CAL POLY
Academic Senate

Meeting of the Academic Senate

Tuesday, February 8, 2022
3:10 to 5:00 pm
https://calpoly.zoom.us/j/81587493137

I. **Minutes**: January 11, 2022 (p. 2)

II. **Communication(s) and Announcement(s)**:

III. **Reports**:
- A. Academic Senate Chair:
- B. President's Office: (pp. 3-4)
- C. Provost: No Report
- D. Vice President for Student Affairs: (p. 5)
- E. Statewide Senate: (pp. 6-9)
- F. CFA: (p. 10)
- G. ASI: (p. 11)

IV. **Consent Agenda:**
- A. Agenda items approved by consent (p. 12)

V. **Business Items**:
- A. **Resolution on Revisions to University Faculty Personnel Policies 12.2: Office Hours**: Ken Brown, Academic Senate Faculty Affairs Committee Chair, first reading (pp. 13-22)
- B. **Resolution on Revising the College Based Fee Structure at Cal Poly:** Steve Rein, Academic senate Budget and Long-Range Planning Committee Chair, first reading (pp. 23-62)
- C. **Resolution on Temporary Conversion to a 3-Year Catalog During Quarter to Semester Conversion:** Greg Bohr, Academic Senate Curriculum Committee Chair, first reading (pp. 63-66)
- D. **Resolution on Updating Retention of Exam and Gradebook Policy:** Thomas Gutierrez, Academic Senate Chair, first reading (pp. 67-72)

VI. **Discussion Item(s)**:
- A. **[TIME CERTAIN: 3:15 P.M.] GRC 377, Web and Print Publishing, recommended for approval:** Colleen Twomey (pp. 73-110)

VII. **Adjournment**:

CAL POLY
Academic Senate

Meeting of the Academic Senate
Tuesday, January 11, 2022

I. **Minutes**: M/S/P to approve the minutes from November 9, 2021 and November 30, 2021.

II. **Communication(s) and Announcement(s)**: Academic Senate Chair, Dr. Thomas Gutierrez, announced that the reports for today's meeting will be sent out in writing to accommodate President Armstrong's CBF presentation.

III. **Reports**: All reports were submitted as written reports and can be found here: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa011122_0.pdf

IV. **Special Reports:**

A. **CBF Presentation:** President Jeffery Armstrong and Provost Cynthia Jackson-Elmoore gave a slide presentation showcasing the Cal Poly CBF. This presentation can be found at the following link: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/CBF%20Educational%20Campaign%20Master%20Presentation%20Jan%203%202022.pdf . In addition, President Armstrong answered questions regarding Cal Poly's COVID-19 protocols for winter quarter.

B. **Part Time Faculty Questionnaire Written Report**: Samuel Shalhoub submitted a written report regarding the Part Time Faculty Questionnaire results. This result can be found at the following link: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa011122_0.pdf

V. **Business Items**:

A. **Resolution on Revisions to University Faculty Personnel Policies 12.2: Office Hours**: Ken Brown, Academic Senate Faculty Affairs Committee Chair introduced a resolution on revisions to the University faculty personnel policies to include synchronous online office hours. This resolution will return in first reading at the next Academic Senate meeting.

B. **Resolution on Revising the College Based Fee Structure at Cal Poly:** This resolution will be introduced at the next Academic Senate meeting.

VI. **Discussion Item(s)**:

VII. **Adjournment**: This meeting was adjourned at 5:19.

Minutes submitted by

Shefali Mistry

Shefali Mistry

President's Office - Academic Senate Update - February 8, 2022

Greetings, and thank you for the opportunity to provide this brief update.

COVID

Covid update 2/2/22 (data from COB 2/1/22)

- Since January 2, we have processed:
  - **1,406 symptomatic tests** at CHW
  - **30,323 asymptomatic tests** at the surveillance lab
- **Confirmed test positivity rate = 4.3%**, combined symptomatic and asymptomatic
  - "Confirmed" means CHW re-tests those flagged positive at the surveillance lab
  - Steadily decreasing for about 2 weeks
  - SLO County positivity rate is about 21% currently
- Number of unique student positive cases confirmed by CHW in the **last 7 days: 60**
- **Current active student cases:**
  - On-campus residents: 32
  - Off-campus residents: 64
  - (This is the lowest it has been all quarter)
- Currently, we have **15 students in isolation spaces** (some can isolate at their own apartments, almost half choose to go home to isolate)
  - Out of a total of 100 beds available (we downsized from about 200 recently due to decreased need)
  - Our maximum beds utilized this quarter was about 130
- **Uploaded booster status: 15,943 students** (of 18,732 eligible, 700 not yet eligible)

CSU Board of Trustees Meeting

The CSU Board of Trustees met on January 25-26, and voted to approve Humboldt State University's request to become Cal Poly Humboldt. This is a great development. California needs more polytechnic education. Welcome, Humboldt, to the Cal Poly family!

Governor's Budget Proposal

As you know, the governor released his budget proposal, and there is some good news for the CSU and Cal Poly:

First, the governor has agreed to enter into a multi-year compact, which ensures CSU funding for five years, which is enormously helpful in reducing year-to-year volatility, and which has a 5% annual increase built in.

For 2022-2023, the governor has proposed to increase the CSU's annual allocation by $211 million in unallocated recurring funds, by $81 million in recurring funds dedicated to expanding enrollment by 9,434 FTES, and by $100 million in one-time funds for deferred maintenance and energy efficiency. There is also a pool of $50 million for improvements to CSU university farms.

We are grateful for the governor's support of the CSU!

Although the increase in recurring funds and the one-time funds are very welcome, the amounts are considerably smaller than the CSU's request, and we share the CSU system's concern that they may not be enough to cover cost increases. Cal Poly, the CSU, and our friends in the Assembly will continue to work to craft a final budget that meets everyone's needs.

CBF

The extended student consultation period for the Cal Poly College Based Fee Student Aid and Learn by Doing Plan ends on February 9. Response has been robust—as of early last week there were more than 600 student comments, and the final number should be significantly higher. We're pleased that so many students—and faculty—have engaged in the process, and look forward to sharing the results in the weeks to come.

Thank you.

END

Office of the Vice President
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Student Affairs
Report to Academic Senate
February 8, 2022
Prepared February 3, 2022

- Students who are required to participate in ongoing COVID-19 asymptomatic testing (those with a medical exemption, those with a religious exemption) have been receiving SSO lockouts since January 18 if they are not compliant with ongoing testing. Students who are eligible to receive a booster and have not uploaded documentation of receiving a booster will begin to be locked out on February 14 if they are not testing every three days.
- Campus Health and Wellbeing is convening a campus wide group, including representatives from Academic Affairs, to select and implement technology to expand tele-counseling experiences for students with a focus on evenings and weekend support.
- Career Services will host the Local Career Fair this Thursday from 1-4pm in the Multi-Activity Center of the Recereation Center. These will all be SLO County and Northern Santa Barbara County job opportunities for upcoming graduates.
- Cal Poly Student Affairs is proud to be named a *Most Promising Place to Work in Student Affairs* for 2022 by Diverse Magazine and ACPA: College Student Educators International. We are one of 15 campuses to receive this recognition this year and the only CSU campus on the list. This is our fifth recognition in the past six years. We thank our faculty partners who help us create community outside the classroom.

1. Committee of the Whole: Campus Concerns & COVID-19

Many concerns were shared regarding the importance of being informed by data rather than driven by data in determining responses to COVID. Additionally, the senators shared how the omicron variant is more contagious than previous variants and that this is abundantly apparent in the number of folks who know people with the virus. Senators are also troubled by intransigent administrative policies, insufficient campus repopulation preparations for the new term, and the lack of consideration for faculty to choose an appropriate teaching modality based on the number of students with the virus and changes in sickness at home. We heard reports of student confusion and disappointment in campus policies and their distrust of faculty, chairs, and administration in dealing clearly and effectively with the crisis. Students at LBSU/CSUMB seem to be getting Covid in places other than on campus. An appeal was made for faculty to respect and tend to their own needs and mental health in dealing with this situation.

2. Reports

ASCSU Chair — Chair Collins' report included the progress on implementation of AB928. He drove home four points: 1) The process has a long way to go. These are just early days. 2) The law requires a singular pathway. Only one will be developed. 3) The pathway will include only eleven courses. At the moment, only the ethnics studies requirement has been definitively included. The remainder have yet to be determined. 4) Including courses in oral communications and critical thinking is a priority for the CSU.

Standing committees:

AA — [Awaiting report]

APEP —Discussed the following items: AB928 implementation and the portal need some changes. • First-year students' admissions criteria: GPA and coursework characteristics, school characteristics, but not SAT. Concerns related to transparency of the new MCA scores. • Teacher prep programs data should be shared more widely. • Need replacement liaison from CO to APEP. • EO1077 needs to be revised per AB130. Modifications received and suggestions were made; good response from CO. • Jeff Gold presented Dashboard to help faculty understand equity issues related to their teaching and the results of their teaching. • Expanding access to teacher-prep programs: Paul Truss reported a jump in applicants when requirements for admissions were suspended.

FA — We were honored to have four guest speakers attend our meeting. EVC Sylvia Alva spent over an hour with us sharing her thoughts on agenda items. We had an opportunity to hear her goals and agenda items that we are interested in resolutions to support. EVC Van Cleve also joined us. AVC Jeff Gold shared his Equity Dashboard program that is still in progress. The committee was excited about his new program and look forward to its installation. CFA President Toombs and CFA's AVP Sharon Elise shared their efforts and the social and racial justice program that continues.

FGA — Visited with Chris Fergusson, the higher-ed lead at Dept. of Finance. Discussed: Gann/SAL • February 19th deadline for legislation • CFA Tentative Agreement • CSSA discussion on affordability • Community Colleges BA program resolution

Other committees and committee liaisons:

GEAC – Report on the Tuesday, January 18 meeting of GEAC (based on chair Van Selst's e-mailed report): The committee discussed the question of when a student is actually matriculated. The issue stems from cases in which high school students take CSU through concurrent enrollment and have completed an ADT by the time of their high school graduation (not to mention students taking community college courses in eighth grade!). What would their catalog rights be? Catalog rights start the fall after high school graduation. • Concerning the ongoing talks on the implementation of AB 928 mandating a common GE transfer pathway. GEAC generally did not understand/know the ongoing process nor what the steps will be. This is of concern. Our understanding is that, ultimately, we will end up with 11 courses plus a 0-1 unit lab. It seems that ethnic studies will have a place among these units. • Other topics: International Baccalaureate math updates are unfolding as expected. The committee also discussed future approaches to sharing GE with and making it meaningful for freshmen. We discussed the use of zero- or low-cost course support materials in GE courses (often with high enrollment).

AEDI (Ad Hoc Committee to Advance Equity, Diversity, and Inclusion) - In the January 14 meeting, they considered a bylaws change to convert AEDI to a standing committee.

CIO — Senator Rodan indicated that the move to a common LMS (Canvas) is "moving apace." Regarding the CSUCCESS program, which offers free iPads to students with need, there is concern that not all campuses are participating. They also wonder if the program should expand to devices other than iPads (Chromebooks, perhaps?).

Romey Sabalius — CSU Faculty Trustee: Trustee Sabalius announced that the BoT voted to have the CSU divest from fossil fuels. This is congruent with the mission and ideals of CSU. (Poly Foundation and Corporation?). • He reported that faculty and staff compensation takes about three quarters of the CSU budget; however, the increase for salary and benefits in the budget was only one third of the BoT ask. He proposed to double the ask compared to the amount the CO suggested, but this failed by one vote in the BoT. • Trustee Sabaluis and the chancellor agreed to pursue a comprehensive faculty salary study to determine how the CSU compares to comparable institutions in the country to the California Community Colleges, taking cost of living into account. Everyone is looking to get this done as soon as possible but, because the tentative contract agreement capped next year's raise to 4%, there is a bit of extra time. However, the data should help with bargaining for the post-2023 salaries. • Trustee Sabalius was successful in getting the chancellor to change BoT meeting agendas. Starting with a trial run in this January's BoT meeting, the agenda will now include reports before committee work and vote— public comment then reports then committees… then votes—providing reporters the opportunity for greater influence in Board decisions. Hopefully, things will stay this way. • The January BoT agenda includes Humboldt's conversion to the CSU's third polytechnic campus. Funds for doing this were part of the legislature's budget: $433 million in one-time transition funds and a $25 million bump in their annual base. (Wondering how their cost per student compares to Poly's … ask question later.) • Trustee Sabalius reminded us of the CSU's elimination of SAT and ACT in the admission process in favor of a new index. • Faculty salary study: will be difficult to disaggregate comp school data.

Legislative Specialist Jerald Schutte: There is a lot in AB928… both in the law itself that is relatively ambiguous, but even more in how the CSU, etc. will respond to the laws requirements. • Bills in the State legislature may be introduced through February 18 at 8 p.m. So far about 500 bills have been introduted. There are perhaps some 60–70 bills that FGA will be reviewing and bringing some 10–15 for discussion in the next plenary.

3. Speakers

Joseph I. Castro – CSU Chancellor: Chancellor Castro acknowledged the imminent transition of CSU Humboldt to a third polytechnic campus in the CSU. The presidents of the other two polytechnics are in full support. (Castro suggested this change to the Governor, and all of a sudden it happened!) He also reported that the Governor's proposed budget included an increase in the CSU base budget by 5% (really 2.5% because tuition is not going up). This is part of a five-year compact which includes some accountability language, but the chancellor does not feel this will be a problem. He expects that the BoT will ratify the CSU/CFA tentative agreement in its meeting next week. Onetime spending gets budget up 7.5% total this next year. We asked for $1B to address deferred maintenance, but got $100M (net the Bakersfield campus farms). The search for the Channel Islands president will end soon.

Ryan Storm – Assistant Vice Chancellor, System Budget (Jeni Kitchell, Executive Budget Director, filling in): State budget continues to be positive. Revenues are a $45 billion surplus over minimum spending thresholds. Projections are for a 5% increase in tax revenues over the next five years, and this confidence resulted in a five-year compact with the CSU. Revenues are growing more quickly than the SAL/Gann allow base to increase. The Governor's budget for the CSU totals $304.1 million in recurring funds. This includes $211.1 million for recurring general operating costs, $81 million in enrollment growth (9,434 resident FTES), and $12.1 million for Foster Youth Programs. One-time spending comprises the largest increases. An additional one-time $100 million was allocated for infrastructure, but this is far short of the billions in work needed systemwide. The five-year compact through 2026–2027 allows for $211–257 million in recurring funds in each of the five years. The Governor considers this a floor. The compact also includes CSU accountability in the following areas: enrollment, student success and equity, affordability, intersegmental action, workforce development, and technology (among others).

Charles Toombs — President, CFA: Voting on the CSU/CFA tentative agreement began on Tuesday and continues until February 2. This culminates a 22-month period of work. Results will be announced on February 3. TA as already announced/explained ad nauseum. Emphasis on details that aren't tied to compensation. Not in contract but got into MOUs. Joint longer-term contracts for contingency faculty and "professor of practice" people. Parental leave and childcare workgroup. CSU stakeholders to look at alternatives to police on campus and improved conflict mediation.

Jerald Schutte – CSU-ERFSA Liaison Report: Their meetings have been made virtual due to the omicron variant. • Search is on for an ERFSA director. • The three EFRSA grants have been awarded. • CalPERS has 2 million members and $482 billion in assets. Henry Jones, president, will resign at end of January. CalPers has a cost-of-living adjustment restricted to 1.23% per year no matter the inflation rate. Long-term care debacle was adjudicated with those in the program able to remain in at a higher cost or drop out and find new arrangements. January 21 is the deadline for making a choice. • Why join ERFSA? Because of the member benefits such as group insurance and group purchasing discounts.

Fabiola Moreno Ruelas – CSSA Liaison Report: Liaison Ruelas reported that many students were disappointed, though not surprised, to return virtually. On the other hand, many are pursuing a virtual return in situations where face-to-face courses are mandated. • Q: What are some of the reasons our students are leaving school in the current environment? What should faculty know about what those black boxes on Zoom represent? A: A lot of students chose to stay on line initially because it offered them more flexibility or they like on-line learning and could take more courses. However, an interest in academia has waned over time. Many students have come to recognize that there are other life options that don't require a college degree.

4. Some Resolutions Passed by the Senate

• Academic Freedom and Faculty Oversight of Curricula and Pedagogy During Times of Emergencies AS-3499-21/FA (Rev)

• Role of Shared Governance in Decisions on Instructional Modality AS-3511-21/AA (Rev)

• Updated Legislative Advocacy Guidelines for the Academic Senate of the California State University (ASCSU) AS-3513-21/FGA (Rev)

• Faculty Rights to Due Process in Letters of Reprimand Within the CSU AS-3514-21/FA (Rev)

• Establishing Core Competencies for CSU General Education (GE) Areas A1 (Oral Communication), A2 (Written Communication), A3 (Critical Thinking), and B4 (Mathematics/Quantitative Reasoning) AS-3515-21/APEP (Rev)

• Studying Online Education and the Impact of Campus Initiatives AS-3516-21/AA (Rev)

• Faculty Rights to Due Process in Disciplinary Action Procedures Within the CSU AS-3517-21/FA (Rev)

• Increasing the Membership of the Ad Hoc Committee to Advance Equity, Diversity, and Inclusion (AEDI) Within the ASCSU AS-3518-21/EX (Rev)

• Support of Faculty Supervision of Student Research, Scholarly, and Creative Activities in the CSU AS-3519-21/FA (Rev)

• Recognition and Support of Faculty Participation in Shared Governance AS-3520-21/FA (Rev)

• Call for Long-Term, Adequate, and Sustainable Funding for the California State University (CSU) AS-3521-22/FGA First Reading/Waiver

• Recommendation on the Pending Tentative Agreement Between the California State University (CSU) and the California Faculty Association (CFA) AS-3523-22/FA/FGA First Reading/Waiver

First Readings:

Request for the Review of the Fiscal Impact of any Proposed California Community College Baccalaureate Programs AS-3525-22/FGA First Reading

Involving California State University (CSU) Faculty in the Approval Process for California Community College Four-year Baccalaureate Programs AS-3526-22/AA First Reading

Endorsement of the California State Student Association (CSSA) Resolution Calling for the CSU to Include Caste in Anti-Discriminatory Policy AS-3527-22/EX First Reading

CFA Report for the Academic Senate – February 8, 2022

CSU faculty have a new Collective Bargaining Agreement!

During the recent contract ratification vote, CFA members throughout the CSU system voted overwhelmingly in favor of ratification. 95% of members who participated in the vote voted YES.

The CSU Board of Trustees has already ratified the agreement.

The new contract will provide all faculty with important salary increases. It will improve the working conditions of lecturers, counselors, librarians, and coaches. And it will promote CFA's anti-racism and social justice values. A summary of the new contract and the complete text of the agreement are available here: https://www.calfac.org/tentative-agreement/

ASI Report to the Academic Senate – February 8, 2022

- College Based Fee Resolution:
    - With the extension of the educational campaign period through midnight of Feb. 9th, the timeline for the resolution has been extended
        - President Armstrong has agreed to consider the resolution after it comes to the Board on Feb. 23rd
    - The resolution's authors are hoping to use the student feedback gathered from the CBF feedback forms to support their stance on the fee.
    - The ASI Officer Team has requested engagement statistics for CBF social media outreach, an additional open forum only for Q&A, and the student responses from the forms.

- ASI Elections: Filing for the 2022-23 ASI Elections opens on Feb. 7th and runs through Feb. 25th.

TO: Academic Senators

2022-23 CATALOG REVIEW: Following the practice implemented in previous years, summaries of all course or catalog proposals sent by the Academic Senate Curriculum Committee to the Senate for consideration are posted on the web. Every senator is expected to review these proposals as well as the accompanying recommendations of the Curriculum Committee.

2022-23 catalog proposals submitted by the following departments/programs and identified in their respective college summary in the Curriculum Handbook:

College of Agriculture, Food and Environmental Sciences
Food Science & Nutrition Department

College of Architecture and Environmental Design
Architecture Department
City and Regional Planning Department

College of Liberal Arts
Communication Studies Department
English Department
Political Science Department

College of Science and Mathematics
College of Science and Mathematics (SCM)

To view a college summary, go to the online Curriculum Handbook. Click on Status of Proposals, scroll to 2022-23 Catalog Proposals - College Summaries section, select the link for the appropriate college.

To view the proposal for a course or program, go to My Cal Poly Portal - Academics tab - Curriculum Management portlet. Select the Course Inventory Management link to search for a course; select the Program Management link to search for a program.

Issues, concerns, and questions regarding a curriculum proposal should be directed to Greg Bohr, chair of the Academic Senate Curriculum Committee. If the concern is strong enough, any senator may request an item to be removed from the Consent Agenda by February 1, 2022.

Pursuant to the curriculum appeals process adopted by the Academic Senate on May 4, 2010, "Items removed from the Consent Agenda will be placed on the Senate agenda as discussion items. The Senate Chair (or designee) will invite representatives from the concerned departments and the Academic Senate Curriculum Appeals Committee to be present at the meetings where pulled proposals will be discussed. Following discussion in the Senate, the Academic Senate Curriculum Appeals Committee will make the final decision to approve, disapprove, or return the items to committee (at any level) for further development. Items not removed from the Consent Agenda are considered approved on the meeting date of the Consent Agenda."

Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-___-22

RESOLUTION ON REVISIONS TO UNIVERSITY FACULTY PERSONNEL POLICIES 12.2: OFFICE HOURS

Impact on Existing Policy: The policy enacted by this resolution revises UFPP 12.2 which was enacted by AS-886-20. Further details about its impact on existing policy is described in the attached report. [i]

WHEREAS, Office hour policies should be flexible to accommodate for varying needs of instructors and differences in the ways faculty interact with students in various instructional settings across the university; and

WHEREAS, Cal Poly's office hour policy was updated for Fall 2020 including limitations on use of synchronous online office hours for instructors with in-person instructional assignments; and

WHEREAS, From Spring 2020 through Spring 2021 as Cal Poly conducted most student interaction online, faculty and students became familiar with the use of synchronous online teleconferencing software such as Zoom for conducting office hours; and

WHEREAS, Consultation in Fall 2021 with all the colleges provided broad support from faculty that Zoom can be an effective means to conduct synchronous online office hours as an alternative to or alongside in-person office hours; and

WHEREAS, Some provisions of the current office hour policy that are left to colleges, such as office hour requirements for department chairs and heads, have not yet been incorporated into some college personnel policy documents; therefore be it

RESOLVED: The university office hour policy as contained in the attached report "Revision to UFPP 12.2: Office Hours" be enacted for Fall 2022, and be it further

28 RESOLVED: Colleges revise chapter 12 of their personnel policy documents by Fall
29 2022 to include the mandated college-level office hour policies as
30 indicated in UFPP 12.2.

Proposed by: Academic Senate Faculty Affairs Committee
Date: January 4, 2022

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[i] **(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.**
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.

Revision to UFPP 12.2: Office Hours
Winter 2022

EXECUTIVE SUMMARY: Academic Senate Faculty Affairs Committee (FAC) is proposing a modification to university office hour policy that enables synchronous online hours to satisfy office hour obligations.

BACKGROUND: The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies including consultation with faculty affected by proposed changes and clear identification of which policy documents have been superseded by a proposed change. Using this process, FAC updates UFPP on an as-needed basis.

In Winter 2020 the Academic Senate updated Cal Poly's office hour policy for the first time since 1983. The new policy was comprehensive and reflected the emerging use of online teleconferencing software as a means of conducting office hours. The new policy tied office hour modalities to instructional modalities and limited faculty to one virtual office hours when their instructional assignment was entirely in-person. By the end of Winter 2020, and ahead of the initial application of the new office hour policy the need to shift to virtual instruction and office hours in response to COVID-19 had taken hold. In Spring 2021 FAC members discussed the limitation of virtual office hours in the new office hours policies in light of the forced need for virtual office hours. These discussions along with feedback from others that we should rethink the limitation on virtual office hours informed the proposed revisions to our university office hour policy.

Summary of revisions to UFPP 12.2: Office Hours

The proposed revision to the university office hour policy focuses on **12.2.10: Mode of office hours**, revising it to align the mode of office hours to the needs of the students served by the office hours, and defining acceptable modes of office hours as in-person or by synchronous online communication such as Zoom.

The revisions also clarify the standard location for in-person office hours as in the faculty member's office. Changes to standard office hour locations, or any rescheduling should be expressed in a timely manner to the students affected by the change. Any further allowances or limitations on the use of another location for office hours would need to be addressed in college or department policies.

All restrictions on synchronous online office hours are removed from the policy. One other revision to 12.2.5 is in the interest of clarity. Everything else in the university office hour policy remains as it was in the version passed by the Senate in Winter 2020, which can be found in the current academic year's version of UFPP on the Academic Personnel website.

Impact on Existing Policy

The revised policy text for UFPP 12.2 supersedes its prior version. All other college and department office hour policies *inconsistent* with the proposed university policy need to be revised to conform with

UFPP 12.2. *Any subordinate policy consistent with the minimal provisions of the new office hour policy remain in effect until that faculty unit decides to revise it.*

Implementation

The new office hour policy would go into effect in a timeline set by the Academic Senate and ratified by the President. FAC recommends that it go into effect in Fall 2022.

The implementation of university office hour policies requires colleges to assess their own office hour policies for consistency with the university policy and resolve any inconsistencies in their subordinate policies.

Colleges may impose further restrictions on office hour modality so long as those restrictions are otherwise consistent with UFPP 12.2. For example, imposing a limit on the amount of synchronous virtual office hours is consistent with the allowance of virtual office hours, and thus would be allowed so long as the college implemented the policy by the procedures set out in their personnel policies documents. However, allowing asynchronous online communication to count as office hours (such as counting time engaged in email communication as office hours) would be inconsistent with UFPP 12.2 since 12.2.4 explicitly distinguishes such asynchronous communication from office hours.

College level office hour policies would be in Chapter 12 of the college personnel policy document, and would be subject to approval the same way that any personnel policy is approved as per UFPP 1.5.5 and 1.5.6.

Consultation

FAC and Academic Personnel distributed a draft of the proposed policy to the college deans for them to gather feedback on the revisions from their faculty and college leadership. The policy text proposed here reflects revisions based on that consultation.

What follows is the proposed policy text in a clean form, and also in a version that reveals its revision history. Existing policy can be found in the current academic year's version of UFPP, on the Academic Personnel website.

12.2. Office Hours

12.2.1. Policy in 12.2 established by AS-886-20. This policy supersedes the previous university policy on office hours originally in CAM 370.2.

12.2.2. Cal Poly's Educational Mission: "Cal Poly is committed to excellence in teaching and learning. In all disciplines, we seek to provide a student-centered, learner-focused education, facilitated by a low student-teacher ratio in classes conducted primarily by full-time, regular faculty. The cornerstone of our educational philosophy is our commitment to Learn by Doing whereby classroom instruction is complemented by practical, hands-on learning in the laboratory, the studio, and the field." (Cal Poly Catalog)

12.2.3. Each faculty member must schedule and conduct office hours each week for consultation with students. One-on-one, direct, personal engagement between students and their instructors and faculty advisors in regularly scheduled office hours is a vital means of contributing to the student-centered mission of Cal Poly.

12.2.4. Asynchronous communication (e.g. email) with students and ad hoc appointments to meet with students are expected normal instructional duties distinct from scheduled office hours.

12.2.5. An office hour is one credit hour (i.e. 50 minutes) of regularly scheduled time for faculty to be available to meet on regularly scheduled days and times.

12.2.6. Faculty with instructional assignments shall hold scheduled office hours scaled to their instructional assignments. Scheduled office hours should be held during the days and times when classes are normally scheduled, distributed across days and at times suited to the needs of students. During final exam week office hours may be rescheduled as necessary, and should be suited to the needs of the students served in the instructional assignment.

12.2.7. Colleges that assign duties warranting the holding of office hours shall include office hour policies in their personnel policies documents.

12.2.8. Scheduled instructional office hours

12.2.8.1. Minimum weekly office hour scheduling shall be scaled to instructional assignments as follows:

Instructional WTU	**Lecturer**	**Tenure-Line**
> 0 up to and including 4	1 office hour	2 office hours
> 4 up to and including 8	2 office hours	3 office hours
> 8 up to and including 12	3 office hours	4 office hours
> 12	4 office hours	

12.2.8.2. Faculty receiving assigned time for teaching large format classes shall schedule office hours according to the total WTU for the instructional assignment and assigned time related to that course.

12.2.8.3. Tenure-line faculty whose instructional assignments have been reduced to zero WTU but who are involved in research or other projects involving supervision of students shall hold a minimum of one regularly scheduled in-person office hour.

12.2.8.4. If colleges or departments have any further provisions about the scheduling of office hours, those provisions shall be defined in their personnel policy document.

12.2.9. Scheduled advising office hours

12.2.9.1. Assigned time for advising duties may have an amount of office hours defined as part of the advising function. Any advising office hours attached to assigned time shall be determined by the instructional unit that issues the assigned time and specified in the assignment. Office hours for advising duties earning assigned time contribute to the total office hour obligation of the faculty member.

12.2.9.2. Department chair and head responsibilities shall include the requirements for the scheduling of advising office hours required for their assignment. Colleges shall determine the minimum office hours required for department chairs and heads.

12.2.10. Mode of office hours

12.2.10.1. The mode of scheduled office hours should meet the needs of students for the instructional or advising function that requires the scheduling of the office hours.

12.2.10.2. Acceptable modes of holding scheduled office hours include office hours held in-person or held synchronously online using technology readily available to the campus community and generally available to the students served by the office hours (e.g. Zoom).

12.2.10.3. Scheduled office hours held in-person should be in the faculty member's office or some other definite and regular location.

12.2.10.4. Colleges and departments shall specify in their office hour policies any general allowances or requirements for alternate locations or synchronous online modes of conducting office hours.

12.2.11. Notification

12.2.11.1. Office hours shall be posted by the beginning of the second week of instruction in faculty listings on department websites. Colleges and instructional units can determine additional ways for posting office hours that conspicuously and conveniently inform the university community of when and where office hours shall be conducted, such as common boards at department offices, on placards near faculty offices, or other online directories.

12.2.11.2. If the university adopts a standard online directory generally accessible to the university community that is capable of presenting faculty schedules, then office hours should be posted in such an online directory.

12.2.11.3. Faculty should notify enrolled students and department administrators and administrative support staff of any need to cancel, reschedule, or relocate office hours in a timely manner appropriate to the needs of the students served by those office hours.

12.2.12. Exceptions

12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.

12.2.12.2. Exceptions require department chair/head and college dean approval.

12.2.12.3. Exceptions should be temporary and specific.

12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.

12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.

12.2. Office Hours

12.2.1. Policy in 12.2 established by AS-886-20. This policy supersedes the previous university policy on office hours originally in CAM 370.2.

12.2.2. Cal Poly's Educational Mission: "Cal Poly is committed to excellence in teaching and learning. In all disciplines, we seek to provide a student-centered, learner-focused education, facilitated by a low student-teacher ratio in classes conducted primarily by full-time, regular faculty. The cornerstone of our educational philosophy is our commitment to Learn by Doing whereby classroom instruction is complemented by practical, hands-on learning in the laboratory, the studio, and the field." (Cal Poly Catalog)

12.2.3. Each faculty member must schedule and conduct office hours each week for consultation with students. One-on-one, direct, personal engagement between students and their instructors and faculty advisors in regularly scheduled office hours is a vital means of contributing to the student-centered mission of Cal Poly.

12.2.4. Asynchronous communication (e.g. email) with students and ad hoc appointments to meet with students are expected normal instructional duties distinct from scheduled office hours.

12.2.5. An office hour is one credit hour (i.e. 50 minutes) of regularly scheduled time for faculty to be available to meet ~~in a~~on regularly scheduled ~~location~~days and times.

12.2.6. Faculty with instructional assignments shall hold scheduled office hours scaled to their instructional assignments. Scheduled office hours should be held during the days and times when classes are normally scheduled, distributed across days and at times suited to the needs of students. During final exam week office hours may be rescheduled as necessary, and should be suited to the needs of the students served in the instructional assignment.

12.2.7. Colleges that assign duties warranting the holding of office hours shall include office hour policies in their personnel policies documents.

12.2.8. Scheduled instructional office hours

12.2.8.1. Minimum weekly office hour scheduling shall be scaled to instructional assignments as follows:

Instructional WTU	**Lecturer**	**Tenure-Line**
> 0 up to and including 4	1 office hour	2 office hours
> 4 up to and including 8	2 office hours	3 office hours
> 8 up to and including 12	3 office hours	4 office hours
> 12	4 office hours	

12.2.8.2. Faculty receiving assigned time for teaching large format classes shall schedule office hours according to the total WTU for the instructional assignment and assigned time related to that course.

12.2.8.3. Tenure-line faculty whose instructional assignments have been reduced to zero WTU but who are involved in research or other projects involving supervision of students shall hold a minimum of one regularly scheduled in-person office hour.

12.2.8.4. If colleges or departments have any further provisions about the scheduling of office hours, those provisions shall be defined in their personnel policy document.

12.2.9. Scheduled advising office hours

12.2.9.1. Assigned time for advising duties may have an amount of office hours defined as part of the advising function. Any advising office hours attached to assigned time shall be determined by the instructional unit that issues the assigned time and specified in the assignment. Office hours for advising duties earning assigned time contribute to the total office hour obligation of the faculty member.

12.2.9.2. Department chair and head responsibilities shall include the requirements for the scheduling of advising office hours required for their assignment. Colleges shall determine the minimum office hours required for department chairs and heads.

12.2.10. Mode of office hours

12.2.10.1. The mode of ~~S~~scheduled office hours should ~~be congruent with the~~meet the needs of ~~mode of engagement with~~ students for the instructional or advising function that requires the scheduling of the office hours.

12.2.10.2. Acceptable modes of holding scheduled office hours include office hours held in-person or held synchronously online using technology readily available to the campus community and generally available to the students served by the office hours (e.g. Zoom).

12.2.10.3. ~~For normal classroom instruction, s~~Scheduled office hours ~~should be~~ held in-person should be in the faculty member's office or some other definite and regular location.

~~12.2.10.2. Faculty with more than one scheduled office hour may hold up to one office hour conducted in a synchronous online mode suited to the nature of the engagement with the affected students.~~

~~12.2.10.3. For online courses, scheduled office hours should be conducted in a synchronous online mode suited to the nature of the engagement with the enrolled students.~~

~~12.2.10.4. Hybrid courses may warrant an appropriate combination of in-person and synchronous online office hours.~~

12.2.10.4. Colleges and departments shall specify in their office hour policies any general allowances or requirements for alternate locations or synchronous online modes of conducting office hours.

~~12.2.10.5.~~

12.2.11. Notification

12.2.11.1. Office hours shall be posted by the beginning of the second week of instruction in faculty listings on department websites. Colleges and instructional units can determine additional ways for posting office hours that conspicuously and conveniently inform the university community of when and where office hours shall be conducted, such as common boards at department offices, on placards near faculty offices, or other online directories.

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12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.

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12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.

12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.

Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-___-22

RESOLUTION ON REVISING THE COLLEGE BASED FEE STRUCTURE AT CAL POLY

Impact on Existing Policy: None

WHEREAS, Cal Poly is focused on providing access to excellence to all students of the State of California, including those from a lower family income; and

WHEREAS, the cost of providing a Cal Poly "Learn by Doing" education is not fully funded for California residents by the State Government through the Chancellor's Office; and

WHEREAS, the California State University Board of Trustees has not set tuition by enough to cover those costs; and

WHEREAS, even with the additional campus fees such as the Student Success Fee, and the Cal Poly Opportunity fee, the cost of a Cal Poly education is not covered; and

WHEREAS, Cal Poly faculty salaries are below what is needed to attract and retain faculty; and

WHEREAS, Cal Poly hasn't fully funded the Teacher-Scholar Model; and

WHEREAS, Cal Poly's tenure density is below the target of 75%; and

WHEREAS, the net cost of attendance at Cal Poly to students from families that are below the median family income for the state is higher than if those same students were to attend a University of California campus; and

WHEREAS, a large proportion of the money raised by increasing the College Based Fee would be set aside to provide financial aid to students with family incomes below $150k; and

WHEREAS, students with family incomes below $90k will have their total cost of attendance greatly reduced; and

WHEREAS, students with family incomes in the $90-150k range will not have their total cost of attendance raised; and

WHEREAS, the lower cost of attending Cal Poly for the majority of families in the State of California will likely increase the diversity of the student body at Cal Poly; and

WHEREAS, better funding the Academic mission of the University will increase the quality of education at Cal Poly; therefore be it

RESOLVED: that the Academic Senate endorse the Proposed plan to change the College Based Fee; and be it further

RESOLVED: that the Academic Senate requests that all additional funds raised from this change in the College Based Fee be used for financial aid and for the academic mission; and be it further

RESOLVED: that the Academic Senate requests that a minimum of 35% of the additional funds be used for the academic mission of the institution, a target of 5% of the additional funds be used for institutional priorities via one-time funds, and that a minimum of 50% of the additional funds be used to provide financial aid and scholarships for California students unless State, Federal, or Philanthropic resources decrease the level of need for financial aid; and be it further

RESOLVED: that the Academic Senate suggests that the financial aid and scholarships for California students be awarded in a fashion to lower the total cost of attendance the most for those with the greatest need, and that students from families with income in the range of $120k-$150k shouldn't pay more than currently; and be it further

RESOLVED: that the Academic Senate urge the President and Deans to continue to raise private dollars to provide financial aid and help fund the cost of a Cal Poly education; and be it further

RESOLVED: that the Academic Senate charge the Faculty Affairs Committee to work in consultation with CFA, Academic Affairs, and Academic Personnel to write a data-driven report for the Provost and Executive Committee of the Academic Senate outlining the nature and scope of necessary equity salary adjustments for faculty to make it easier to continue to attract excellent tenure track and retain tenured faculty; and be it further

RESOLVED: that the Academic Senate recommends that a committee be formed to offer advice on the prioritization of the use of the funds for the academic mission but that until such a committee is formed and can carefully consider the needs at hand, the Academic Senate affirms that the initial priorities of the fund usage within the academic mission should initially be first, equity salary adjustments for faculty, and second, release time to fund the Teacher-Scholar model including funding library resources without lowering holding tenure density, and then be used to increase tenure density; and be it further

RESOLVED: that in the spirit of shared governance, the Academic Senate concur with the nature, membership, and structure of the Committee outlined in Attachment B; and be it further

RESOLVED: that any lowering of the minimum of 50% for financial aid and 35% for funding the Academic Mission floors above be only done after seeking input from CFAC, the ASI Board of Directors, the Budget and Long Range Planning Committee, the Academic Senate Executive Committee, as well as the committee outlined in the Attachment B; and be it further

RESOLVED: that the Academic Senate request an annual report of the use of all revenues raised with this College Based Fee adjustment and estimates of the impact of funding changes on the Cal Poly, including the impact on the number of applicants (by income group), the yield of admitted applicants (by income group), salaries, release time, and, tenure density where other factors have been taken into account be provided to ASI, Budget and Long Range Planning Committee, and the Academic Senate; and be it further

RESOLVED: that Budget and Long Range Planning Committee develop a resolution by on a standard of reporting by June 2022 and will do so in consultation with Academic Affairs and AFD

Proposed by: Budget and Long Range Planning Committee
Date: January 4, 2022

Attachments:
Attachment A – the CBF Objective Statement, Nov 5, 2021
Attachment B – the addendum to the CBF Objective Statement , Dec 20, 2021
Attachment C – Cal Poly Opportunity Fee Report, Oct 15, 2021

Objective Statement

The Cal Poly College Based Fee Student Aid and Learn by Doing Plan

Summary

Cal Poly is a comprehensive polytechnic university – a destination campus with a statewide mission to deliver equitable access to its education for all qualified Californians. Cal Poly has built a reputation of excellence over the years through a focus on student success and our signature Learn by Doing pedagogy. However, Cal Poly is not equitably accessible to all qualified Californians and is also chronically underfunded given the nature of our pedagogical and polytechnic ethos.

Cal Poly is a proud member of the California State University. However, our main competitor for students is the University of California (UC). For students who rely on financial aid to attend college, Cal Poly is one of, if not the most expensive public universities in California in terms of out-of-pocket costs. Although Cal Poly's annual "sticker price" is approximately $5,000 lower than the price of attending a UC campus, our effective price—how much students actually pay once financial aid is considered—is $2,000-4,000 higher than the UC. The result is that lower-income, California-resident students are less likely to apply to or attend Cal Poly than a UC. As one indicator of the scale of this difference, 55% of UC students pay no tuition or fees due to financial aid and scholarships, while overall 24% of Cal Poly students pay no tuition, only 14.5% of Cal Poly students pay no tuition or fees. This contrasts with 59% of students in the CSU who pay no tuition and 49% who pay no tuition or fees. Nationwide, the 2021 *Wall Street Journal* ranking of U.S. colleges and universities found that Cal Poly was 316th out of 337 public universities in terms of the cost of attendance after financial aid—this means that for low-income students, 315 public universities are less expensive to attend than Cal Poly.

Cal Poly's inability to offer competitive financial aid and scholarships affects all students. It means that we are not able to recruit from a group of highly qualified students as successfully as other public universities in the state. Thus, the university is only partially fulfilling its mission to educate qualified California students. This also impacts Cal Poly's ability to achieve its goals regarding diversity, equity, and inclusion. The result is that the Cal Poly student body does not reflect the diversity of the state of California.

Moreover, Cal Poly does not have sufficient funding to fulfill its statewide mission as a comprehensive polytechnic university. Other than Cal Maritime, Cal Poly has the highest percentage of high investment majors (agriculture, architecture, and engineering) in the CSU. Simply put, Cal Poly is not funded adequately for the scope of our polytechnic mission. The gap in funding for our statewide polytechnic mission and our need for facilities to carry out a Learn by Doing pedagogy in our high investment majors prevents Cal Poly from growing enrollment and meeting the intense demand from all California students who wish to attend Cal Poly. This also impacts our ability to fulfill the demand from employers that seek to hire more Cal Poly graduates.

The funding required to meet the objectives outlined above is significant. The primary sources of our funds that support the Cal Poly academic mission include state appropriations, tuition, student fees, donations, and entrepreneurial activity. The first two sources of funds are beyond our control. Donations are a significant source of revenue, but the amount needed to fulfill our mission exceeds any reasonable expectation for these funds to be an adequate source. For example, we were fortunate to receive a $110 m donation targeted to support undergraduate research in perpetuity. However, to meet the needs outlined above, we would need well over an endowment of $1.5 b.

Due to these factors, on October 21, 2021, Academic Affairs submitted a proposal to increase / adjust the college-based fee (CBF). The fee would be assessed on newly enrolled students beginning Fall 2022. Subsequent fee increases would be made on a cohort basis. All currently matriculated students would continue to pay current college-based fee rates.

Importantly, the proposed increase in college-based fees will allow Cal Poly to:

- Establish a new campus-based source of financial aid (CBF Student Aid) to augment CSU, state and federal aid, and provide scholarships to lower the net cost of attendance for those students with the greatest economic need;
- Provide merit scholarships for students;
- Appropriately fund our high investment programs in support of our comprehensive polytechnic mission;
- Appropriately fund academic infrastructure for college needs such as equipment, labs and associated information technology,
- Enhance faculty recruitment and retention;
- Improve tenure density; and
- Allow the campus to fund the teacher-scholar model more fully, which is critical to our Learn by Doing curriculum.

The positive impacts of this additional funding would be experienced by all students across all colleges because it will improve the quality of our Learn by Doing education. This funding will also help us increase the diversity of our student body.

The proposed changes involve three components:

(a) Incoming students in Fall 2022 would pay an additional college specific fee amount [ranging from $614 - $864/year; this represents a 6% to 8.5% annual increase of total tuition and fees]. These students will continue to pay the same college-based fee throughout their undergraduate tenure at Cal Poly; subsequent cohorts would pay an additional 4.9% to 7.7% annual increase of total tuition and fees compared to the previous cohort for years 2, 3 and 4. Again, each cohort would pay the same college-based fee that they are assessed throughout their undergraduate tenure at Cal Poly.

(b) The intent of this proposal is to allow each college to retain revenue generated by the current CBF ($1,044 per student) by the end of year four. However, the current CBF for the College of Liberal Arts (CLA) is significantly lower than those for other colleges. To ensure equity, the CLA CBF will be raised over four cohorts (years) to the same (current) level as the fees for the College of Science and Mathematics (CSM) and Orfalea College of Business (OCOB); a proportional amount of the adjustment per cohort will be assigned to CLA or the Provost.

(c) By the end of year four, the fees for our high-investment colleges (College of Engineering [CENG], College of Agriculture, Food and Environmental Science [CAFES], and the College of Architecture and Environmental Design [CAED]) would be higher than the fees for the remaining colleges.

It is important to remember that the amount of increase in the CBF is proposed to provide revenue to meet the financial aid and scholarship needs of students, and to provide a significant increase in funding required for our statewide polytechnic mission while remaining at less than 90% of the cost of attendance for residential undergraduates enrolled in the UC. Revenue from the $1,044 base and associated annual adjustments will continue to be administered by the college dean. Note – for CLA, this will be the new base of $1,044. New revenue from the cohort

adjustments and proportional annual adjustments for 26-27 and beyond will be administered by the Provost.

Following the phase in of increases in CBF by cohort, subsequent annual increases in the CBF would include annual adjustments equal to the California Consumer Price Index (CCPI) or Higher Education Price Index (HEPI) following discussion with the Chancellor. Annual increases greater than 6% will require consultation with the Chancellor.

These changes are summarized in the table below:

Cal Poly Proposed CBF	21-22	22-23	23-24	24-25	25-26	26-27
High Investment CBF (CAED, CAFES, CENG)	$ 1,044	$ 1,908	$ 2,772	$ 3,636	$ 4,500	$ 4,635
Annual Change		$ 864	$ 864	$ 864	$ 864	$ 135
Annual Change as % of Tuition & Fees / 26-27 on as % of CBF		8.5%	7.7%	7.1%	6.6%	3.0%
Net Fee Increase over 21-22		$ 864	$ 1,728	$ 2,592	$ 3,456	$ 3,591
Regular Investment CBF (CSM, OCOB)	$ 1,044	$ 1,658	$ 2,272	$ 2,886	$ 3,500	$ 3,605
Annual Change		$ 614	$ 614	$ 614	$ 614	$ 105
Annual Change as % of Tuition & Fees / 26-27 on as % of CBF		6.0%	5.6%	5.3%	4.9%	3.0%
Net Fee Increase over 21-22		$ 614	$ 1,228	$ 1,842	$ 2,456	$ 2,561
CLA CBF	$ 648	$ 1,361	$ 2,074	$ 2,787	$ 3,500	$ 3,605
Annual Change		$ 713	$ 713	$ 713	$ 713	$ 105
Annual Change as % of Tuition & Fees / 26-27 on as % of CBF		7.0%	6.5%	6.0%	5.6%	3.0%
Net Fee Increase over 21-22		$ 713	$ 1,426	$ 2,139	$ 2,852	$ 2,957

These funds will be used to establish the CBF Student Aid to support greater financial aid and fund merit scholarships for students, with an initial allocation set at 60% of new, incremental revenue. Providing need-based financial aid will be the priority use of the revenue designated for financial aid and scholarships. While the greatest portion of these funds will be utilized for need-based scholarships, a portion will be utilized for merit-based scholarships. Merit based scholarships are an additional avenue to lower the net cost of attendance for prospective Cal Poly students and is a necessary tool to recruit these most sought-after students. In addition, the increase in financial support for students will require a minimal increase in staff in the office of financial aid to manage the additional financial aid processes. The incremental revenue generated by the adjustment or increase in the CBF will be managed at the central level. As noted previously, the baseline CBF and the adjusted baseline CBF for CLA (and the annual adjustment for 26-27 and beyond) will remain under the direction of the respective dean. Deans and appropriate division leaders will submit an annual report to the President and Provost outlining use and impact of CBF and CBF Student Aid. The President and Provost will, in turn, submit an annual CBF report to academic senate and ASI.

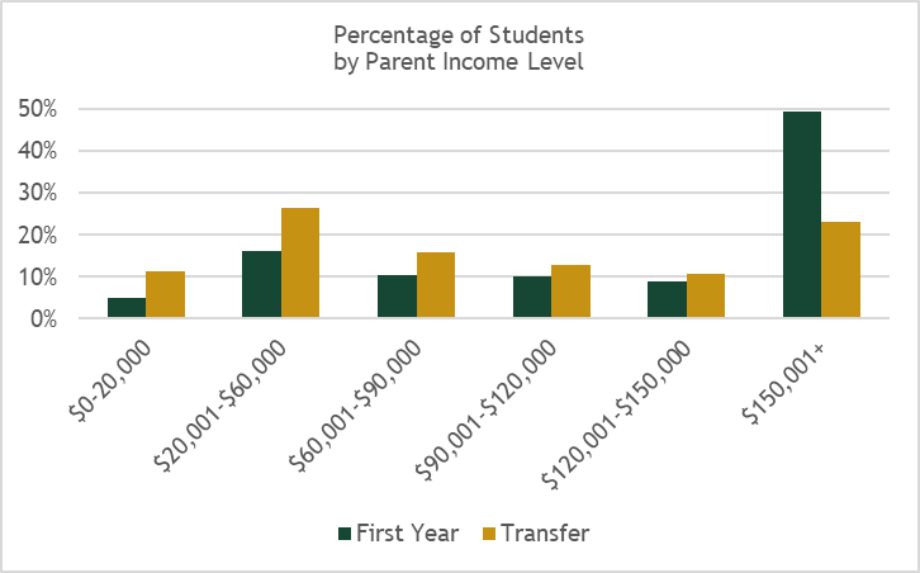
This fee is classified as a Category II fee - a campus mandatory fee. Category II fees are "fees that must be paid to enroll in or attend the university."[1] In accordance with the Education Code and Executive Order 1102 this fee proposal is subject to either an advisory student referendum or other advisory alternative consultation mechanism.

We are recommending alternative consultation for the following reasons:

- Due to the lack of financial aid, Cal Poly currently has a lower percentage of students from a lower socioeconomic status than other public universities in California (see graph below depicting distribution of students by parental income; data provided by Cal Poly Office of Financial Aid). Lower socioeconomic status students (SES), especially those who will benefit most from the plan and come from families with incomes less than $90,000 per year, remain a significantly smaller percentage of currently enrolled students.

Consequently, a referendum would not allow for these lower socioeconomic students to be appropriately represented.

- A referendum would also not allow us to fully understand the rationales for support or opposition. The consultation process, by contrast, allows for considerations of the complexity of the support and/or opposition to the fee increase in qualitative not just quantitative terms.
- Alternative consultation also allows us to account for the disparity in the representation of students from a lower socioeconomic status on our campus and focus on a more equitable response.
- Finally, the plan will be phased in with new students. Therefore, current students will not be directly impacted by this plan.



Background

(1) Cal Poly is one of, if not the most expensive public university in California, after taking financial aid into account.

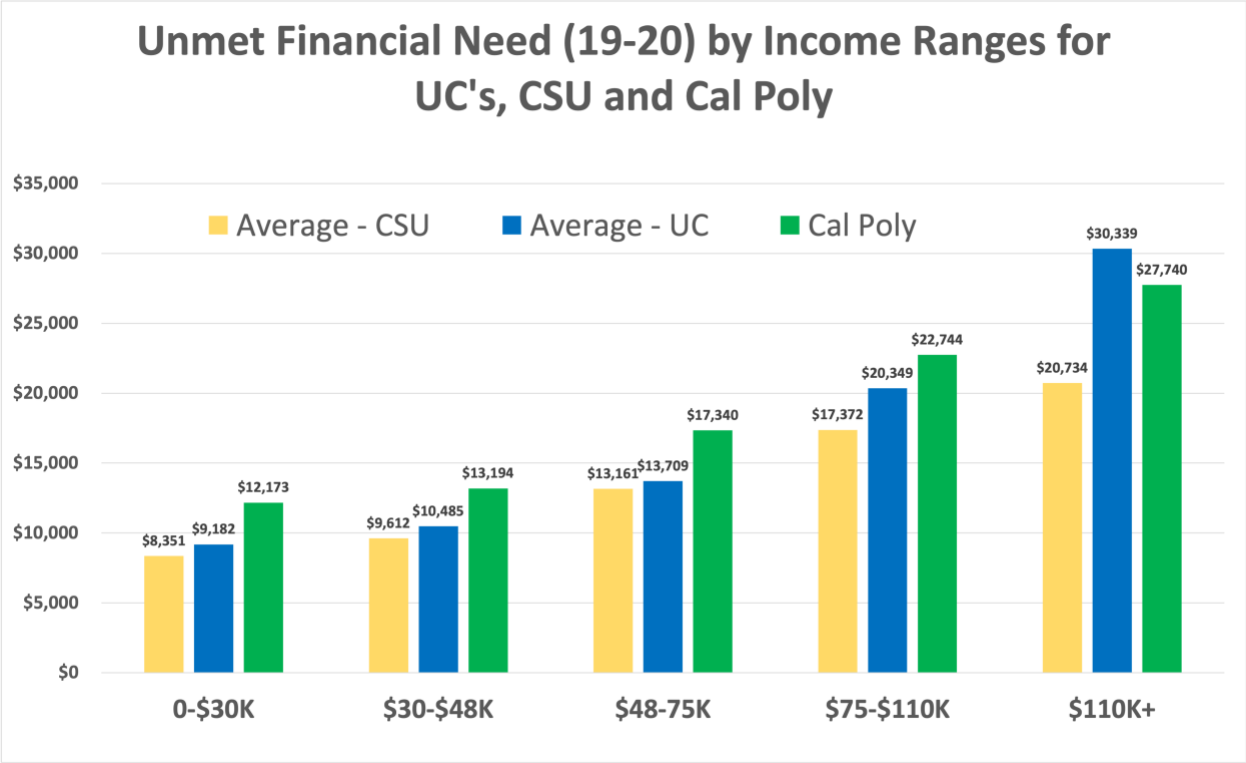
The table below, using data from College Navigator, shows that the average financial aid grant/scholarship amount for students receiving financial aid at Cal Poly is less than the cost of attendance. Cal Poly is the only public university in California where that is the case. The consequence is that Cal Poly remains one of, if not the most expensive public universities in the state for students who need financial aid to pay for college.

2019-20	Tuition & Fees	Avg financial aid grant/scholarship	Diff Avg grant to fees
Bakersfield	$7,419	$9,484	$2,065
Channel Islands	$6,802	$8,548	$1,746
Chico	$7,806	$8,865	$1,059
Dominguez Hills	$6,946	$8,755	$1,809
East Bay	$7,000	$8,312	$1,312
Fresno	$6,589	$9,769	$3,180
Fullerton	$6,924	$8,612	$1,688
Humboldt	$7,864	$9,208	$1,344
Long Beach	$6,834	$8,722	$1,888
Los Angeles	$6,768	$10,159	$3,391
Maritime	$7,116	$8,777	$1,661
Monterey Bay	$7,143	$8,725	$1,582
Northridge	$6,977	$9,442	$2,465
Pomona	$7,396	$8,301	$905
Sacramento	$7,368	$8,755	$1,387
San Bernardino	$6,886	$9,621	$2,735
San Diego	$7,510	$9,481	$1,971
San Francisco	$7,266	$9,251	$1,985
San Jose	$7,852	$8,729	$877
San Luis Obispo	$9,943	$6,996	($2,947)
San Marcos	$7,717	$8,250	$533
Sonoma	$7,880	$7,985	$105
Stanislaus	$7,542	$9,179	$1,637

2019-20	Tuition & Fees	Avg grant/school	Diff Avg grant to fees
Berkeley	$14,253	$19,359	$5,106
Davis	$14,495	$17,476	$2,981
Merced	$13,538	$21,735	$8,197
Santa Barbara	$14,391	$18,590	$4,199
Santa Cruz	$13,991	$17,161	$3,170
UC Irvine	$13,727	$18,273	$4,546
UC Riverside	$13,853	$16,159	$2,306

UC San Diego	$14,415	$18,914	$4,499
UCLA	$13,240	$16,180	$2,940

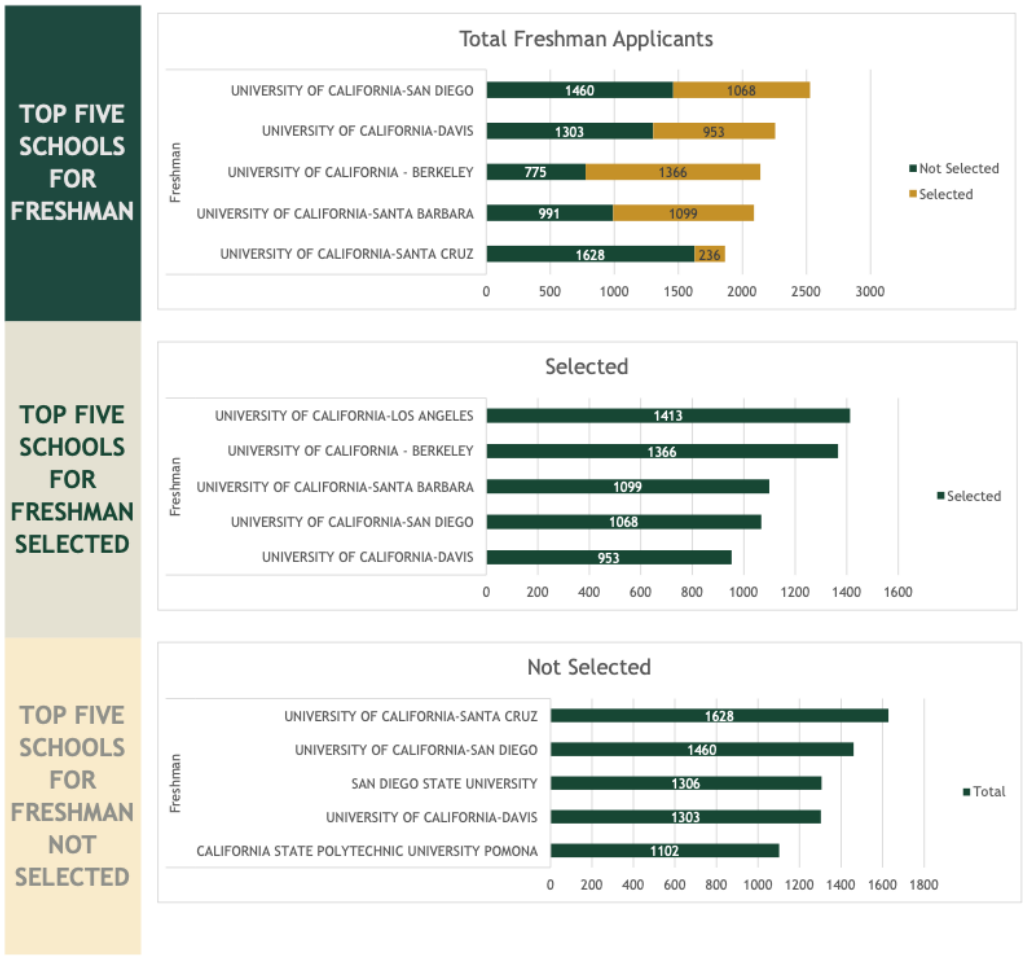
In addition, the UCs have significantly more financial aid and scholarships than Cal Poly and the CSU. The graph below (source) shows that unmet financial need (or the cost of attendance after financial aid is awarded) is higher for Cal Poly than the average cost of the CSU and the UC except for those students in the highest income bracket.



2) Cal Poly and UC Relationship

The CSU maintains a list of "Comparison Institutions" that are similar to Cal Poly in terms of the size of their student bodies, range of majors and degrees offered, the area from which they recruit students (regional vs. national), and so on (source). Although these institutions are appropriate comparators on the basis of specific criteria, they are not the institutions with which we directly compete for highly qualified students. When it comes to competing based on our student profiles, our most relevant competitors are the UC campuses.

Evidence of this competitiveness with the UC comes from several sources. The most important source is the National Student Clearinghouse Competition Analysis. The data from the National Student Clearinghouse allows us to see where students ultimately enrolled after they were admitted to Cal Poly. The graphs below show the data for fall 2020 for new Freshmen. The top graph shows the top five schools where students attended if they did not enroll at Cal Poly. The second graph shows where students who were admitted to Cal Poly but chose not to attend eventually enrolled. The last or lower graph shows the top five locations for enrollment for students who were not selected by Cal Poly.



These data suggest that, especially for students who are offered admission at Cal Poly, UC campuses are their primary alternative destination. Since the UC is offers considerably more in financial aid and scholarships than Cal Poly can offer, it stands to reason that some students (especially those who need financial assistance) are accepting offers from UCs and turning down Cal Poly's offer of admission because of the significant out-of-pocket price difference.

Further evidence of the need for greater financial aid is found in the relationship between yield and expected family contribution (EFC) for Cal Poly. The lower yield that Cal Poly has historically experienced with lower EFC, first generation, Hispanic and Latinx students is largely driven by a lack of financial aid. Location is a secondary factor.

With this new CBF Student aid, we have an opportunity and obligation to reduce or eliminate the gap between the cost of attendance after financial aid between the UC, Cal Poly and other public universities in California. The UC has recently implemented a similar model and increased tuition, fees and financial aid (see the UC Multi-Year Tuition and Financial Aid Plan). The UC plan, however, will make the gap between our ability and their ability to offer more financial aid and scholarships bigger if we do not take action to increase Cal Poly's financial aid and scholarships.

3) Cal Poly's Learn By Doing Comprehensive Polytechnic Statewide Mission is Underfunded

Beyond the need for financial aid and scholarships, more funds are needed now to fund our high-cost majors and to fulfill our mission as a Comprehensive Polytechnic University. As noted above, Cal Poly has the highest percentage of high-cost majors in the CSU (with the exception Cal

Maritime) as a Comprehensive Polytechnic University. The result is that Cal Poly is seriously under-resourced given the cost of its majors. This economic reality is evidenced by the following:

Annual Core Expenses Per FTES

A summary of annual core expenses per FTES over time and adjusted for inflation was presented to the CSU Board of Trustees during the February 2021 retreat. The last year of Integrated Post-secondary Educational Data System (IPEDS) data showed that the average core undergraduate expenses of the CSU were significantly lower than the average of the aforementioned comparison institutions (34% lower) and the UC (63% lower). For 2018-19, average annual core expenses per FTES for the CSU was $15,653 compared to $23,706 for the comparison institutions and $41,861 for the UCs. Cal Poly's annual core expenses (cost of instruction plus all university expenses) for 2018-19 was ~$18,000. Again, taking into account the makeup of our majors, our polytechnic Learn by Doing curriculum, and comparing us to the UCs as comparator institutions - it is clear that we are woefully underfunded.

National Rankings

National rankings demonstrate that we are an outstanding institution in many areas but also note that we are under resourced in some areas. For example, limited resources for financial aid, overall gaps in financial resources and limited resources for faculty all contribute negatively to our rankings (see link for description of *US News and World Report*). In the *Wall Street Journal* ranking, in particular, Cal Poly was found to have one of the highest costs of attendance net of financial aid of all public universities in the US (316th of 337).

US News and World Report 2021	**Wall Street Journal 2022**	**Forbes 2021**
Out of 126 regional universities in the West • Graduation and Retention Rank #1 • Peer Assessment Rank #1 • Faculty Resources Rank #70 • Financial Resources Rank #56 Out of 122 regional universities in the West: • Social Mobility Rank #94	Out of 796 ranked universities: • 189th overall • 25th public in outcomes • 382nd of 796 universities in Avg Net Price • >500th on all resources • 316th of 337 in Avg Net Price ($21,232 - highest in CA) In list of top 100 public universities ranked: • 52nd overall • 8th overall in CA	Out of 600 total ranked universities: • 58th overall • 20th public university Out of top 150 total ranked universities: • 149th out of top 150 in size of financial aid

Furthermore, the cost of living in San Luis Obispo and limited career opportunities in San Luis Obispo County for life partners hampers our efforts to recruit and retain talent. Similarly, housing, childcare costs and their availability are growing pressures influencing our ability to recruit and retain faculty and staff. The relative lack of diversity in the area has another impact on faculty and staff recruitment and retention. Cal Poly also competes nationally for faculty and

staff. In some instances, this involves direct competition with universities in locations with a lower cost of living or with industries that offer higher paying jobs. All these factors, individually and combined, stress our limited resources for faculty and staff compensation. To address some of these issues, Cal Poly provided a salary equity program but was only able to implement the program once over the last decade due to our limited financial resources. Failure to enhance our ability to recruit and retain of faculty and staff will diminish our ability to deliver our statewide polytechnic mission over time.

Changes in State / CSU Support of Cal Poly and High-Cost Programs

Decades ago, the CSU funded individual universities based on the nature of programs such as agriculture, architecture, engineering and nursing. CSU campuses with a greater number of these programs received greater funding per full-time-equivalent-student (FTES) than other campuses with fewer of these programs. Over time, and especially as the state reduced investment in higher education, these allocations were reduced. Consequently, the CSU and especially Cal Poly increased fees relative to tuition to make up for these reductions. By contrast, the UC increased tuition. Many intended and unintended consequences resulted from these changes.

The UC approach resulted in greater financial aid for students but the CSU did not see a similar effect for its students because of the difference in financial aid for tuition versus fees. The UC also increased system funding for financial aid. In comparison to the UC, the CSU did not increase tuition at the same level or rate as the UC. These key differences meant that to maintain funding for its statewide polytechnic mission, Cal Poly had to increase campus fees. But, until recently, it was not able to increase financial aid. As an example, the CSU did not allow the state university grant (CSU internal financial aid program) to be used for fees until 2019, which meant that UC students could offset the increasing cost of attendance through financial aid, while CSU students could not. This resulted in creating the economic gap in cost of attendance described above in which low-income students can attend UCs at lower cost after financial aid even when compared with multiple CSUs.

In addition, Cal Poly has experienced greater budget reductions during economic recessions than other CSUs. During the most recent reductions (2010-11, 2019-20), Cal Poly and San Diego State University's budgets were reduced more than other campuses.

To its credit, the state of California has provided additional investment to higher education over the past few years. For appropriate reasons, the state's reinvestment in the CSU has not been distributed strictly based on number of California resident students. Graduation Initiative 2025 (GI2025) funding has been focused on CSUs where the percentage of Pell students are higher. While this is understandable, Cal Poly is $8,700,000 behind in recurring dollars attributed to GI2025 compared to a distribution directly correlated with number of California students enrolled in each CSU.

Overall general fund allocations are also adjusted for actual tuition collected – for both California resident and nonresident students alike. Approximately 33% of the residential tuition charge ($5,742 per student per academic year) is dedicated to financial aid. The result is that Cal Poly is a net contributor of financial aid to the CSU. Of the $114 m collected in tuition, the campus provides financial aid to Cal Poly students in the amount of $12 m and contributes approximately $22 m to other CSU students. In essence then, Cal Poly only retains 10.5% of the tuition it collects for financial aid.

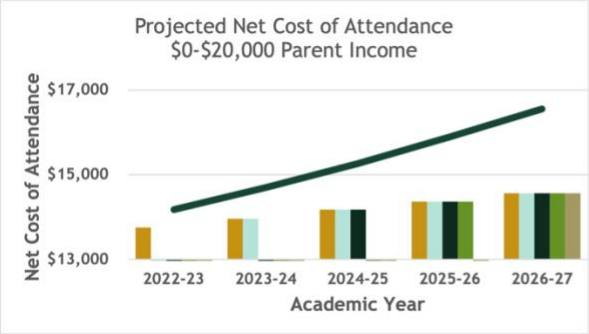
Again, Cal Poly's contribution to financial aid for the rest of the CSU is understandable. And, the high demand to attend Cal Poly by nonresident students translates to an ability for us to bring in additional revenue. As of last academic year, due to higher-than-expected yield of nonresident students, we are currently at 16.4% nonresident students and 83.6% California resident students. Collectively, the funds from our campus fees and our nonresident students have allowed us to cover some of our deficit despite our contributions to the CSU. Nevertheless, our goal is to serve a super-majority of California residents (by at least 85%) and this commitment underscores our additional need for resources.

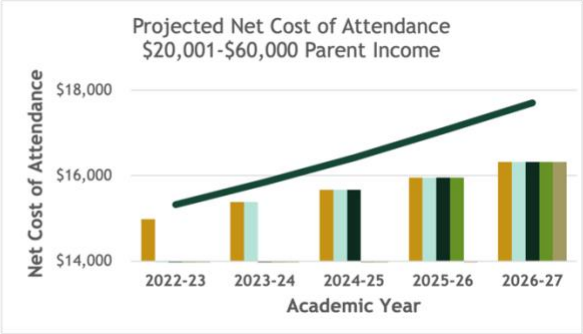
At present, due to recent budget reductions less restoration, required participation in mandatory cost increases over the past 10 years (including $3.5 m in unfunded general salary adjustments across all employees), $3.5 m equity program several years ago and deficits in funding university functions we estimate an $8.5 m deficit.

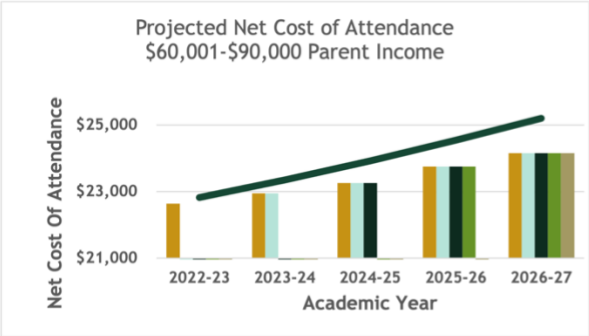
In summary, Cal Poly is chronically underfunded for financial aid and support for our statewide polytechnic mission. Equally important, the CSU is not funded adequately for financial aid or resources by the State to deliver its academic mission to a student population with significant economic disadvantages. Consequently, our plan is to generate revenue at the campus level and thus decrease pressure on the state and CSU for funding our mission and our high-cost programs. This is part of our plan— in establishing a campus-based source of financial aid/CBF Student Aid— to support and provide access to all Californians and fulfill our statewide academic mission. It is important to note that this plan is intended to supplement not replace funding from the State and the CSU.

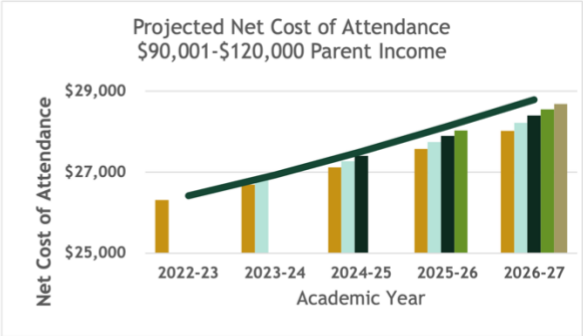
(4) Impact of Proposed Plan

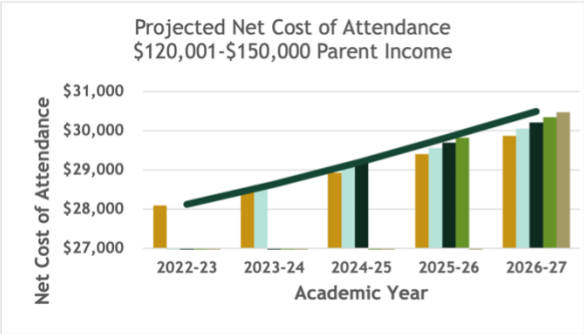
The projected impact on net cost of attendance after aid by family income level is shown in the following graphs. These graphs show projected change in net cost of attendance with (bars representing cohorts) or without (solid line) implementing the increase in the CBF. Contributors to cost of attendance include tuition, fees, room & board, books and travel. For contributors other than tuition, costs increase each year due to cost-of-living adjustments, salary adjustments and cost of inputs (e.g. room and board). The various bars represent different cohorts following the implementation of the proposed plan. The difference between the line (status quo) and the bars represents the reduction ($150,000 parent income and below) or increase (>$150,000 parent income) in net cost of attendance.

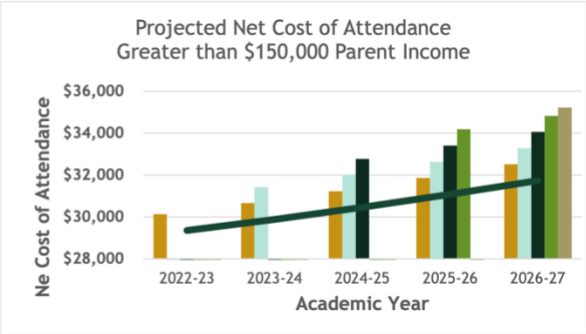




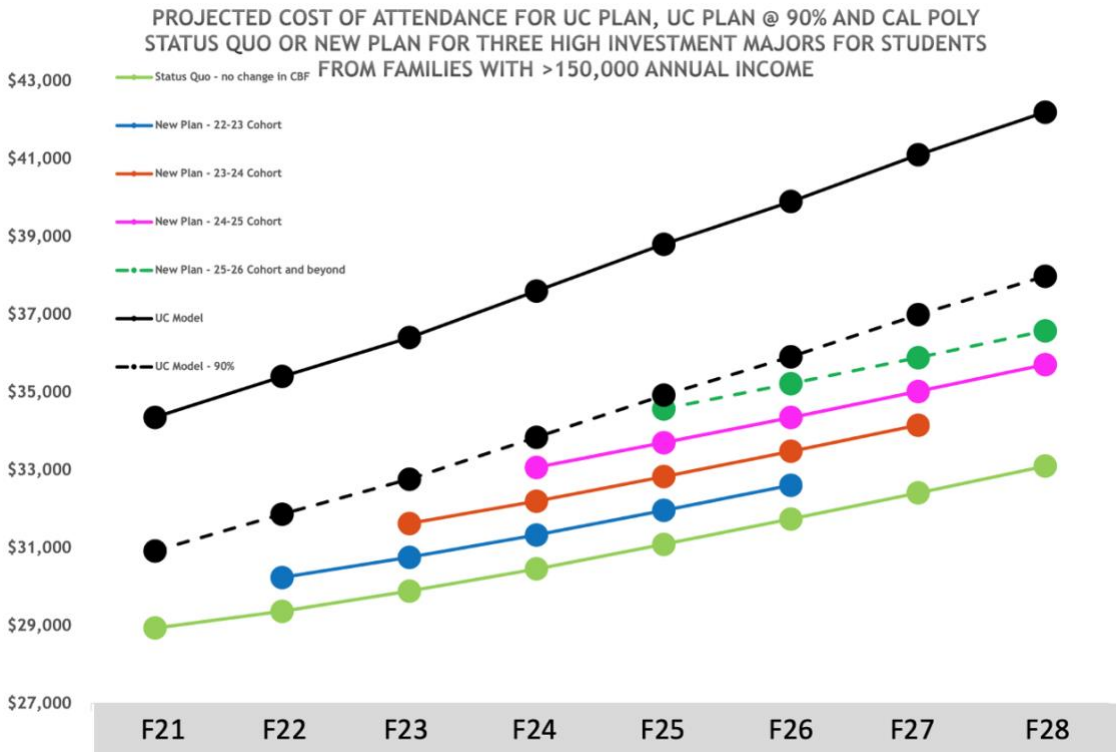








Keeping in mind that the UCs are the major competitors for Cal Poly and given our polytechnic nature, the following graph shows the increase in cost of attendance for the three high investment colleges for residential undergraduate students with family incomes over $150,000 without implementation of the plan and the increase in CBF by cohort as compared to the UC plan with 90% of the UC level depicted. Our increase for these colleges was targeted to meet the financial aid and scholarship requirements and a portion of the funding required for our polytechnic model while staying less than 90% of the cost of attendance for residential undergraduates enrolled in the UC.

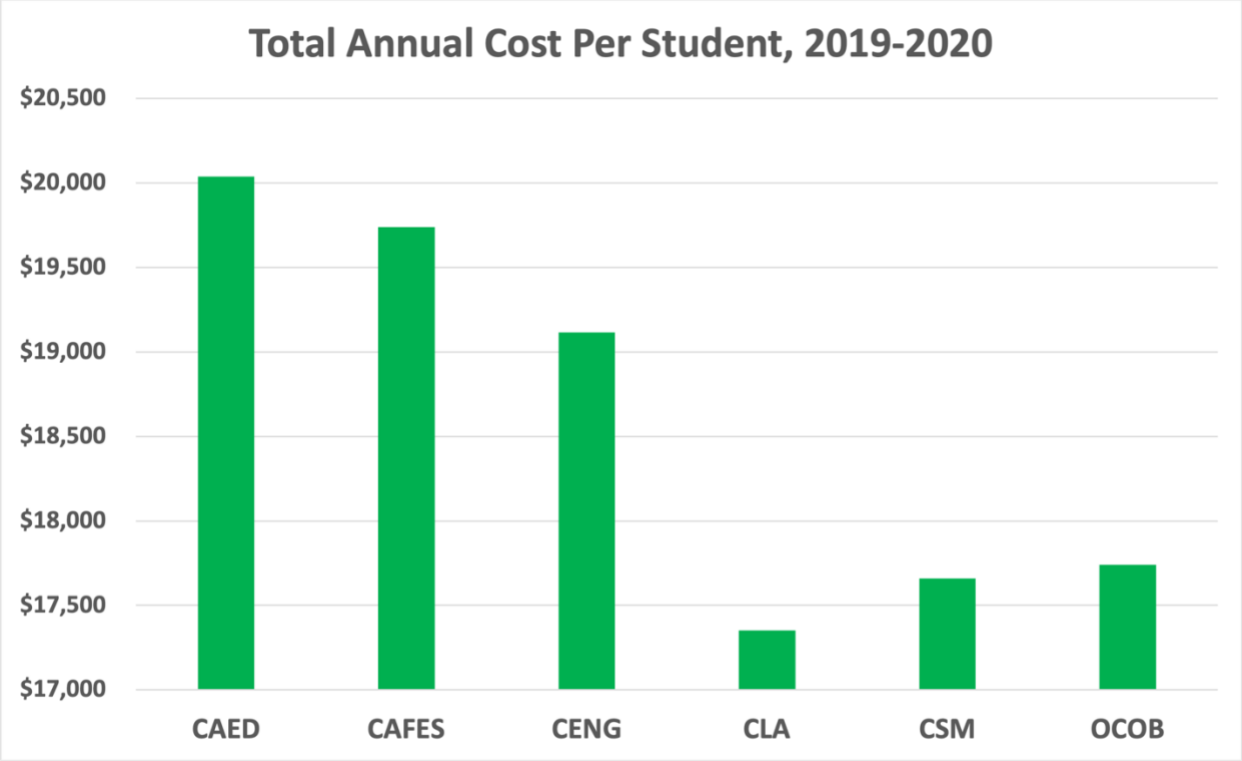


Major impacts:

- Implementing the plan and establishing CBF Student Aid will significantly decrease the net cost of attendance for students with family incomes less than or equal to $90,000 per year because they will be receiving larger financial aid packages thanks to CBF Student Aid. In addition, students from families with incomes between $90,000 and $150,000 will pay less than they would if we do not implement the plan.
- Failure to implement **The Cal Poly College Based Student Fee Aid and Learn by Doing Plan** will result in an increasing net cost of attendance for low- to middle-income California students with family income less than or equal to $150,000 per year. This coupled with the plan approved by the UC will further exacerbate our financial aid deficit with the UC.
- Students with family incomes over $150,000 will pay more to attend Cal Poly in total cost of attendance with the implementation of this plan. However, Cal Poly will continue to be lower in cost than the UC for students from families with incomes over $150,000.

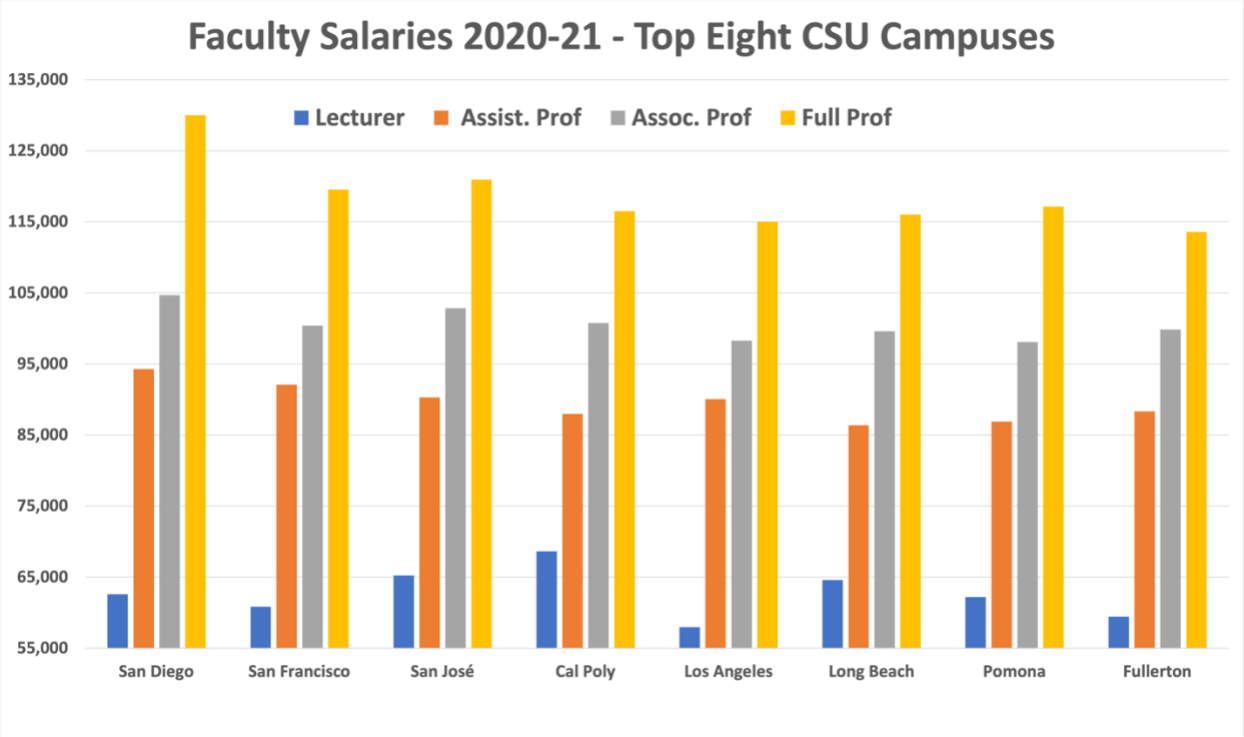
Cal Poly's statewide polytechnic mission requires enhanced investment because we have a significantly higher percentage of STEM majors than all other CSU campuses (other than Cal Maritime). We have evaluated extensive models to determine the cost of instruction for each major at Cal Poly and are providing an average annual cost of instruction for each college as shown below. As shown, costs are highest in the three colleges already noted as high investment programs and which necessarily have a slightly higher CBF.

Overall, recurring funding for cost of instruction shows a deficit of approximately $11.5 m. It is important to note that the recurring deficit would be significantly higher if not for the revenue from nonresident students.

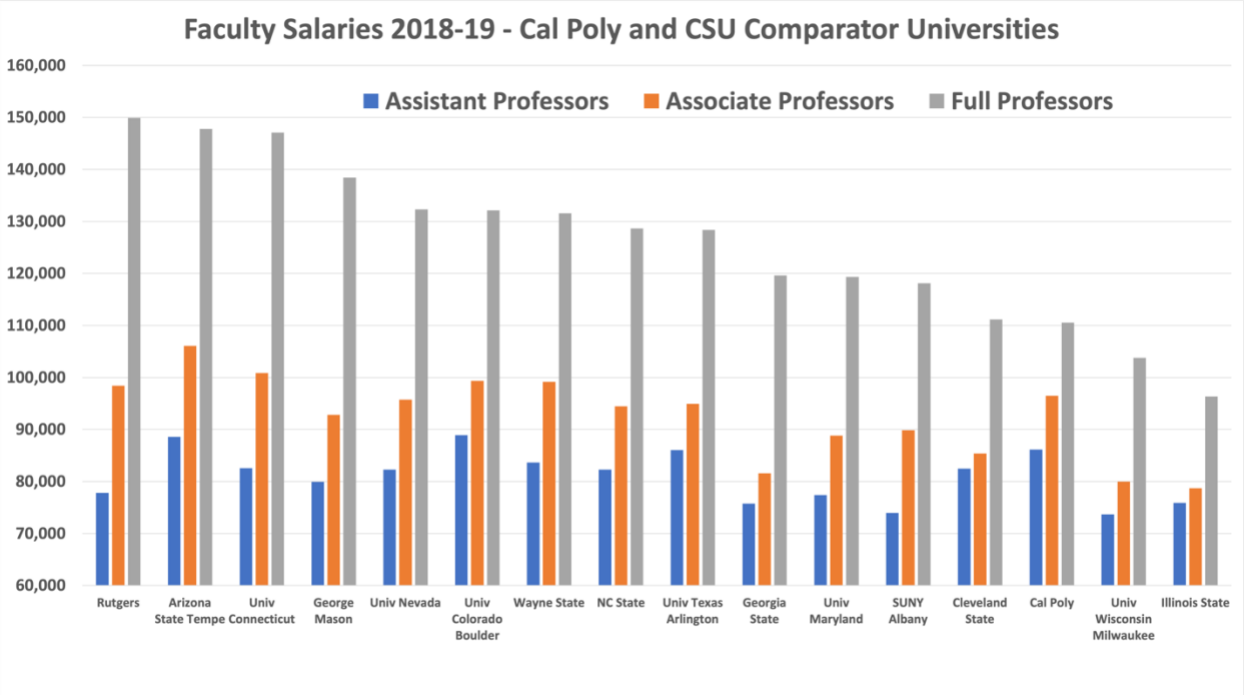


The proposed plan will also significantly increase Cal Poly's ability to recruit and retain excellent faculty and staff. Resuming a salary equity program (through CBF funds) as well as building housing for faculty and staff on campus (through non-general fund or non-student fee funds) are goals for the future that will be increasingly difficult to achieve without this plan. Estimates for adjusting staff salaries within academic affairs will be included but have not been modeled in as great a detail as faculty because the CSU has embarked on a staff salary analysis (as recommended and funded by the legislature).

As for faculty salaries, two different salary comparisons illustrate the need for a robust equity plan for faculty. As shown in the graph below, Cal Poly is significantly below the highest salaries across the CSU for Assistant, Associate and especially -- Full Professors. Average salaries for lecturers, however, are the highest in the CSU.



As noted previously, [the CSU has compiled a list of comparator universities for comparison of tuition and fees]. Using this same framework, average salaries for Full Professors at Cal Poly are significantly lower than all but two of the comparators. As an added note, while our competitors for students are the UCs, it is difficult to compare salaries for faculty who teach only undergraduate and masters and not PhD or professional school students. With these caveats in mind, average faculty salaries for the UCs are significantly higher than Cal Poly, the CSU and the comparator universities shown in the graph below.



Across all comparators, San Luis Obispo is also one of the locations with the highest cost of living. This is primarily due to housing costs.

The estimated recurring investment needed to move faculty salaries to a competitive level relative to the CSU, comparator universities and the cost of living in our area is $9,500,000.

Cal Poly's Learn by Doing pedagogy relies on the teacher-scholar model of faculty who are required to be excellent teachers and produce original research and creative works. A detailed description of the teacher-scholar model can be found at this link. A practical way to think of the teacher-scholar model is to think of providing time for faculty to participate in projects, research, scholarship and creative activity that allows them to stay current in their field and, as a result, expand Learn by Doing activities for their students. These activities, in turn, result in a more robust and excellent experience for students in formal classes and labs. An added benefit is that faculty and students have the capacity to help California industries solve everyday problems. Just as there is demand for employees, California's economy demands knowledge to solve problems, and up-skill and re-skill their workforce. Consequently, fully implementing the teacher-scholar model requires providing time for faculty to engage in research, scholarship and creative activity and maintain currency in their field, as well as making funds available for research costs (such as hiring undergraduate and graduate student assistants) which all serves to bolster Learn by Doing for students. In some cases, this also requires increasing the number of faculty in a department or major because we have not kept up with enrollment growth.

Currently, the university is only able to partially fund the teacher-scholar model due to limited funds. Our current projections estimate that we have a deficit of $5.3 m in funding the teacher-scholar model. To better serve students and industries, we estimate a total need of $8.8 m recurring funds. The proposed fee change would make additional revenue available to better fund the teacher-scholar model and these additional funds would benefit faculty and students. As for other areas, funds available will be augmented through robust fundraising efforts.

Learn by Doing and the overall excellence of Cal Poly's experience and graduates requires a mix of 75% tenure-track and 25% non-tenure-track faculty. While all faculty are important, tenure-track faculty fully participate in the scholarship of their field and are required to carry out service to the department, college, university, and profession. As tenure-track faculty spend time outside the classroom in pursuit of their scholarship (e.g. engineering research, performances), it requires a higher investment to employ tenure-track faculty than non-tenure-track faculty. In addition, given Cal Poly's geographic location, our ability to hire lecturer faculty on short notice is very limited and often creates challenges to adding sections of courses to support student progress to degree. Cal Poly's regional accreditation body, the WSCUC/WASC, has set a target for Cal Poly's tenure density (the percentage of faculty who are tenured or on a track toward tenure) of 75%. Our current rate is 64.2%. Increasing our tenure density by 10-11 percentage points would require considerable additional resources beyond what are currently available.

Our plan is to meet the goal of 75% tenure density in two major phrases. The initial phase is to move tenure density from 64.2% to 70%. Increasing tenure density to 70%, however, requires approximately $7.3 m recurring. The final stage would be to move from 70% to 75% and would require a recurring investment of an additional $5 m for a total of $12.3 m.

Finally, with a more sustainable financial model that allows us to better serve the demographics of California, Cal Poly will be positioned to grow. The demand for many of our majors is well documented. Initial growth will occur through enhancing our partnership with Allan Hancock and Cuesta Community Colleges and by moving to a more year-round operation with the transition from quarters to semesters effective Fall 2025-26. This plan and its future enrollment growth will increase head of household jobs on the Central Coast. This is greatly needed with the pending loss of over 1500 head of household jobs with the scheduled closure of Diablo Canyon Power

Plant. Moreover, increasing diversity of our students, faculty, and staff along with growing jobs in our area will contribute to a more diverse and sustainable Central Coast.

(5) Purpose of the Fee.

Student learning is the original and continuing purpose of Cal Poly's College Based Fee (CBF). Current CBF are used effectively and somewhat differently across colleges to positively affect Learn by Doing. However, additional revenue above the current level (current base for all colleges but CLA - CLA's new adjusted level) is required and will be directed to financial aid or to further the academic mission within our colleges. New revenue will be administered by the Provost and Executive Vice President as the academic mission is the result of a matrix of activities across the colleges. Examples of opportunities that will be made possible with the fee include:

- Making a Cal Poly education more affordable and more equitably available to all qualified Californians through increased financial aid and scholarships.
- Appropriately funding the cost of our Learn by Doing instruction model across all colleges and appropriately funding our high investment programs, in support of our comprehensive polytechnic mission.
    - Continuing to sustain and enhance quality degree programs with unique Learn by Doing opportunities that distinctly characterize a Cal Poly education.
    - Scheduling of additional classes and course sections needed to promote timely progress to graduation.
- Increasing tenure density and stabilizing release time strategies and funding, thus enhancing the teacher-scholar model.
    - Enhancing opportunities for student-faculty research / scholarly collaborations and project-based learning.
- Enhancing recruitment and retention of faculty by providing appropriate levels of compensation, and correspondingly student access to faculty and services.
    - Increasing graduation rates and eliminating equity gaps.

The following provides a summary of recurring needs as outlined previously in the document. New revenue will not be sufficient to meet all needs so distribution of available funds across these categories will be determined in the future in relation to the priorities at the time.

Summary of Recurring Needs to Enhance Learn by Doing and the Teacher-Scholar Model	
Item	**Recurring Need**
Cost of Instruction	$ 11,500,000
Faculty & Academic Staff Equity Program	$ 9,500,000
Enhancing the Teacher Scholar Model	$ 8,800,000
Increasing Tenure Density	$ 12,300,000
Total	$ 42,100,000

(6) Relationship of the proposed fee increase to the Cal Poly Opportunity Fee (CPOF) and Cal Poly Scholars program.

The CPOF was created in 2018 by charging additional fees to nonresident students in order to bring the total cost closer to market for a nonresident student to attend Cal Poly. Consequently, it is important to understand the relationship of the CPOF and the increase in CBF. The success of Cal Poly Scholars suggests that Cal Poly has the knowledge and skill to increase recruitment, retention, and timely graduation of students from low-income backgrounds. However, CPOF is

only assessed to non-resident students, and thus this fee has only so much room to create additional revenue, as a key value for Cal Poly is to serve a super-majority (85% of the student body) of California residents. Therefore, this fee alone is insufficient to increase financial aid, scholarships or to provide other funding needed to make Cal Poly sustainable into the future.

The proposed change to college-based fees is intended to augment the CPOF and other financial aid. It is also intended to bring the university's ability to offer financial aid and scholarships in line with what is available at the UC campuses, which are Cal Poly's main competitors for students.

Cal Poly Scholars is a program that provides scholarships to students from low-income families and who graduated from a Cal Poly Partner High School or community college. In addition, it provides intensive advising and other support services to these students. The program was started in 2012 with 14 students but has significantly increased in recent years. The data show that Cal Poly Scholars are more likely to stay enrolled, earn a higher GPA, and graduate at a higher rate than similar students not in the program.

Because of encouraging data from this program, in 2018 the campus engaged in an alternative consultation process and adopted the Cal Poly Opportunity Fee (CPOF), which raised fees on non-resident students in order to accomplish the goals of the Cal Poly Scholars program. The revenues are dedicated to financial aid (at least 50%), hiring tenure-track faculty (half of the remainder), and providing advising services that benefit Cal Poly Scholars and all students (the rest). As a result of this new, sustainable source of revenue, Cal Poly Scholars has been able to expand and bring in an estimated 657 new scholars for the 2021-2022 academic year. The program is projected to provide scholarships for 900 new students each year by 2023, with a stable population of approximately 3,000 scholars across campus.

Please click this link for a summary of the Cal Poly Scholars and CPOF.

Revenues and Expenditures

Revenues above the current CBF revenue (which is managed by colleges – including new CLA CBF) are shown in the graph / table below. All revenue collected for financial aid will be expended in this manner shown below during year 1. The $1,713,041 for our academic mission is anticipated to be expended in year one on Learn by Doing and Teacher-Scholar opportunities. This includes but is not limited to enhancing educational quality and academic experiences, student-faculty research and scholarly collaborations, project-based learning and providing opportunities in support of faculty scholarly work. Future uses (year two and beyond) of the CBF in support of the academic mission will also include strategic priorities in support of enhancements of instructional programs and student experiences (e.g., tenure density, access to classes, faculty equity programs - i.e., faculty/staff recruitment, retention, compensation) and efforts to support academic retention and progress to degree. The aim of the funding in support of academic mission is to remain relevant to Cal Poly's commitment to Learn by Doing and the Teacher-Scholar model.

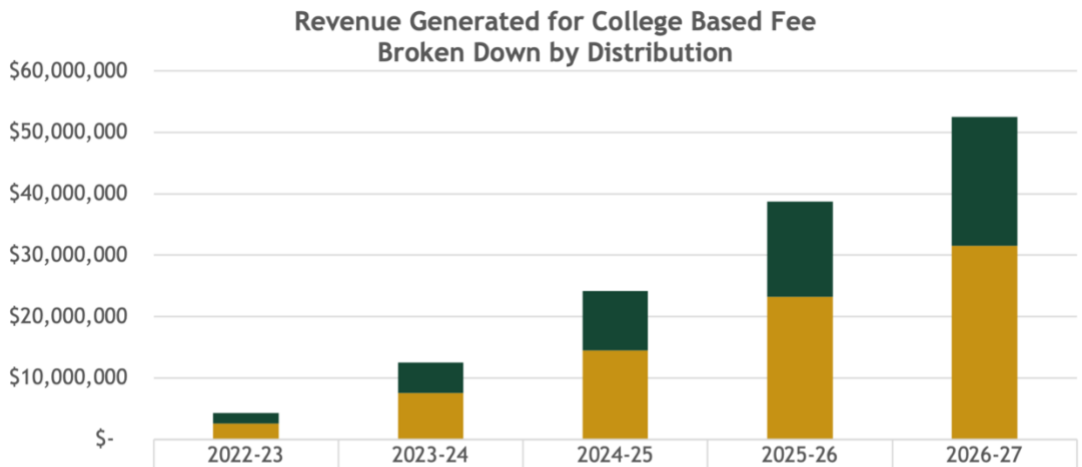
Importantly, our initial projections show 60% of revenue dedicated to financial aid and scholarships. It is important to balance lowering the net cost of attendance for lower-income students with providing adequate funding for Cal Poly's high investment comprehensive polytechnic (and statewide) mission. If, for example, we are not able to recruit and retain faculty and staff then the student experience will be diminished. We are confident that this plan will create greater access for all students to the excellent education we provide at Cal Poly.

As shown above, revenue increases steadily during the first few years as we phase in the fee increase through a cohort model. This process provides predictability and transparency for new students and for the campus. The result is that expenditures are divided into two primary areas:

- Financial aid and scholarships
- Academic mission

As noted earlier, funding is not sufficient to both close the financial aid gap with the UCs and enhance delivery of our comprehensive polytechnic mission. So, at least 60% of revenue will be used to provide financial aid and scholarship through the first four years. Additionally, an aggressive fundraising campaign will be initiated to further augment support for financial aid and scholarships for all students at Cal Poly.

The remainder of the funding (40%) will go towards the academic mission.



	2022-23	2023-24	2024-25	2025-26	2026-27
Total Revenue	$4,282,603	$12,540,590	$24,182,711	$38,748,465	$52,515,146
Academic Mission 40.0%	$1,713,041	$5,016,236	$9,673,084	$15,499,386	$21,006,058
Financial Aid 60.0%	$2,569,562	$7,524,354	$14,509,626	$23,249,079	$31,509,088

Process for Engaging Students

As noted above, we are recommending alternative consultation for the following reasons:

- Due to the lack of financial aid, Cal Poly currently has a lower percentage of students from a lower socioeconomic status (SES) than other public universities in California (see earlier graph depicting distribution of students by parental income). These students (from families with incomes less than $90,000) in the future who will benefit the most from this fee increase but remain a significantly smaller percentage of currently enrolled students. Consequently, a referendum would not allow for these students to be appropriately represented.
- A referendum would also not allow us to fully understand the rationales for support or opposition. The consultation process, by contrast, allows for considerations of the complexity of the support and/or opposition to the fee increase in qualitative not just quantitative terms.
- Alternative consultation also allows us to account for the disparity in the representation of students from a lower socioeconomic status on our campus and focus on a more equitable response.

- The plan will be phased in with new students. Therefore, current students will not be directly impacted by this plan.

Accountability

Deans and appropriate division leaders will submit an annual report to the President and Provost outlining use and impact of CBF. This will include but not be limited to the impact on target items noted in this document. The President and Provost will, in turn, submit an annual report to academic senate.

Summary and Objective Analysis

The primary purpose of the proposed increase to the college-based fee is to provide financial aid and scholarships to students and to appropriately fund Cal Poly's high investment programs in support of our comprehensive polytechnic mission. This model, once fully implemented, will significantly lower barriers of access to a Cal Poly degree that have arisen over multiple years. These barriers have arisen over multiple years due to the scarcity of financial aid, scholarships and funding for our comprehensive polytechnic mission. The additional funding would provide a sustainable resource base to allow us to lower the net cost of attendance for students with family incomes less than $150,000 (with greatest impact on students with annual family incomes less than $60,000 then followed by students with annual family incomes between $60,000 and $90,000) while increasing the percentage of students with the lowest socioeconomic status (who pay nothing for tuition and fees). Funding will also address the needs of our high-cost programs, academic infrastructure for college needs such as equipment, labs and associated information technology, investment in recruitment and retention of faculty and staff, and enhance tenure density, while also allowing the campus to more fully fund the teacher-scholar model, which are all critical to our Learn by Doing curriculum.

CBF Academic Mission Advisory Committee Function
December 2021

Background

Cal Poly does not have sufficient funding to fulfill its statewide mission as a comprehensive polytechnic university. Other than Cal Maritime, Cal Poly has the highest percentage of high investment majors (architecture, agriculture, and engineering) in the CSU. Simply put, Cal Poly is not funded adequately for the scope of our polytechnic mission. The gap in funding for our statewide polytechnic mission and our need for facilities to carry out a Learn by Doing pedagogy in our high investment majors prevents Cal Poly from growing enrollment and meeting the intense demand from all California students who wish to attend Cal Poly. This also impacts our ability to fulfill the demand from employers that seek to hire more Cal Poly graduates.

Funds from the Cal Poly College Based Fee - Student Aid and Learn by Doing Plan will provide financial aid and scholarships to students and increase funding for Cal Poly's academic mission as a comprehensive polytechnic university.

The fee would be assessed on newly enrolled students beginning Fall 2022. Subsequent fee increases would be made on a cohort basis. All currently matriculated students would continue to pay current college-based fee rates.

Committee Purpose

The CBF Academic Mission Advisory Committee serves in an advisory capacity to the Provost and Executive Vice President for Academic Affairs. The committee will provide input on priorities (not funding allocations) for the academic mission component of the Cal Poly College Based Fee - Student Aid and Learn by Doing Plan to the Provost/EVP.

Committee Composition

The committee will include representation from faculty (at least three), students (at least three), associate deans, department heads/chairs and college budget personnel. All nomination recommendations will be submitted to the President and Provost/EVP for endorsement, in consultation with Academic Senate Chair and ASI President.

- At large members:
  - Academic Senate nominated Representatives (2)
  - ASI nominated Representatives (2)
- College and PCS representatives determined by the Provost/EVP in consultation with deans, Academic Senate Chair and ASI President
  - CAED Representative (1)
  - CAFES Representative (1)
  - CENG Representative (1)
  - CLA Representative (1)
  - CSM Representative (1)
  - OCOB Representative (1)
  - PCS Representative (1)
- Presidential Appointee (1)

DRAFT

- Provost & Executive Vice President for Academic Affairs (chair, ex-officio)
- Assistant Vice President for Academic Affairs Finance and Administration (ex-officio)
- Representative nominated by the Senior Vice President Administration and Finance (ex-officio)
- Budget and Long-Range Planning (BLRP) Representative (ex-officio)

Each member, listed above, will serve a one-year term, and may serve up to two terms.

Summary: 16 [non-voting] members, a minimum of 3 of whom are students, and a minimum of 3 who are faculty, there are 4 ex-officio members. Note: ex-officio members serve as a function of their position.

CBF Academic Mission Advisory Committee Responsibilities

- Discuss and provide advice on the prioritization (not funding allocations) of the academic mission component of the Cal Poly College Based Fee – Student Aid and Learn by Doing Plan

Committee Protocol

- Committee members have an obligation to discharge their responsibilities with the best interest of the university at the forefront of their considerations. While each committee member is appointed to represent a particular area/unit, it is important to rise above self-interest in committee deliberations.

Operation of the CBF Academic Mission Advisory Committee

Typically, appointments to the Committee will occur during the spring for service in the subsequent academic year.

The Committee will meet two-three times during the academic year to discuss priorities for the academic mission component of the Cal Poly College Based Fee - Student Aid and Learn by Doing Plan.

NOTE: The committee operational calendar is to be determined by June 2022. Typical activities will include:

- Committee Orientation
- Committee discusses and advise on prioritization of the academic mission component of the Cal Poly College Based Fee – Student Aid and Learn by Doing Plan
- Office of Budget and Finance prepares academic mission fee revenue projections for the following budget cycle
- Academic Affairs leadership determines and finalizes CBF academic mission priorities, taking into consideration advisory recommendation from the Committee
- Funding allocations are made in support of applicable academic mission priorities

DRAFT

REPORT: Cal Poly Scholars and the Cal Poly Opportunity Fee

Executive Summary

Cal Poly Scholars was created in 2012 to provide financial support to begin to close the financial aid gap at Cal Poly. Cal Poly was then and remains today the most expensive public university in California net of financial aid. This is a critical obstacle to making Cal Poly's campus more diverse, and thus to fulfilling Cal Poly's statewide mission of educating all qualified California students.

Cal Poly Scholars receive financial aid to pay for Cal Poly campus fees, a technology stipend, and various means of support through advising, peer mentoring, special campus services and a residential experience that are all designed to ensure personal and academic success.

Results to date show Cal Poly Scholars to be a strong success – worthy of expansion. Our results demonstrate the following:

- *Cal Poly Scholars reflect the diversity of California – 85% nonwhite, almost 60% Under Represented Minority (URM; largely Hispanic and Latino)*
- *Retention and graduation rates of Cal Poly Scholars have met or exceeded those of the general student population at Cal Poly.*
- *The cost of attending Cal Poly has been the largest factor in suppressing enrollment of URM, first-generation, and low-income students.*

The problem that Cal Poly Scholars helped to partially solve was our limited ability to provide adequate financial aid. While the UCs responded to cuts in state funding by increasing tuition, Cal Poly responded by increasing campus fees, which were not covered by the State University Grant (SUG, a major source of financial aid). Prior to 2014, Cal Poly did not include financial aid as a part of increases in campus fees. The cumulative result was an increase in cost of attendance less financial aid. This has been exacerbated by an annual redirection of SUG to other campuses and, before 2019, the prohibition on using SUG for campus fees.

Cal Poly followed the process of alternative consultation to establish the Cal Poly Opportunity Fee (CPOF). Market studies documented that the difference in cost of nonresident attendance between Cal Poly and the UCs presented a pathway to generate funds. The CPOF is a campus-based fee assessed on nonresident students, on a cohort basis. At full implementation the fee will be $8,040 ($2,680/quarter). During the 23-24 academic year, the CPOF is projected to generate $23 million, of which at least 50% is dedicated to financial aid, half of the remainder to advising and student services that benefit Cal Poly Scholars and all students, and the rest to hiring tenure-track faculty with a focus on diversity. The CPOF fee and its increase over the past three academic years has not impacted applications, admissions, enrollments, or retention of nonresident students. Our yields to date, and the UCs' recently approved increase in resident and nonresident tuition and fees, indicate that the financial sustainability of the program is strong.

The increase in secure financing has been transformative for the program, moving us from <100 Cal Poly Scholars being added per year to approximately 900 being added per year and a running

population of 3,000 (~13% of total enrollment) by the 23-24 academic year. While this source of funding is sustainable, it is not adequate to assist us in providing financial aid for fees for 45% of our students, which is our goal. The success of the program indicates that expanding Cal Poly Scholars through generating additional funding from other sources would allow us to expand access, improve campus diversity, and raise achievement. Our goal is to triple the number of CP Scholars, growing to 10,000 (41-45% of the student body) and achieving Hispanic Serving Institution status by 2028. Through additional strategies, we will also grow all URM groups and take what we have learned from Cal Poly Scholars to enhance the experience, achievement and graduation rates for all Cal Poly students. Our focus during the 2021-2022 academic year is identifying a new, equally sustainable source of funding to support that expansion.

Detailed Report

Background

While Cal Poly currently has lower tuition and fees than a UC or private university, it is nonetheless the most expensive public university in California for the students who are in greatest need, due to its limited ability to offer adequate financial aid and scholarships. In other words, highly qualified, low-income, California-resident applicants who are offered admission often cannot afford to attend Cal Poly, and often receive more generous scholarship and aid packages from other schools, particularly the UCs.

This problem is reflected in our national rankings. For example, the 2021 U.S. News and World Report college rankings show us (in comparison to other masters-level public universities in the West) as achieving the following:

Graduation and Retention Rank #1
Peer Assessment Rank #1
Faculty Resources Rank #70
Financial Resources Rank #56
Social Mobility Rank #94

The 2021 Forbes ranking has us as the 58th best university in the U.S. (public or private, regardless of highest degree awarded) and the 21st best public university, but also shows us as being 149th out of 150 when it comes to the size of our average financial aid package.

The 2021 Wall Street Journal rankings tell a similar story:

189th overall university
52nd overall public
316th of 337 publics in Average Net Price less financial aid ($21,232 - highest in CA[1])
382nd of 796 universities in Average Net Price
25th public in outcomes
>400th in resources available

Due to our limited control over tuition, over the past few decades, Cal Poly has devised multiple fees to support the hands-on pedagogy and high-investment polytechnic majors for which our campus is known. The inclusion of financial aid was considered for previous fees but was not deemed feasible until recently, when Cal Poly included financial aid in an increase in the health fee. The crux of the matter is that the CSU's State University Grant (SUG) and the state's Cal Grant Program only cover tuition and do not cover campus-based fees (SUG policy was amended in January 2019 to allow campuses to use it to cover up to 50 percent of campus-based fees[2]). Federal Pell grants can help, but the maximum amount of aid available from all sources for low-income Cal Poly students does not cover the

[1] Cal Maritime net cost of attendance less financial aid is higher than Cal Poly but not included in the WSJ rankings.
[2] While SUG can be used for fees, our SUG funding is no longer adequate to cover fees and therefore, by default, only covers tuition.

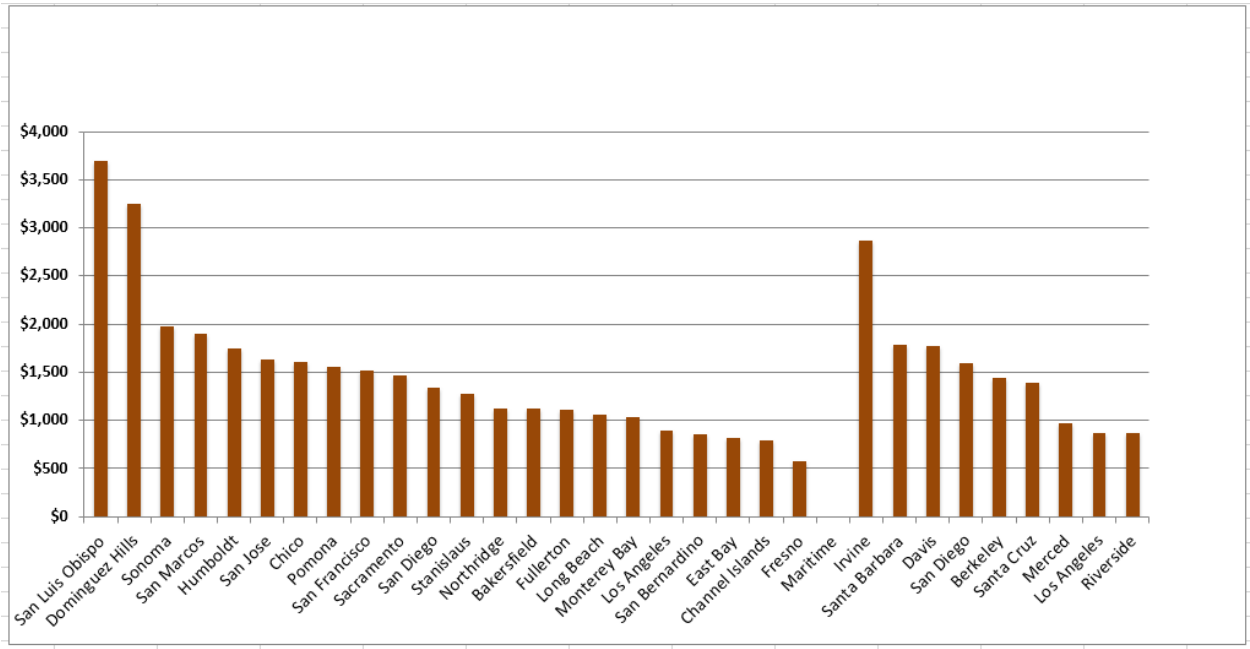
campus fees and room-and-board costs. Moreover, the total SUG aid has actually fallen as Cal Poly has seen our SUG redirected to other campuses by 5% per year for the past few years.

In contrast, during preceding years the UC increased both tuition and financial aid, exacerbating the gap in cost of attendance less financial aid versus Cal Poly and many CSU campuses. The recent decision by the UC to increase tuition over multiple future years and dedicate 45% of the increase in undergraduate tuition for financial aid, which the UC itself predicts will result in a net increase in financial aid, will further worsen the gap. Prior to this increase, 55% of UC students do not pay financial aid or fees[3]. In contrast, 23% of Cal Poly students do not pay tuition and only 14.5% do not pay tuition and fees.

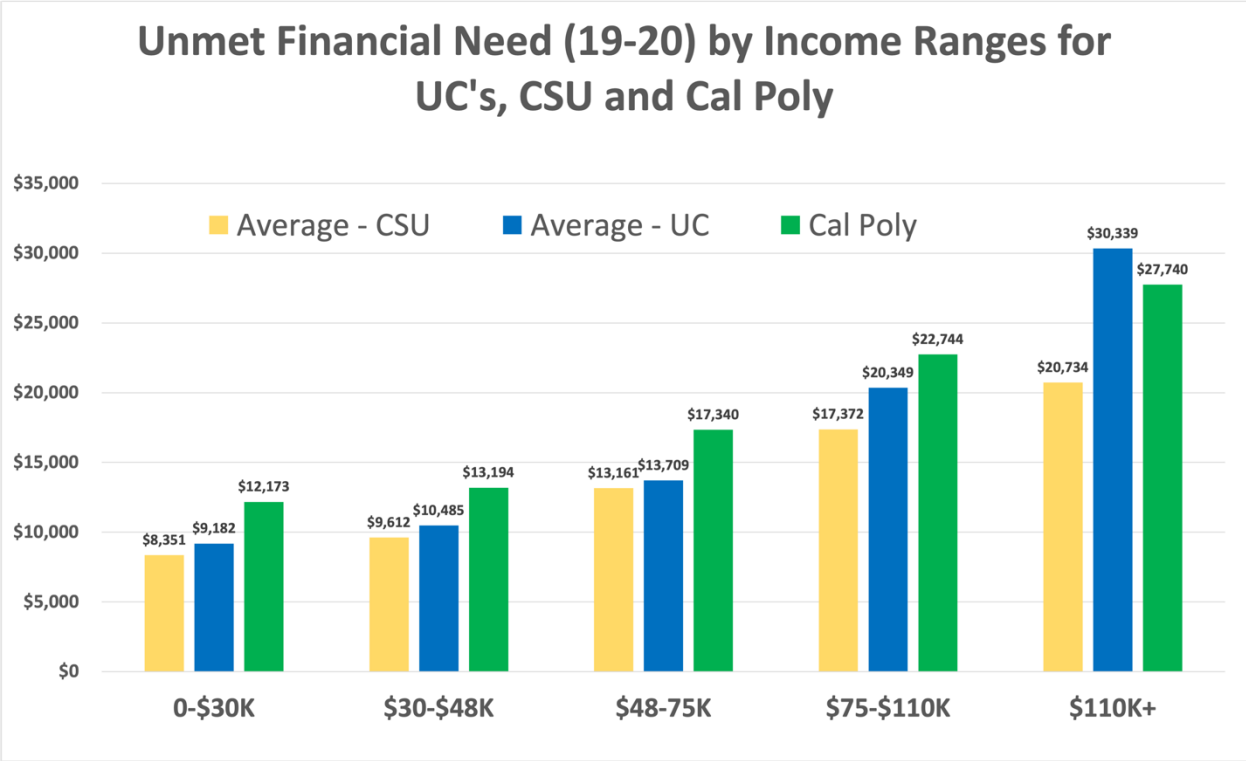
The following comparison was presented during the alternative consultation during the winter quarter of 2018, which led to adoption of the Cal Poly Opportunity Fee (CPOF). This figure displays the difference between university tuition/fees and financial aid for universities within the University of California and the California State University for fiscal year 2016-17—Cal Poly students then paid more than $3,500 in unmet costs. At that time, the gap between tuition/fees and financial aid was larger at Cal Poly San Luis Obispo than at any other UC or CSU – a gap that still exists today, and which will get worse as the UC increases its financial aid. The result of this gap is that low-income students, who are disproportionately URM, do not choose to apply to and/or attend Cal Poly in part because they receive more generous financial aid support from the UCs, and thus enjoy a lower cost of attendance less financial aid at a UC campus.

[3] Source – page 6 - https://regents.universityofcalifornia.edu/regmeet/july21/b1.pdf

2016-2017 Amount of Tuition & Fees Not Met by Financial Aid



We have continued to monitor these differences. The following graph shows unmet financial need (or cost of attendance less financial aid) for various income brackets for Cal Poly compared to the average of the CSU and UC. As can be seen from the graph, the unmet financial need is higher for Cal Poly than the average of the CSU and the UC except for the highest income bracket. It is clear from the data and from communications from the UC that students from families with over $110,000 annual income are receiving scholarships and aid. Across all income groups, the UCs have significantly more financial aid and scholarships than Cal Poly and the CSU.



Purpose of the Cal Poly Opportunity Fee (CPOF)

The primary purpose of the CPOF is to provide increased access for and retention of California low-income students by providing enhanced financial aid support through the Cal Poly Scholars program.

The ultimate goal of CPOF when fully implemented is to provide financial aid for campus fees for California resident undergraduate students from Partner High Schools (high percentage, typically over 66%, of students with free or reduced lunch) and with an Estimated Family Contribution of less than 40% of the cost of attendance for a California resident. The goal of Cal Poly Scholars is to recruit and retain high-achieving, low-income, California-resident undergraduate students and eliminate the achievement gap experienced by these students as soon as feasible (target date – GI2025). In addition to funding through CPOF, potential donors (individuals and companies) are provided the opportunity to contribute to the Cal Poly Scholars program, thus allowing benefits to flow to more students. All Cal Poly Scholars have been (since 2014) required to live in university housing for their first and second years at Cal Poly unless an exemption is approved. AB 540 students are eligible to be Cal Poly Scholars.

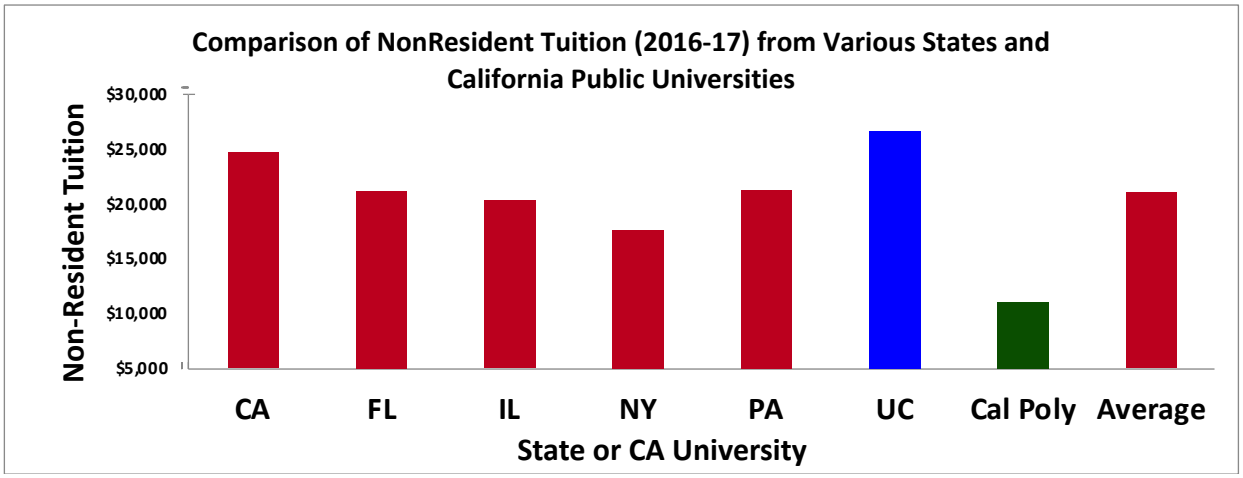
The CPOF applies only to non-California-resident students. Out-of-state students do not contribute to the California tax base from which Cal Poly's state funding comes, and therefore pay a higher amount to attend Cal Poly and other public universities.

History of the Cal Poly Opportunity Fee

Cal Poly is a high-value university, which in 2016-17 was $22,500 less expensive than the UC for nonresident students (this gap will increase with UC's recent decision to increase nonresident tuition effective fall 2022). This was derived from lower residential and nonresidential tuition as well as room and board. (Cal Poly room and board was similar to the average for the CSU and $2,000 lower than the average for the UC.) These differences are very similar today.

The graph below shows Cal Poly's position in the market across the most populous states at the time CPOF was proposed and adopted. The data is derived from an annual calculation by the state of Texas[4]. They base their nonresidential tuition on the average of the states noted.

[4] Current data (2018-19 – similar to 2016-17) used by Texas to set 21-22 nonresident tuition rates can viewed at: https://reportcenter.highered.texas.gov/reports/data/tuition-rate-for-nonresident-and-foreign-students-ay-2021-2022/



In sum, Cal Poly is an excellent education at a relatively low price for nonresident students. Cal Poly's strong market value provided this campus the opportunity to implement the CPOF. Fifteen percent of gross revenue will be returned to the CSU Chancellor's Office. Following discussions with the Academic Senate and ASI during winter quarter 2018, Chancellor White agreed that Cal Poly would return General Fund in a phased approach (year 1 and 2 – 0% of CPOF revenues; year 3 – 5%; year 4 – 10%; and years 5 and beyond – 15%). It is important to note that this is occurring in the midst of an annual and recurring 5% redirection of Cal Poly's allocation of the State University Grant (SUG) to other campuses with larger populations of low-income students and differential distribution of GI2025 funds.

Following a lengthy discussion with the Academic Senate and ASI, the President recommended, and the Chancellor approved, CPOF target expenditures to be 50% or higher to Cal Poly Scholars (financial aid) and the remaining balance split evenly between advising support for Cal Poly Scholars and support for all students (25% or less), and hiring tenure track with an emphasis on diversity (25% or less).

Implementation of CPOF

Following alternative consultation and discussion/negotiation with the Academic Senate and ASI, the President submitted the CPOF to the Chancellor for implementation in fall of 2019. The fee was assessed on all newly enrolled out-of-state students — all then-current students were and are exempt from the fee.

Incoming out-of-state students paid or will pay the following based on a cohort model. Each class paid or will pay an additional $2,010 a year and continue to pay the same annual fee during their undergraduate tenure at Cal Poly. CPOF will be fully phased in during Fall 2022.

Incoming Fall 2019 Class: $2,010 *($670/quarter)*
Incoming Fall 2020 Class: $4,020 *($1,340/quarter)*
Incoming Fall 2021 Class: $6,030 *($2,010/quarter)*
Incoming Fall 2022 Class: $8,040 *($2,680/quarter)*

The proposal included a provision allowing the President, following consultation with the Chancellor, to increase CPOF in years beyond 2022, if needed, to fund Cal Poly Scholars. Current market studies confirm that the combination of total tuition, campus fees and the Cal Poly Opportunity Fee for nonresident students should never exceed 90 percent of the comparable tuition and fees for the average of the UC.

In addition, the percentage of nonresident students admitted to Cal Poly was targeted at 15 percent, which was the level in 2018. Nonresident enrollment, as projected, was not reduced by implementation of the CPOF. In fact, and largely related to the uncertainties of COVID, our yield of nonresident students has been volatile (and greater than our projections), resulting in a current elevation of nonresident students to slightly above 16%. Cal Poly plans over the next few years to reduce our nonresident percentage to 15% as soon as feasible, ideally by preferentially growing low-income, transfer and overall California residents largely in high demand majors.

Results to Date – Cal Poly Scholars

The Cal Poly Scholars program seeks to support and retain high-achieving students from California schools by providing financial, academic and community resources. The primary goals of the program include:

- Building a personal support network for college success
- Fostering an inclusive community of Scholars
- Developing knowledge and skills for lifelong success

Goals inherent to establishing Cal Poly Scholars were the achievement of our GI 2025 graduation objectives and elimination of achievement gaps and thus further diversification of Cal Poly's student body by exceeding 25% Hispanic and Latino students by the end of this decade.

Cal Poly Scholars was established with a first class of 14 Engineering majors in 2012. Since its inception, the Cal Poly Scholars program has expanded to include undergraduates pursuing degees in over 50 majors across all six academic colleges at Cal Poly. One of the motivations for the creation of Cal Poly Scholars was the recognition early on that while the number of Hispanic and Latino applicants had increased significantly, the yield of low-income, high-achieving and majority minority (and also Hispanic and Latino students) was significantly lower than with other students. As noted previously, based on our research, the biggest reason Cal Poly is the least diverse public university in California is due to the high net cost of attendance less financial aid (i.e. unmet financial need).

Students are automatically considered for the Cal Poly Scholars program when they apply for financial aid by filing the FAFSA or California Dream Act application. Currently, there is no additional application process, and offers to join the program are only made after a student is admitted. Scholars are selected at the discretion of the Office of Financial Aid & Scholarships, in a manner consistent with Prop. 209 and all relevant statutes.

The program was started through campus General Funds (growth in revenue from nonresident students) and expanded development efforts. Prior to initiation of the CPOF, 426 students, first limited to First Time Freshman (FTF) Engineering majors and then expanded to all majors and transfers, were enrolled from 2012 through 2018.

Initial cohorts were based on EFC and received an annual, renewable scholarship of $3-3,500. Following cohorts received an annual, renewable scholarship equal to campus fees up to $5,000 due to the generosity of some donors (e.g. Northrop Grumman Cal Poly Scholars).

During their first year enrolled at Cal Poly, a $900 technology credit is provided toward the purchase of a laptop, tablet or desktop computer. All fees to attend orientation and WOW (Week of Welcome) are waived. It is also important to note that Cal Poly added financial aid for housing in 2018 for students with an EFC <$6000, resulting in an average of 10% housing discount.

Cal Poly Scholars has been a Learn by Doing experience. Changes have been made to make the program better. One refinement after the initial cohorts was to focus offers to low-income, high-achieving students from Partner High Schools (as previously noted, these are high schools with high percentages of students receiving free or reduced lunch--typically 66% or higher).

A second change was to require that all Cal Poly Scholars live on campus for two years, because our research suggested that doing so was associated with better academic outcomes. This has now been expanded in a phased program to require all Cal Poly FTF (optional for transfers) to live on campus for two years.

Other program components include Scholar Mentors (paid student leaders – upper division Cal Poly Scholars), proactive & intentional advising, and UNIV 100 – a required course for first-time, first-year Cal Poly Scholars that emphasizes building community, exploring campus resources and developing skills for college success. All scholars with a cumulative GPA of </= 2.5 and / or on Academic Probation/Subject to Disqualification have additional required advising interactions.

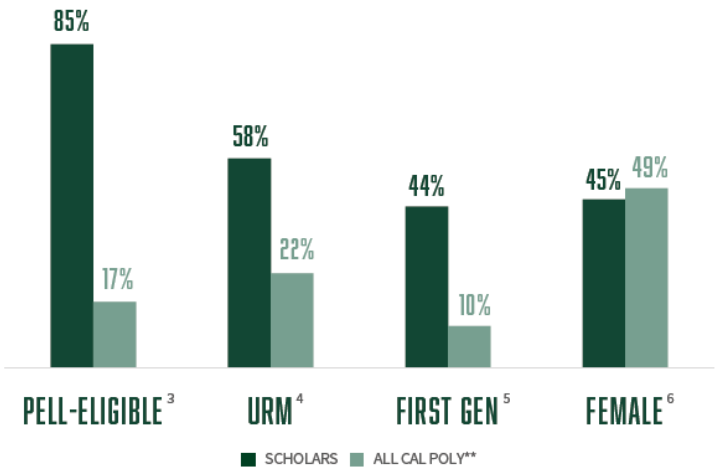
Initial cohort numbers were slightly reduced as it was important to establish our advising network prior to ramping the program up from a cohort of 90 in 2018 to the following actual and projected cohorts as funded by CPOF:

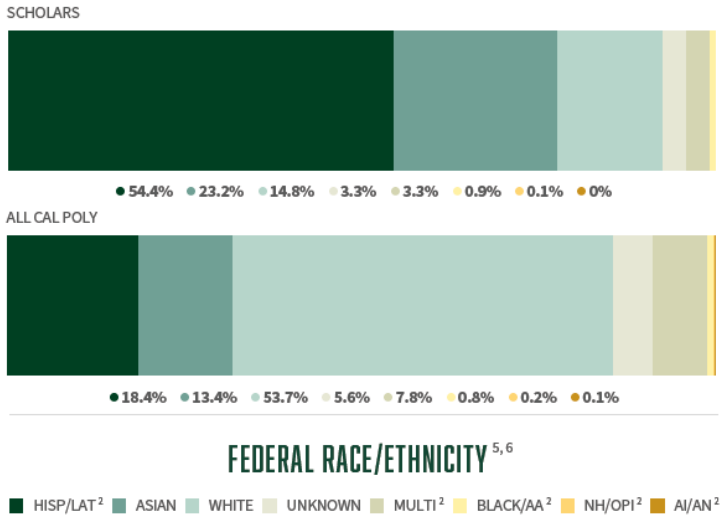
- 2019 – 277 (actual)
- 2020 – 386 (actual)
- 2021 – 657 (actual, pre-census)
- 2022 – 900 (projected)
- 2023 and beyond – 925 new per year with 3,000 total Cal Poly Scholars

The graphic on the following page depicts the demographics of Cal Poly Scholars as of Fall 2020 (n=663). Cal Poly Scholars were 85% non-white. It is important to note that Cal Poly Scholars are majority Hispanic and Latino and Asian. Cal Poly Scholars does not significantly

impact enrollment of other URM groups. It is also important to note that Cal Poly has implemented and planned several Prop. 209 compliant scholarship programs focused on growing the percentage of other URM groups. In particular, and with proper funding from donors and other sources, our goal is to grow our percentage Black population from <1% to over 4% by 2030.

OUR SCHOLARS: FALL 2020 SNAPSHOT





683 *Scholars reached, to date*

191 *Degrees awarded, to date*

790 *Total enrollment, fall 2020*

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[1] *Eligible for Federal Pell Grant as of Fall 2020 (census).*

[2] *Underrepresented Minority: Federal race/ethnicity is Hispanic/Latino, Black/African American, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, or multiracial with at least one of the prior categories.*

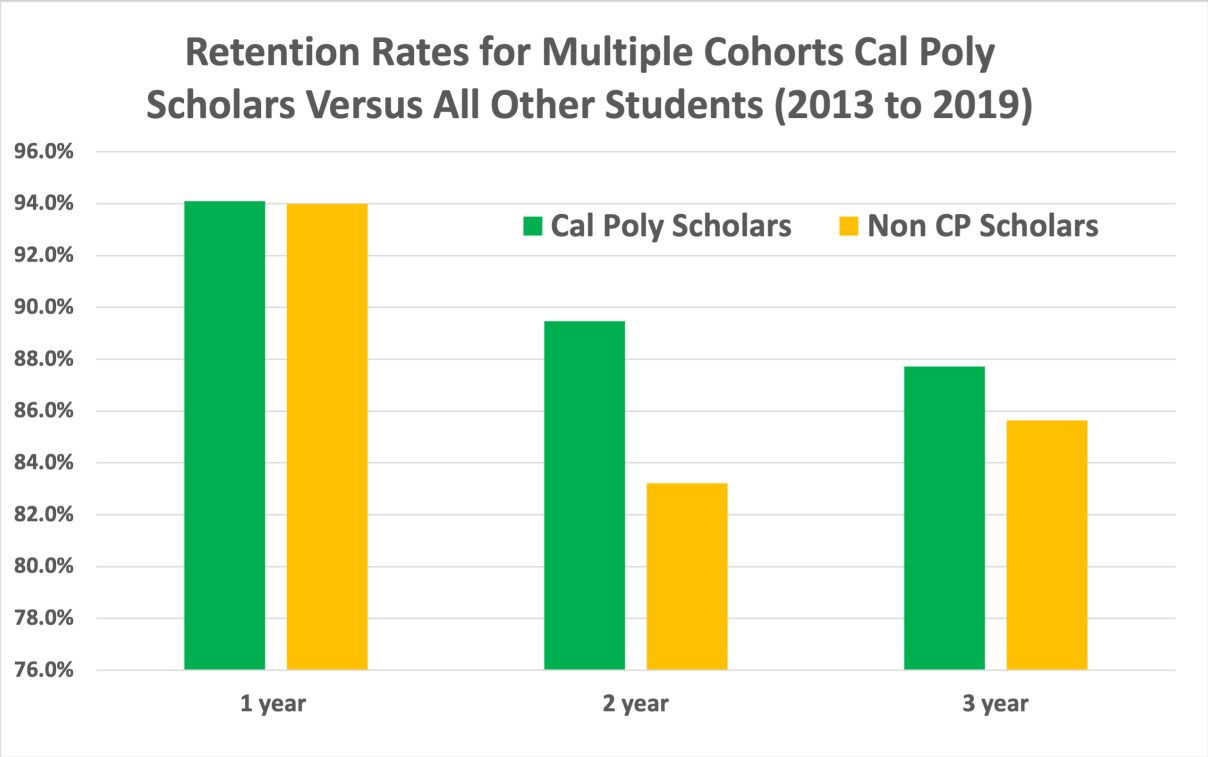
[3] *First Generation: Neither parent/guardian attended college. Aligned with CSU Chancellor's Office definition.*

[4] *Legal sex. Remaining percentage represents undergraduate whose legal sex is male.*

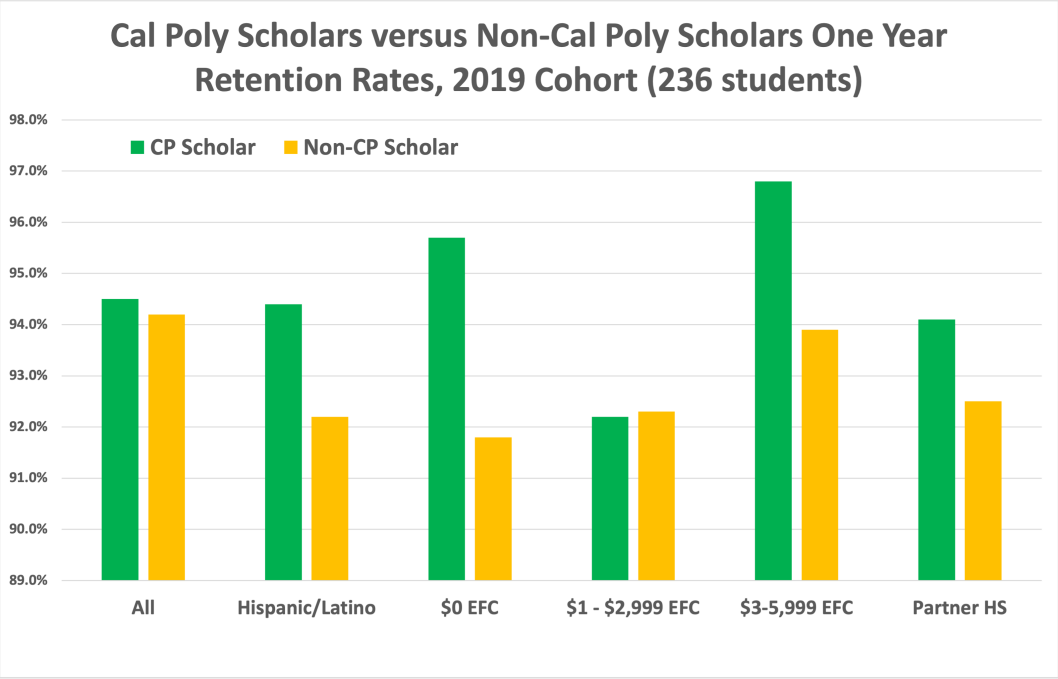
[5] *As reported to the Integrated Postsecondary Education Data System (IPEDS). Unknown includes Non-Resident Foreign National.*

[6] *Sources: Institutional Research, November 18, 2020 / Undergraduate Enrollment Profile, December 8, 2020.*

We also have strong data showing that retention rates of Cal Poly Scholars are higher or at least equal to the average of Cal Poly students. The following graph depicts 1-, 2- and 3-year retention rates from all cohorts from 2013 to 2019.



The next graph drills down into details of the first year retention of our first CPOF cohort of Cal Poly Scholars in 2019. In all but one category, Cal Poly Scholars exceeded the same group of non-Cal Poly Scholar students.



Collectively, these data are strong evidence that our retention rates will be translated into outstanding graduation rates. While preliminary, the four-year graduation rate of the 2016 Cal Poly Scholars cohort (63.2%) exceeded the rate of our general student population (59.6%).

Surveys of Cal Poly Scholars emphasize the reasons for success. The largest decision factors in selecting Cal Poly were: overall financial aid, Cal Poly Scholars aid, and cost of tuition. Over 95% of Cal Poly Scholars reported feeling supported by the program. Equally important, survey results demonstrate that programming enhanced Cal Poly Scholars' sense of belonging. Over 79% of the students reported that being a scholar "helps me feel like I belong at Cal Poly," 95% feel "the community cares about my success" and 83% "feel comfortable being myself with other Scholars."

Financial Report – CPOF

The table below depicts revenue and actual or budgeted expenses. We have also included use of donor or SUG funds to support Cal Poly Scholars. The Chancellor allowed use of SUG for campus fees beginning in 2019.

As noted previously, the amount of funds for financial aid was adjusted the first two years in order to establish an advising program appropriate for success. However, the shortfall was more than made up through donations and the new ability to use SUG for campus fees, and the total amount of financial aid exceeded 50% of CPOF revenue. Retention and graduation rates to date verify the effectiveness of the program.

Donor support for Cal Poly Scholars and later program support is expected to grow due to pledges and ongoing commitments.

As planned when CPOF was created, we have allocated funds for 21-22 to support enhanced advising, diversity and inclusion (cultural) programs that will support the entire Cal Poly Community. These include establishing a Hispanic and Latino Center, a Native American and Indigenous Cultural Center, enhanced support for multiple programs including the Black Academic Excellence Center, Transfer Center and continued expansion of advising programs and the BEACoN Research and Mentoring Program.

CAL POLY

CPOF Summary FY2019/20 - FY2020/21	FY 2019/20 Actuals / Cumulative	FY 2020/21 Actuals / Cumulative	FY 2021/22 Budgeted / Cumulative	FY 2022/23 Projected / Cumulative	FY 2023/24 Projected / Cumulative
Budget/Revenue					
CPOF Revenues	1,901,532	6,158,443	11,348,000	17,901,000	23,057,000
Total Recurring Funding	**$ 1,901,532**	**$ 6,158,443**	**$ 11,348,000**	**$ 17,901,000**	**$ 23,057,000**
Expenses					
Cal Poly Scholars Advising and Cultural Programs					
Salary/Benefits	387,258	953,041	1,230,103	1,777,168	1,922,743
Student Salaries	53,445	68,735	236,500	218,300	218,300
Operating Expenses	49,451	703,500	1,370,000	2,368,030	3,031,742
Total Cal Poly Schlars Advsing & Cultural Pgms	**$ 490,153**	**$ 1,725,276**	**$ 2,836,603**	**$ 4,363,498**	**$ 5,172,785**
Total Scholars Adv & Cultural as a % of CPOF rev	**25.8%**	**28.0%**	**25.0%**	**24.4%**	**22.4%**
CPOF Faculty					
Salary/Benefits	253,096	1,100,212	2,837,000	4,475,250	5,764,250
Operating Expenses		*4,127*	-	-	-
Total Faculty	**$ 253,096**	**$ 1,104,338**	**$ 2,837,000**	**$ 4,475,250**	**$ 5,764,250**
Faculty Alloation as a % of CPOF Revenue	**13.3%**	**17.9%**	**25.0%**	**25.0%**	**25.0%**
CPOF Financial Aid					
Technology/WOW/SOAR Supplement	242,821	268,151	990,900	838,800	909,900
Financial Aid	563,568	2,188,458	4,683,100	8,111,700	11,118,600
Donor Supported (FY19/20 = 155; FY 20/21 = 222)	381,659	543,391			
SUG Supported (FY19/20 = 275; FY 20/21 = 156)	450,195	275,021			
Total Finanical Aid	**$ 1,638,243**	**$ 3,275,021**	**$ 5,674,000**	**$ 8,950,500**	**$ 12,028,500**
CPOF Funded Financial aid as a % of CPOF Revenue	**42.4%**	**39.9%**	**50.0%**	**50.0%**	**52.2%**
Total Financial Aid as % of CPOF Revenue	**86.2%**	**53.2%**	**50.0%**	**50.0%**	**52.2%**
Total Expenditures	**$ 2,381,493**	**$ 6,104,635**	**$ 11,347,603**	**$ 17,789,248**	**$ 22,965,535**
Net of Recurring Funding	**$ (479,961)**	**$ 53,808**	**$ 397**	**$ 111,752**	**$ 91,465**
CO Assessment - from GF not CPOF	**$ -**	**$ -**	**$ 567,400**	**$ 1,790,100**	**$ 3,458,550**

Conclusion

The CPOF and Cal Poly Scholars program have proven successful to date as evidenced by 1) retention rates of Cal Poly Scholars matching or exceeding students not in the program, and 2) Students from Partner High Schools, Hispanic and Latino, and low-income groups in the program having higher retention rates than cohort non-Cal Poly Scholars. As projected, demand for Cal Poly by nonresident students has not declined. However, the scope for using nonresident funds for the purpose of closing our financial aid gap with the UCs is very limited. In other words, the Cal Poly Opportunity Fee was a good start, and will provide stable funding for the future, but it cannot be expanded.

The key to the future is to find additional resources (well beyond what CPOF can provide) to move the program from 3,000 to 10,000 Cal Poly Scholars. This, coupled with Prop. 209 compliant scholarships to quadruple the number of Black students at Cal Poly, will transform Cal Poly for the future. We will also grow all URM groups and take what we have learned from Cal Poly Scholars to enhance the experience, achievement and graduation rates for all students. As noted above, our focus during the 2021-2022 academic year is identifying a different, equally sustainable source of funding to support that expansion.

Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-___-22

RESOLUTION ON TEMPORARY ADOPTION OF A 3-YEAR CATALOG DURING QUARTER-TO-SEMESTER CONVERSION

Impact on Existing Policy: This resolution temporarily suspends AS-916-21 (Resolution on Switching to a One-Year Cycle of Catalog Review) [i]

WHEREAS, Since 2019, Cal Poly has been operating on a quarter-based one-year catalog cycle, in which proposals for catalog edits are submitted to the Registrar and Academic Senate curricular committees in June and edits become effective in the subsequent summer (e.g., proposals submitted in June 2021 will become effective in the Summer term of 2022, the beginning of the 2022-2023 Catalog); and

WHEREAS, the current Catalog contains approximately 4,000 courses, 67 undergraduate degree programs, 44 graduate degree programs (11 in suspension), 89 minors, and various other constructs (e.g. certificates); and

WHEREAS, Cal Poly will convert to a semester-based schedule as of Fall 2025 in response to a mandate from the Chancellor's Office; and

WHEREAS, the Senate recognizes that a conversion of this nature has substantial and interdependent workload implications for almost all units and areas on campus; and

WHEREAS, this transition will be impossible to achieve at a high level of quality without the full attention of relevant units, committees, groups, areas, etc.; and

WHEREAS, the conversion of the existing Catalog to the semester system will require a significant investment of faculty and staff time, beginning in mid-Fall quarter of 2022 (see attached timeline); and

WHEREAS, simultaneously continuing the regular process of one-year Catalog review would place excessive demands on curricular staff and committees at all levels or review; and

WHEREAS, any course or program edits proposed for a 2023-24 Catalog would be tied up in the curriculum management system until February/March 2023, and thus be unavailable for edits related to semester conversion; and

WHEREAS, the development, review, and Academic Senate approval of the 2025-2026 semester-based Catalog must be complete by the end of Winter 2024 in order to allow the Registrar, University Scheduling, Evaluations, Advising, Financial Aid, Student Accounts, ITS, and other units adequate time to complete work which can't begin until the semester curriculum is fully approved (e.g. update and implement relevant processes, communicate new requirements to current and prospective students, and advise current students on pathways to degree completion); and

WHEREAS, all currently effective quarter-based Catalogs will need to be mapped to the new semester-based Catalog becoming effective in Fall 2025; and

WHEREAS, the proposed policy (see attached) preserves faculty and departmental flexibility by allowing out-of-cycle edits and proposals similar to what currently occurs; therefore let it be

RESOLVED: that the Academic Senate approve the attached policy for temporarily converting to a three-year Catalog cycle, reclassifying 2022-23 Catalog currently undergoing final review be redesignated the 2022-2025 Catalog; and furthermore, let it be

RESOLVED: that the 2022-2025 Catalog go into effect for Fall 2022 through Summer 2025; and furthermore, let it be

RESOLVED: that this resolution will expire in Fall 2025, returning Cal Poly to a one-year cycle of Catalog review.

Proposed by: Academic Senate Curriculum Committee, General Education Governing Board, United States Cultural Pluralism Committee
Date: January 25, 2022

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[i] **(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.**
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.

POLICY ON CONVERTING TO A THREE-YEAR CATALOG UNTIL THE IMPLEMENTATION OF THE SEMESTER-BASED CATALOG

In order to effectively complete development and full review of the Fall 2025-2026 semester-based Catalog by the end of Winter quarter, 2024, the following changes to the process or curricular review are to be made:

1. The 2022-2023 Catalog currently undergoing final review at the Senate level will be reclassified as the 2022-2025 Catalog.

2. Any critical program changes currently in preparation at the department and college level for the 2023-2024 Catalog may be fast-tracked by review committees for late inclusion in the 2022-2025 Catalog, with due dates determined by the Office of the Registrar and the Senate curriculum committees.
    a. College curriculum committees are responsible for identifying and reviewing which program edits are critical late additions to the upcoming 2022-2025 Catalog.
    b. Critical changes should be those that are:
        i. essential to student success, and/or
        ii. not allowed out-of-cycle, so if these changes are necessary they must be completed before the 2022-2025 Catalog goes into effect (for example, program name changes, edits to course catalog description, changes to grading method, mode changes, addition of prerequisites to courses, editing programs to add or remove requirements).

3. Out-of-cycle edits for the 2022-25 Catalog will be permitted for the following reasons and with deadlines determined by the Office of the Registrar in consultation with the Academic Senate Curriculum Committee, General Education Governance Board, and United States Cultural Pluralism Committee (as appropriate):
    a. adding virtual modalities to existing courses,
    b. relaxing prerequisites for existing courses,
    c. proposing new programs or sub-programs,
    d. proposing new courses (except for new GE courses) intended to serve as additional electives or blanket substitutions within existing programs,
    e. recertifying GE and USCP courses.

Semester Conversion Timeline: Curriculum

DRAFT

Note: All curriculum for the 2025-2026 catalog must be approved by the end of winter 2024 so that it can be published in fall of 2024 for prospective students, advising, etc. Once the curriculum is approved it takes two quarters to build out and publish the catalog (spring and summer 2024).

Note: The Academic Senate ad hoc semester conversion committee will establish approval processes for curruculum conversion. GE courses that have already been approved via the recertification process are likely to have a more streamlined approval process than courses that have not been looked at for several years.

Note: This table currently assumes that recertification of upper division C and D courses will occur on the usual timeline for the academic year of 2022-2023. Courses will be prepared for semesters. This timeline may be adjusted as a result of further consultation/discussion.

Last updated January 13, 2021

Adopted:

ACADEMIC SENATE

of

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo, CA

AS-___-22

RESOLUTION ON UPDATING RETENTION OF EXAM AND GRADEBOOK POLICY

Impact on Existing Policy: Replaces course materials retention policies outlined in AS-800-15

WHEREAS, Cal Poly's current policy as established in AS-800-15 states: "Exams, papers, projects, or other tangible items used in the evaluation of students need not be retained by the instructor beyond the end of the term of evaluation, if there was an announced opportunity for students to retrieve same during the term. For final exams or other evaluation instruments where no announced opportunity for student review existed before the end of the term, instructors should retain the materials for two full quarters. While special situations may arise requiring deviation from this goal, instructors will be responsible to defend any deviation in the event of a subsequent review of a student's evaluations"; and

WHEREAS, CSU policy, outlined in the document "Records/Information Retention and Disposition Schedule" Record Identifiers 4.2.20 and 4.2.22, states that final exams (and final graded coursework replacing the final exam) be retained for one year after course completion and the gradebook be retained for five years after course completion; and

WHEREAS, Cal Poly's retention of exams policy as outlined in AS-800-15 is in conflict with existing CSU policy; therefore, be it

RESOLVED: Cal Poly's exam retention policy align itself with the CSU policy; and be it further

RESOLVED: To comply with 4.2.20, the final exam or graded coursework replacing the final exam shall be retained by faculty for one year after course completion; and be it further

RESOLVED: To comply with 4.2.22, The course gradebook shall be retained for five years after course completion; and be it further

RESOLVED: To comply with 4.2.24, midterms exams and other assessed materials not retrieved by students during the term shall be retained until the end of the term (defined as the day grades are due for that term as set by the Registrar's Office); and be it further

RESOLVED: In all cases, either digital or physical retention of records and materials is permissible. In the case of final projects falling under 4.2.20 that produce large physical artifacts, retention of a digital record such as a photo may be appropriate; and be it further

RESOLVED: The language in the appropriate section of the Academic Programs website shall be updated: "Final exams and final graded coursework shall be retained by faculty for one year after course completion. The course gradebook shall be retained for five years after course completion. Midterm exams and other assessed materials not retrieved by students during the term shall be retained until the end of the term. The end of term is defined as the day grades are due for that term as set by the Registrar's Office. In all cases, either digital or physical retention of materials and records is permissible."

Proposed by: Academic Senate Executive Committee
Date: January 25, 2022

Supplemental Materials for Resolution on Updating Retention of Exam and Gradebook Policy

The CSU policy on retention of course materials is available in the document "Records/Information Retention and Disposition Schedule": https://www.calstate.edu/csu-system/records-retention-disposition/Documents/student-records/Student_Records.pdf

The first three pages are attached below for convenience, which includes Record Identifiers 4.2.20, 4.2.22, and 4.2.24 as referenced in the resolution.

Below is a summary of the of Record Identifiers 4.2.20, 4.2.22, and 4.2.24. We have also included the exact Record Title along with this resolution's interpretation of the Record Title.

Record Identifier: 4.2.20
Record Title: "Exams (final)/graded coursework"
Record Title interpretation: The final exam or graded coursework replacing the final exam
Retention Period: "One year after course completion"

Record Identifier: 4.2.22
Record Title: "Grade book - faculty (record of students in course and work completed)"
Record Title interpretation: The course gradebook
Retention Period: "Five years after course completion"

Record Identifier: 4.2.24
Record Title: "Grade reports (midterm)"
Record Title interpretation: Midterm exams and other assessed materials not retrieved by students during the term
Retention Period: "End of term"

The Retention Source Authority for the CSU documentation is based on "American Association of Collegiate Registrars and Admissions Officers (AACRAO)" (©2019 Edition): Student Records Management: Retention, Disposal, and Archive of Student Records. Because AACRAO is the Retention Source Authority, Cal Poly's Registrar's Office was consulted to assist with interpreting the language of the Record Titles.

California State University
RECORDS/INFORMATION RETENTION AND DISPOSITION SCHEDULE

Record Series Identifier	Record Series Name							Admission Records for Students who do not enroll shall be retained for 1 year after the application term had concluded.	
4.0	STUDENT RECORDS								
Record Identifier	Record Title	Custodian of Records	Record Value: O - Operational					Retention Source Authority	Retention Period
			O	F	L	H	V		
4.1	**Admissions Records for Applicants Who Enroll**							Based on "American Association of Collegiate Registrars and Admissions Officers (AACRAO)" Student Records Management: Retention, Disposal, and Archive of Student Records ©2019 Edition, unless otherwise	
Notes:	1. The retention periods below are based on the following: 2. FERPA states that letters of recommendation not accompanied by waivers and retained beyond their intended use may be viewed by the student. As a 3. Veterans Administration (VA) regulations state that the following student records must be retained for at least three years after termination of enrollment. 4. Educational institutions participating in federal, state, and private programs of low-interest loans to students shall retain student 5. Some documents from institutions in other countries may be originals and therefore difficult or impossible for the applicant to replace. The records custodian								
4.1.1	Admission letters (including admission, denial, or waitlist)		X					AACRAO	3 years after graduation or date of last attendance
4.1.2	Admission letters (Special Programs)		X					AACRAO	3 years after graduation or date of last attendance or until administrative need is satisfied
4.1.3	Correspondence, relevant		X					AACRAO	3 years after graduation or date of last attendance
4.1.4	Waivers of rights of access (admissions) Waiving right to access to admission letters of recommendation		X					AACRAO	3 years after graduation or date of last attendance
4.1.5	Application for admission (or		X					AACRAO	1 year after first term of enrollment
4.1.6	Credit by examination (Reports/scores on Advanced Placement, CLEP, etc.)		X					AACRAO	1 year after first term of enrollment
4.1.7	Entrance examination (Standardized test scores, such as ACT/SAT, LSAT, MCAT, GRE, TOEFL, etc.)		X					AACRAO	3 years after graduation or date of last attendance
4.1.8	Medical records (immunization records)		X					AACRAO	3 years after graduation or date of last attendance
4.1.9	Letters of recommendation (admissions)		X					AACRAO	Until Admitted
4.1.10	Military Documents		X					AACRAO	3 years after graduation or date of last attendance
4.1.11	Placement test scores/reports		X					AACRAO	3 years after graduation or date of last attendance

California State University

RECORDS/INFORMATION RETENTION AND DISPOSITION SCHEDULE

4.0	STUDENT RECORDS								
Record Identifier	Record Title	Custodian of Records	Record Value: O - Operational					Retention Source Authority	Retention Period
			O	F	L	H	V		
4.1.12	Release from high school or Dual Enrollment forms		X					AACRAO	3 years after graduation or date of last attendance
4.1.13	Residency classification forms		X					AACRAO	3 years after graduation or date of last attendance
4.1.14	Transcripts (high school)		X					AACRAO	3 years after graduation or date of last attendance
4.1.15	Transcripts (other colleges)		X					AACRAO	3 years after graduation or date of last attendance
4.2	**Student Academic Records**								

Notes:
1. The retention periods below are based on the following:
2. Any record recommended for permanent retention should be retained in a medium that takes into consideration the nature of the document and its need for
3. The recommended retention period based on graduation or non-attendance should begin with the date of graduation or the date, term , semester and year of
4. FERPA specifically requires institutions to maintain records of requests and disclosures of personally identifiable information except
5. The VA regulations state that the following records must be retained for at least three years after the termination of enrollment.
6. Veterans Administration (VA) regulations require that all advertising, sales, and enrollment materials (e.g. catalogs) used by or on behalf of the institution
7. Educational institutions that participate in federal, state, and private programs of low interest loans must retain for three years after graduation or withdrawal
8. Email regarding student records that are transitory in nature can be discarded when no longer needed. Email and electronic communication that contains
9. Student demographic data and other information about a student who attended the institution will likely need to be kept for a mush longer period and/or

4.2.1	Academic advisement records (includes records from Academic Advisement Centers, Career Services, Educational Opportunity Programs, Learning Centers and Services to Students with Disabilities Centers)		X					Best Practice	5 years after graduation or date of last attendance
4.2.2	Academic warning (notice of academic action related to academic non-performance/deficiency)		X					Best Practice	5 years after graduation or date of last attendance
4.2.3	Academic suspension (notice of academic action related to academic non-performance/deficiency)		X			X		AACRAO	Permanent
4.2.4	Academic integrity code violations - with sanctions (notice of violation of academic integrity policies including sanctions , if any)		X			X		AACRAO	Permanent
4.2.5	Academic Records - miscellaneous (narrative evaluations, competency assessments, etc.)		X			X		AACRAO	Permanent
4.2.6	Correspondence, student (Related to academic records, inquiries)		X					Best Practice	5 years after graduation or date of last attendance

California State University

RECORDS/INFORMATION RETENTION AND DISPOSITION SCHEDULE

4.0	STUDENT RECORDS								
Record Identifier	Record Title	Custodian of Records	Record Value: O - Operational					Retention Source Authority	Retention Period
			O	F	L	H	V		
4.2.7	Grievance/complaint by student (various course/exam related issues, not grade of FERPA disputes)		X					AACRAO	Until administrative need satisfied
4.2.8	Leave of absence		X					AACRAO	Until administrative need satisfied
4.2.9	Major changes, certification of 2nd majors, minors		X					AACRAO	Until administrative need satisfied
4.2.10	Petitions (exceptions to academic rules)		X					AACRAO	Until administrative need satisfied
4.2.11	Thesis/Dissertation		X			X		AACRAO	Permanent
4.2.12	Transcripts					X		AACRAO	Permanent
4.2.13	Enrollment verifications (verifications of enrollment, graduation, GPA, and other related academics)		X					AACRAO	Until administrative need satisfied
4.2.14	Residency verification records (Documents in support of verifying residency in state for tuition purposes)		X					AACRAO	Until administrative need satisfied
4.2.15	Teacher Certifications		X					AACRAO	Until administrative need satisfied
4.2.16	Transcript requests (Official transcript requests by student)		X					AACRAO	Until administrative need satisfied
4.2.17	Application for degree or other credential (degree application, record of degree name, etc.		X					Best Practice	5 years after graduation or date of last attendance or until administrative need is satisfied
4.2.18	Graduation lists (lists of graduates for graduating class)		X			X		AACRAO	Permanent
4.2.19	Substitutions/waivers (approval to meet program requirements with administrative action)		X					AACRAO	Until administrative need satisfied
4.2.20	Exams (final)/graded coursework		X					AACRAO	One year after course completion
4.2.21	Grade appeal/complaint (student final grade dispute)		X					AACRAO	One year after course completion
4.2.22	Grade book - faculty (record of students in course and work completed)		X					AACRAO	Five years after course completion
4.2.23	Grade change forms (Record of authorization to change grades)		X					AACRAO	Until administrative need satisfied
4.2.24	Grade reports (midterm)		X					AACRAO	End of term
4.2.25	Grade submission sheets/data (original records of grades submitted at end of term)		X			X		AACRAO	Permanent
4.2.26	Name change authorizations		X					AACRAO	Until administrative need satisfied

GRC R377 Web and Print Publishing – Upper Division B Certification Proposal

History of GRC 377

GRC 377 first appeared in the 2001-2003 catalog and was listed as a course under GE Area F. Over the years, this course has been updated to reflect on the development and innovations that occurred in the graphic communication industry.

GRC 377 is also listed as a required course for GrC Minors, as electives for IMC minors and MAST minors.

About the Graphic Communication Industry

The graphic communication industry is America's most geographically dispersed manufacturing industry. Besides general printing and publishing, the graphic communication industry has expanded its services into creative design, web design, data visualization, user experience design, and other interdisciplinary areas.

Graphic communication as a discipline requires various technical skills supported by the foundation of math, statistics, chemistry, physics, and computing. Many graphic communication jobs are high tech, high skills, creative, innovative, and managerial. The jobs cover responsibilities from creation to planning to production.

GRC 377 is designed to offer an overall experience of the graphic communication industry from idea generation to user studies to create products for cross-media communication to production choices. It reflects graphic communication as a technological discipline and the interdisciplinary nature of the program.

Reference: Print and Graphic Scholarship Foundation – An Overview of the Graphic Communication Industry, Feb. 15, 2021

GRC R377 Proposal and Revisions

Timeline:

01/17/2020 – GRC R377 was originally submitted.
06/10/2020 – CLA Curriculum Committee commented on addressing all GE EOs and CRs.
11/15/2021 – GEGB commented and indicated the disapproval of the recertification proposal.
11/30/2021 – Revisions submitted in response to GEGB comments
12/02/2021 – GEGB rejected the revised proposal

GEGB comments (11/15/2021) and revision records

Elaine Thurmond (emlawson) (11/15/21 4:13 pm): The General Education Governance Board (GEGB) has reviewed this proposal and has the following comments and questions. (1) Thank you for your proposal. The board finds this proposal poorly grounded in Area B. We find no integration of lower-division B topics in the CLOs. What is more, the CLOs do not have a strong mapping onto the guidelines of upper-division B. We have no sense of what background of mathematics is necessary for success in the course (EO1). This proposal strikes us as an exercise in the use of Adobe Creative Cloud applications, but without any grounding in computational or algorithmic thinking. Nor is there any sense of physical or chemical concepts will be elaborated on (EO3). (2) For the above reasons the board cannot approve this proposal. If you would like this course to be in the catalog outside of GE, please change the answer to the question "Is this a GE course to NO", pick a new course number, and submit for approval.

GrC Curriculum Committee revised the proposal to address the following concerns raised by GEGB specifically.

1. "…poorly grounded in Area B; no integration of lower-division B topics, CLOs do not have a strong mapping onto the guidelines of upper-division B, no sense of what background of mathematics is necessary for success in this course."

	EO 1 Integrate the concepts from lower-division courses in Area B;
11/15/2021 version	The class relates mathematical concepts to its graphical application in bezier curves, vectors, bitmap matrix, and image resolution. It also relates coding application to front-end web development.
11/30/2021 version	The course integrates mathematical, statistical, physical, chemical, and computational concepts to graphic communication applications. The concepts include: 1) **mathematical concepts (B1)** related to digital images (Golden ratio, rule of thirds, bezier curves, vectors, bitmap matrix, image resolution, and color depth) and quality control of printed products, 2) conducting observations and surveys for **statistical analysis (B1)** of user research (user experience, web traffic, data processing, and analyzing), 3) **chemical and physical concepts (B1 and B3)** for understanding the interaction between ink/substrates/other chemicals related to print quality, physics of color, color models, and the biological association between color wavelengths to human visual perceptions, 4) **computational concepts (B1)** for constructing a website through coding (HTML, CSS, Java, SEO), 5) using statistical data and mathematical models for **making effective design decisions (B4)** (best practices for effective design)

2. "This proposal strikes us as an exercise in the use of Adobe Creative Cloud applications, but without any grounding in computational or algorithmic thinking. Nor is there any sense of physical or chemical concepts will be elaborated on (EO3)."

	EO 3 Satisfy at least one of the following objectives: a) Apply the fundamental scientific, mathematical, statistical, or computational concepts from the lower-division courses to address and meaningfully engage with problems in new or

	more advanced areas. b) Articulate the considerations (which may include scientific, mathematical, computational, technical, economic, commercial, and social) that are necessary for making rational, ethical, and humane scientific and/or technological decisions.
11/15/2021 version	a) Students in the class use graphic software and output devices that relies on the understanding of mathematical, physical, and chemical concepts for the adequate creation of prototype. b) The class explores visual language and imagery that best supports articulation of different points-of-view from different fields.
11/30/2021 version	a) Students in the class **use graphic software as tools to reflect and realize the design decision** made through quantitative reasoning, utilize the output devices and printers to construct further quantitative studies that help them to iterate and improve the design. These outcomes rely on **the understanding of fundamental mathematical, physical, chemical, and computational concepts, and critical thinking skills**. Furthermore, students are engaged in problem-solving exercises to advance the concepts and skills to serve the communication needs of their own disciplines. b) The course explores visual language and imagery that best supports the articulation of different points of view from different fields. **The best practices are developed through finding scientific evidence using scientific methods, such as surveys, databases, and statistical analysis**. These outcomes are based on fundamental skills of interpreting scientific evidence and drawing connections between evidence (data) and proven outcomes (best practice in design).

3. In addition, the **CLOs and extended course content** are revised to include learning activities closely related to the lower-division B content. Such activities include but are not limited to:
    1. Infographic for data visualization (STAT, MATH)
    2. Quality data collection and analysis (MATH, STAT)
    3. Survey on user experience (MATH, STAT)
    4. Color difference and for making design decisions (MATH, PHYS)
    5. Legibility test and report (STAT)
    6. Different output/printing devices and the quality comparison (CHEM, MATH)
    7. Webpage construction with HTML and CSS (CS)
    8. Web accessibility and inclusion (STAT, CS)
    9. Multimedia campaign and solutions (MATH, STAT, CS)
4. Adobe Creative Cloud is a tool for students to realize creative concepts. The creative concepts are examined by the technological feasibilities (printing technologies, ink and substrates interactions, web page efficiency, and more). The product and publishing decision is made based on data collected/processed through the designs created by Adobe Creative Cloud software. The software is not the focus rather a pathway to validate the publishing-related products.

Course Change Request

New Course Proposal

Date Submitted: 04/06/21 4:17 pm

Viewing: GRC R377 : Web and Print Publishing

Last edit: 11/15/21 4:13 pm

Changes proposed by: ribeiro

Original Proposal Date	Friday, January 17, 2020
Proposer(s)	

In Workflow

1. **323-GRC2 Curr Chair**
2. GEGB Chair
3. ASCC Chair
4. Curriculum Analyst
5. PeopleSoft

Approval Path

1. 01/22/20 10:07 am
   Dina Vees (dvees): Rollback to Initiator
2. 01/22/20 10:29 am
   Dina Vees (dvees): Approved for 323-GRC2 Curr Chair
3. 01/22/20 10:35 am
   Colleen Twomey (ctwomey): Approved for 323-GRC2 Chair
4. 01/31/20 10:04 am
   Gregory Bohr (gbohr): Rollback to 323-GRC2 Curr Chair for 48-CLA Curr Chair
5. 02/14/20 7:52 am
   Dina Vees (dvees): Rollback to Initiator
6. 03/11/20 1:33 pm
   Dina Vees (dvees): Approved for 323-GRC2 Curr Chair
7. 03/11/20 3:24 pm
   Colleen Twomey (ctwomey):

Approved for 323-GRC2 Chair
8. 06/10/20 1:09 pm Gregory Bohr (gbohr): Rollback to Initiator
9. 04/19/21 3:23 pm Dina Vees (dvees): Approved for 323-GRC2 Curr Chair
10. 04/19/21 3:25 pm Colleen Twomey (ctwomey): Approved for 323-GRC2 Chair
11. 04/30/21 10:26 am Gregory Bohr (gbohr): Approved for 48-CLA Curr Chair
12. 05/08/21 12:51 pm Jennifer Teramoto Pedrotti (jpedrott): Approved for 48-CLA Assoc Dean
13. 11/15/21 4:29 pm Elaine Thurmond (emlawson): Rollback to 323-GRC2 Curr Chair for GEGB Chair

Name:	E-mail:	Phone:
Bruno Ribeiro	ribeiro@calpoly.edu	805.756.2729

Subject Prefix	GRC	Catalog Number	R377
Department	Graphic Communication (323-GRC2)		
College	College of Liberal Arts		

General Information

Requested Start Term Summer 2022

Course Title
Web and Print Publishing

Short Course Title (displays in transcripts and the class schedule)	Web and Print Publishing

Course Description

Web and print publishing technology and its impact on society. The technologies of digital photography, typography, graphics, layout, and design for print and web publishing including decision-making considerations. The application of scientific and mathematical principles to web and print publishing technologies. Not open to students with credit in GRC 201. 3 lectures, 1 laboratory. Prerequisite: Junior standing; completion of GE Area A with grades of C- or better; and completion of GE Areas B1 through B4, with a grade of C- or better in one course in GE Area B4 (GE Area B1 for students on the 2019-20 or earlier catalogs). Fulfills GE Area Upper-Division B (GE Areas B5, B6, or B7 for students on the 2019-20 catalog).

Is the course crosslisted, or are you adding a new crosslisting?	No
Is this a replacement course?	Yes
Replacing which course(s)?	GRC 377 - Web and Print Publishing
Should students with credit in the replaced course be allowed to take and receive credit in the new course?	No
Will course be taught on or off campus?	On Campus
Does the course have field trips?	No

Course Requirements

Course Requisites

Type	Course	Justification
Prerequisite	Junior standing; completion of GE Area A with grades of C- or better; and completion of GE Areas B1 through B4, with a grade of C- or better in one course in GE Area B4 (GE Area B1 for students on the 2019-20 or earlier catalogs).	Class builds upon concepts from lower-division classes in area B.

Are there non-course requirements for enrollment?	No

Units per mode of instruction:
For the definition of a unit (credit hour) and amount of work associated with it, refer to the CSU definition.
For more information on modes of instruction, click here.

Lecture: 3 Laboratory: 1 Activity: 0 Seminar: 0 Supervision: 0 Discussion: 0

Total Units: 4

Grading Type	Regular
Is course repeatable for multiple credit?	No
Is this course to be taught with specific subtitles?	No

Purpose of the Course

This is a required course	No
This is an elective course	No
Attach memos of support from other departments adding the proposed course to their curriculum.	
This course is used in the following credential program(s):	

Briefly explain the need for this course:

This class is offered to non-majors and supports them with broad knowledge of graphic communication, to be applied in presentations, documents, and data visualization.

Indicate which of the following University Learning Objectives (ULOs) will be supported by the course:

• Communicate effectively
• Use their knowledge and skill to make a positive contribution to society
• Make reasoned decisions based on understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
• Engage in lifelong learning
• Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences and technology
• Think critically and creatively
• Work productively as individuals and in groups

Program Learning Objectives

Select a program to display program learning objectives supported by this course.

BS Graphic Communication

PLO 1: Integrate effective design and functionality into graphic communication products, optimizing user experience and adoption.
PLO 2: Produce professional graphic media, demonstrating competence using current tools and methods.
PLO 3: Articulate and defend graphic communication strategies using effective oral, written, visual and/or demonstration means.
PLO 4: Apply appropriate production and workflow methods for various media.
PLO 5: Evaluate business principles related to starting and/or developing a graphic communication business.
PLO 6: Analyze current and future trends, market drivers, and continuous learning opportunities in graphic communication.
PLO 7: Evaluate diversity in the graphic communication profession and identify attitudes and behaviors that affect workforce and product development.
PLO 8: Demonstrate the use of sustainability practices in various print and screen-based applications.

GE, USCP, or GWR Courses

Is this a General Education Course?	Yes
Is this a United States Cultural Pluralism Course?	No

Is this a Graduation Writing Requirement Course? No

GE Course Information

GE Designation	B Upper-Division: Scientific Inquiry & Quantitative Reasoning (upper-division)

EDUCATIONAL OBJECTIVES
Use the corresponding fields to indicate how the educational objectives below will be met by students upon completion of the course. *Note: For GE Areas D1, D2, and E, proposals must meet at least five of the eight educational objectives.*

Students will be able to:

EO 1 Integrate the concepts from lower-division courses in Area B;	The class relates mathematical concepts to its graphical application in bezier cuves, vectors, bitmap matrix, and image resolution. It also relates coding application to front-end web development.
EO 2 Use quantitative evidence to support an idea or argument, in alternative forms, including visual and/or written form;	The class explores concepts of data visualization and visual rhetoric applied to other fields outside graphic communication.
EO 3 Satisfy at least one of the following objectives: a) Apply the fundamental scientific, mathematical, statistical, or computational concepts from the lower-division courses to address and meaningfully engage with problems in new or more advanced areas. b) Articulate the considerations (which may include scientific, mathematical, computational, technical, economic, commercial, and social) that are necessary for making rational, ethical, and humane scientific and/or technological decisions.	a) Students in the class use graphic software and output devices that relies on the understanding of mathematical, physical, and chemical concepts for the adequate creation of prototype., ,b) The class explores visual language and imagery that best supports articulation of different points-of-view from different fields.

CRITERIA
Use the corresponding field to indicate how the below criteria will be met by the course.

CR 1 Course requires at least completion of A1 Oral Communication, A2 Written Communication, and A3 Critical Thinking, and B4 Mathematics/Quantitative Reasoning as pursuant to EO 1100-Revised (section 2.2.3); some courses will	Students develop a presentation and present to class their research, correlating the science on substrates, inks, and processes with the different possible outcomes.

require additional pre-requisites as course content dictates;	
CR 2 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade.	Students write weekly discussion posts that count for 15% of their grades for the quarter.

Course Delivery and Resources

Estimated number of students in one section of this course:	Lecture/Seminar:	48		Lab/Activity:	16			
Estimated number of Lecture/Seminar sections to be offered:	Fall: 2 Total: 6		Winter:	2	Spring:	2	Summer:	0
Estimated number of Lab/Activity sections to be offered:	Fall: 6 Total: 18		Winter:	6	Spring:	6	Summer:	0

What is the primary modality in which the course is intended to be taught:
Face-to-Face, Traditional (FT)

Indicate other modalities in which the course is intended to be taught:

If proposing a new course or adding an additional modality to an existing course, please answer the following questions about direct instruction and out-of-class work for EACH of the modalities selected above (or its equivalent for online): Note. For each modality listed above please include the hours estimate on a weekly basis. For example FT: x hours, FO: y hours, etc.

Hours of face-to-face or synchronous instruction (may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent):
FT: 6 hours

Briefly describe planned methods of direct instruction face-to-face or synchronous (e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.):
Lecture: 3 hours
Lab: 3 hours

Hours of direct instruction online (asynchronous):

Briefly describe planned methods of direct instruction online (e.g., text-based

learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.):
–

Hours of out-of-class work or its equivalent:
6 hours

Briefly describe planned methods for engaging students in out-of-class work or its equivalent for online (e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.):
Reading, online discussion (Canvas), homework practical assignments.

Enrollment capacity by modality. (Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.)
54 per lecture.
18 per lab session.

Indicate the names of faculty members who will initially teach the course, and if one (or more) of the online modalities (FO, RO, LO, HY, & FL) are being proposed, please briefly provide their prior online experience and/or training:
Bruno Ribeiro
April Elliott
Ivan Bradley

Does this course require new equipment?	No
Does this course require new supplies?	No
Indicate type of teaching environment needed:	Lab Lecture

Will staff resources be required to support the course?	No
Does this course require new computer facilities and/or software?	Yes

Describe computer facilities and/or software requirements:

Computer labs with Adobe CC software installed. (Already in place in 26-213 and 26-220.)

Course Learning Objectives and Assessment Methods

Complete the table of Course Learning Objectives (CLOs) if proposing a new course, proposing a new modality for an existing course, changing the mode of an existing course, OR reducing the contact hours of an existing course.

List the learning objectives for this course (e.g. what should students know or be able to do after taking this course) and the assessment method that will be used to collect direct evidence of student achievement of each learning objective. Consult the Associate Dean in your college about assessment resources.

Include assessment methods designed to measure attainment of course learning objectives by the other modalities chosen above.

If proposing a new course, refer to the above program learning objectives (PLOs) and indicate which ones are supported by each course learning objective. Listing PLO numbers will suffice (e.g. PLO 1, PLO2). If the course is being proposed for General Education, indicate the GE educational objectives and criteria supported by the course (e.g. GE C3 EO 1, 2, 3, 6 and CR 2, 5). If the course is being proposed for U.S. Cultural Pluralism, indicate the USCP criteria supported in the Program Learning Objective field.

Course Learning Objectives and Assessment Methods

	Course Learning Objective	Modality Assessment Method(s)	Program Learning Objective(s)
1	Describe the design process used in creating GrC products.	Quiz	PLO 2 PLO 3 CR 2
2	Compare different GrC printing methods and describe how they work.	Quiz and presentation	PLO 2 PLO 3 CR 1 CR 2

	Course Learning Objective	Modality Assessment Method(s)	Program Learning Objective(s)
3	Describe various challenges to communication and compare common solutions in GrC products.	Quiz Practical assignment	PLO 1 PLO 2 PLO 3 CR 2 EO 1 EO 2 EO 3
4	Formulate a design concept through brainstorming and sketching.	Practical assignment	PLO 1
5	Design a product using appropriate design principles.	Practical assignment	PLO 1
6	Investigate the use of different color in a design piece to evoke an emotional response.	Quiz Practical assignment	PLO 1 PLO 2
7	Compare the different color systems and how they work.	Quiz Practical assignment	PLO 1 PLO 2 PLO 3 PLO 4 EO 1 EO 2 EO 3
8	Critique and defend best practices for various type categories and formats.	Quiz Practical assignment	PLO 2 PLO 3 PLO 4
9	Design a product using type creatively to convey a message.	Quiz Practical assignment	PLO 1 PLO 2 PLO 3
10	Design an effective page layout using good design practices.	Practical assignment	PLO 1 PLO 3 PLO 4 PLO 5
11	Apply principles of design and knowledge of HTML and CSS to build a website.	Practical assignment	PLO 1 PLO 3 PLO 4 PLO 5 EO 1 EO 2 EO 3
12	Differentiate, relate, and compare GrC best practice and principles.	Midterm exam	PLO 3 PLO 4 PLO 5

	Course Learning Objective	Modality Assessment Method(s)	Program Learning Objective(s)
13	Appraise, judge, and critique the final solution for different GrC products.	Final exam	PLO 2 PLO 3 PLO 4 PLO 5 PLO 6

Please include a list of measures that will be employed to ensure academic integrity in the assessment of students' attainment of the CLOs:

Beyond traditional methods of avoiding dishonesty in the exams, following the students' work closely in the labs make the instructor very aware of the students' understanding of the subject.

Expanded Course Content

List textbooks, materials, and/or other resources for the course.

Textbooks, materials, and/or other resources
Lidwell, William, et al. Universal Principles of Design: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design. W3 Schools: https://www.w3schools.com/html/default.asp

Provide a detailed outline of the content for this course:

Week	Readings	Topics of Discussion	Labs, Activities, Assignments
1	Handouts on printing methods	Importance of GrC Planning/Organization The size of the GrC industry Products produced by GrC Areas a designer progresses through to create GrC products: perception, selection, production Different GrC printing methods and how they work	Adobe Photoshop: Vector vs Raster, Photoshop interface, layers, selections and adjustments Tutorial/Exercise/Project: Photoshop Image Optimization and Composite Tutorial Quiz Weekly discussion posts

Week	Readings	Topics of Discussion	Labs, Activities, Assignments
2	Universal Principles of Design: Aesthetic-usability effect Universal Principles of Design: Legibility Universal Principles of Design: Ockham's razor Universal Principles of Design: Signal-to-noise ratio	Perception and communication Human perception and its importance The human perception model: stimuli, recognition, understanding Mental and physical interferences to communication Solutions to interferences The communication model and its importance	Adobe Photoshop: Repairing and retouching photos Tutorial/Exercise/Project: Repair and retouch exercise Quiz Weekly discussion posts
3	Handouts on history of graphic arts	History of graphic arts	Adobe Illustrator: Interface, drawing Bezier lines, transformations, color, shapes, text Tutorial/Exercise/Project: Curves exercise Quiz Weekly discussion posts
4	Universal Principles of Design: Iteration Universal Principles of Design: Personas Universal Principles of Design: Prototyping	Components of visual communication Effective approach to a client centered graphic design problem Design problem and its important questions Design concept through brainstorming and sketching Design elements and principles	Adobe Illustrator: Additional techniques to aid in logo creation Tutorial/Exercise/Project: Work on logo development Quiz Weekly discussion posts
5	Universal Principles of Design: Color Universal Principles of Design: Picture superiority effect	Color perception Use of color in graphic communication Different color systems and how they work (additive/subtractive, process/spot) Color wheel, color scheme, and related hues	Adobe InDesign: Interface, Placing text and graphics Tutorial/Exercise/Project: Zoo Chat booklet tutorial Quiz Weekly discussion posts

Week	Readings	Topics of Discussion	Labs, Activities, Assignments
6	Handouts on typography basics	The significance of Johann Gutenberg/moveable type Typography terminology Typesetting adjustments Best practices for various type categories and formats Use of type to convey messages Page layout, its terminology, and best practice Publications' style	Adobe InDesign: Brochure set-up Tutorial/Exercise/Project: Work on oral/visual presentation. Quiz Midterm exam
7	Universal Principles of Design: Hierarchy Universal Principles of Design: Progressive disclosure Universal Principles of Design: Serial position effects	Web basics, site plan, web hierarchy, organization Web page design	HTML tutorial Tutorial/Exercise/Project: Work on tutorial website Weekly discussion posts
8	Universal Principles of Design: Accessibility Universal Principles of Design: Scaling Fallacy	Web accessibility Digital inclusion	Website work Weekly discussion posts
9	W3 Schools HTML Tutorial	Web development Hypertext Markup Language (HTML) Cascade Style Sheets (CSS)	Website work Weekly discussion posts
10	Handouts	Web development Templates and content management systems	Website work using Wordpress, Wix, Squarespace, or similar Weekly discussion posts
Final	Final exam	Final exam on best practices, vocabulary, and design principles.	Final exam

Final Assessment

Final assessments for 1-unit courses, labs, and activities occur during the regularly designated meeting time in the last week of instruction. Final assessments for all lecture and seminar courses (other than 1-unit courses) occur during the scheduled final assessment period ('finals week').

What will be the method for final assessment for this course?

Final exam on best practices, vocabulary, and design principles.

Quizzes: 20%

Practical assignments: 25%
Weekly discussion posts: 15%
Midterm exam: 15%
Final exam: 25%

Will the final assessment occur during the designated time period?	Yes

Consultation

List all courses that already cover any significant part of the planned content/learning objectives of this course either within the department or from other departments. Explain why duplication of subject matter is necessary. Please talk with any other department with which there will be significant duplication.

Courses with possible duplication of content	GRC 201 - Digital Publishing Systems

Please explain the duplication in subject matter and why it is necessary:

GRC201 is a required class for GRC majors that uses the same software as GRC 377. They are both introductory classes to Adobe software. GRC 201 goes into more detail related to GRC for the software taught. GRC students would not learn anything new in GRC 377. Therefore, we have added NOTSWCI to this course for GRC majors.

Use the memo template for consultation with other departments offering any of the above listed courses. Attach signed memos to the proposal.

Instructional Materials and Information Technology Accessibility

"It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability." (EO 926)

The CSU Accessible Technology Initiative requires that new course content, including instructional materials and websites, be designed and authored to be accessible to all students.

Please review the Accessible Instructional Materials Checklist for Cal Poly Faculty and related links to understand what this means as you develop your course content.

Take advantage of the Center of Teaching, Learning and Technology support tutorials, workshops and other services the CSU Professional Development for Accessible Technology resources.

I have reviewed the information and understand what is expected. Yes

If you still have questions or need any assistance, email the Electronic and Information Technology Campus Compliance Officer or telephone 805-756-5538.

Supporting Documents

GRC 377 New course supplemental form 2019.pdf
GRC_R377_GRC_Dept_Explanation_NOTSWCI_GRC_201_Email_09242021l.pdf

Course Reviewer Comments

Dina Vees (dvees) (01/22/20 10:07 am): Rollback: Please add midterm and final exam into schedule.
Gregory Bohr (gbohr) (01/31/20 10:04 am): Rollback: As discussed...
Dina Vees (dvees) (02/14/20 7:52 am): Rollback: Please update the CLOs to a higher Bloom's action verb since this is a 300 level course. Some are higher level, but others are not. The committee would like to see the lower level verbs changed.
Gregory Bohr (gbohr) (06/10/20 1:09 pm): Rollback: The CLA Curriculum Committee has reviewed the proposal, and we have the following suggestions and requests. Please revise to address each, and resubmit the proposal back into Workflow as soon as possible, but before June 15 if possible. 1) All of the GE EOs and CRs need to be addressed. 2) Please include the EOs and CRs in the CLO table, along with the PLOs. 3) Please move the grade breakdown to the Final Assessment box, and make clear that 10% of the grade is based on writing. 4) Please remove summer from the 'Course Delivery' section. 5) Please complete and attach the DLO Supplemental form found at https://cla.calpoly.edu/faculty-staff/curriculum-review (If you can't edit the PDF, I can provide a Word version). 6) Note that GRC and LAES-B7 students will be excluded from the class due to the GRC 201 restriction (we understand that to be intentional).
Elaine Thurmond (emlawson) (07/01/21 4:15 pm): Added fulfills language to meet Office of the Registrar standard convention.
Elaine Thurmond (emlawson) (09/24/21 9:04 am): Added text to the consultation section of the proposal per the attached email titled "GRC_R377_GRC_Dept_Explanation_NOTSWCI_GRC_201_Email_09242021.pdf"
Elaine Thurmond (emlawson) (11/15/21 4:13 pm): The General Education Governance Board (GEGB) has reviewed this proposal and has the following comments and questions. (1) Thank you for your proposal. The board finds this proposal poorly grounded in Area B. We find no integration of lower-division B topics in the CLOs. What is more, the CLOs do not have a strong mapping onto the guidelines of upper-division B. We have no sense of what background of mathematics is necessary for success in the course (EO1). This proposal strikes us as an exercise in the use of Adobe Creative Cloud applications, but without any grounding in computational or algorithmic thinking. Nor is there any sense of physical or chemical concepts will be elaborated on (EO3). (2) For the above reasons the board cannot approve this proposal. If you would like this course to be in the catalog outside of GE, please change the answer to the question "Is this a GE course to NO", pick a new course number, and submit for approval.
Elaine Thurmond (emlawson) (11/15/21 4:29 pm): Rollback: The General Education Governance Board (GEGB) has reviewed this proposal and has some questions and/or comments, which have been noted in the Course Reviewer Comments section at the bottom of the proposal.

Key: 6242

New Course Proposal

Date Submitted: 04/06/21 4:17 pm

Viewing: GRC R377 : Web and Print Publishing

Last edit: 12/02/21 2:48 pm

Changes proposed by: ribeiro

Original Proposal Date	Friday, January 17, 2020
Proposer(s)	

In Workflow

1. **323-GRC2 Curr Chair**
2. **GEGB Chair**
3. **ASCC Chair**
4. Curriculum Analyst
5. PeopleSoft

Approval Path

1. 01/22/20 10:07 am
   Dina Vees (dvees): Rollback to Initiator
2. 01/22/20 10:29 am
   Dina Vees (dvees): Approved for 323-GRC2 Curr Chair
3. 01/22/20 10:35 am
   Colleen Twomey (ctwomey): Approved for 323-GRC2 Chair
4. 01/31/20 10:04 am
   Gregory Bohr (gbohr): Rollback to 323-GRC2 Curr Chair for 48-CLA Curr Chair
5. 02/14/20 7:52 am
   Dina Vees (dvees): Rollback to Initiator
6. 03/11/20 1:33 pm
   Dina Vees (dvees): Approved for 323-GRC2 Curr Chair
7. 03/11/20 3:24 pm
   Colleen Twomey (ctwomey):

Approved for 323-GRC2 Chair
8. 06/10/20 1:09 pm Gregory Bohr (gbohr): Rollback to Initiator
9. 04/19/21 3:23 pm Dina Vees (dvees): Approved for 323-GRC2 Curr Chair
10. 04/19/21 3:25 pm Colleen Twomey (ctwomey): Approved for 323-GRC2 Chair
11. 04/30/21 10:26 am Gregory Bohr (gbohr): Approved for 48-CLA Curr Chair
12. 05/08/21 12:51 pm Jennifer Teramoto Pedrotti (jpedrott): Approved for 48-CLA Assoc Dean
13. 11/15/21 4:29 pm Elaine Thurmond (emlawson): Rollback to 323-GRC2 Curr Chair for GEGB Chair
14. 11/30/21 11:57 am Xiaoying Rong (xrong): Approved for 323-GRC2 Curr Chair
15. 12/02/21 2:49 pm Gary Laver (glaver): Approved for GEGB Chair

Name:	E-mail:	Phone:
Bruno Ribeiro	ribeiro@calpoly.edu	805.756.2729

Subject Prefix	GRC	Catalog Number	R377
Department	Graphic Communication (323-GRC2)		
College	College of Liberal Arts		

General Information

Requested Start Term	Summer 2022
Course Title	Web and Print Publishing
Short Course Title (displays in transcripts and the class schedule)	Web and Print Publishing
Course Description	The scientific knowledge associated with design principles, using digital photography, typography, graphics, layout, and user research for print and web publishing. Making evidence-supported design decisions. The applications that incorporate scientific and mathematical principles to web and print publishing, and their impact on society. Not open to students with credit in GRC 201. 3 lectures, 1 laboratory. Prerequisite: Junior standing; completion of GE Area A with grades of C- or better; and completion of GE Areas B1 through B4, with a grade of C- or better in one course in GE Area B4 (GE Area B1 for students on the 2019-20 or earlier catalogs). Fulfills GE Area Upper-Division B (GE Areas B5, B6, or B7 for students on the 2019-20 catalog).
Is the course crosslisted, or are you adding a new crosslisting?	No
Is this a replacement course?	Yes
Replacing which course(s)?	GRC 377 - Web and Print Publishing
Should students with credit in the replaced course be allowed to take and receive credit in the new course?	No
Will course be taught on or off campus?	On Campus
Does the course have field trips?	No

Course Requirements

Course Requisites

Type	Course	Justification
Prerequisite	Junior standing; completion of GE Area A with grades of C- or better; and completion of GE Areas B1 through B4, with a grade of C- or better in one course in GE Area B4 (GE Area B1 for students on the 2019-20 or earlier catalogs).	This course requires students to have scientific knowledge in systematic observation and quantitative analysis using foundational mathematical, physical, chemical, statistical, and computational concepts. This course also requires students to be able to communicate effectively using written and visual forms, practice critical thinking skills through statistical data and mathematical models for making ethical, inclusive, and effective design decisions.

Are there non-course requirements for enrollment? No

Units per mode of instruction:
For the definition of a unit (credit hour) and amount of work associated with it, refer to the CSU definition.
For more information on modes of instruction, click here.

Lecture: 3 Laboratory: 1 Activity: 0 Seminar: 0 Supervision: 0 Discussion: 0

Total Units: 4

Grading Type Regular

Is course repeatable for multiple credit? No

Is this course to be taught with specific subtitles? No

Purpose of the Course

This is a required course No

This is an elective course No

Attach memos of support from other departments adding the proposed course

to their curriculum.

This course is used in the following credential program(s):

Briefly explain the need for this course:

This course is offered to non-majors and supports them with broad knowledge of graphic communication technologies, the impact of developing ethical, inclusive, and effective graphic communication products on society. The knowledge is applicable in many forms of graphic communication, including web construction, book/magazine publications, presentations, documents, and data visualization. This course provides non-majors a broad overview of technologies used in the graphic communication industry and benefits non-majors to communicate effectively in their own fields.

Indicate which of the following University Learning Objectives (ULOs) will be supported by the course:

• Communicate effectively
• Use their knowledge and skill to make a positive contribution to society
• Make reasoned decisions based on understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
• Engage in lifelong learning
• Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences and technology
• Think critically and creatively
• Work productively as individuals and in groups

Program Learning Objectives

Select a program to display program learning objectives supported by this course.

BS Graphic Communication

PLO 1: Integrate effective design and functionality into graphic communication products, optimizing user experience and adoption.
PLO 2: Produce professional graphic media, demonstrating competence using current tools and methods.
PLO 3: Articulate and defend graphic communication strategies using effective oral, written, visual and/or demonstration means.
PLO 4: Apply appropriate production and workflow methods for various media.
PLO 5: Evaluate business principles related to starting and/or developing a graphic

communication business.

PLO 6: Analyze current and future trends, market drivers, and continuous learning opportunities in graphic communication.

PLO 7: Evaluate diversity in the graphic communication profession and identify attitudes and behaviors that affect workforce and product development.

PLO 8: Demonstrate the use of sustainability practices in various print and screen-based applications.

GE, USCP, or GWR Courses

Is this a General Education Course?	Yes
Is this a United States Cultural Pluralism Course?	No
Is this a Graduation Writing Requirement Course?	No

GE Course Information

GE Designation	B Upper-Division: Scientific Inquiry & Quantitative Reasoning (upper-division)

EDUCATIONAL OBJECTIVES

Use the corresponding fields to indicate how the educational objectives below will be met by students upon completion of the course. *Note: For GE Areas D1, D2, and E, proposals must meet at least five of the eight educational objectives. In addition, GE Area C2 courses in Languages Other Than English shall be at the mid to high intermediate level.*

Students will be able to:

EO 1 Integrate the concepts from lower-division courses in Area B;	The course integrates mathematical, statistical, physical, chemical, and computational concepts to graphic communication applications. The concepts include: 1) mathematical concepts (B1) related to digital images (Golden ratio, rule of thirds, bezier curves, vectors, bitmap matrix, image resolution, and color depth) and quality control of printed products, 2) conducting observations and surveys for statistical analysis (B1) of user research (user experience, web traffic, data processing, and analyzing), 3) chemical and physical concepts (B1 and B3) for understanding the interaction between ink/substrates/other chemicals related to print quality, physics of color, color models, and the biological association between color wavelengths to human

	visual perceptions, 4) computational concepts (B1) for constructing a website through coding (HTML, CSS, Java, SEO), 5) using statistical data and mathematical models for making effective design decisions (B4) (best practices for effective design)
EO 2 Use quantitative evidence to support an idea or argument, in alternative forms, including visual and/or written form;	The course explores various forms of data collection and analysis to support effective design decisions. The quantitative evidence includes surveys, user interviews, user journey mapping, user database construction, print quality analysis, and relevant literature review and research. The quantitative evidence is presented using mindmap, summary tables, infographics, and other forms of data visualization. The quantitative evidence is also presented in written forms, such as reports (assignments and weekly discussion posts).
EO 3 Satisfy at least one of the following objectives: a) Apply the fundamental scientific, mathematical, statistical, or computational concepts from the lower-division courses to address and meaningfully engage with problems in new or more advanced areas. b) Articulate the considerations (which may include scientific, mathematical, computational, technical, economic, commercial, and social) that are necessary for making rational, ethical, and humane scientific and/or technological decisions.	a) Students in the class use graphic software as tools to reflect and realize the design decision made through quantitative reasoning, utilize the output devices and printers to construct further quantitative studies that help them to iterate and improve the design. These outcomes rely on the understanding of fundamental mathematical, physical, chemical, and computational concepts, and critical thinking skills. Furthermore, students are engaged in problem-solving exercises to advance the concepts and skills to serve the communication needs of their own disciplines., ,b) The course explores visual language and imagery that best supports the articulation of different points of view from different fields. The best practices are developed through finding scientific evidence using scientific methods, such as surveys, databases, and statistic analysis. These outcomes are based on fundamental skills of interpreting scientific evidence and drawing connections between evidence (data) and proven outcomes (best practice in design).

CRITERIA

Use the corresponding field to indicate how the below criteria will be met by the course.

CR 1 Course requires at least completion of A1 Oral Communication, A2 Written Communication, and A3 Critical Thinking, and B4 Mathematics/Quantitative Reasoning as pursuant to EO 1100-Revised (section 2.2.3); some courses will require additional pre-requisites as course content dictates;	Students develop presentations and reports on collected data, the interpretations of the data, decision-making based on data, and present them to the class through visual and written forms. Students are expected to have fundamental skills developed through the courses in B1 through B4 to effectively engage in learning more advanced concepts related to substrates, inks, color physics, and coding skills.
CR 2 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade.	Students write weekly discussion posts that count for 15% of their grades for the quarter. ,Reports and weekly assignments in written form for 15%.,A total of 30% of overall course grades are associated with writing assignments.

Course Delivery and Resources

Estimated number of students in one section of this course:	Lecture/Seminar:	48			Lab/Activity:	16		
Estimated number of Lecture/Seminar sections to be offered:	Fall:	2	Winter:	2	Spring:	2	Summer:	0
	Total:	6						
Estimated number of Lab/Activity sections to be offered:	Fall:	6	Winter:	6	Spring:	6	Summer:	0
	Total:	18						

What is the primary modality in which the course is intended to be taught:
Face-to-Face, Traditional (FT)

Indicate other modalities in which the course is intended to be taught:

If proposing a new course or adding an additional modality to an existing course, please answer the following questions about direct instruction and out-of-class work for EACH of the modalities selected above (or its equivalent for online): Note. For each modality listed above please include the hours estimate on a weekly basis. For example FT: x hours, FO: y hours, etc.

Hours of face-to-face or synchronous instruction (may include instruction through web-conferencing software such

as Zoom, Skype, Microsoft Teams, or its equivalent):
FT: 6 hours

Briefly describe planned methods of direct instruction face-to-face or synchronous (e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.):
Lecture: 3 hours
Lab: 3 hours

Hours of direct instruction online (asynchronous):
0

Briefly describe planned methods of direct instruction online (e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.):
–

Hours of out-of-class work or its equivalent:
6 hours

Briefly describe planned methods for engaging students in out-of-class work or its equivalent for online (e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.):
Reading, online discussion (Canvas), homework assignments, lab practical assignments, term projects, reports, and presentations.

Enrollment capacity by modality. (Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.)
54 per lecture.
18 per lab session.

Indicate the names of faculty members who will initially teach the course, and if one (or more) of the online modalities (FO, RO, LO, HY, & FL) are being proposed, please briefly provide their prior online

experience and/or training:
Bruno Ribeiro
April Elliott
Ivan Bradley

Does this course require new equipment?	No
Does this course require new supplies?	No
Indicate type of teaching environment needed:	Lab Lecture
Will staff resources be required to support the course?	No
Does this course require new computer facilities and/or software?	Yes

Describe computer facilities and/or software requirements:
Computer labs with Adobe CC software installed. (Already in place in 26-213 and 26-220.)

Course Learning Objectives and Assessment Methods

Complete the table of Course Learning Objectives (CLOs) if proposing a new course, proposing a new modality for an existing course, changing the mode of an existing course, OR reducing the contact hours of an existing course.

List the learning objectives for this course (e.g. what should students know or be able to do after taking this course) and the assessment method that will be used to collect direct evidence of student achievement of each learning objective. Consult the Associate Dean in your college about assessment resources.

Include assessment methods designed to measure attainment of course learning objectives by the other modalities chosen above.

If proposing a new course, refer to the above program learning objectives (PLOs) and indicate which ones are supported by each course learning objective. Listing PLO numbers will suffice (e.g. PLO 1, PLO2). If the course is being proposed for General Education, indicate the GE educational objectives and criteria supported by the course (e.g. GE C3 EO 1, 2, 3, 6 and CR 2, 5). If the course is being proposed for U.S. Cultural Pluralism, indicate the USCP criteria supported in the Program Learning Objective field.

Course Learning Objectives and Assessment Methods

	Course Learning Objective	Modality Assessment Method(s)	Program Learning Objective(s)
1	Describe the design process used in creating GrC products.	- Quiz - Infographic with valid data - Weekly discussion posts	PLO 2 PLO 3 CR 2 EO 1
2	Compare different GrC output methods and qualities.	- Quiz - Data analysis - Quality data collection, summarize in tables and charts and determine output preferences - Report: visualize the data of each output method and its quality - Weekly discussion posts	PLO 2 PLO 3 CR 1 CR 2 EO 1 EO 2
3	Describe various challenges to communication and compare common solutions in GrC products.	- Report: summary table, comparison, and recommendations based on literature review and available online databased - Weekly discussion posts	PLO 1 PLO 2 PLO 3 CR 1 CR 2 EO 1 EO 2 EO 3
4	Formulate a design concept through brainstorming and user study.	- Survey: collect and interpret data - Presentation: present the evidence-supported decision on the design concept - Weekly discussion posts	PLO 1 PLO 2 PLO 3 CR 1 CR 2 EO 3
5	Design a product based on selected design concepts and realize then using appropriate design principles.	- Mindmap: map out the connections between design principles and how it supports the realization of design concepts - Report: with both quantitative and qualitative evidence and how they lead to the design decision - Weekly discussion posts	PLO 4 PLO 5 CR 1 CR 2 EO 1 EO 3

	Course Learning Objective	Modality Assessment Method(s)	Program Learning Objective(s)
6	Investigate the use of different colors in a design piece to evoke an emotional response.	- Quiz - User study: collect and interpret data, draw the relationship between color choices and emotional responses - Report: with both quantitative and qualitative evidence and how they lead to the design decision - Weekly discussion posts	PLO 4 PLO 5 CR 1 CR 2 EO 1 EO 3
7	Compare the different color systems and how they work.	- Quiz - Calculation: color differences using different color models, Delta E, Delta E 2000, Delta E CMC - Survey: user studies on different Delta E formulations and human visual perception - Report: with both quantitative and qualitative evidence and how they support design decision - Weekly discussion posts	PLO 1 PLO 2 PLO 3 PLO 4 CR 1 CR 2 EO 1 EO 2 EO 3
8	Critique and defend best practices for various typography categories and formats.	- Literature review: historical data on typeface choices and the impact on user experience - User study: typography legibility test, data collection and interpretation - Report: using both quantitative and qualitative evidence to defend the typography choices - Weekly discussion posts	PLO 2 PLO 3 PLO 4 CR 1 CR 2 EO 1 EO 3

	Course Learning Objective	Modality Assessment Method(s)	Program Learning Objective(s)
9	Design and output an effective publication layout using effective design practices.	- Comparison table: quality comparison of different output devices using measuring instruments - Report: using both quantitative and qualitative evidence to suggest the effective output method - Weekly discussion posts	PLO 1 PLO 3 PLO 4 PLO 5 CR 1 CR 2 EO 1 EO 3
10	Apply principles of design and knowledge of HTML and CSS to build a website.	- Webpage construction: demonstrate workable code and identify coding efficiency - Survey: user test on webpage accessibility - Presentation: using both quantitative and qualitative evidence to decide the best coding practice of building a webpage - Weekly discussion posts	PLO 1 PLO 3 PLO 4 PLO 5 CR 1 CR 2 EO 1 EO 2 EO 3
11	Differentiate, relate, and compare GrC best practices and principles for multimedia comparison.	- Midterm exam with quantitative questions. - Group presentation: learnings on best practices for print and web publishing	PLO 3 PLO 4 PLO 5 CR 1 CR 2 EO 3

	Course Learning Objective	Modality Assessment Method(s)	Program Learning Objective(s)
12	Appraise, judge, and critique the final solution for different GrC products.	- Final exam with quantitative questions - Term project: multimedia campaign incorporating the concepts and skills practiced throughout the course. - Presentation: including data collection, interpretation, evidence-based decision making, best practices of incorporating design principles into design decisions, practical skills to realize the design decisions.	PLO 2 PLO 3 PLO 4 PLO 5 PLO 6 CR 1 CR 2 EO 3

Please include a list of measures that will be employed to ensure academic integrity in the assessment of students' attainment of the CLOs:

Beyond traditional methods of avoiding dishonesty in the exams, following the students' work closely in the labs make the instructor very aware of the students' understanding of the subject. Assignments are evidence-based that avoid students copying others.

Expanded Course Content

List textbooks, materials, and/or other resources for the course.

Textbooks, materials, and/or other resources
Lidwell, William, et al. Universal Principles of Design: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design. W3 Schools: https://www.w3schools.com/html/default.asp

Provide a detailed outline of the content for this course:

Week	Readings	Topics of Discussion	Labs, Activities, Assignments

Week	Readings	Topics of Discussion	Labs, Activities, Assignments
1	Handouts on printing methods	Importance of GrC Planning/Organization The size of the GrC industry Products produced by GrC Areas a designer progresses through to create GrC products: perception, selection, production Different GrC printing methods and how they work	- Infographic analysis on printing methods and industry overview - Literature review of industry status - Weekly discussion posts - Lab activities:Adobe Photoshop: Vector vs Raster, Photoshop interface, layers, selections and adjustments - Lab tutorial/Exercise/Project: Photoshop Image Optimization and Composite Tutorial
2	Universal Principles of Design: Aesthetic-usability effect Universal Principles of Design: Legibility Universal Principles of Design: Ockham's razor Universal Principles of Design: Signal-to-noise ratio	Perception and communication Human perception and its importance The human perception model: stimuli, recognition, understanding Mental and physical interferences to communication Solutions to interferences The communication model and its importance	- Quality data collection, summarize in tables and charts and determine output preferences - Report: visualize the data of printing and web output methods and the quality difference - Weekly discussion posts - Lab activities: Adobe Photoshop: Repairing and retouching photos - Lab tutorial/Exercise/Project: Repair and retouch exercise
3	Handouts on history of graphic arts	History of graphic arts	- Summary table of graphic communication history and timeline, industry sizes, technological advancements - Weekly discussion posts - Lab activities: Adobe Illustrator: Interface, drawing Bezier lines, transformations, color, shapes, text - Lab tutorial/Exercise/Project: Curves exercise

Week	Readings	Topics of Discussion	Labs, Activities, Assignments
4	Universal Principles of Design: Iteration Universal Principles of Design: Personas Universal Principles of Design: Prototyping	Components of visual communication Effective approach to a client centered graphic design problem Design problem and its important questions Design concept through brainstorming and sketching Design elements and principles	- Literature view on visual communication components - Survey on user experience on various visual components - Report: interpret collected data to present the evidence-based decision on developing the design concept - Weekly discussion posts - Lab activities: Adobe Illustrator: Additional techniques to aid in logo creation - Lab tutorial/Exercise/Project: Work on logo development
5	Universal Principles of Design: Color Universal Principles of Design: Picture superiority effect	Color perception Use of color in graphic communication Different color systems and how they work (additive/subtractive, process/spot) Color wheel, color scheme, and related hues	- User study: collect and interpret data, draw the relationship between color choices and emotional responses - Report: both quantitative and qualitative evidence and how they lead to the design decision - Weekly discussion posts - Lab activities - Adobe InDesign: Interface, Placing text and graphics - Lab tutorial/Exercise/Project: Zoo Chat booklet tutorial
6	Handouts on typography basics	The significance of Johann Gutenberg/moveable type Typography terminology Typesetting adjustments Best practices for various type categories and formats Use of type to convey messages Page layout, its terminology, and best practice Publications' style	- Literature review: historical data on typeface choices and the impact on user experience - User study: legibility test, data collection, and interpretation - Report: present evidence-based decision on typography choice for the design concept - Weekly discussion posts - Lab activities: Adobe InDesign: Brochure set-up - Lab tutorial/Exercise/Project: Work on oral/visual presentation.

Week	Readings	Topics of Discussion	Labs, Activities, Assignments
7	Universal Principles of Design: Hierarchy Universal Principles of Design: Progressive disclosure Universal Principles of Design: Serial position effects	Web basics, site plan, web hierarchy, organization Web page design	- Webpage construction: demonstrate workable code and identify coding efficiency - Report: using both quantitative and qualitative evidence to decide the best coding practice of building a webpage - Weekly discussion posts - Lab activities: HTML and coding of a webpage - Lab tutorial/Exercise/Project: Work on the tutorial website
8	Universal Principles of Design: Accessibility Universal Principles of Design: Scaling Fallacy	Web accessibility Digital inclusion	- Survey: user test on web accessibility - Weekly discussion posts - Lab activities: Continue on website construction and coding
9	W3 Schools HTML Tutorial	Web development Hypertext Markup Language (HTML) Cascade Style Sheets (CSS)	- Group presentation: present survey data and conclude the best practices (coding and web architecture) of improving web accessibility and inclusion - Weekly discussion posts - Lab activities: continue on improving website construction and coding following the survey suggestions

Week	Readings	Topics of Discussion	Labs, Activities, Assignments
10	Handouts	Web development Templates and content management systems	- Group term project: multimedia campaign incorporating the concepts and skills practiced throughout the course. - Group presentation: including data collection, interpretation, evidence-based decision making, best practices of incorporating design principles into design decisions, practical skills to realize the design decisions. - Weekly discussion posts - Lab activities: Publish the optimized website using Wordpress, Wix, Squarespace, or similar tools
Final	Final exam	Final exam on best practices, vocabulary, and design principles.	Final exam

Final Assessment

Final assessments for 1-unit courses, labs, and activities occur during the regularly designated meeting time in the last week of instruction. Final assessments for all lecture and seminar courses (other than 1-unit courses) occur during the scheduled final assessment period ('finals week').

What will be the method for final assessment for this course?

Final exam on best practices, vocabulary, and design principles.

Quizzes: 15%
Reports and lecture assignments: 15%
Lab assignment: 15%
Term project: 10%
Weekly discussion posts: 15%
Midterm exam: 15%
Final exam: 15%

Will the final assessment occur during the designated time period? Yes

Consultation

List all courses that already cover any significant part of the planned content/learning objectives of this course either within the department or from other departments. Explain why duplication of subject matter is necessary. Please talk with any other department with which there will be significant duplication.

Courses with possible duplication of content	GRC 201 - Digital Publishing Systems
Please explain the duplication in subject matter and why it is necessary:	GRC201 is a required class for GRC majors that uses the same software as GRC 377. They are both introductory classes to Adobe software. GRC 201 goes into more detail related to GRC for the software taught. GRC students would not learn anything new in GRC 377. Therefore, we have added NOTSWCI to this course for GRC majors.
Use the memo template for consultation with other departments offering any of the above listed courses. Attach signed memos to the proposal.	

Instructional Materials and Information Technology Accessibility

"It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability." (EO 926)

The CSU Accessible Technology Initiative requires that new course content, including instructional materials and websites, be designed and authored to be accessible to all students.

Please review the Accessible Instructional Materials Checklist for Cal Poly Faculty and related links to understand what this means as you develop your course content.

Take advantage of the Center of Teaching, Learning and Technology support tutorials, workshops and other services the CSU Professional Development for Accessible Technology resources.

I have reviewed the information and understand what is expected. Yes

If you still have questions or need any assistance, email the Electronic and Information Technology Campus Compliance Officer or telephone 805-756-5538.

Supporting Documents	GRC 377 New course supplemental form 2019.pdf GRC_R377_GRC_Dept_Explanation_NOTSWCI_GRC_201_Email_09242021l.pdf
Course Reviewer Comments	**Dina Vees (dvees) (01/22/20 10:07 am):** Rollback: Please add midterm and final exam into schedule.

Gregory Bohr (gbohr) (01/31/20 10:04 am): Rollback: As discussed...
Dina Vees (dvees) (02/14/20 7:52 am): Rollback: Please update the CLOs to a higher Bloom's action verb since this is a 300 level course. Some are higher level, but others are not. The committee would like to see the lower level verbs changed.
Gregory Bohr (gbohr) (06/10/20 1:09 pm): Rollback: The CLA Curriculum Committee has reviewed the proposal, and we have the following suggestions and requests. Please revise to address each, and resubmit the proposal back into Workflow as soon as possible, but before June 15 if possible. 1) All of the GE EOs and CRs need to be addressed. 2) Please include the EOs and CRs in the CLO table, along with the PLOs. 3) Please move the grade breakdown to the Final Assessment box, and make clear that 10% of the grade is based on writing. 4) Please remove summer from the 'Course Delivery' section. 5) Please complete and attach the DLO Supplemental form found at https://cla.calpoly.edu/faculty-staff/curriculum-review (If you can't edit the PDF, I can provide a Word version). 6) Note that GRC and LAES-B7 students will be excluded from the class due to the GRC 201 restriction (we understand that to be intentional).
Elaine Thurmond (emlawson) (07/01/21 4:15 pm): Added fulfills language to meet Office of the Registrar standard convention.
Elaine Thurmond (emlawson) (09/24/21 9:04 am): Added text to the consultation section of the proposal per the attached email titled "GRC_R377_GRC_Dept_Explanation_NOTSWCI_GRC_201_Email_09242021.pdf"
Elaine Thurmond (emlawson) (11/15/21 4:13 pm): The General Education Governance Board (GEGB) has reviewed this proposal and has the following comments and questions. (1) Thank you for your proposal. The board finds this proposal poorly grounded in Area B. We find no integration of lower-division B topics in the CLOs. What is more, the CLOs do not have a strong mapping onto the guidelines of upper-division B. We have no sense of what background of mathematics is necessary for success in the course (EO1). This proposal strikes us as an exercise in the use of Adobe Creative Cloud applications, but without any grounding in computational or algorithmic thinking. Nor is there any sense of physical or chemical concepts will be elaborated on (EO3). (2) For the above reasons the board cannot approve this proposal. If you would like this course to be in the catalog outside of GE, please change the answer to the question "Is this a GE course to NO", pick a new course number, and submit for approval.
Elaine Thurmond (emlawson) (11/15/21 4:29 pm): Rollback: The General Education Governance Board (GEGB) has reviewed this proposal and has some questions and/or comments, which have been noted in the Course Reviewer Comments section at the bottom of the proposal.
Gary Laver (glaver) (12/02/21 2:48 pm): At its meeting yesterday, the GE Governance Board voted to reject GRC R377 for GE Upper-Division Area B. The Board's position has not changed from the November 15th rollback, and we have sent the proposal to the Academic Senate Curriculum Committee via the curriculum management system.

Key: 6242