

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO
THE ACADEMIC SENATE

AP-007-256

Abbreviated Program Review for College of Engineering B.S. Programs

Academic Programs Committee – Date: 10/15/2025

Executive Committee – Date Received and Forwarded: 10/07/2026

Academic Senate – Date: 10/14/2026

First Reading

BACKGROUND AND OVERVIEW:

The abbreviated program review covers the College of Engineering’s ABET-accredited B.S. programs and is intended to examine areas not fully addressed through disciplinary accreditation while aligning program practices with Cal Poly Pomona priorities. Department-level abbreviated self-studies were completed in consultation with the College of Engineering Dean’s Office, followed by a college-wide Response and Action Plan. The review process included meetings with college faculty, department chairs, and assessment leaders.

The College’s programs collectively serve more than 7,000 students and have completed the requirements for submission under the University’s program to review policy.

The review considered the College’s inclusive polytechnic identity, department structure and organization, assessment, General Education 2025 implementation, technology, and institutional support.

RESOURCES CONSULTED

Deans and Associate Deans

College of Engineering Department Chairs

OVERALL SUMMARY: The internal review concluded that Cal Poly Pomona’s College of Engineering (CoE) provides a strong, hands-on, industry-aligned education across its ABET-accredited B.S. programs. The programs effectively embody the university’s “learn-by-doing” philosophy and incorporate its Polytechnic identity into their respective curriculum. Programs reported leveraging college resources such as the Maximizing Engineering Potential (MEP) to ensure student success. MEP supports students, especially those from underrepresented, low-income, first-generation, and veteran backgrounds through mentoring, academic assistance, professional development, and scholarships. These resources

help students navigate demanding coursework, reduce financial pressures, and thereby work commitments, and allow them to focus on their studies. However, the continued enrollment growth is placing significant pressure on faculty, advising, classroom and laboratory space, and administrative support and thereby making it challenging to sustain the excellence the College of Engineering maintained over years.

SUMMARY OF STRENGTHS:

- The College consistently integrates the polytechnic “learn-by-doing” model through a common first-year experience, laboratory-based coursework, and a required senior design capstone sequence.
- A strong First-Year Experience program that introduces students to their major, college, and university, thereby contributing to a smooth transition to CPP.
- Students have substantial opportunities for faculty-mentored research, student clubs, competitions, industry engagement, and interdisciplinary project work.
- ABET accreditation provides a consistent framework for program educational objectives and assessment, while departments continue to update curricula in response to industry needs, including emerging artificial intelligence content.
- The College and its departments demonstrate active student support through tutoring (including the MEP), advising initiatives, industry advisory boards, and targeted interventions in high-demand or high-DFW courses.
- Faculty have demonstrated success in obtaining external funding and supporting research and academic activities.

SUMMARY OF CHALLENGES:

- Space and facilities remain significant constraints, particularly for classrooms, laboratories, and other learning-by-doing activities, limiting the ability to add sections and accommodate continued enrollment growth thereby creating bottlenecks and delayed graduation rates.
- Faculty workload and limited faculty capacity constrain the number of students who can participate in faculty-led research and other high-impact experiences such as PolyX, Micro-internships, etc.
- Understaffed Advising Center: The College does not have enough academic advisors to meet the increasing demand, resulting in long waits and limited proactive support for students, particularly for transfer students.
- Several programs are approaching capacity, creating a need for additional faculty, staff, instructional space, and laboratory resources to sustain future growth.
- Cross-department communication and support for non-tenure-track faculty can be strengthened, and administrative support for externally funded research remains a concern.

In response to the AP committee consultation, Dean Ketsdever also shared that during the accreditation process, ABET recognized Southern California’s strong aerospace industry and noted that recruiting industry-experienced faculty is a significant strength. However, the review also highlighted the potential for non-tenure-track and part-time faculty to feel overlooked, particularly when incentives, engagement, and professional support are limited. The department should seek more intentional ways to interact with, support, and provide teaching and professional development opportunities for these part-time lecturers (many of whom are CPP alumni), while recognizing the resource constraints involved.

DISCUSSION:

The Academic Programs Committee reviewed the internal abbreviated program review, department self-studies, and the College's Response and Action Plan. The evidence indicates that the College of Engineering is providing strong, hands-on, industry-aligned undergraduate education and has responded proactively to many of the issues identified through accreditation and internal review. Its central concern, however, is sustainability. continued growth without proportional increases in faculty, staff, advising, classroom space, laboratory space, and administrative support could diminish the student experience and extend time to graduation.

The Academic Program Committee concurs that the principal challenges identified are largely resource-related rather than deficiencies in the academic programs themselves. The College has identified short- and long-term priorities that include expanding instructional and learning-by-doing space, improving advising capacity, strengthening faculty support, increasing support for research and sponsored programs, and improving communication across departments. The Response and Action Plan provides an implementation framework for these priorities, with several actions beginning in 2026 and extending over subsequent years.

RECOMMENDATION:

The Academic Programs Committee commends all the CoE departments' efforts to maintain excellence despite resource scarcity. The committee further recommends continued University attention to the identified needs for investment in faculty, advising, and instructional and laboratory spaces, strengthening early-alert systems, transfer-credit processing, and stronger administration support for managing external grants, and incentivizing and engaging part-time faculty that the college heavily relies upon to sustain the quality and growth of the College's programs.