

On Becoming a Learning Centered University

Central Academic Affairs Implementation Plan – Update

The Division of Academic Affairs is led by the Provost and Vice President for Academic Affairs, and has responsibility for the academic mission of the university including: coordination of academic programs, administration of academic resources, and planning and implementation of key initiatives. Student learning is the organizing principle that connects a wide array of functions and programs within Central Academic Affairs: including Undergraduate Studies, Research and Graduate Studies, Faculty Affairs, Academic Resources, Institutional Research and Planning, and the International Center. The Center for Community Service-Learning, the Kellogg Honors College, the Learning Resource Center, the University Writing Center, the Test Center, the Faculty Center for Professional Development, and the ROTC also fall under the responsibility of Central Academic Affairs.

The Division advances student learning by:

- providing leadership and comprehensive support for faculty, staff, and students in the pursuit of excellence in undergraduate and graduate education and in scholarly activities;
- supporting faculty in their development as teacher-scholars, through assistance to obtain internal and external funding for research, scholarship and projects that enrich the learning process and by assuring compliance with all applicable regulations;
- facilitating the use of meaningful data in decision-making and planning and providing data, research, and planning to support the campus community in its development of learning-centered strategies;
- administering the financial resources, physical space, and information technology support for academic units to provide an environment that enhances student learning;
- increasing students' and faculty members' global perspective through participation in international study and professional development, the internationalization of curricula, and the management of partnerships with institutions abroad;
- advancing a culture of meaningful civic engagement through community-university partnerships and other opportunities for service-learning, community service outreach and leadership.

Objectives

1. *Faculty, staff, and students participating in programs within the responsibility of Central Academic Affairs will be encouraged to propose, implement, and participate in new learning-centered initiatives and projects that encourage collaboration across and outside of the campus. Plans for these activities will include desired outcomes and*

assessment measures. Periodic assessment of progress, obstacles, and opportunities will allow plans to be adjusted to overcome obstacles and to take advantage of opportunities.

ACTIVITY: Academic Affairs coordinated the Collegiate Learning Assessment Project (longitudinal testing of students' critical thinking and writing skills to assess development from the freshman to senior year), new administrative initiatives that fall under the umbrella of Facilitating Graduation, and new analytical studies of student learning and progress.

ACTIVITY: Faculty, staff and administrators from four colleges participated in informal "Research Chat" luncheon meetings organized by Office of Research & Sponsored Programs that were intended to promote cross-College, interdisciplinary research connections among selected faculty and to encourage related grant and contract activity in the area of environmental concerns.

ACTIVITY: 143 grant and contract proposals were submitted through Office of Research & Sponsored Programs for external funding. Each proposed program supports an educational or research collaboration and the development of community partners from outside the campus to provide funding. Learning-centered programs included: Upward Bound, U.S. Education; Gear-Up, U.S. Education; Title V Library-Based Learning, U.S. Education; Students and Teachers Excelling, CA Post-sec. Ed. Commission; 3rd Year Bridges to the Doctorate, U of MN.; The Path to Leadership (ADVANCE) grant, NSF.

ASSESSMENT AND FEEDBACK: 83 faculty, staff and administrators participated as Principal Investigators.

ACTIVITY: Student success was enhanced by contract and grant-funded benefits such as internships, scholarships, travel, equipment, tutoring and mentoring, improved curriculum, and outreach to underrepresented, disabled and disadvantaged groups. Office of Research & Sponsored Programs helped develop and negotiate sponsored contracts that formed legally binding campus-community educational partnerships. About 25 students were supported with employment that helps fund learning, sponsored by the California Air Resources Board contract, administered by ORGS. Other Examples: U.S. Forest Service; Loyola Marymount University; Georgetown University; Pomona USD; ConAgra; and numerous other agencies.

ACTIVITY: Undergraduate Studies and Enrollment Services led the Fall Registration Change Initiative, providing information to the President that led to his decision to move forward. They are now leading the implementation.

ASSESSMENT AND FEEDBACK: Undergraduate Studies and Enrollment Services distributed surveys to students, and led subcommittees with campus-wide membership to discuss the desired outcomes of the Fall Registration Initiative, and the challenges of prerequisite checking, saving seats for incoming students, and calculating academic standing. The feedback was that students were strongly in favor of this change, that the outcomes would be beneficial to the University and could be

assessed, and that the technical concerns could be addressed. The implementation will be assessed, and will likely result in adjustments to the plan.

ACTIVITY: Undergraduate Studies and Enrollment Services led the implementation of Summer Five Week Sessions, supported by a committee with representatives from Student Affairs, Administrative Affairs, Academic Affairs, and IIT.

ASSESSMENT AND FEEDBACK: Undergraduate Studies has asked instructors teaching classes in the five week modules to assess the experience, particularly those teaching a class in the second five weeks that depends on a class from the first five weeks. Two concerns have arisen concerning enrollment and the scheduling of the finals, and are being addressed.

ACTIVITY: International Center offered five new Summer Study Abroad programs, two of which were piloted in 2006 and three developed and launched in 2007.

- **Morocco**—Academic focus: history and culture; June-July 2007; 12 units; 17 participants (piloted in 2006)
- **Florence, Italy**—Academic focus: Culinary; June-July 2007; 8 units; 22 participants (piloted in 2006)
- **Ghana**—Academic focus: history, politics, and culture; June-July 2007; 12 units; 27 participants (new program).
- **London**—Academic focus: “bridges-- structure and engineering”; June-July 2007; 8 units; 26 participants (new program).
- **Spain**—Academic focus: Spanish language and culture; June-July 2007; 5 units offered through West Los Angeles College; 8 participants (new program).

ASSESSMENT AND FEEDBACK: Students filled out evaluations for all the programs. The feedback is currently being tabulated and analyzed. The director has made on-site assessment visits in London and Morocco. Generally, from the information available so far, students have had very positive experiences. The question “would you go on this program again or recommend it to others?” has consistently been answered positively in all cases. One concern some students have expressed is that the workload is too heavy and does not leave time for exploration and free time. Some revisions and changes are recommended by the director based on the site visits. The International Center will offer all programs again next year.

ACTIVITY: New partnerships with international universities:

- **Al Akhawayn University, Ifrane (Morocco):** A two-plus-two-plus-one Biotechnology--Bachelor’s from CPP and Master’s from AUI is being launched in 2007. CCP should host the first cohort of students in 2009.
- **National Taiwan University of Science and Technology (Taiwan):** Architectural program--A student and faculty exchange agreement has been signed.

ASSESSMENT AND FEEDBACK: Monitoring and evaluation processes are yet to be developed.

ACTIVITY: Collaborative work with Human Resources and representatives from each division resulted in campus IT Recruitment and Classification Standards that will enable consistency in the assignment of position classifications and in determining the qualifications for appointments to positions in the IT series. Documents targeted to management personnel who are not themselves IT professionals will also improve communication in the hiring process.

ACTIVITY: Faculty Center for Professional Development regularly collaborates with I&IT Learning to support faculty development in the area of instructional technology and course redesign. Joint programs include DOLCE, Success Stories in e-Learning Faculty Symposium, and the Catch the Wave workshops in Summer 2007 to assist faculty in learning how to create accessible instructional documents. Other collaborative efforts include working with the Disability Resource Center in supporting a faculty learning community on Universal Design for Learning; the University Advising Task Force in offering a series of workshops on advising; Office of Research & Sponsored Programs in implementing the Provost's Teacher Scholar Program; and the La Bounty Endowed Chair in sponsoring *Reclaiming Lost Traditions: A Native American Festival*.

2. *Faculty, staff, and students will be provided with opportunities to support and enhance their learning experience. Assessment will be based on the number of those involved and the effectiveness of the effort.*

ACTIVITY: Undergraduate Studies sponsored the second annual Advising Month from Monday, April 23 to Thursday, May 17. Fourteen workshops were presented by representatives from Student Affairs and Academic Affairs at forty different sessions in four time blocks.

ASSESSMENT AND FEEDBACK: Due to an assessment of last year's event, fewer workshops were scheduled and those that remained focused more closely on academic progress. Evaluation forms were distributed at each of the workshop sessions during Advising Month. 63% of the students said that workshops met their expectations, liked its location and its length. More than half responded that the workshops helped to plan for the coming year, and most would attend next year if this is offered again. However, total attendance was low, most of the students were upper division, and they were not referred by faculty or staff. These are areas for improvement for next year.

ACTIVITY: Students requiring remediation were invited to join Early Start and begin their studies in the summer before their freshman year.

ASSESSMENT AND FEEDBACK: In summer 2006, 226 students participated, a 110% increase over the previous summer. A new component of Early Start in 2006 was the Early Start Summer Track, a cohort program for students placed into both Math 010 and English 095. A particular invitation was also made to students needing only one quarter of remediation. This request resulted in a 160% increase in this category of students' participation. Pass rates were slightly lower than in the previous year. Of particular disappointment was the pass rate for the ES Summer Track participants,

only 66%. Other students enrolled in two preparatory classes had a pass rate of 76%. This summer we have planned for a stronger connection between the components of the cohort program and have added a one week residential component at the beginning of the program for up to 40 participants.

ACTIVITY: The Center for Community Service-Learning sponsored the Raise Your Voice Campaign which provided venues for students to express their views and educate one another, including a debate, performances, a film screening, and the CCSL volunteer fair.

ASSESSMENT AND FEEDBACK: The debate drew the attention of over 100 students, faculty, and staff. Open Mic Night was attended by 85 students.

ACTIVITY: The Center for Community Service-Learning launched, in partnership with the Office of Student Life, the inaugural Civic Engagement Travel Scholarships, awarding two students \$1,125 in travel funds.

ASSESSMENT AND FEEDBACK: The two students attended Texas Campus Compact's *Creating Agents for Change: Improving Communities through Faculty and Student Leadership* held in Austin, Texas on February 15 through February 18. Upon their return, the students organized a half day workshop entitled Lobbying 101.

ACTIVITY: The Learning Resource Center tutored 718 students for a total of 4400 hours, using 55 trained tutors, offered a study area in the evening for 85 athletes who GPAs were below 2.5 for a total of 756 hours, offered test preparation materials to 433 students, and proctored 805 hours of both written and online exams for 689 students and 188 professors.

ASSESSMENT AND FEEDBACK: Evaluation forms are distributed to tutees, and tutors are evaluated by LRC staff. 94% of students surveyed believe that the tutoring helped them to achieve a better grade, and one-third responded that they would have dropped the class without the support of the LRC.

ACTIVITY: The English and Foreign Languages Department, the Test Center, and the Writing Center collaborated on the development of an alternative to the GWT Waiver, the GWT-CPR (Calibrated Peer Review) course. CPR is an online program that trains students to score essays, and then asks them to submit essays and score and provide feedback on other students' essays.

ASSESSMENT AND FEEDBACK: The course was offered as an online noncredit course in the summer 2006, fall 2006 and winter 2007 quarters, and as a hybrid course worth 4 units in the spring 2007 quarter. In the last year, 29% of the participants have passed the GWT through the CPR program. While this pass rate is low, the pass rate for students on their third attempt to pass the GWT is only 32% and for the 4th or later attempt is 20%. The course is on hiatus, while its framework is reconsidered.

ACTIVITY: The Writing Center offered research workshops in collaboration with Reference Librarian Julie Shen

ASSESSMENT AND FEEDBACK: The workshops averaged 20 students per workshop. Most students were given extra credit by their instructors for attending. More effort will be made to get “volunteer” participants.

ACTIVITY: Faculty Center for Professional Development offers a variety of programs that support the learning of faculty in the areas of teaching and learning, effective use of instructional technology, scholarship of teaching and learning, and the principles of universal design for learning. These include Brown Bag lunches, workshops, faculty learning communities, reading circles, and multi-day seminars on faculty professional writing, and supporting effective student writing.

ASSESSMENT AND FEEDBACK: Assessment instruments are completed at each of our events and the results summarized and shared with our advisory committee. Feedback is very positive and suggestions for improvement are addressed in subsequent offerings.

ACTIVITY: Students in research methods classes have been provided with the opportunity to learn about the legal and ethical issues related to the use of human subjects in research through an on-line training program paid for by ORGS.

ASSESSMENT AND FEEDBACK: Approximately 300 students completed the training as homework assignments in their research methods classes. Informal feedback from faculty indicated they consider this to be an excellent educational resource.

ACTIVITY: Opportunities for undergraduate and graduate students to learn through travel to conferences, participation in campus and CSU poster competitions, and the California Pre-doctoral Program were coordinated and sponsored by ORGS.

ACTIVITY: 22 junior faculty members have participated in the Provost’s Teacher-Scholar program designed to help faculty integrate teaching and their scholarship. Their participation is supported by funds from the Foundation, Provost, NSF Advance Grant & four colleges.

- 3. There will be public recognition of personnel involved in activities that exemplify learning centeredness, both those within Central Academic Affairs and those administrators, faculty, staff, and students served by Academic Affairs.*

ACTIVITY: 91 faculty, staff and administrators attended the PI (Principal Investigator) Reception sponsored by the Provost, the AVP of Research & Graduate Studies and the Foundation.

ACTIVITY: The first Annual Report from ORGS, including lists of all grants & contracts and all MS theses and projects was published for the Academic Year 2005-06. A copy was provided to each faculty member on campus. Not only do many of the externally-funded projects support learning centeredness but the inclusion of all projects and theses, which is not normally a component of this kind of annual report, acknowledged the faculty who contribute so much to the students’ success.

ACTIVITY: A new online report recognizing faculty, staff and administrators with recently awarded (publicly funded) grants and contracts has been published on the Office of Research & Sponsored Programs website.

ACTIVITY: ORGS sent letters from the AVP to all recipients of newly-funded grants or contracts.

ACTIVITY: The University celebrated the Outstanding Advisors Reception on May 17 as the culminating event of Advising Month. Advisors from each of the colleges and the Registrar's Office as well as the Renaissance Scholars Program were celebrated, with students introducing each of the award recipients.

ACTIVITY: The Center for Community Service-Learning announced the Service-Learning Civic Engagement Awards at the second annual Campus-Community Mixer on April 4. A faculty member, a student, a student group, and a community partner were celebrated for their service to the community while serving students and encouraging civic engagement. A partnership was also recognized for the length of the relationship and the level to which both the campus and the community partner have benefited from the partnership.

ACTIVITY: The 33 graduating seniors of the Kellogg Honors College presented their capstone projects at the Honors Convocation. Each graduate was introduced to the audience and hooded by the Provost.

ACTIVITY: The International Center hosted an international conference in April 2007 on: "How our World is Changing: Dimensions of International Migration." Conference participants explored the causes and consequences of the movement of ideas, people, goods, capital and resources within and between countries. 152 students and scholars, representing regional and national universities as well as institutions in China, Morocco, Germany, and other countries, presented their research in 24 panels over the course of Friday April 13 and Saturday April 14. 56 more attendees came only for the Saturday plenary session. Representatives from several consulates attended. Media representation resulted in a number of write-ups.

ASSESSMENT AND FEEDBACK:

- All conference attendees were asked to fill out evaluations. The International Center Advisory Council will assess this feedback in the fall.
- The International Center has been approached by Cambridge Scholars Publishing who offered to publish the proceedings. We are currently collecting submissions and making selections.

ACTIVITY: Faculty Center for Professional Development collaborates in the recognition of faculty accomplishments by offering book awards to the Outstanding Advisors of the Year, hosting Faculty Day which celebrates the contributions of faculty to the University, and by featuring faculty recognition on our website.

4. *Regular meetings will be held with personnel within and outside of Academic Affairs. These meetings will provide for communication, collaborative problem solving, and the sharing of best practices. These meetings will be guided by agendas which include expected outcomes and culminate in action items that support the learning-centered work of the colleges and divisions.*

ACTIVITY: The Office of Research & Graduate Studies/ Office of Research & Sponsored Programs provided leadership and staff support for University Research Council (URC) meetings and activities: 28 Research, Scholarship and Creative Activities (RSCA) mini-grants were awarded; student poster and travel activities were hosted; and URC members collaborated to further the work of their colleges and divisions.

ACTIVITY: Undergraduate Studies hosts the Common Issues each week at which problems of common interest to Academic Affairs, Student Affairs, and I&IT are discussed. The agendas include action items that are reviewed regularly. Representatives from other divisions are invited as necessary.

ASSESSMENT AND FEEDBACK: In 2007-08, the agendas will be modified to include desired outcomes from the agenda items. The items will be reviewed quarterly.

ACTIVITY: The International Center formed a committee with staff from the Admission Office to put in place a plan for international student recruitment. This committee met regularly all year (2006-07), and began implementing some recommendations in the winter quarter. The International Center has also participated in the search and interview process for specialized international admission staff.

ASSESSMENT AND FEEDBACK: Tracking international student applications, admits, and enrollment will be implemented regularly. Surveys for international students are being developed.

ACTIVITY: Deans Council meetings are held weekly. The Provost, deans, and provost staff discuss issues of common concern. The agendas include the desired outcomes for each item.

ASSESSMENT AND FEEDBACK: The Provost and Deans decided to use the first hour of each meeting to discuss confidential items of particular interest to them, before the provost staff joined the meeting. Guidelines were developed to help the meeting members to rate the meeting from targeted action item to broad issue prompted by Presidential strategy. The Dean's Council retreat this summer will allow the opportunity to receive feedback about these changes.

ACTIVITY: Four EMAC (Enrollment Management Advisory Council) Committees met this year to discuss remediation, academic policies, electronic advising tools, and career advising. The Academic Policy Committee reviewed the drop/withdrawal policies, and Electronic Advising Tools Committee reviewed the BroncoCompass website.

ASSESSMENT AND FEEDBACK: The Academic Policy Committee determined that a significant improvement would be to combine the drop form and the withdrawal

form. This new form should be ready for review in the fall 2007 quarter. The recommendations for the BroncoCompass website will be reviewed by Kathy Street and Claudia Pinter-Lucke in the fall 2007 quarter.

ACTIVITY: Three committees related to the WASC accreditation effort meet regularly. The Steering Committee meets every two weeks to guide the work of the two subcommittees. The Capacity and Preparatory Review Committee is collecting data and developing essays on the themes selected for the proposal last year. The Educational Effectiveness Committee is planning how to promote educational effectiveness and collect evidence on the progress already being made by the academic departments and other divisions.

ASSESSMENT AND FEEDBACK: All of the committees are concerned about the involvement of the campus community in the process. Events are planned for the 07-08 year to get feedback from the campus on the C&PR essays.

ACTIVITY: A number of centers have advisory committees, including the Learning Resource Center ASI Tutoring Program, the Faculty Center for Professional Development, the Center for Community Service-Learning, the Kellogg Honors College, and the GWT Examination. The committees meet at least quarterly to help guide the direction of the programs to which they are connected.

ASSESSMENT AND FEEDBACK: The purposes of these committees has not been well defined in the past, therefore their effectiveness is hard to measure. Improvements in this area will be a major goal in the 07-08 year.

ACTIVITY: All Academic Affairs division staff in an IT classification meet approximately quarterly. The purpose of these "AA IT Pros" meetings is to develop enhanced collaboration and communication among these professionals, allowing each to build upon and add to the expertise of the group.

ASSESSMENT AND FEEDBACK: Participation in the group is voluntary and therefore provides informal feedback on the group effectiveness. At least one representative from each college and support area attends each meeting, and about 30 attended an end-of-year luncheon in the spring. The group designed and has begun to populate a software tracking web-site to enable active collaboration on licensing.

ACTIVITY: Academic Affairs division staff whose positions involve development, tracking or analysis of college-level budgets meet periodically. The purpose of these "Academic Budget Analysts Meetings" is to provide for on-going learning of best-practices, strategies and current operational information.

ACTIVITY: Academic Affairs division staff in the central support units whose positions involve financial tracking have initiated periodic meetings. Like the meetings for college-level personnel, these meetings provide for on-going learning of techniques and best-practices appropriate to the needs of smaller areas.

- 5. Appropriate information and resources will be provided to members of the campus community and individuals outside the University. Performance in this area will be assessed through the currency of the information and the accessibility of the delivery. Feedback from those served will be used to inform future enhancements.*

ACTIVITY: Academic Affairs is an active participant in the campus-wide data warehouse steering and functional committees. This year, the project deployed the prototype of a new interface that will provide web-based access to a report library, data dictionary, and to easy data downloads into an Excel format for further analysis. The framework established will facilitate deployment of additional reports to support information based decisions.

ACTIVITY: The Graduate Studies Office collaborated with the Office of Financial Aid to develop an on-line Financial Aid Calculator that could be used by prospective graduate students to determine the amount of financial aid they are likely to receive if they enroll at CPP.

ACTIVITY: The first-ever regular quarterly reports on Proposal Submissions were issued by Office of Research & Sponsored Programs to Deans and VPs this year to provide data for decision-making. In addition, for the first time, comparative annual reports for the current and prior FY were produced by Office of Research & Sponsored Programs.

ASSESSMENT AND FEEDBACK: Plans for next year include tracking and reporting on numbers of proposals with student involvement.

ACTIVITY: Counts of the number of faculty entered into the “Community of Science (COS)” database were provided by Office of Research & Sponsored Programs to Deans and VPs to measure faculty/staff involvement in an automated funding search system. COS participants can learn about collaborative opportunities internally, as well as across the nation and world.

ASSESSMENT AND FEEDBACK: Information on 86 funding opportunities was identified by Office of Research & Sponsored Programs and disseminated electronically to key individuals on campus.

ACTIVITY: The International Center’s annual publication, “Global Cal Poly,” has been redesigned and developed. It includes articles and information from the Center, from faculty, and from students.

ASSESSMENT AND FEEDBACK: The new publication has been positively reviewed by faculty and administrators. This year, the International Center will publish it during the November international education week, and send it for review to the Chancellor’s International Programs office.

ACTIVITY: Undergraduate Studies and Student Affairs continue to develop the BroncoCompass website.

ASSESSMENT AND FEEDBACK: Questions received from a form on the website led to the addition of a table of majors and minors, and an extensive table that describes

how departments (and other advising programs) assign advisors to majors, including those in academic difficulty and those in special programs, and how often students must see their advisors. Suggestions to redesign the information on the website from an EMAC committee are currently being considered.

ACTIVITY: IRAP developed new reports concerning academic quality and enrollment, with a focus on entering freshmen, one-year retention, and summary at the department level. These reports were presented and distributed to major campus constituencies.

ACTIVITY: Survey research and reports include a national entering freshman survey and a summer quarter survey, IRAP also provided campus-wide consulting and technical assistance to groups conducting surveys (e.g., COACHE Faculty Survey, Advisor and Advisee Surveys, National Health Survey, Fall Registration Change Survey, Orientation Survey, EDUCAUSE Technology Survey).

ACTIVITY: Central Academic Affairs maintains Blackboard sites to support the Dean's Council and Provost Staff, the Associate Deans, and the process of responding to Senate recommendations.

ASSESSMENT AND FEEDBACK: These sites have provided for timely distribution of information, so that participants are prepared for strategic and tactical discussion. Current enrollment and financial information in a variety of standard formats is available and is updated for the new fiscal year.

ACTIVITY: Student-focused web sites updated this year include the Four Year Pledge online application site, the Collegiate Learning Assessment registration site, and the Advising Tools site.

ASSESSMENT AND FEEDBACK: Undergraduate Studies now posts the roadmaps in a standard format for all of the undergraduate majors, including all options, concentrations, emphases, and tracks. Undergraduate Studies is in the process of posting two year schedules, again in a standard format for all departments.

ACTIVITY: Academic Resources has developed and is pilot testing an on-line helpdesk-style ticketing system to track desktop support demand and enhance feedback to supported users within central Academic Affairs.

ASSESSMENT AND FEEDBACK: Since pilot testing began in mid-April 2007, 395 tickets have been logged and processed, which means the support staff responds to about 100 tickets per month. On an on-going basis, this feedback will allow better determination of resource requirements and use.

ACTIVITY: Faculty Center for Professional Development redesigned its website in order to provide easier to access information about activities and programs of the Center and the University as well as resources available to support teaching and learning. The Resource Library of the Faculty Center for Professional Development continues to add

current literature and publications on a variety of professional development topics for faculty.

6. *Services shall be provided in a professional and efficient manner that takes into account that the recipients of those services are people with responsibilities outside of the University. Feedback will be collected regularly from recipients of our services through surveys and other tools.*

ACTIVITY: The International Center has offered a series of cultural events—open to the public—in the evenings and weekends. These include some of the activities in a three-day Festival during international education week in November and “A Cup O’Culture,” a “coffee” hour arranged by students from a particular region of the world every other week. Speakers, student presentations, displays, music, and other cultural activities were held. China, Japan, Central America, Mexico, Malaysia, and Lebanon were among the regions/countries represented in 2007.

ACTIVITY: Undergraduate Studies offers scheduling assistance to dean and department offices, most often to scheduling staff members. Undergraduate Studies also assists the Registrar’s office to resolve students’ registration difficulties. This year, a particular focus has been on adding prerequisites to the Peoplesoft catalog so that they can be checked at the time of registration.

ASSESSMENT AND FEEDBACK: It is the goal of Undergraduate Studies to resolve all queries related to scheduling as quickly as possible. In the next year, Undergraduate Studies will develop a procedure to track the number of queries, their resolution, and the satisfaction with that resolution.

ACTIVITY: Undergraduate Studies offers assistance to faculty, staff, and students concerning academic policies, and student petitions in particular.

ASSESSMENT AND FEEDBACK: It is the goal of Undergraduate Studies to resolve all queries related to academic policies as quickly as possible. Last year, Undergraduate Studies began counting the number of petitions processed and the resolution of those petitions. In the next year, Undergraduate Studies will develop a procedure to track the number of queries, their resolution, and the satisfaction with that resolution.

ACTIVITY: Office of Research & Sponsored Programs provided a grant-writing workshop in two different formats that accommodated faculty with different time availabilities – every other week during the quarter and an intensive two day workshop during the week following finals. Additionally, Office of Research & Sponsored Programs paid stipends to 16 faculty members to provide financial support in exchange for participation in intensive training workshops. The stipends take account of and elevate the value of the faculty members’ time, recognizing it may be spent in or outside of work.

ASSESSMENT AND FEEDBACK: Office of Research & Sponsored Programs conducted a new Service Satisfaction Survey to collect and incorporate feedback from recipients.

ACTIVITY: Faculty Center for Professional Development schedules repeat offerings of many workshops at two different day and time slots to accommodate faculty on different teaching schedules. Orientation sessions targeting lecturers are offered over an extended dinner hour to accommodate those who are teaching during the day and those who come for evening courses.

ASSESSMENT AND FEEDBACK: Attendance at many workshops and other activities has nearly doubled due to their expanded availability.

- 7. Professional development will be encouraged to promote learning-centered principles and practices, including participation in seminars, workshops, conferences, continued education, and self-guided study of work-related topics. Academic Affairs will sponsor internal workshops for its administrators and staff and will offer training opportunities for the campus community.*

ACTIVITY: Staff participated in various professional development activities with learning-centered components including: The Month of Learning-Centeredness events in October 2006, Access to Excellence, The 7 Habits of Highly Effective People Workshop, California Web Accessibility Conference, Cyber Security Fair, Conflict Management, Managing Across the Generations, Staff Development Academy, Train the Trainer, Time Management, Universal Design Workshop, Access to Excellence, and Mediation Training.

ACTIVITY: Opportunities were provided for two Office of Research & Sponsored Programs Staff members to continue to pursue their higher education programs last year. One is nearing completion of her BA and the other completed all requirements and earned her Bachelor's Degree in 2006-07. One Academic Resources staff member is enrolled in the campus MBA program, adding managerial experience to IT expertise.

ACTIVITY: The Office of Research & Sponsored Programs Staff continued their professional learning through attending NCURA, SRA and AOA conferences, workshops, online training and through maintaining professional credentials such as Certified Research Administrator.

ACTIVITY: The Office of Research and Graduate Studies hosted a workshop for departmental staff to educate them about Learning-centered concepts, featuring Susan Berilla as facilitator.

ACTIVITY: The Office of Research & Sponsored Programs developed and delivered workshops to educate faculty, staff and administrators on grants and contracts; 131 individuals attended.

ACTIVITY: Undergraduate Studies offered group and one-on-one training in entering a schedule in Peoplesoft to department chairs and schedulers. UGS also participated in new faculty orientation, advising workshops, workshops for lecturers, and training workshops for registration helpers and orientation leaders.

8. *Participation in University service, committee work, and campus community events will be encouraged. These activities will be assessed for their contribution to the learning-centered goals of Academic Affairs and the University.*

ACTIVITY: With leadership from Academic Affairs, the Instructionally Related Activities Advisory Committee completed development of formal committee guidelines, which had not existed previously, and updated the forms used by student groups to request funding. IRA funded activities provide learning experiences for students beyond regular classroom instruction. Participation in the budget request process allows student leaders to develop experience in cost estimating, and in presenting their case effectively.

ACTIVITY: The Central Academic Affairs AVPs and Directors participated in the planning and presentation of the Access to Excellence Day. The Associate Vice President participated in a panel discussion, speaking on Ensuring Success in Student Learning, and later led a breakout session on the same topic. All of Academic Affairs administrators and staff were encouraged to attend an afternoon discussion. Tables were set up to discuss the Access to Excellence themes as they related to the WASC Accreditation themes.

ASSESSMENT AND FEEDBACK: Numerous staff stated at the afternoon discussion that cross-program meetings such as this were important to the quality of their service to students. A follow-up meeting needs to be scheduled to keep staff engaged.

ACTIVITY: Other campus events in which the Academic Affairs staff participated include: Volunteer Fair, Preview Day, Showcase of Excellence, the Hot Dog Caper, and Orientation.

ACTIVITY: Other committees on which the Academic Affairs staff and administrators served include: Staff Council, various search committees, the President's Climate Commitment Task Force, the Prioritization and Recovery Task Force, the Accessible Technology Steering Committee, the ADVANCE Steering Committee, the Teaching and Learning with Technology Committee, the University Advising Task Force, the Funding Subcommittee, and the Cal Poly Foundation Board of Directors.

9. *This learning-centered implementation plan will be reviewed periodically to measure progress towards meeting the objectives listed above, and may be modified based on the information learned.*

ACTIVITY: The Provost Staff reviewed Central Academic Affairs's Tipping Point Plan based on feedback from John Tagg.

ASSESSMENT AND FEEDBACK: Some of the objectives were removed, and others were revised to make the connection to student learning and learning centeredness more clear. The staff reviewed their achievements from the last year in the context of learning centeredness.