

**Learning Centered Plan for Central Academic Affairs
Bi-Annual Update, August 15, 2008**

Part I – Learning Centered Activities for Other Constituencies

UGS reported in the February 2008 update that online resources had been created to assist students and advisors with the retroactive withdrawal process. The goal was to reduce the number of frivolous applications and to strengthen the applications that were received. A data analysis indicates that the number of applications decreased by 11%, while the percentage of approved applications rose from 23% to 37%. A rubric-based analysis will be needed to make any conclusions about cause and effect, but this initial result is hopeful.

The Early Start Program to encourage freshmen to take remedial courses in the summer before their freshman year was conducted for the fourth consecutive year. Although the number of students needing remediation decreased by more than 30%, participation in the program stayed constant. A survey will be conducted at the end of the summer quarter to determine student satisfaction with the components of the program. As usual, GPA's will also be collected and reviewed.

A referral was submitted to the Senate by Undergraduate Studies on behalf of the Graduation Writing Test Advisory Committee in the spring 2008 quarter to develop a course alternative to the Graduation Writing Test. This course builds on last year's CPR (calibrated peer review) course pilot. Assessment of the pilot indicated student dissatisfaction about the lack of relationship between the GWT and the course.

UGS, the Learning Resource Center, The University Writing Center, Upward Bound, McNair Scholars, and the College Reading Skills Program developed a Learning Centered Academic Support Plan. The group determined five focus areas for extended research and discussion. The plan lays the foundation for sharing of resources, campus workshops, faculty engagement in learning support, and collaboration between Academic Affairs and Student Affairs.

The Test Center is working with the Registrar's Office and Undergraduate Studies to establish an email notification procedure to remind students to take the GWT, and to seek support in preparation to take the test. Assessment will include the number of units completed when the students pass the GWT, the number of attempts needed to pass the GWT, and the amount of time between attempts.

Academic Resources facilitated the collaborative development by division leadership of financial process guidelines for tenure-track faculty search approvals, faculty hiring packages, assigned time tracking, and use of reimbursed activities funding. Each process identifies standard information to be used for decision making and outcomes assessment.

The International Center organized and implemented the first required "quality visit" at Technology Park Malaysia in Kuala Lumpur in July. The Director and two faculty

members from Science and Engineering met with administrators, faculty, and students and completed an assessment of the academic programs.

The CASS VII training program, the joint effort between Cal Poly Pomona and Georgetown University's Cooperative Association of Schools for Scholarships has successfully been completed and the 20 trainees have departed. The International Center participated in a post-program teleconference including the trainees and Georgetown, and is now completing a final report.

The Faculty Center for Professional Development partnered with Sonoma State University in the implementation of faculty development in the principles of Universal Design for Learning. Ten faculty in two different faculty learning communities, five funded by the US Dept. of Education and five by the NSF, will finalize their course planning to integrate the principles of Universal Design for Learning and teach courses in the fall quarter. Evaluators for the grant coordinators at Sonoma State University will assess student learning and the faculty experience in fall 2008.

The Faculty Center for Professional Development has revised the New Faculty Orientation based on feedback from the new tenure-track faculty cohort. This year, there will be a greater emphasis on understanding the diverse student population at CPP and how best to support students learning in this environment.

The Faculty Center for Professional Development hosted the 11th CSU Regional Symposium on University Teaching in April 2008. Over 160 faculty from 18 different CSU campuses, including 42 from CPP, attended 41 sessions and two poster sessions featuring 27 submissions. The CSU Institute for Teaching and Learning co-sponsored the event. Assessments submitted by participants indicate that the response was almost unanimously positive. In global responses, 100% of respondents agreed that the learning experience was satisfying or excellent; 100% of respondents agreed that the event was well organized.

The EAP program held mathematics professional development workshops in April and May. Fifty-four middle school and high school teachers attended. Written evaluations indicated a high level of satisfaction.

EAP held a workshop for high school site administrators and counselors. Each participant completed a survey instrument to identify ways that the CPP EAP Program could assist their campus to develop and support academic improvement for their students. Based on these surveys, CPP EAP has initiated actions plans for three school districts and three additional schools.

The University Writing Center, in conjunction with the Faculty Center for Professional Development, facilitated an all day Professional Writing Institute designed to help busy faculty become more productive writers. Fifteen faculty from various disciplines participated.

UWC has developed an innovative curriculum to support the new English 2 program for students who are considered, based on their EPT score, as almost proficient in English. Two English and Foreign Language lecturers created activities and lessons that could be facilitated by peer tutors. The curriculum will be implemented in the fall 2008 quarter.

UWC and Library collaborated on the development of online tutorials to assist students to write research papers. They are also collaborating on integrating instruction activities concerning library research into ENG 209, "Practicum in Tutoring English", a course that all UWC tutors must take.

CCSL partnered with Partners in Education and Pomona Public Library to open an after-school homework assistance center. After assessing initial attendance figures, the center changed its hours and expanded its target audience from grades 3-6 to grades 1-6 to better meet community needs.

Part II – Organizational Learning within the Units

IRAP is developing a survey to be distributed to clients to measure the accuracy and timeliness of their services.

IRAP revised their process of dissemination from email to a website, based on feedback from campus constituencies.

The International Student and Scholar coordinator from the International Center participated in a Focus Group Meeting sponsored by the Student Exchange Visitor Program, the government agency in charge of the Student and Exchange Visitor Information System (SEVIS). This provided important information for the SEVIS work performed on a daily basis at the Center.

The office of Organizational Development and Training led a workshop for Central Academic Affairs administrators and staff on techniques for assessing services. Each office sent two to four personnel and discussed various techniques and next steps.

As a result of this workshop, Undergraduate Studies (UGS) has begun assessment plans for our process of responding to Senate Referrals, our information to students about various petition processes, and the Four Year Pledge Program.

Academic Resources conducted a workshop with college budget analysts to assure a common basis for salary projections for the new fiscal year. This workshop resulted in a planning document with specific projection parameters and comprehensive guidance on compensation increases. In addition to providing guidance for the current year, the planning document is a sound basis for periodic updates in conjunction with budget planning and allocation cycles.

The Faculty Center for Professional Development redesigned website to provide easier access to information about activities and programs of the Center and the University as

well as resources available to support teaching and learning. The weekly e-mail announcement now features a “Teaching Note” to provide insight into a specific aspect of teaching and learning. Response to the changes has been positive. The website will be formally assessed.

The Office of Research and Sponsored Programs (ORSP) has expanded their database this fiscal year to track and report on student involvement under proposals to external sponsors.

ORSP conducted a Service Satisfaction Survey this year using the same instrument and approach as last year to create comparable results. There is a high level of satisfaction from users regarding courtesy and timeliness (94% strongly agree) and satisfaction with ORSP’s professionalism (83% strongly agree). The results document significant improvement in satisfaction compared to last year: 94% indicate satisfaction with services, up from 81% last year, and only 2% indications lack of satisfaction down from 10% last year.

ORSP held an on-site half-day mini-retreat to build teamwork, plan creative activities, and strengthen communications.

The Compliance Office conducted two surveys to evaluate the services and support provided. This office administers the Animal Care and Use Committee and the Institutional Review Board. One survey was sent to more than 300 investigators. Of the 24% that responded, 86% were somewhat or very satisfied with the amount of time it took the committee to review the proposal, and 93% were somewhat or very satisfied with the overall service. The second survey was submitted to the committee members. Of the 49% that responded, 95% were somewhat or very satisfied with their service on the committees, and 100% were very satisfied with the service they received from the compliance office.

The Graduate Studies Office conducted a survey in the spring 2008 quarter. Of the 65% that responded, 94% thought that the accessibility to staff to answer questions was good or excellent, 99% thought that the service was good or excellent; and 84% thought that the clarity of the requirements were good or excellent. However, only 47% thought that process of paying fees was excellent. As a result, the Graduate Studies office collaborated with the Library to simplify the process by which students pay for the binding of their theses. In addition, the office has set up a process with the Registrar’s Office to send an email to all graduate students who indicate an intention to graduate each quarter to remind them about project/thesis guidelines.

The Early Assessment Program (EAP) coordinator and EAP ambassador attended the Expository Reading and Writing Course Symposia and will use the information in English Professional Development Workshops for high school teachers in the fall quarter. They also attended sessions at the California P-16 Leadership Conference on developing parent engagement and empowerment programs that support student academic achievement. This will be used next year for meetings with PTA groups.

The University Writing Center has begun to research possible assessment designs for programmatic writing center assessment. Materials will be shared with the Learning Resource Center.

The Center for Community Service-Learning distributed a survey to 25 class sections representing six of the eight colleges, and to a number of students enrolled in classes that did not involve service-learning. Survey findings included that: students in service-learning classes reported a higher appreciation for academics, were more likely to agree that service promotes equal opportunity and improves communities.

CCSL purchased Service-Learning Pro Software to fulfill volunteer tracking and matching needs and to support service-learning tracking and matching needs. It is accessible and will make it possible to track risk management requirements.

Part III – Budget, Planning, and Recognition

The WASC EE Committee sponsored the first annual Stories of Successful Learning in the winter quarter to raise awareness about the University Learning Outcomes and Educational Effectiveness. Participants at the Stories of Successful Learning were asked to include information about assessment in their presentations, and to reference the learning outcomes that were addressed in their project. There was considerable positive feedback about the existence of the event, the professionalism of the posters, the inclusion of the student poster session. It was suggested that the event be shortened from two days to one day. The campus needs to become more knowledgeable about assessment and educational effectiveness to improve the connection between the posters and the theme.

In the interest of maintaining a balance in exchanges and vitalizing international partnerships, the International Center has conducted a review of all Exchange Agreements with international partners. The review, begun in January, is due to be completed by August 15.

The International Center has restarted a mini-grant program for faculty, and funded mini-grants for 8 faculty engaged in international research. Faculty members will be required to turn in a report on their progress as a result of the grant. In addition, for the first time, the Center funded 15 study abroad student scholarships.

The Faculty Center for Professional Development has developed a needs assessment plan to be implemented this summer. It includes a faculty online survey, interviews with faculty and students, and meetings with partnering offices and programs on campus. The intention is to gather feedback about our services and the ways in which we communicate with our constituents.

During 2007-08 141 grant and contract proposals were submitted through ORSP for external funding, requesting a total of about \$38.4 million from sponsoring agencies.

This level of funding represents a significant increase of 38.3% compared to the same period last fiscal year.

A second cohort of 11 junior faculty members has been selected to participate in the Provost Teacher-Scholar Program designed to help faculty integrate teaching and scholarship. The last cohort of 22 scholars are moving into their second year of activities. In the 07-08 year, 7 of the 22 submitted a total of 13 proposals for external funding.

ORSP hosted the third annual Principal Investigator Reception to acknowledge and celebrate the accomplishments of the faculty and staff who submitted proposals for external funding. 103 individuals attended, a 13% increase compared to last year.

The Center for Community Service-Learning sponsored a campus-wide student essay contest to highlight civic engagement activities of students. There were 25 entries and one grand prize, two first prizes and eight honorable mentions were awarded.

The Center for Community Service-Learning is engaged in contract negotiations to increase the number of Americorps Promise Fellows on campus from two to four. Two would work at the Downtown Center, one would continue to manage the homework center, and one would take on the volunteer coordinator position at a fraction of the cost that a full-staff member would cost and would give a student or recent graduate valuable experience in the volunteer field.