

Key Study Questions	How We Propose to Reach Our Outcomes	Capacity & Preparatory Review (CPR) Outcomes	Educational Effectiveness Review (EER) Outcomes
	advising, degree tracking) <ul style="list-style-type: none"> Analyze applicable results from NSSE, FSSE, Cal Poly non-returning student and other surveys 		

Theme 2: Learn-by-Doing

“What is currently meant by learn-by-doing and what should it be?”

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A. What are the historical and theoretical foundations of our learn-by-doing (LBD) pedagogical model?	<ul style="list-style-type: none"> Review campus historical documents and artifacts to provide a historical perspective on LBD Compile and analyze feedback from on-line survey administered during development of Institutional Proposal Institute campus-wide seminar and workshop series on contemporary student learning and development literature, theory, research, and practice Use means such as focus groups, solicitation of essays, etc., to garner widespread feedback on what LBD means to students, faculty and staff 	1. Articulation of what LBD means to students, faculty and staff	
B. How is LBD currently implemented in different programs/parts of the curriculum? Is LBD different at Cal Poly than at other institutions?	<ul style="list-style-type: none"> Analyze findings from programmatic surveys of LBD experiences across the campus as well as from NSSE, FSSE, and alumni surveys Benchmark Cal Poly’s LBD practices with LBD (or equivalent) at peer and aspirational institutions (from Overarching Theme, Study Question B, EER-1 	1. Description of how LBD is implemented in different programs/parts of the curriculum 2. Articulation of ways LBD is distinctive at Cal Poly 3. Campus-wide model of LBD	
C. What impact does LBD have on student success after graduation?	<ul style="list-style-type: none"> Develop and incorporate into alumni and employer surveys questions related to LBD experiences in order to investigate the validity of existing anecdotal evidence from alumni and employers (e.g., Cal Poly students are desired employees because they 		1. Assessment of value of LBD after graduation, from perspective of alumni and employers

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	can “hit the ground running” due to their LBD educational background).		
D. How can LBD be leveraged to assist in the recruitment and retention of students, faculty, and staff from underrepresented populations?	<ul style="list-style-type: none"> • In partnership with the University Diversity Enhancement Council (UDEC) and appropriate administrative units, analyze findings in A-C to develop specific goals and mechanisms by which our LBD learning environments can be leveraged to recruit and retain diverse students, faculty, and staff. • Initiate widespread campus discussion, using the Academic Senate, UDEC, other committees, as well as focus groups, to gather further input and support for the recommendations being developed. 	<ol style="list-style-type: none"> 1. Identification of mechanism(s) to increase diversity through leveraging of LBD 2. Identification of specific diversity-related goals and objectives 	1. Assessment of progress toward achieving diversity-related goals and objectives
E. How can a campus-wide model of LBD contribute to student achievement of university learning objectives?	<ul style="list-style-type: none"> • In collaboration with the Academic Senate and other appropriate campus units, and using information gathered in A-D, link programmatic LBD experiences to university learning objectives • Initiate widespread campus discussion to result in recommendations for creating specific linkage mechanisms • In conjunction with the Academic Programs Office, identify specific infrastructure, technology and other resource needs for institution-level LBD experiences that are tied to programmatic and university learning objectives (e.g., study abroad, service-learning) 	1. Identification of mechanisms for improving LBD experiences across campus	1. Measurable improvement in student achievement of university learning outcomes