Academic Senate PREFACE Task Force Goal:

Review the PREFACE program. Prepare a report for the Academic Senate with recommendations to continue, continue with modifications, or discontinue the program.

Academic Senate PREFACE Task Force:

Marni Goldenberg/CAFES, Tracee de Hahn/Alumni Relations, Jason Mockford/Student Life and Leadership, Tina Muller/University Housing, Patricia Ponce/Ombuds Office, Mary Pedersen/Programs and Planning, and Katie Tool/General Education/Programs and Planning (Chair)

Recommendations

1. We recommend that Cal Poly continue PREFACE with some modifications. After a thorough review of the PREFACE archived information and reports, the committee agrees that PREFACE supports: I) Cal Poly’s key strategic imperatives and principles, II) supports recommended action items in Cal Poly’s Educational Effectiveness Review (EER) reported to WASC in 2012, and III) The Academic Senate endorsed PREFACE in May 2004 in Senate Resolution AS-619-04/PP. (Appendix D) This information is expanded on later in the report.

2. We recommend that PREFACE be “housed” in Academic Affairs, under the Provost. The program provides a campus-wide opportunity to foster diversity and cultural competency in a global context and promotes a culture of support, philanthropy and community engagement.

3. We recommend that the Provost delegate a faculty and staff member to co-chair the PREFACE committees.

4. We recommend two PREFACE committees composed of students, faculty and staff to guide components of the program.
   a. Fall – Book Selection Committee: reads books and makes book selection based on campus input.
   b. Winter/Spring – PREFACE Implementation Committee: generates ideas for programmatic events.

5. We recommend that daily administrative and operational support for PREFACE be provided by the Programs and Planning Office through the General Education Administrative Support Coordinator.

6. We recommend collaboration with the General Education Program as there are shared learning outcomes and assessment opportunities in written communication, oral communication and critical thinking.
7. We recommend collaboration with Student Affairs/Orientation Programs as they play a key role in the facilitation of the program's co-curricular activities.

8. We recommend that the PREFACE program be continued as an academic component of WOW in fall 2013.

9. Resource decisions would need to be made by early summer 2012 to prepare for a fall 2013 launch. We recommend that the following **funding options** be explored to cover the cost of the operational expenses including faculty and staff support.

   a. The Provost’s office work directly with University Advancement to identify sources and necessary funding for the program. *The program provides a campus-wide opportunity to foster diversity and cultural competency in a global context and promotes a culture of support, philanthropy and community engagement.*

   b. Incorporate ideas that other CSU campuses use to fund their first year reading programs. *(Comparative reports were prepared for Cal State Chico, Cal State, Northridge, Cal State, Sacramento, and Cal State, San Diego and are available for reference.)*

   c. Collaborate with Cal Poly Arts to host the author/speaker presentation as a scheduled event. Faculty, staff and community members would be charged a fee, and the revenue generated would offset the cost of the author/speaker visit. Students could attend at no cost.

   d. Collaborate with other entities on campus that host author/speaker events to offset the cost of the author/speaker visit.

   e. Collaborate with previous financial supporters on campus to underwrite the book purchases for volunteer facilitators, or to supplement author/speaker visit if needed.

10. We recommend continued use of the PREFACE name and the core elements of the PREFACE logo for program recognition and identity.

11. We recommend that continued discussion of the PREFACE book be considered for curricular content in the First Year Seminars proposed by the Presidential Taskforce of Substance Abuse and Sexual Assault.

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I. PREFACE supports the following Cal Poly’s strategic imperatives

<table>
<thead>
<tr>
<th>Develop and inspire whole system thinkers</th>
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</thead>
<tbody>
<tr>
<td>PREFACE provided incoming students with a common intellectual experience, based on a selected book that was studied through small group discussions in WOW and further explored with a public presentation by the author. Readers engaged in critique and analysis of the book, which broadened students’ perspectives and ways of looking at the world. <em>(Appendix A, B, and C)</em></td>
</tr>
</tbody>
</table>

| Foster diversity and cultural competency in a global context |
In book selections from 2004-2009, *(Granny D, The Kite Runner, The Lovely Bones, All Over Creation, Montana 1948, and Flight)* four main criteria were considered:

1. Be engaging to students
2. Generate issues of social relevance and intellectual depth
3. Have a broad appeal across disciplines
4. General issues of personal relevance (possible themes of student futures, transition, independence, values exploration, cross-cultural awareness)

PREFACE developed the following learning outcome: **Students will become aware of the validity of differing viewpoints.** In student evaluation results (of 2200-2500 students) which took place immediately following book discussion, the majority of students reported a high appreciation for hearing differing viewpoints when discussing the selected book. The concentration of scores fell in the higher end of a 1-5 scale, with 4 being most prominent. *(Appendix C)*

**Promote a culture of support, philanthropy and community engagement**

One of the goals of PREFACE was to: **Build community on and off campus.** The bullet points below show how PREFACE achieved their goal:

- PREFACE provided incoming students with their one of their first intellectual Cal Poly community experiences, as they were expected to read a selected book during the summer prior to their first fall term. This experience introduced students to the intellectual challenges and personal satisfaction with their growing academic life.

- PREFACE adopted a reading motto that was endorsed by previous Provost Bob Detweiler: “Cal Poly asserts that reading is a key institutional value, a tool for community building and an unending source of mental pleasure.”

- PREFACE promoted a culture of support and community engagement by working with different entities on campus:
  - The PREFACE committee was comprised of faculty, staff, and students.
  - PREFACE worked directly with Student Affairs/Orientation Programs, engaging staff, and student WOW leaders. WOW purchased 600 books and disseminated them to the WOW leaders for reading. WOW leaders then promoted the book to their groups and escorted them to the discussion sessions that were scheduled during the WOW session. This process effectively engaged over 3000 students to participate directly in the book discussions.
  - PREFACE developed an Honors course during 2008 and 2009 where approximately 40 students per year reviewed over 40 book titles (3 per student). Students wrote book reviews, developed thematic questions, and expressed their opinions on whether the books met the PREFACE criteria and goals. Their opinions were strongly considered when the final book was selected. Due to their input in these two years, student survey results showed an increase in book readership, where 70% of students read 100% of the book. *(Appendix B)*.
• PREFACE worked in partnership with the El Corral Bookstore, where 200 books were donated to volunteers, and approximately 1500 copies of the book were annually.

• In 2009, through outreach and support, PREFACE was able to garner financial support through ten different departments on campus (Academic Programs, Cal Poly Arts, Cal Poly Corporation, Career Services, El Corral Bookstore, English Department, Ethnic Studies and the Multicultural Center, Kennedy Library, the Center for Teaching and Learning, the Office of the Provost, and Student Affairs) who value the program and the activity of bringing notable authors to campus.

• PREFACE utilized approximately 200 volunteers annually from 2004-09 (faculty, staff, administrators, graduate students, and community members) to facilitate discussion sessions with the students after attending two information/training sessions.

• PREFACE developed strong ties with the San Luis Obispo City-County Libraries by inviting county residents to read the selected book, participate in community discussions, and attend the author presentations. Since 2005, PREFACE worked with the City of San Luis Obispo and County of San Luis Obispo. The county libraries also helped recruit community volunteer discussion facilitators.

• Since the inception of the program in 2002, author events were attended by approximately 300 to 800 people. The most notable year was in 2005, The Kite Runner, when approximately 1500 people attended the event.

II. PREFACE supports the following Cal Poly Educational Effectiveness Review recommendations listed in the Executive Summary (http://www.wasc.calpoly.edu/pdfs/eer/the_eer_report_pkt.pdf)

• Coordinate diversity learning across the curriculum and co-curriculum to create a scaffold for the development of DLO-based skills

• Continue and coordinate diversity training/learning for students, staff, and faculty.

• Integrate First Year Experience (FYE) programs to create unifying experiences for first-year students.

• Promote whole-student thinking across all divisions of the university.

• Leverage Learn by Doing by using high-impact practices to organize intentional student engagement and integrated learning experiences.

III. PREFACE is supported by the Academic Senate in AS-619-04PP on PREFACE: The Cal Poly Shared Reading Program (see Appendix D)
APPENDIX A: PREFACE Task Force -
PREFACE Student Survey Question asked: (2004 – 2009)

How would you rate the book?

<table>
<thead>
<tr>
<th>No# student responses per year</th>
<th>Rating of 1</th>
<th>Rating of 2</th>
<th>Rating of 3</th>
<th>Rating of 4</th>
<th>Rating of 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2700 students in 2009</td>
<td>5%</td>
<td>12.4%</td>
<td>38.8%</td>
<td>32.8%</td>
<td>8.1%</td>
</tr>
<tr>
<td>2249 students in 2008</td>
<td>3.8%</td>
<td>13.4%</td>
<td>38.9%</td>
<td>36.5%</td>
<td>7.4%</td>
</tr>
<tr>
<td>2810 students in 2007</td>
<td>7.8%</td>
<td>16.6%</td>
<td>41.9%</td>
<td>27.9%</td>
<td>5.8%</td>
</tr>
<tr>
<td>2097 students in 2006</td>
<td>4%</td>
<td>12.7%</td>
<td>33.2%</td>
<td>38.5%</td>
<td>11.7%</td>
</tr>
<tr>
<td>2302 students in 2005</td>
<td>1%</td>
<td>3.2%</td>
<td>11.9%</td>
<td>41.1%</td>
<td>42.8%</td>
</tr>
<tr>
<td>1686 students in 2004</td>
<td>8.1%</td>
<td>19.1%</td>
<td>47.4%</td>
<td>20.7%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

- In the last five years, approximately 81.6% of the student respondents rated the book a “3” or better.
- In 2005, 83.9% of student respondents rated *The Kite Runner* with a 4 or 5.
APPENDIX B: PREFACE TASK FORCE

PREFACE Student Survey Question asked: (2004 – 2009)

How much of the book did you read?

- 2009 Flight
- 2008 Montana 1948
- 2007 All Over Creation
- 2006 Lovely Bones
- 2005 The Kite Runner
- 2004 Granny D

<table>
<thead>
<tr>
<th>No# student responses per year</th>
<th>None</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2700 students in 2009</td>
<td>16.5%</td>
<td>5.8%</td>
<td>4.7%</td>
<td>5.1%</td>
<td>67.7%</td>
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<td>2249 students in 2008</td>
<td>12.9%</td>
<td>5.4%</td>
<td>4.0%</td>
<td>6.10%</td>
<td>71.50%</td>
</tr>
<tr>
<td>2510 students in 2007</td>
<td>20%</td>
<td>17%</td>
<td>12.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2097 students in 2006</td>
<td>11.8%</td>
<td>9.9%</td>
<td>7.8%</td>
<td>10.6%</td>
<td>39.5%</td>
</tr>
<tr>
<td>2302 students in 2005</td>
<td>8.4%</td>
<td>7.3%</td>
<td>6.4%</td>
<td>7.0%</td>
<td>70.9%</td>
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<tr>
<td>1686 students in 2004</td>
<td>31.2%</td>
<td>19.2%</td>
<td>13.5%</td>
<td>11.6%</td>
<td>24.5%</td>
</tr>
</tbody>
</table>

- 67.0% of student respondents read 100% of *Flight* in 2009
- 71.5% of student respondents read 100% of *Montana 1948* in 2008
- 70.9% of student respondents read 100% of *Kite Runner* in 2005. (national/international best seller)

PREFACE did the following in 2008 and 2009 to increase readership:

- Students contributed to the book selection more than in previous years.
- PREFACE increased student outreach efforts, including electronic communications during summer and early fall.
APPENDIX C: PREFACE TASK FORCE

PREFACE Student Survey Question asked: (2004 – 2009)
How valid were the differing viewpoints you heard in the book discussion?

<table>
<thead>
<tr>
<th>No# student responses per year</th>
<th>Rating of 1</th>
<th>Rating of 2</th>
<th>Rating of 3</th>
<th>Rating of 4</th>
<th>Rating of 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2700 students in 2009</td>
<td>1 %</td>
<td>5.4 %</td>
<td>22.6 %</td>
<td>44.9 %</td>
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<tr>
<td>2249 students in 2008</td>
<td>0.3 %</td>
<td>3.7 %</td>
<td>18 %</td>
<td>46.3 %</td>
<td>31.6 %</td>
</tr>
<tr>
<td>2510 students in 2007</td>
<td>1.3 %</td>
<td>5.2 %</td>
<td>24.1 %</td>
<td>44.9 %</td>
<td>24.5 %</td>
</tr>
<tr>
<td>2097 students in 2006</td>
<td>0.4 %</td>
<td>4.2 %</td>
<td>22.9 %</td>
<td>47.8 %</td>
<td>24.7 %</td>
</tr>
<tr>
<td>2302 students in 2005</td>
<td>3.8 %</td>
<td>9.1 %</td>
<td>31.7 %</td>
<td>37 %</td>
<td>18.4 %</td>
</tr>
<tr>
<td>1686 students in 2004</td>
<td>9 %</td>
<td>17.6 %</td>
<td>34.6 %</td>
<td>24.7 %</td>
<td>10.7 %</td>
</tr>
</tbody>
</table>

- PREFACE books are selected to generate issues of social relevance and intellectual depth.
- For the last five years, approximately 70% of the student respondents rated the “validity of differing viewpoints” at 4 or above.