Academic Master Plan

Town Hall Presentation - Thursday, June 1, 2017

California State Polytechnic University, Pomona
Academic Year 2016/2017

Steering Committee Co-Chairs
Sylvia A. Alva, Provost & Vice President for Academic Affairs
Julie Shen, Vice Chair (incoming Chair), Academic Senate

http://www.cpp.edu/~academicplan/
Principles to Guide Academic Master Planning Process

• The Academic Master Plan process is **not** a program prioritization process nor is it a disguised process to eliminate academic programs.

• The Academic Master Plan is closely aligned and reflects the current mission, vision, and values of Cal Poly Pomona.

• The development of an Academic Master Plan depends on widespread campus engagement in the conversations leading to the plan.

• The Academic Master Plan must be developed and congruent with the currently developing University Strategic Plan.

• The Academic Master Plan will have direct implications for the campus physical master planning process that is now in its beginning stages.
Feedback
Use feedback form or send email to: academicplan@cpp.edu

Guided by the University Strategic Plan, the Division of Academic Affairs will launch efforts in November 2016 to complete an Academic Master Plan during the 2016-2017 academic year. The academic master planning process is neither a program prioritization process, nor a plan to close academic programs. Rather, the Academic Master Plan will serve as our collective vision for our academic identity, values, and future directions. For example, the plan will address questions such as: What does it mean to be a polytechnic in the 21st century? What pedagogical approaches are appropriate for our learn-by-doing philosophy? What is the role of graduate education at Cal Poly Pomona? What support structures should exist for faculty and staff? How should our learning spaces be designed to achieve our goals? How should we assess the effectiveness of our academic programs? What enrollment management strategies are appropriate? A well-developed Academic Master Plan will not only clearly articulate our philosophy and approach, but it will also impact the decisions that will be made in the next campus physical plan.

Detailed information about the plan can be found here.
Academic Master Plan
Examples of Questions Addressed

• What does it mean to be a polytechnic university in the 21st century?
• What pedagogical approaches are appropriate for our learn-by-doing philosophy?
• What is the role of graduate education at Cal Poly Pomona?
• What support structures should exist for faculty and staff?
• How should our learning spaces be designed to achieve our goals?
• How should we assess the effectiveness of our academic programs?
• What enrollment management strategies are appropriate?
September, October, and Early November 2016
- Formed Academic Master Plan Steering Committee
- Recruited members for each of the 10 working groups
- First meeting of the Steering Committee (November)

November 7 and 8, 2016
- Consultant met with Steering Committee.
- Consultant met with each of the Working Groups.
- Each group asked to provide written answers to the critical questions by Monday, January 30, 2017.

November 2016 to January 2017
- Each working group prepared written responses to the critical questions by Monday, January 30, 2017.
- Responses/plans are available for campus examination and feedback.

February 2017
- Steering Committee received feedback from campus community.
- Steering Committee worked with the consultant to analyze all working group responses in order to identify major and unifying themes.

February 28, 2017
- Plenary session of Steering Committee and Working Groups to work in small groups to further refine the themes and strategies.
- Received additional feedback from campus community.

April-May 2017
- Steering Committee worked with the consultant to draft the University’s academic master plan.
- Steering Committee shared the plan with the campus community, and will incorporate any feedback as appropriate.

May-June 2017
- Cal Poly Pomona’s Academic Master Plan is submitted to President Coley for approval.
Academic Master Plan Committee Structure

• Academic Master Plan Steering Committee
  • Provost, Senate Chair, Senate Vice Chair, a dean, a department chair, a representative from each of the other University Divisions, and representatives from the Provost’s leadership team.

• 10 Working Groups
  • Each working group was composed of 11 members; 6 members were faculty appointed by the Academic Senate.
  • Each working group worked independently to provide answers, insights, and action plans in response to a set of questions designed to probe and define our academic values.
  • The plans provided by each of the working groups are available to the broader campus community for examination and feedback.
Academic Master Plan
Steering Committee

- Sylvia A. Alva, Provost and Vice President for Academic Affairs
- David M. Speak, Academic Senate Chair
- Julie Shen, Academic Senate Vice Chair
- Uriah Sanders, ASI President
- Gabriel Smith, ASI Vice President
- Erik Rolland, Dean, College of Business Administration
- Angela Shih, Chair, Mechanical Engineering Department
- Al Arboleda, Chief Technology Officer, Division of Information Technology
- Chris Chisler, Associate Vice President, Division of Student Affairs
- Darwin Labordo, Associate Vice President/Associate Chief Financial Officer, Division of Administrative Affairs
- Larisa Preiser-Houy, Interim Associate Vice President, Academic Programs; Accreditation Liaison Officer (ALO)
- Lisa Rotunni, Executive Director, Institutional Research & Academic Resources
- Sep Eskandari, Interim Associate Vice President, Academic Planning and Faculty Affairs
- Marissa Martinez, Executive Assistant to Provost and Vice President for Academic Affairs
Emerging Themes & Ideas

- Working Group 1
- Working Group 2
- Working Group 3
- Working Group 4
- Working Group 5
- Working Group 6
- Working Group 7
- Working Group 8
- Working Group 9
- Working Group 10
Critical Questions for Working Groups

1. How does being a polytechnic university shape and direct the academic programs for this university?

2. What does the “learn-by-doing” value mean with respect to academic programs, course design, and pedagogy?

3. What new academic programs should be offered in order to fulfill the polytechnic mission? To respond to economic and workforce needs?

4. As the university manages its enrollment, how does its mission as a polytechnic influence which programs are allowed/encouraged to grow and the size of other programs?

5. As the university manages its enrollment and academic program offerings, what is the ideal mix of undergraduate to graduate students? Of native freshmen to upper division transfer students?
Critical Questions for Working Groups

6. What kinds of support do faculty and staff need in order to best exemplify the “learn-by-doing” value?

7. What are the specific recommendations for the enhancement and/or development of new and current academic space that will support the polytechnic mission and the learn-by-doing value?

8. What strategies are needed to advance the student success mission of the university?

9. How should the university effectively assess how and how well our programs fulfill their polytechnic ambitions?

10. In what ways, specifically, does the University’s new strategic plan shape the Academic Master Plan?

11. Are there other important issues that are not addressed by the above questions? Please elaborate and make recommendations.
Academic Master Plan
Emerging Themes and Ideas

• Polytechnic Identity
• Experiential Learning (Learn by Doing)
• Support to Exemplify Our Polytechnic Identity
• Student Success
• Degree Program Growth and Support (Current and New)
• Ratio of Freshman to Transfer Students
• Role/Growth of Graduate Programs
• Enhancement/Development of Space to Support Polytechnic Identity
• Program Assessment
Polytechnic Identity

Ideas

• A university in which academic programs depend on theory, practice, and research applied to real world problems and focused on discovery and innovation

• A university that emphasizes active, learning-centered approaches utilizing experiential pedagogies

• A university whose academic programs optimize students’ career readiness and professional relevance, both theoretical and practical
A university that is engaged with its community and links its academic programs to local and regional stakeholders, but with an understanding of global perspectives.
Polytechnic Identity
Proposed Action Steps

• The polytechnic identity of Cal Poly Pomona, with its experiential learning pedagogy, provides clear expectations for a policy framework for the review of courses, academic programs, academic program reviews and revisions, and assessments, and establishes clear expectations to exemplify the polytechnic and experiential learning identity of this university.

• Provide a charge to the faculty of the University to distinguish and explain the unique characteristics of the liberal arts in a polytechnic and as they prepare students for the future of work in careers and the professions, and as engaged global citizens.
• Faculty professional development needs to support the nurturing of the Polytechnic identity and pedagogy for students, faculty, and staff.

• Support all academic programs to allow an earlier and more intentional link between disciplinary content, and career and professional work.
Academic Master Plan
Emerging Themes and Ideas

- Polytechnic Identity
- **Experiential Learning** *(Learn by Doing)*
- Support to Exemplify Our Polytechnic Identity
- Student Success
- Degree Program Growth and Support *(Current and New)*
- Ratio of Freshman to Transfer Students
- Role/Growth of Graduate Programs
- Enhancement/Development of Space to Support Polytechnic Identity
- Program Assessment
Experiential Learning (Learn by Doing)

We have a strong tradition of learn-by-doing pedagogy/experiential learning. Learn-by-doing is not synonymous with polytechnic, but rather a means by which we give expression to the implementation of our polytechnic identity.
Experiential Learning (Learn by Doing)

• Learn-by-doing pedagogy means that:

• Pedagogy employs reflection and integration of theory and practice (i.e., theory and practices are mutually reinforced).
• Pedagogy demands meaningful interactions between faculty and students.
• Pedagogy can include internships, service-learning, project-based learning, community engagement, research, and other high-impact practices.
• Students are job and profession ready; not only for today’s professions, but also the professions of tomorrow.
• Pedagogy encourages curiosity and risk taking.
• Classroom size is appropriate to engage at the level of practice and learning.
Experiential Learning (Learn by Doing)
Proposed Action Steps

• Increase opportunities for students to engage in high-impact practices.
Experiential Learning (Learn by Doing)
Proposed Action Steps Continued…

• Perform an audit of administrative processes for fieldtrips/fieldwork/supervision, and streamline these processes.

• Engage external stakeholders to create opportunities to assess academic excellence, support academic programs, promote applied research and other high-impact practices, and seek funding for equipment.

• Internationalize the curriculum. Increase student opportunities and resources to study abroad. Increase student exchange programs. Increase international student and scholars enrollment.
Academic Master Plan
Emerging Themes and Ideas

• Polytechnic Identity
• Experiential Learning (Learn by Doing)
• **Support to Exemplify Our Polytechnic Identity**
• Student Success
• Degree Program Growth and Support
• Ratio of Freshman to Transfer Students
• Role/Growth of Graduate Programs
• Enhancement/Development of Space
• Program Assessment
Support to Exemplify Our Polytechnic Identify Ideas

- Greater support (tools, time, technology, training) for experiential learning methods.
- Hire more faculty on tenure-track and more dedicated technical staff support.
- More support for student and faculty research.
- Better laboratory space and classroom space.
Support to Exemplify Polytechnic Identify
Proposed Action Steps

• Develop a 3–5 year plan for hiring tenure-track faculty to increase tenure density.

• Hire faculty who exemplify the polytechnic identity, and have a demonstrated commitment to inclusive excellence.

• Conduct a review of campus policies and procedures that govern classroom and pedagogies to enhance faculty engagement in learn-by-doing pedagogies.

• Enhance support for faculty scholarship.
Academic Master Plan
Emerging Themes and Ideas

- Polytechnic Identity
- Experiential Learning (Learn by Doing)
- Support to Exemplify Our Polytechnic Identity
- **Student Success**
  - Degree Program Growth and Support (Current and New)
  - Ratio of Freshman to Transfer Students
  - Role/Growth of Graduate Programs
  - Enhancement/Development of Space to Support Polytechnic Identity
- Program Assessment
Student Success

Ideas

• More tenure-track faculty hires (increase tenure density).
• Expand the collaboration between academic and student affairs.
• Collaborative teams of advisors (faculty and staff); college-based student success teams; and more targeted advising.
• Targeted support services for special groups of students.
• Improved enrollment planning and management.
• Better scheduling of bottleneck courses.
• Reduce high DUF classes.
Student Success
Proposed Action Steps

• Increase opportunities for students to engage in high-impact practices.
• Remove/mitigate institutional barriers to degree completion (e.g., policies, miscommunication, lack of coordination, scheduling issues, etc.).
• Provide additional financial support to students in need.
• Improve targeted support services for special groups of students.
• Improved use of data to monitor the progress of student groups.
• Department chairs need access to more useful institutional data.
Academic Master Plan
Emerging Themes and Ideas

• Polytechnic Identity
• Experiential Learning (Learn by Doing)
• Support to Exemplify Our Polytechnic Identity
• Student Success

• Degree Program Growth and Support (Current and New)
• Ratio of Freshman to Transfer Students
• Role/Growth of Graduate Programs
• Enhancement/Development of Space to Support Polytechnic Identity
• Program Assessment
Degree Program Growth and Support Ideas

• Support existing programs before creating new ones.
• Decision making to remain at department/college level.
• Potential new/interdisciplinary degree programs and cluster hiring:
  • Big data / data integration
  • Entrepreneurship and innovation
  • Sustainability within an urban context
  • Health care programs
  • Global international leadership
Degree Program Growth and Support

Proposed Action Steps

• Any new proposals for academic programs, concentrations, (and possibly courses), should include an accurate summary of the anticipated cost of faculty, equipment, and space.

• Support current/developing “centers of excellence” and use those centers as a guide to adding new/interdisciplinary academic programs (e.g., cyber security, urban agriculture).

• Given our polytechnic identity, provide faculty support to develop programs and certificate specialties through the College of the Extended University to address workforce needs.
Academic Master Plan
Emerging Themes and Ideas

- Polytechnic Identity
- Experiential Learning (Learn by Doing)
- Support to Exemplify Our Polytechnic Identity
- Student Success
- Degree Program Growth and Support (Current and New)
- **Ratio of Freshman to Transfer Students**
- Role/Growth of Graduate Programs
- Enhancement/Development of Space to Support Polytechnic Identity
- Program Assessment
Ratio of Freshman to Transfer Students

Ideas

• The ideal ratio needs to be determined based on input from departments and colleges.
• Enrollment should match resources.
Ratio of Freshman to Transfer Students
Proposed Action Steps

• Steps should be taken to involve faculty in the development of an enrollment management plan for the campus and various programs.
Emerging Themes and Ideas

• Polytechnic Identity
• Experiential Learning (Learn by Doing)
• Support to Exemplify Our Polytechnic Identity
• Student Success
• Degree Program Growth and Support (Current and New)
• Ratio of Freshman to Transfer Students

**Role/Growth of Graduate Programs**

• Enhancement/Development of Space to Support Polytechnic Identity
• Program Assessment
Role/Growth of Graduate Programs
Ideas

• While there is significant support for increasing the number of graduate students and graduate programs at Cal Poly Pomona, a critical first step would be to study and then formulate into policy the key elements of quality in a graduate program (e.g., number of courses, number of core courses, number of graduate level rather than upper division courses).
Role/Growth of Graduate Programs
Proposed Action Steps

• Faculty should identify and place into policy the essential elements of a quality graduate program at a polytechnic university as a prelude to any decision to increase the number of graduate students and/or graduate programs at the University.
Academic Master Plan
Emerging Themes and Ideas

- Polytechnic Identity
- Experiential Learning (Learn by Doing)
- Support to Exemplify Our Polytechnic Identity
- Student Success
- Degree Program Growth and Support (Current and New)
- Ratio of Freshman to Transfer Students
- Role/Growth of Graduate Programs
- Enhancement/Development of Space to Support Polytechnic Identity
- Program Assessment
Space to Support the Polytechnic Identity Ideas

• Lack of academic space, including space for laboratory classes.
• Lack of flexible use space.
• Need support for research space for faculty and students.
• Need more and more efficient use of large lecture classroom spaces.
• Conduct a space audit of all campus spaces.
• Improve the quality and standards of current classrooms.
• Improve the scheduling of campus classrooms and laboratories.
Space to Support the Polytechnic Identity
Proposed Action Steps

• A space audit should be done for all campus indoor and outdoor spaces, with adjustments made, where appropriate, to assure effective use of campus spaces.

• A plan for the renovation and remodeling of current campus space should be developed to include flexible use spaces for teaching, research, offices, community engagement, and other professional activities.

• A priority for new or renovated campus space (e.g., Lanterman) should address the need for additional research space for faculty, students, and grant recipients.
Space to Support the Polytechnic Identity
Proposed Action Steps Continued...

• A new and improved space scheduling and allocation system needs to be developed and implemented.
• A new and more efficient class scheduling system is needed to improve student access and planning for class schedules, including reviewing and revising related policies and procedures.
• Large lecture spaces should be more efficiently used and additional university space should be identified or converted to increase the availability of large lecture spaces.
• Develop a comprehensive parking management plan.
Academic Master Plan
Emerging Themes and Ideas

- Polytechnic Identity
- Experiential Learning (Learn by Doing)
- Support to Exemplify Our Polytechnic Identity
- Student Success
- Degree Program Growth and Support (Current and New)
- Ratio of Freshman to Transfer Students
- Role/Growth of Graduate Programs
- Enhancement/Development of Space to Support Polytechnic Identity
- Program Assessment
Academic Master Plan
Feedback

• Email: academicplan@cpp.edu

• Website: http://www.cpp.edu/~academicplan/feedback.shtml