I. Minutes: The minutes from March 4 were approved as presented. The minutes from March 11 were approved as presented.

II. Communication(s) and Announcement(s): none.

III. Reports:
   A. Academic Senate Chair: (Rein) There was a Statewide Senate Chairs meeting in San Francisco. I am pleased to say that Cal Poly works really well together with faculty, students, administration, and staff.

   B. President's Office: (Kinsley) There was a listening session on April 1. President Armstrong will be giving a speech on “Vision 2022: The Future of Cal Poly,” on May 2 from 2-4 pm in Harman Hall. There will be faculty listening session that will address new issues on May 16 from 11-12 pm in the UU room 204.

   C. Provost's Office: (Enz Finken) Provost’s Office will be creating a dashboard for “Vision 2022: The Future of Cal Poly,” which will help visualize goals and help strategically plan goals such as graduation rate. Scott Dawson, new Dean for the Orfalea College of Business, will start on August 1. Provost's Office is working on enrollment management to have a response to the Master Plan in May. IT experts are coming at the end of May to do a review to better improve efficiency at Cal Poly. There will be minor renovations made to building 52; faculty and staff will be moving into the building by the end of summer or fall quarter.

   D. Vice President for Student Affairs: (Humphrey) Full report submitted by Keith Humphrey:
      • Happy Tax Day!
      • Student Affairs has been working with students and the Instruction Committee on the process of an official explanation of absence process/policy for students who are away from class on official university business. We anticipate sharing that with the Senate for feedback later this quarter.
      • Thank you to everyone who completed the Campus Climate Survey! We look forward to seeing the results later this summer.
      • The ASI Managed Facility Master Plan Survey is out and available to faculty and staff for the first time ever, as all in our community use university union and recreation center facilities. Thank you for giving it your attention so that we can plan new facilities with maximum community input.
      • Thank you to all faculty and staff who made Open House 2014 wonderful –Cal Poly really looked great!
• Beginning with this incoming class, Health and Counseling will be requiring additional online alcohol education for new students.

E. **Statewide Senate**: (Foroohar) There was a three-day Statewide Senate meeting in March in Long Beach. One of the resolutions is on shared governance. Another issue is the communication between ASCSU and individual campuses. This request will establish an independent and direct communication with all faculty. Also, another resolution is determining who is eligible for faculty scholarship and creative activities fund through a system-wide fund. The Statewide Academic Affairs Committee is discussing the issue about junior colleges offering bachelor’s degrees.

F. **CFA Campus President**: (Thorncroft) Al Liddicoat, Associate Vice Provost Academic Personnel, and Graham Archer, Architectural Engineering Department, will be discussing equity 3. There is discussion about bargaining processes. The bargaining team has talked about salary, GSI, and SSI.

G. **ASI**: (Colombini) The survey “Let it be Heard” was sent out fall quarter. The purpose of the survey was to hear about current issues and student opinions. There was research done in winter quarter, and in spring quarter we are going to be taking action. Some of the topics regarding the survey were skateboarding on campus, smoking areas, and biking around campus. There will be a T-Shirt exchange on May 15 at the UU.


V. **Consent Agenda**: The following courses/programs were approved by consensus: CM 460 Senior Project Methodology, and ECON 518 Quantitative Methods II.

VI. **Business Items**:
A. **Election of Chair and Vice Chair for 2014-2015**: Gary Laver, Psychology and Child Development Department, was approved by acclamation as the Senate Chair for 2014-2015. Dylan Retsek, Math Department, was approved by acclamation as the Vice Chair for 2014-2015.

B. **Resolution Supporting Academic Senate of the California State University (ASCSU) Efforts to Re-Establish Appropriate Unit Limits for Engineering Degrees**: Jim LoCascio, Statewide Senator, and Manzar Foroohar, Statewide Senator, presented this resolution requesting that the Academic Senate communicate to the ASCSU its support of Resolution AS-3158-13/AA to recommend to amend Title 5 and re-establish appropriate unit limits for engineering degrees up to 132/198 units. M/S/P to a second reading. M/S/P to approve resolution.

VI. **Discussion Item(s)**: none.

VII. **Adjournment**: 4:55 pm

Submitted by, 
Melissa Rodriguez 
Academic Senate Student Assistant
University Honors Program
A Task Force Update

California Polytechnic State University
San Luis Obispo, California

Presentation to the Academic Senate on April 15, 2014

Today’s Presentation

- Task Force Membership and Outreach
- Task Force Activities
- Proposed Goals and Educational Objectives
- Outcomes, Programming, and Assessment
- Reflection and Ongoing Work
- Acknowledgements
- Questions?
Task Force Members

- Erin Clark, 3rd-year Honors Student, Kinesiology and Nutrition
- Mehra Gharibian, 2nd-year Honors Student, English
- Garrett Goff, 2nd-year Honors Student, Biomedical Engineering
- Max Rossiter, 4th-year Honors Student, Civil Engineering
- Jaime Savitz, 2nd-year Honors Student, Nutrition
- James Sofranko, 3rd-year Honors Student, Psychology
- Cheri Baumgarten, Administrative Analyst, University Honors Program
- Jessica Carson, Administrative Analyst, Academic Programs
- Ken Brown, Associate Professor, Philosophy
- Kristina McKinlay, Assistant Dean, Orfalea College of Business
- Dylan Retsek, Associate Professor, Mathematics
- Gregg Fiegel, Interim Director, University Honors Program (Co-Chair)
- Mary Pedersen, Associate Vice-Provost, Academic Programs (Co-Chair)

Outreach to Campus Community

- Penny Bennett, CLA
- Richard Cavaletto, CAFES
- Doug Epperson, CLA
- Laura Freberg, Psychology
- Rakesh Goel, CENG
- Denise Isom, Ethnic Studies
- Margot McDonald, Architecture
- Paul Miklowitz, Philosophy
- Andrew Morris, History
- Kathryn Rummell, English
- Monica Schechter, Study Abroad
- Brian Tietje, Int., Grad., Extended Ed.
- Thomas Trice, History
- Debra Valencia-Laver, CLA
- Admissions, Recruitment, F. Aid (Mtgs.)
- ARCE Department Faculty (Mtgs.)
- CENG Department Heads/Chairs (Mtgs.)
- Honors Student Board (Mtgs.)
- Honors Students (Surveys)
- Library Executive Working Group (Mtgs.)
Guiding Principles

Improved Honors programming and curricula should be...

- Innovative
- Outcomes Driven

Tasks and Activities

- Identify Stakeholders and Needs
- Research Best-Practices
- Develop Goals, Educational Objectives, and Learning Outcomes
- Brainstorm Potential Program Elements
- Link Program and Assessment Elements with Goals, Objectives, and Outcomes
- Reconcile Program with Resources
Goals and Educational Objectives

Learn by Doing...

Community

University Honors Experience

Leadership

Discovery & Innovation

Serving Others

Breadth of Learning

Interdisciplinary Collaboration

Cal Poly, San Luis Obispo
Proposed Goals and Educational Objectives for the University Honors Program:

Student Learning Outcomes, Programming, and Assessment
**Honors Program Goal: COMMUNITY**

- Demonstrate attitudes supportive of the University Honors Program
- Engage regularly in program activities and events
- Mentor effectively

**Ex:**
- Explain effective behaviors for mentors and protégés
- Mentor another Cal Poly student

**Ex:**
- Mentor training activities and exercises
- Mentor program matching juniors/seniors with freshmen

**Ex:**
- Survey program mentors and protégés
- Track performance of protégés
- Reflections in e-portfolios

---

**Reflection**

- Honors Task Force is engaged
- Planning process has been positive and beneficial
- Honors office is busy serving current students

**Ongoing Work**

- Continue to serve current Honors students
- Solicit feedback on goals and educational objectives
- Further develop Honors programming and curriculum ideas
- Meet regularly with stakeholders
Acknowledgements

- Honors Students and other program advocates
- Honors Program staff Adria Arko and Cheri Baumgarten
- Members of the Honors Task Force
- Academic Programs

Questions?

http://honors.calpoly.edu/
Development of Goals and Educational Objectives

During initial discussions, the members of the Honors Task Force identified and solicited feedback from key stakeholders of the University Honors Program. The Task Force then examined the current goals of the program. New goals were subsequently developed based on the following guidelines (from Academic Programs and Planning):

Goals: The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and assessable. Goals should provide a framework for determining the more specific educational objectives of a program and should be consistent with your program mission and the Cal Poly mission.

The Task Force eventually agreed on six program goals, which focus on community, leadership, breadth of learning, interdisciplinary collaboration, discovery & innovation, and serving others. These goals support the Cal Poly mission and were developed based on feedback from stakeholders. The goals must be achieved by all students graduating from the University Honors Program.

Linked with each goal are several educational objectives. Educational objectives in this context are described as follows (from Academic Programs and Planning):

Educational Objectives: The knowledge, skills, abilities, capacities, attitudes or dispositions you expect students to acquire in your program. Educational objectives should be clearly stated, realistic and achievable. They should meaningfully define the related goal, and, where possible, indicate desired level of attainment. Educational objectives should be assessable.

The Task Force developed the educational objectives while considering stakeholder feedback, Cal Poly's existing University Learning Objectives, and examples of best-practices related to leadership development, undergraduate research, service learning, and interdisciplinary education. Supporting references are listed below. The proposed program goals and educational objectives are summarized on the following page.

Select references that informed the development of the proposed educational objectives:


CSULB Center for Community Engagement (2013). Service Learning Resource Guide for Faculty and Community Partners, California State University, Long Beach.


## Goals and Objectives of the University Honors Program

<table>
<thead>
<tr>
<th>Community</th>
<th>Honors students will serve and support the Honors learning community as active and enthusiastic participants.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Demonstrate attitudes supportive of the University Honors Program</td>
</tr>
</tbody>
</table>
|           | ➢ Engage regularly in program activities and events
|           | ➢ Mentor effectively |

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Honors students will assume positions of leadership within campus groups or student organizations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Apply leadership principles to organize and direct the efforts of a small group</td>
</tr>
<tr>
<td></td>
<td>➢ Communicate effectively with others</td>
</tr>
<tr>
<td></td>
<td>➢ Motivate others to succeed</td>
</tr>
<tr>
<td></td>
<td>➢ Plan, oversee, and assess an event or activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breadth of Learning</th>
<th>Honors students will broaden their education through enriched academic experiences, hands-on projects, and active learning opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Think critically and creatively</td>
</tr>
<tr>
<td></td>
<td>➢ Apply knowledge of social sciences, humanities, and natural sciences by demonstrating their incorporation into his/her chosen field</td>
</tr>
<tr>
<td></td>
<td>➢ Make reasoned decisions based on an awareness of global perspectives, sustainability issues, and ethics</td>
</tr>
<tr>
<td></td>
<td>➢ Apply modern technology in solving problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interdisciplinary Collaboration</th>
<th>Honors students will engage in interdisciplinary activities with students and faculty of diverse backgrounds and interests.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Function effectively as a member of an interdisciplinary group or team</td>
</tr>
<tr>
<td></td>
<td>➢ Distinguish strengths, limitations, practices, and perspectives of different disciplines</td>
</tr>
<tr>
<td></td>
<td>➢ Integrate knowledge and skills from different disciplines to solve problems</td>
</tr>
<tr>
<td></td>
<td>➢ Make reasoned decisions based on a respect for diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discovery &amp; Innovation</th>
<th>Honors students will gain research experience working closely with faculty and graduate student mentors.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Plan, carry out, and document a scholarly or creative project</td>
</tr>
<tr>
<td></td>
<td>➢ Summarize the practical and experiential aspects of a research experience</td>
</tr>
<tr>
<td></td>
<td>➢ Demonstrate the ability for self-directed learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Serving Others</th>
<th>Honors students will serve campus, local, and global communities as informed, empathetic, and respectful citizens.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ Use his/her knowledge and skills to make a positive contribution to society</td>
</tr>
<tr>
<td></td>
<td>➢ Develop a strengthened sense of community, civic responsibility, and philanthropy</td>
</tr>
<tr>
<td></td>
<td>➢ Develop a greater sense of personal efficacy and identity</td>
</tr>
</tbody>
</table>