses were designed to foster transfer of those skills to the upper level, which should serve to help support students in their efforts of developing advanced levels of writing proficiency needed for graduation, thereby fulfilling the university's GWR. It is anticipated that upper-division, WI courses in the major would aspire to do the same.

G. Conclusion

In sum, each approach suggested in this report has merit, and it is clear that some approaches may lend themselves to more rapid adoption. Still, the task force wants to see a new program built out over time rather than disrupting the curriculum altogether. If the organization intends to change the program, then it is worth engaging in a thorough examination of all options rather than quickly settling on the path of least resistance. All models that involve a course-based approach to GWR completion in place of an exam-based approach must include teacher certification, course certification, and enrollment control (ideally with a capacity of 25 students in each section).

It is also worth considering how a more innovative revision of the program now may address future-oriented academic, professional, and civic needs. A collaborative conversation with stakeholders across campus will help the university develop goals and models for achieving those goals—that conversation must include knowledgeable writing faculty and discipline-based faculty. And the campus community must believe in the value of sustained writing and quality writing education in order to help support student achievement at the university and beyond.

Whatever approach the university chooses to adopt, the task force recommends that rollout of the revised GWR program happen incrementally over several academic years and that the program be universal enough to support students who enroll in upper-division WI courses outside of Cal Poly, students who take courses abroad, and graduate students enrolled in distance education programs. The university's main commitment should be to design and implement a program that better supports students' writing education and that is not a barrier to graduation.

As such, the task force recommends that this report serve only as a beginning to the conversation of how best to increase and sustain student writing and writing education across all levels of the college experience. As a next step, a committee of writing experts and college representatives should be established to begin the plan for moving toward a course-based approach to the GWR. A cost analysis and feasibility study of the above alternative approaches could be performed. Or, the university may choose first to adopt option E.1 and gradually certify instructors and courses in line with the capacity to do so. Then moving forward the university could adopt other models (or elements thereof) until the university reaches a point where students have opportunities to practice writing and receive writing instruction at all levels across the disciplines.

[1] NCTE data shows that underserved student populations benefit most from small class sizes, and that performance of all students is affected positively by smaller class size.

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Appendix

Institutional Comparisons of Upper-division Writing Proficiency Requirements

| <i>Institution</i> | <i>Type of Upper-division Skills Requirement</i> | <i>Assessed via Exam?</i> | <i>Assessed via Coursework?</i> | <i>Is coursework offered across the Curriculum?</i> | <i>Who has oversight of the Program?</i> |
|-----------------------------|--|--------------------------------------|---------------------------------|--|--|
| CSU, Bakersfield | Graduation Writing Assessment Requirement (GWAR), assesses writing | Yes GWAR | Yes | Yes, but mostly in CLA | GWAR coordinator |
| CSU, Channel Islands | GWAR, assesses writing | No | Yes | Yes: 9 units of upper-division interdisciplinary GE courses, which are writing intensive | Seems to be part of GE |
| CSU, Chico | GWAR, assesses writing | No | Yes | Yes: writing proficiency courses | Departments create WP courses; GWAR coordinator out of Academic Programs oversees |
| CSU, Dominguez Hills | GWAR, assesses writing | Yes Graduation Writing Exam (GWE) | Yes | Yes, but limited: Advanced Composition or a few other courses are certified as writing courses through Interdisciplinary Studies | The testing office administers the GWE, and it's unclear who oversees course certification |

| <i>Institution</i> | <i>Type of Upper-division Skills Requirement</i> | <i>Assessed via Exam?</i> | <i>Assessed via Coursework?</i> | <i>Is coursework offered across the Curriculum?</i> | <i>Who has oversight of the Program?</i> |
|------------------------|---|---|---|--|--|
| CSU, East Bay | University Writing Skills Requirement, assesses writing | Yes Writing Skills Test (WST) | Yes, in two tiers dependent on students' skills | Yes, but limited to English, Marketing, and Science | The testing office |
| CSU, Fresno | Upper-Division Writing Requirement, assesses writing | Yes Upper-Division Writing Examination (UDWE) | Yes | Yes: approved writing courses as indicated with a W in the catalog | The testing office administers the UDWE, the University Writing Competency Subcommittee reviews and approves W courses |
| CSU, Fullerton | Upper-division Writing Course Requirement, assesses writing | No | Yes | Yes: every major identifies the course(s) their students must complete | The University Board on Writing Proficiency as an agency of the Academic Senate |
| Humboldt State | GWAR, assesses writing | Yes Graduation Writing Proficiency Examination (GWPE) | No | No | GWPE Coordinator and Testing Center |
| CSU, Long Beach | GWAR, assesses writing | Yes GWAR Placement Examination (GPE), as placement into coursework | Yes | Yes: depends on placement (upper-division GE writing intensive course) | Oversight seems to be with Undergraduate Studies |

| <i>Institution</i> | <i>Type of Upper-division Skills Requirement</i> | <i>Assessed via Exam?</i> | <i>Assessed via Coursework?</i> | <i>Is coursework offered across the Curriculum?</i> | <i>Who has oversight of the Program?</i> |
|------------------------------|--|--|--|--|--|
| CSU, Los Angeles | GWAR, assesses writing as a prerequisite to the upper-division writing requirement in the majors | Yes Writing Proficiency Exam (WPE) | Yes | No: one course, UNIV 401, is offered through the writing center as an alternative to the WPE, but the GWAR is a prerequisite; students are also required to take two upper-division writing courses in their major | Unclear but it looks like the English Department and the writing center have joint oversight over the GWAR/WPE and then responsibility shifts – they are hiring a WAC director |
| CSU, Maritime Academy | Graduation Requirement in Writing Proficiency, assesses writing | Yes Graduate Writing Examination (GWE) | Yes | No: students either take the GWE or take English 300—Advanced Writing | Faculty Coordinator |
| CSU, Monterey Bay | GWAR, assesses writing | No | Yes | Yes: GWAR-certified courses | Unclear |
| CSU, Northridge | Writing Skills Graduation Requirement, assesses writing | Yes Upper-division Writing Proficiency Exam (WPE) | No | No | Advisory Board including membership from Undergraduate Studies, the Learning Resource Center, Academic Programs, the English Department, and the Testing Center |

| <i>Institution</i> | <i>Type of Upper-division Skills Requirement</i> | <i>Assessed via Exam?</i> | <i>Assessed via Coursework?</i> | <i>Is coursework offered across the Curriculum?</i> | <i>Who has oversight of the Program?</i> |
|----------------------------|--|---|---|--|--|
| Cal Poly, Pomona | Graduation Writing Test (GWT), assesses writing | Yes Graduation Writing Test (GWT) | Yes, but only in cases where students cannot pass the GWT | No: CPU-401 is the only course, and it seems to be offered through the Learning Resource Center, which absorbed the writing center several years ago | Academic Programs Committee (?); Testing center offers GWT |
| CSU, Sacramento | GWAR, assesses writing | Yes, as placement Writing Placement for Juniors (WPJ) | Yes | Yes: a writing-intensive course as a follow-up to placement exam | GWAR Coordinator, Writing Programs |
| CSU, San Bernardino | Upper-division Writing Requirement | Yes Writing Requirement Exemption Exam (WREE) | No | No | Testing Office |
| San Diego State | GWAR, assesses writing | Yes, Writing Placement Assessment (WPA) with scores of 10 or above as fulfillment of the GWAR – otherwise as placement into upper-division classes | Yes, in addition to the WPA | Yes, but limited | Unable to determine, but seems to be shared between the Rhetoric and Writing Studies Department and Testing Services |

| Institution | Type of Upper-division Skills Requirement | Assessed via Exam? | Assessed via Coursework? | Is coursework offered across the Curriculum? | Who has oversight of the Program? |
|----------------------------------|--|---|--|---|--|
| San Francisco State | GWAR, assesses writing | No | Yes, as the only mechanism of assessment | Yes | Responsibility is shared among the Division of Undergraduate Studies, the Committee on English Proficiency, and Academic Affairs with a full-time WAC director |
| San Jose State University | GWAR, assesses writing | Yes (Writing Skills Test – WST) required by all students as placement | Yes | Yes: W course as designated by the major | Unclear – WST is through the testing office and courses designated by major |
| Cal Poly, San Luis Obispo | Graduation Writing Requirement (GWR), assesses writing | Yes, Writing Proficiency Exam (WPE) | Yes, as an alternative to the WPE | No: courses offered only through the English Department | Responsibility is shared between the GWR Coordinator and English Department |
| CSU, San Marcos | All university graduation requirement for writing | No | Yes | Yes: | Academic Affairs |
| Sonoma State | GWAR, assesses writing | Yes Writing English Proficiency Test (WEPT) | No | No | Unclear |

| <i>Institution</i> | <i>Type of Upper-division Skills Requirement</i> | <i>Assessed via Exam?</i> | <i>Assessed via Coursework?</i> | <i>Is coursework offered across the Curriculum?</i> | <i>Who has oversight of the Program?</i> |
|---|--|--|---------------------------------|--|---|
| CSU, Stanislaus | GWAR, assesses writing | Yes Writing Proficiency Screening Test (WPST) to determine preparedness for upper-division writing in the disciplines | Yes | Yes: Writing Proficiency (WP) courses are developed and offered in the disciplines capped at 25 students | The University Writing Committee, the Faculty Coordinator for the WPST, and the Graduate Council in partnership with the Vice Provost |
| Arizona State University | Upper-division Literacy & Critical Inquiry Requirement, assesses written, oral, and critical thinking skills | No | Yes | Yes, preferably chosen from within the major | Unknown |
| Franklin Olin | Communication Competency in GE, assesses communication | No | Yes | Yes: courses are in the GE concentration of Arts and Humanities | Part of GE and portfolio based |
| Illinois Institute of Technology | Communication Across the Curriculum program, assesses oral and written communication | No | Yes | Yes | Not sure but seems to be an all-campus responsibility, ½ of program in GE and ½ in the majors |

| <i>Institution</i> | <i>Type of Upper-division Skills Requirement</i> | <i>Assessed via Exam?</i> | <i>Assessed via Coursework?</i> | <i>Is coursework offered across the Curriculum?</i> | <i>Who has oversight of the Program?</i> |
|--|---|---------------------------|---------------------------------|--|---|
| Iowa State University | Communication Proficiency Policy – WOVE requirement, assesses written oral, visual, and electronic communication | No | Yes | Yes: courses are offered both through the English department or in the major | Departments seem to be responsible for oversight of the requirement |
| Massachusetts Institute of Technology | Undergraduate Communication Requirement, assesses communication | No | Yes | Yes | Shared responsibility in Humanities and major programs – each major identifies the pathway for its students and a committee on academic performance tracks student completion |
| Michigan Technological University | Upper-division Communication or Composition Course -GE HASS (Humanities, Arts, and Social Sciences), assesses writing | No | No | Yes | Seems to be part of the GE program |

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| Missouri University of Science and Technology | General Education Assessment – communication intensive focus, assesses oral and written communication skills | Yes: juniors take a proficiency exam that tests GE skills in reading, writing, math, and critical thinking; majors have a senior exam, not essay-based | Yes | Yes | Requirements are tracked by degree progress – there is no formal assessment of student writing; testing is handled through the testing center |
| Rensselaer Polytechnic Institute | Communication Intensive Requirement (HASS - Humanities, Arts, and Social Sciences requirement), assesses communication skills | No | Yes | Yes: students complete one course in the major and one writing intensive course in the HASS | Committee appointed by academic senate including a member from each college and a director |
| Rochester Institute of Technology | GE Requirement - Developing Writing Excellence: Three Writing-Intensive Courses, assesses writing | No | Yes | Yes: courses are certified writing-intensive | Committee with representation from across campus |
| Rose Holman Institute of Technology | Communicating Effectively Requirement, assesses communication skills | No | Yes | Yes: courses are in rhet/comp and most majors | Unknown |

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|---------------------------------|--|--|---------------------------------|--|--|
| Texas A&M University | W/C Graduation Requirement, assesses written and oral communication | No | Yes | Yes: courses are in the majors – not in GE | An advisory committee under academic senate with representation from colleges, writing center, and ASI approves courses |
| UC Davis | University writing requirement, assesses writing | An Upper-division Composition Exam (UDCE) offered only to students who want to challenge the requirement | Yes | Yes | Each college prescribes a sequence of classes for its students |
| University of Delaware | Second Writing Course Requirement (junior- or senior-level writing course), assesses writing | No | Yes | Yes, and writing fellows embedded in writing-intensive courses | Seems to be routed at the college level (i.e., colleges specify which courses students should take) |
| Virginia Tech | Visual expression, Writing, and Speaking Requirement—ViEWS, assesses multiple literacies | No | Yes | Yes, with notably small enrollment caps in classes | Oversight is at the department level; requirement differs major to major; plans are approved through the Core Curriculum Committee |