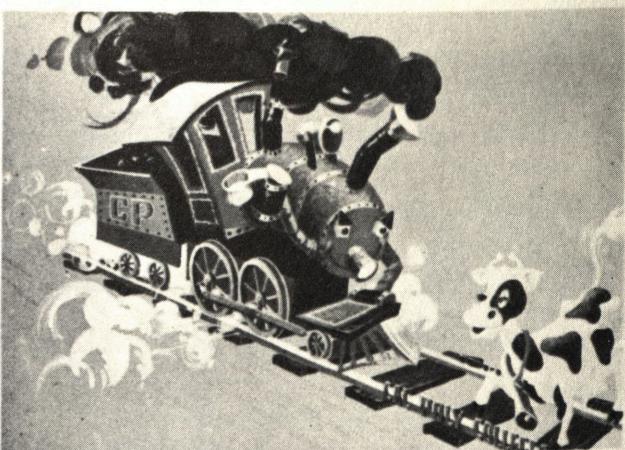


President's Report-1968-70



CALIFORNIA STATE POLYTECHNIC COLLEGE
SAN LUIS OBISPO



CALIFORNIA STATE POLYTECHNIC COLLEGE – SAN LUIS OBISPO



President's Report - 1968-70

The theme of this college during the period covered by this report might be characterized as "working together."

It has been a time of progress at Cal Poly in the involvement of students in the governance of the college.

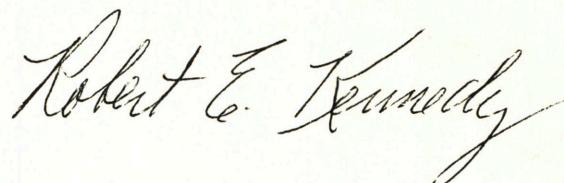
More than ever I am convinced that Cal Poly students are prepared to learn and to accept responsibility. The faculty and staff members are characterized by cooperativeness, willingness to work, genuine respect for one another, and friendly interest in their colleagues and their students.

There are three possible responses to college unrest: it can be ignored, it can be suppressed, or it can be reconciled; at Cal Poly we prefer reconciliation. We acknowledge as a fact of life that some rules of conduct are necessary for all members of the academic community, including students, faculty, and administrators. The application of these rules, however, must be determined in the light of each college's objectives and with appropriate consultation. This has been a paramount guideline for the operation of Cal Poly.



The faculty has continued to demonstrate its genuine interest in students, and in creating an environment in which problems are capable of solution. During 1968-70 student representatives served on every college committee and council which was concerned with student affairs. Their advice in many instances helped the administration to make decisions vital to the college. They participated in discussions with faculty members, department heads, deans, and vice-presidents without reticence, but with dignity, dedication, skill, and integrity.

Elsewhere in this report attention is given to the college's growth and progress during 1968-70. Cal Poly is the product of continued communication, consultation, and teamwork by those who are dedicated to building together.







The above symbol, which appears on Cal Poly publications, along with the college's official seal, shown on page one, contributes to the college's graphic image.

The new symbol, used first in 1968, contains the college's initial letters; the small figures in the circle were designed by Robert Reynolds to convey the college's co-educational nature and suggest affirmative teamwork.

This seal appears on the college's redesigned catalog, on new publications describing curricula, and on the newspaper *Cal Poly Today*, distributed to alumni and friends of the college five times a year.

Many publications of the college are not printed at state expense, but receive support from the Alumni Association, the Cal Poly Foundation, and private business and industry. The information program for prospective students and their parents, those interested in higher education, and the general public, helps to assure that qualified individuals from throughout the state have an opportunity to participate in Cal Poly's significant state-wide programs. Detailed information on specific topics may be obtained by writing to the following:

Application for Admission	Director, Admissions
Campus Tours/Publications	Information Services
Catalogs (Enclose \$1.25)	El Corral Store
Entrance Examination	Test Officer
Extension/Summer Sessions	Associate Dean, Continuing Education
Graduate Study	Associate Dean, Graduate Studies
Scholarships and Loans	Financial Aid Counselor
Student Employment	Placement Office
Teaching Credential Programs	Education Department
Veterans Affairs	Records Office



California State Polytechnic College
San Luis Obispo, California 93401

WORKING TOGETHER

Consultation

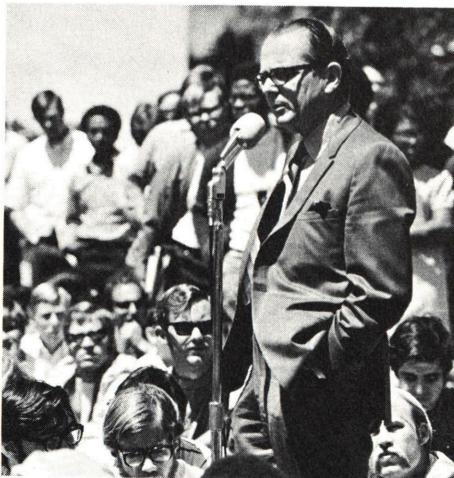
The dedication of individual organizations is not alone the basis for Cal Poly's ability to demonstrate "working together." Interaction is the key. This is most significantly expressed in a report to the Chancellor and the Board of Trustees of the California State Colleges.

Entitled "Progress in the Educational Process" the report notes: "Students are heavily involved in the policy-shaping responsibilities with membership on virtually all of the committees. A simple procedure to facilitate instruction in experimental courses, provision for independent study, special topic courses, the Senior Project, and the Undergraduate Seminar all help to make the curriculum flexible and responsive to changing needs. Heavy involvement by students in various clubs and government justifies the use of the term co-curricular rather than extra-curricular. Students have just published their first effort at evaluating the quality of instruction."

The concept of working together is expressed in the bylaws of the Academic Senate and of the Staff Senate and in the constitution of the Associated Students, Inc. These three bodies are the principal consulting groups to the college administration. A Joint Assembly of the Academic and Staff Senates represents all employees in the formulation, recommendation and continuing review of the general educational policies and operating procedures of the college. In addition, officers of both senates and of the ASI have voting memberships on the Administrative Council and President's Council which recommend policy actions to the President.

Policy Development

Major revision of the collegewide policy and procedures manual has been completed. The *College Administrative Manual* provides in an updated form general information on the college's administrative structure, guidelines, and internally-developed guiding regulations; it serves as a ready reference of useful information on externally developed policy statements under which the college operates.



Communication of college policies relies upon an internal weekly newsletter, *Cal Poly Report*, frequent meetings among all college groups, a newspaper published five times per year for alumni and friends of the college, *Cal Poly Today*, and reports by the student news media, *Mustang Daily* and KCPR-FM.

Wide dissemination of information about college policies is practiced, and constructive suggestions for improvement are welcomed.

Both communications and public relations are stressed in the recruitment and training of college staff members.

The college has also made progress in the employment of minority group members, increasing 56 per cent during the 1969 calendar year. Some minority applicants who do not pass the screening test have been employed in temporary junior clerk positions to gain experience and training for retesting six months later to qualify for permanent appointments.

In a systematic series of meetings during the period of this report the President has met with every academic department and with all the college's consultative groups to keep open communications and to promote the exchange of viewpoints. At times it has been helpful to address letters of policy information to all students, faculty and staff members. On other occasions Dr. Kennedy has personally met with and joined in long discussions with groups of students who had concerns to express.

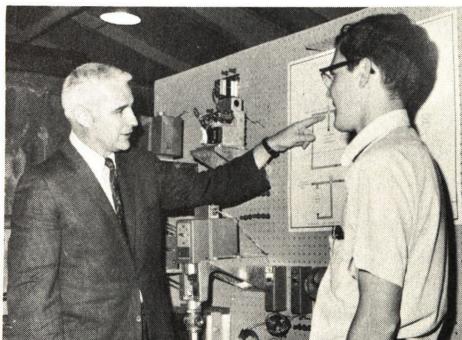
During the nationwide period of tension in May, 1970, when violence erupted on many campuses, Dr. Kennedy twice met with students on the library lawn for a question-and-answer period resulting in increased mutual understanding.

Student concerns with the war in Vietnam, the environment, minority problems, and a host of other issues are not alien to Cal Poly. Ecology Action, Black Students Union, Students for New Action Politics, Movimiento Estudiantil Chicano de Aztlan, and other groups have been formed by Cal Poly students. They have met with college officials and worked for the resolution of problems of mutual concern.

LEARNING TOGETHER

Academic Master Plan

Cal Poly's *Academic Master Plan* provides flexibility and innovation in the development of curricula. Greater faculty participation in long-range planning is encouraged.



The changing curricula are reflected in the new academic organization of seven schools announced in the spring of 1970. The seven schools are: Agriculture and Natural Resources, Architecture and Environmental Design, Business and Social Sciences, Communicative Arts and Humanities, Engineering and Technology, Human Development and Education, and Science and Mathematics.

Academic programs put into effect during 1968-69 were: Bachelor of Science degree curricula in Child Development, City and Regional Planning, and Natural Resources Management; the Master of Arts in English and in Mathematics; Master of Science in Applied Mathematics, Home Economics, and Physical Education; options in Computer Science and in Statistics within the

Mathematics curriculum; and concentrations in Economics under Business Administration, Government Service under Social Sciences, and Pollution Control under Environmental Engineering.

During 1969-70 the college initiated Bachelor of Science degree programs in Computer Science and in Engineering Technology, Bachelor of Arts curricula in History and Speech, and the Master of Science in Agriculture with concentrations in Soil Conservation and International Agriculture. Concentrations were developed for Printing Management and Printing Education within the Printing Technology and Management degree.

Future Programs

Authorized for 1970 are the Bachelor of Science in transportation engineering, bringing to 42 the number of bachelor's degree curricula offered, and two new master's degree programs. The Master of Engineering degree and the Master of Business Administration will be offered in addition to the graduate degrees available in Agriculture, Applied Mathematics, Biological Sciences, Education, English, Home Economics, Mathematics, and Physical Education.

During 1970 the college will also introduce eight additional concentrations for both undergraduate and graduate studies. These include Plant Protection (under Crops Science); Manufacturing Management and Sales, and Service and Teaching, (under Mechanized Agriculture); Public Relations-Advertising, Photo-journalism and Broadcast Media (under Journalism); and General Agriculture under the M.S. degree in Agriculture.

Options and concentrations also give the Cal Poly student an opportunity to pursue special interests and qualify for new job opportunities.

Student involvement in practical aspects of a future career help bring about a deep commitment to the field, or result in a decision to choose another area of endeavor.

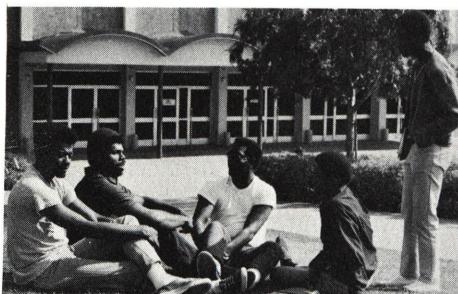
Ability to change is often cited as the key to academic relevance; Cal Poly curricula during the past two decades has continually changed and expanded.



Included in the Academic Master Plan for future years are the following degree programs: B.S. in Animal Technology, Behavioural Science, Construction Engineering, Economics, Engineering Science, Industrial Arts, Landscape Architecture, Measurement Science, and Statistics; B.A. in Political Science; Master of City and Regional Planning; Master of International Agriculture; and Master of Science in Architectural Engineering, Chemistry, Computer Science, Construction Engineering, Industrial Arts, Landscape Architecture, and Physics.

Opportunity and Relevance

Reflecting contemporary concerns are a new interdisciplinary program in Ethnic Studies and a growing Educational Opportunity Program. In the former, over 45 courses were separately listed in the catalog and a collegewide interdisciplinary committee was established to guide the program, followed by formation of an Ethnic Studies Department. The underlying premise of Ethnic Studies is that in studying the society and culture of a people, a combination of several disciplines can be utilized to produce comparative insights and a more comprehensive knowledge.



In 1968 the College began participation in the Educational Opportunity Program jointly sponsored by federal and state agencies. Designed to help minority and low income students get a college education, it provides financial assistance, tutoring, curriculum advisement, counseling, and vocational guidance services. California State Colleges entrance requirements may be waived for a limited number of high school graduates and college transfers. A total of 22 EOP students were enrolled during 1968-69, and 49 during 1969-70. Pending availability of funds, EOP enrollment is expected to be 100 by September, 1970.



Accreditation

During 1969 five programs were submitted for consideration by the Engineers' Council for Professional Development, and all five received accreditation: aeronautical, electrical, electronic, industrial and mechanical engineering. Prospects for additional accreditation in engineering and technology programs in the near future are favorable. In addition the curriculum in chemistry has been reaccredited by the American Chemical Society. The five-year curriculum leading to the Bachelor of Architecture degree is fully accredited by the National Architectural Accrediting Board.

In the spring of 1970 two teacher education programs were reaccredited for full five-year terms: the program leading to the Standard Teaching Credential with Specialization in Elementary Teaching, and the Standard Teaching Credential with Specialization in Secondary Teaching. Three-year initial accreditation was granted to programs leading to the Standard Designated Services Credential with Specialization in Pupil Personnel Services, and to the Standard Supervision Credential with Specializations in

Elementary Supervision, Secondary Supervision, Elementary Principalship and Secondary Principalship. The credential programs are accredited by the California State Board of Education.

Accreditation of Cal Poly as a four-year degree-granting institution was renewed by the Western Association of Schools and Colleges in 1970.

Library

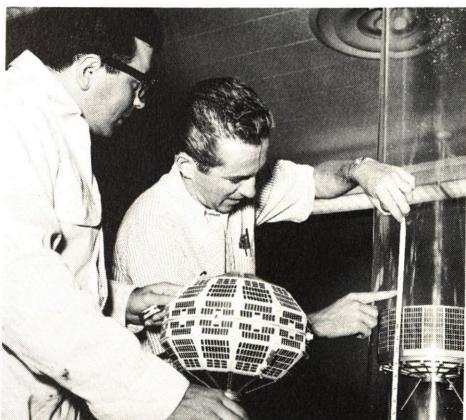
The Walter F. Dexter Library has been adding to holdings at a greatly-increased rate, and has been experiencing growing requests for service.

Total holdings increased from 338,644 to 561,147, with non-book materials increasing from 129,027 to 272,935. The figures reflect current research needs for microfilms, microcards and microfiche.

Cataloged book materials increased from 205,659 volumes to 271,219, including many gifts. Outstanding among the latter is the personal library of Dr. Harold W. Hoots of Menlo Park, a collection of \$4,000 worth of geology materials.

Approximately 200,000 government documents, maps, and pamphlets are not included in the above statistics. Through the efforts of Congressman Burt L. Talcott the library was designated as a federal depository in 1969, becoming an important document and research resource for the central coast of California.

The rise in service requests is shown by a loan increase of 23.2 per cent, in-library use increase of 52.5 per cent and reference question increase of 35.3 per cent.



A proposed \$6 million dollar library structure designed to serve 12,000 full-time equivalent students is among several seriously-needed college facilities now being considered for funding in the 1971-72 State budget. Last year 11,300 students used library facilities intended for a student body of 6,600.

International Education

The college programs in international education have continued to grow. Under contracts with the Agency for International Development of the United States Department of State, the college continued programs in Guatemala, Thailand and Zambia.

Cal Poly instructors work in Guatemala at the National School of Agriculture, Barcena, and with an experimental mobile school project which has proven successful in improving agriculture. In Thailand, Cal Poly provides assistance in development of agricultural education teacher training and provides advice to Bangpra Agricultural College. The Zambia project, initiated in 1963, began with assistance to the Evelyn Hone

College of Further Education. Since 1967 it has had a basically agricultural orientation, assisting the Natural Resources Development College.

In 1969 Cal Poly began programs to assist the University of Botswana, Lesotho and Swaziland in teacher training and agriculture. The Cal Poly program is the first Agency for International Development project in these three independent countries in southeast Africa.

The Office of International Education coordinates a Peace Corps internship program preparing Cal Poly agriculture graduates for volunteer service in Thailand, and supervises study abroad by Cal Poly students.

For 18 years the college has cooperated in training foreign students for the Agency for International Development.



Enrollment Trends

The growth of enrollment to 9711 by the Fall Quarter of 1968 indicated the approach to the college's planned 1972 ceiling of 12,000 full time equivalent students

would probably be ahead of schedule. The college began the development of criteria which would insure the admission of students to programs of a statewide nature, provide for redirection of those unable to find majors of their choice, and give appropriate recognition to the priorities of community college transfers, local high school graduates, veterans and others.

Enrollment for the Fall Quarter, 1969, neared 11,300 and the college, handicapped by lack of office space for instructors and the delay of such needed facilities as new classrooms and the library, was compelled to turn away large numbers of qualified students for the Fall Quarter, 1970.

By the spring of 1970 it was evident that thousands of eligible applicants who hoped to enroll for the Fall Quarter, 1970, would not receive acceptances.

As with other colleges in California, Cal Poly's enrollment surge is the result of several factors. More students are deciding to attend college after high school graduation, more of those who do attend continue until they earn a degree, and more remain for graduate studies. In addition, Cal Poly offers subjects not common to all state colleges, attracting students from throughout California.

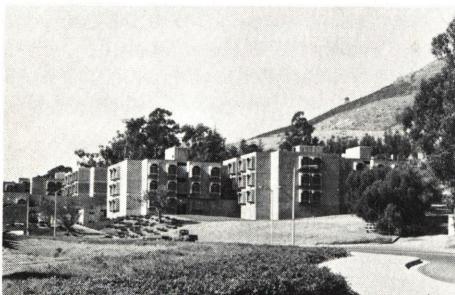
With classroom and laboratory utilization at or above standards, Cal Poly can't readily solve enrollment problems by hiring more faculty members, even if funding for salaries were available. Until the college is able to obtain actual facilities, further increases in enrollment must be postponed.

At the beginning of the 1970-71 academic year it appeared that additional facilities were deferred indefinitely.

BUILDING TOGETHER

Facilities

Building projects completed or under construction during 1968 included Yosemite residence hall, one of the three best dormitory designs in the nation's colleges for 1969. The federally-financed \$3.7 million complex houses both men and women students.



Science North is a \$1.67 million addition to the college science facilities. The building has more than 40,000 square feet of instructional capacity including lecture rooms, science laboratories and a marine biology laboratory. Some 350 biological science majors and 25 graduate students are among those utilizing these new facilities.

The Computer Science Building, completed at a cost of \$1.5 million, houses the Computer Center, instruction in the new Computer Science degree program, general lecture rooms and drafting laboratories.

Relocation of the Ornamental Horticulture Unit and additional construction during 1969 developed a modern \$300,000 instructional laboratory and field area. In 1970 relocation of the Swine Unit at a cost of \$160,000 was undertaken in order to

provide right of way for a new campus entry via Highland Avenue, but lack of State funds deferred the new road construction. In the spring of 1970 a previously-funded relocation project located a \$188,000 track and field facility along Slack Street.

The major campus building project for 1970 remained the Julian A. McPhee College Union, a \$3 million building paid for by student fees and student store proceeds, and planned to include a new student store.

Economic Impact

Cal Poly's influence on the economic well-being of the surrounding community is significant. It is the largest industry in the area, creating great demands for housing, goods and services in San Luis Obispo and surrounding towns. The college not only attracts students and faculty members, but brings many visitors to the Central Coast, through the prestige of its programs in agriculture, engineering, architecture and other subjects.

The total college payroll increased from \$13,830,053.45 in 1968-69 to \$16,792,434.31 in 1969-70. The combined economic impact of the total college payroll (State, Cal Poly Foundation, Associated Students, Inc., Federal and other programs) can only be estimated; by 1972 it is expected to reach \$26 million.

In 1968 Eugene L. O'Connor of the Business Administration Department reported that each additional 100 Cal Poly students represents \$73,560 on the payroll. Financed by a grant from the State Real Estate Education and Research Fund, O'Connor's study noted that Cal Poly students comprised 21.6 per cent of the San Luis Obispo population in 1967. It esti-

mated student expenditures at \$1170 each for rent, food, gas, services, entertainment and other living costs.

Accomplishment

The process of creating Cal Poly involves more than constructing new buildings and increasing enrollment and faculty numbers. The confidence which society places in Cal Poly is the product of a reputation which has been developed over a long period of time by hard work and solid accomplishment.

The size of the campus is directly related to its historic role as a leading school of agriculture. With one of the nation's largest undergraduate enrollments the School of Agriculture and Natural Resources offers 14 undergraduate degree programs, some of which were among the first offerings of the college and led the way in bringing national recognition to Cal Poly.

Regarded by the architectural profession as one of the strongest programs of its kind in the United States, Cal Poly's School of Architecture and Environmental Design is also the country's largest. Attracting visiting lecturers from throughout the world, the school stresses faculty-student interchange and laboratory application of theory.

The School of Engineering and Technology is a major source of engineers for industry in the Western U.S. Unique degree programs in Transportation Engineering, Environmental Engineering and Engineering Technology attract national attention.

Among the best known of Cal Poly's seven academic schools, these three are representative of the college's aims and achievements.

CO-CURRICULAR ACTIVITIES

Student Government

A highly-developed system of student government at Cal Poly is the outstanding feature of the college's co-curricular programs. Experience of a practical nature, not as an "extra" activity, is the keynote.

The Associated Students, Inc. operates through a legislative branch, the Student Affairs Council; an executive branch, the Student Executive Cabinet; and a Student Judiciary.

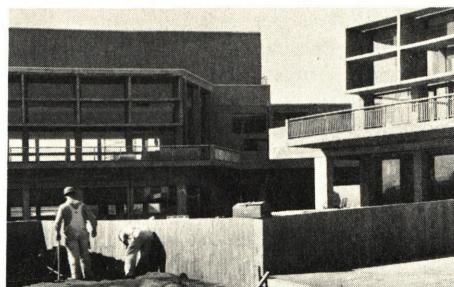
Student committees important to the functioning of the co-curricular programs include election, finance, awards, fund-raising, and codes and bylaws committees. Students work in committees to carry the responsibility for such important college-wide events as homecoming, faculty evaluation by students, the intramural program, leadership conference, spring sing and development of a traditionally-prizewinning Rose Parade float.

College Union

Completion of the Julian A. McPhee College Union will fulfill a long-time campus need for a central meeting place, student government location and recreation center.

The students have developed a separate governing body for management and use of the Union. The College Union Board of Governors includes 12 students, representatives of faculty, staff and alumni organizations, business managers of two auxiliary organizations of the college, and the college

president. The CUBG began to function in 1969 and appointed both building and program managers in 1970.



The Union will include offices for student government, the activities program, business operations of the Union itself, the Associated Students, Inc., the Cal Poly Foundation, and the college store. The latter will occupy a specially-designed area of the building with all operations moved from the library area which has been utilized in past years.

Recreational facilities of the building will include a 10-lane bowling alley, 12 billiard tables, a hobby and handicraft shop, a photographic darkroom, and poster and duplicating services shop.

Other facilities of the College Union are a snack bar and lounge, barber shop, information desk, study lounge, several conference rooms and a large multi-purpose room. The latter will seat from 1200 to 1400 persons for movies and lectures and may be used also for dances, banquets, and other activities.

A large patio connecting the College Union, store area and student cafeteria will provide a natural meeting place and forum for students.

Student Orientation

A unique program for Cal Poly's new students is known as WOW. Week of Welcome is an on-campus program which brings new students together, along with faculty members and returning students who serve as welcoming counselors.

In addition to campus activities, which usually include a personal visit to the President's office, some of the new students attend camping sessions on the coast for two and one half days of recreation and discussion at Ocean Pines and Pinecrest.



The WOW program helps to convey to new students the many ways in which Cal Poly is their college and to prepare them for responsible citizenship in the Cal Poly community.

For freshmen the WOW program combines guidance testing and registration with campus tours, a beach party, hikes, dances and other events. To increase their understanding of Cal Poly's programs, parents are also invited to a reception during WOW week.

Governing Boards

Six groups organized by students to govern their own activities include the Publishers Board, College Program Board, Welcome Week Board, Music Board of Control, Board of Athletic Control, and Poly Royal Board.

Their activities are many and varied. Cal Poly's student newspaper, *Mustang Daily*, became an offset paper during 1969. Edited



by journalism students and printed by students in graphic communications, it is supervised by the Publishers Board. During 1969 and 1970 the college FM station, KCPR, also developed an extensive broadcasting schedule and became part of the Journalism Department's instructional program.

Through their boards the students conducted music tours of various California communities, hosted some 60,000 visitors to the annual Poly Royal open house, and fielded athletic teams of national note.

Special Interest Groups

College records show that each student is involved in an average of two Cal Poly activities per quarter. Special interests may range from international student organizations, service organizations and honor societies, to hobby and special interest clubs or departmental organizations. Many have been part of Cal Poly campus life for decades, such as the Rodeo Club, the Young Farmers, Cal Poly 4-H Club and Block P lettermen's society. Others emerged during recent years, such as Youth for a New America, California College Republicans, and People to People.

Athletics

The athletic program continues to be an integral part of the total physical education program, an important part of campus life, a motivator for student participation in collegiate or intramural sports, and a builder of esprit de corps among students, alumni, faculty and staff.

In contrast to colleges which concentrate on building a one-sport dynasty, Cal Poly's broadly balanced eleven-sport intercollegiate program achieved national attention in more than one area.

The wrestling team won the college division national championships in 1966, 1968, 1969 and 1970. Cal Poly grapplers are undefeated by any California college or university team in 90 consecutive dual meets; the California league championship has been Poly's for the last eight years. In the university division the wrestlers placed fifth in 1969, the highest NCAA university division ranking ever won by a California team.



In 1969-70 the track and field team won the NCAA college division championship for the third consecutive year, including the college's first individual track and field championship in the university division, in the triple jump.

The Cal Poly rodeo team won the National Intercollegiate Rodeo Association championship for 1969-70, as well as continuing its traditional state leadership. The tennis team finished second in the NCAA college division tournament in 1970.

Football fans enjoyed two consecutive winning seasons; the Mustangs finished 1968 with a 7-3 record; and 1969 with 6-4.



COMMUNITY RELATIONS

Town and Gown

Relations between the College and the community have continued to progress. Faculty, staff and students participate amicably in community affairs. Student-initiated community services ranged from individual volunteer programs, such as the One-to-One Tutorial Project for which direction was provided by Education Department faculty members, to large-scale assistance provided during a flood.



Nearly 200 men and women students joined in Operation San Luis Obispo, the instantaneous response to the plight of flood victims during the January, 1969, "hundred-year" storm. They helped protect threatened homes along San Luis Creek, assisted in rubbish removal and worked at night to fill 1,200 sand bags at the city corporation yard.

In Operation Handclasp students collected 43,000 pounds of clothing, toys and candy and \$1,200 for additional clothing, and arranged for its distribution by an alumnus serving with the Marine Corps in Vietnam.

Town-gown relationships are best illustrated by the fact that a member of the faculty, Kenneth Schwartz, was elected Mayor of San Luis Obispo in a 1969 election not dominated by Cal Poly voters.

Trustees Visit

Cal Poly hosted the Board of Trustees of the California State Colleges in April, 1969. Some 35 news media representatives accompanied the trustees and viewed Cal Poly. During the meeting students overflowed the final camps session, quietly displayed signs both for and against trustee policies. Governor Ronald Reagan received a letter signed by more than 1,000 students praising the no-strike attitudes of Cal Poly faculty. Trustees responded with a resolution commending faculty and students who upheld orderly process and showed respect for the cause and integrity of higher education.

The visit was marked by repeated expression of admiration for Cal Poly's spirit of courtesy and friendliness. Dissent was publicly expressed, it was noted, but did not exceed the bounds of responsibility.



Convocations

In a series of convocations and special events a variety of speakers representing various viewpoints have addressed Cal Poly audiences.

In 1968-69 speakers included Richard Armour, satirist and author of many books of humor, and Dick Gregory, black comedian and lecturer. George L. Brand, editor-in-chief of the San Luis Obispo Telegram-Tribune, then director of the Office of Public Information, U. S. Department of Health, Education and Welfare, delivered the commencement address.



Convocation speakers in 1969-70 were William Randolph Hearst, Jr., Pulitzer Prize winning journalist, who spoke on the international scene, and attorney Louis H. Heilbron of San Francisco, past president of the State Board of Education and first chairman of the Board of Trustees of the California State Colleges.

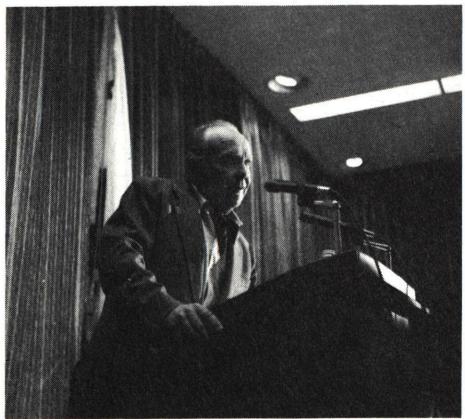
In his nationally-syndicated "Editor's Report" Hearst wrote of Cal Poly: "I want to take this opportunity to personally thank the student body for its courtesy in hearing me out and for making academic freedom a living truth. It was hard to believe that

even at that time hundreds of other college campuses were either shut down or in utter disorder because of student anti-war demonstrations. Were these a special breed?"

"I was assured that there were many in my audience who also felt strongly against the war. Disorder and the shouting down of unwanted opinions, however, are not the rule of life at Cal Poly."

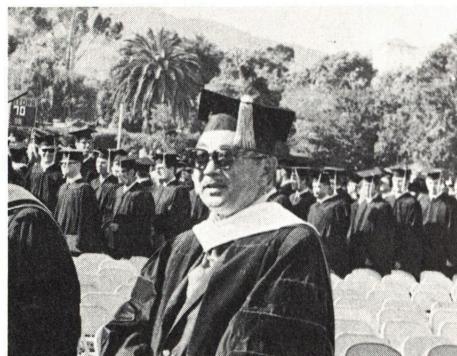
"There, all points of view are examined and discussed in an atmosphere of true academic freedom."

"The stress on practical education for future employment is so dominant that the first thing you see when entering the administration building is the placement bureau."



"There is more to it than that, of course. Obviously the spirit which prevails at Cal Poly is also the result of teaching by a staff dedicated to the job of providing such an education . . . It is high time the system got a top to bottom overhauling. With Cal Poly as the model."

As 1970 commencement speaker, S. I. Hayakawa, President of San Francisco State College, was well-received by his audience of graduates and their parents and families.



Discussing the goals of education, Dr. Hayakawa said that one goal is that everyone must be able to earn a living, an area in which Cal Poly excels.

A student comes from Cal Poly, he said, prepared for "a life where his services are important enough to society so someone other than the welfare department will pay him to keep him alive."

He cited the diversity of people attending Cal Poly as evidence of substantial freedoms in an open society.

Later, in a news column, Dr. Hayakawa wrote in praise of instructors with practical experience in industry: "Such faculty 'models' at Cal Poly influence their students not only through their intellectual knowledge, but also through the wisdom they have gained from practical experience. Perhaps that's what all colleges need . . . more professors who are acquainted with the world outside the classroom."

Placement

In a college which stresses occupational preparation, as Cal Poly does, the acceptance of its graduates is perhaps more crucial and also easier to evaluate than that of colleges with more abstract goals and intangible indicators. The men in the best position to know believe that employment placement opportunities for students at Cal Poly are the best among public colleges and universities in the Western United States. They have rated Cal Poly's placement operation first among those of 39 tax-supported colleges and universities studied by a committee of specialists in employee recruitment representing business, industry, and higher education. The study was under auspices of the Western College Placement Association.



In addition to its first place among tax-supported colleges and universities, Cal Poly was second among a total of 61 public and private colleges and universities rated by the recruitment representatives.

It is in the world of work and in the larger community of every day life and interaction, that the test of Cal Poly takes place. Graduates who are involved, productive, and constructive take their place in countless communities which have need of their practical skills and active leadership.

Table I. TOTAL ENROLLMENT BY MAJOR
Fall 1962 — Fall 1969

Major	1962	1963	1964	1965	1966	1967	1968	1969
Agriculture								
Ag. Bus. Mgmt.	182	225	252	279	312	337	378	428
Ag. Ed.	22	17	47	32	30	61	38	62
Ag. Engr.	91	87	97	93	82	97	104	79
Animal Husb.	437	446	434	438	450	425	469	484
Crops	109	130	128	129	116	117	135	113
Dairy	100	95	95	96	100	100	93	106
Farm Mgmt.	133	135	160	158	149	137	153	146
Food Ind.	21	29	27	46	57	55	62	69
Fruit Prod.	40	39	47	38	38	29	28	36
Mech. Ag.	102	107	98	106	107	120	122	130
Nat. Res. Mgmt.	—	—	—	—	—	21	88	
Orn. Hort.	81	98	109	110	108	134	157	194
Poultry Ind.	32	40	38	49	58	52	36	45
Soil Science	68	65	73	70	67	53	68	81
TOTALS	1418	1513	1605	1644	1674	1717	1864	2070
Applied Arts								
Business	293	331	387	484	553	615	684	803
Child Devel.	—	—	—	—	—	—	46	195
Educ.	667	575	422	369	357	425	553	520
English	1	76	183	268	306	319	381	439
Home Ec.	311	336	377	462	531	664	733	734
Journalism	69	72	57	63	64	81	120	118
Physical Ed.	141	146	168	194	220	242	337	443
Printing	110	133	128	123	123	105	119	150
Speech	—	—	—	—	—	—	—	34
TOTALS	1592	1669	1722	1963	2154	2451	2973	3436
Applied Sciences								
Biochemistry	17	19	23	19	28	42	50	71
Biological Sci.	201	242	268	278	318	350	374	424
Chem.	—	—	—	45	51	70	76	75
Comp. Sci.	—	—	—	—	—	—	—	70
History	—	—	—	—	—	—	—	153
Mathematics	181	200	238	290	309	331	406	482
Physics	—	—	—	57	58	60	64	82
Social Sci.	259	393	514	543	565	603	636	735
TOTALS	729	916	1118	1232	1329	1456	1606	2092
Architecture								
Architecture	461	554	693	705	518	931	1281	1248
Arch. Engr.	—	—	—	—	—	—	—	102
City Reg. Plan	—	—	—	—	—	—	—	63
TOTALS	461	554	693	705	518	931	1281	1413
Engineering								
Aeronautical	180	202	216	214	225	260	286	336
Electrical	148	143	159	140	132	125	139	139
Electronic	496	516	574	470	463	492	568	626
Engr. Tech.	—	—	—	—	—	—	—	145
Environmental	85	104	109	105	125	147	148	122
Industrial	112	101	111	101	119	112	103	111
Indus. Tech.	131	131	140	212	244	253	290	352
Mechanical	375	395	398	397	408	363	411	386
Weld. & Met.	41	45	36	42	49	48	42	51
TOTALS	1898	2060	2296	2174	2339	1547	1987	2268
Unknown	33	21	23	—	—	—	—	—
Campus Totals	5801	6310	6904	7225	7740	8355	9711	11279

Table II. ENROLLMENT OF REGULAR STUDENTS BY CLASS LEVEL,
LIMITED STUDENTS, AND MEN AND WOMEN STUDENTS,
Fall 1960 — Fall 1969

Part A.—Enrollment of Regular Students by Class Level, & % Lower Div.

Year (Fall)	Fresh	Soph	Junior	Senior	Under- Grad	% Lower Division	Grads.	Total Reg.
1960	1438	1357	1000	654	4449	62.8	48	4497
1961	1736	1359	930	761	4789	64.6	49	4838
1962	1872	1661	1015	846	5394	65.5	68	5462
1963	1901	1761	1218	940	5820	62.9	88	5908
1964	2244	1301	1386	1481	6412	55.3	110	6522
1965	2233	1502	1356	1633	6724	55.5	131	6855
1966	2059	1629	1567	1993	7248	50.9	171	7419
1967	2088	1700	1662	2255	7705	49.2	238	7943
1968	2473	1830	2114	2607	9024	48.7	687	9711
1969	2927	2463	2306	2832	10528	46.7	751	11279

Part B—Enrollment Status

Fall	Individuals			% Limtd.
	Reg.	Limited	Total	
1960	4497	216	4713	4.6
1961	4838	263	5101	5.2
1962	5462	339	5801	5.8
1963	5908	402	6310	6.4
1964	6522	382	6904	5.5
1965	6855	370	7225	5.1
1966	7419	321	7740	4.1
1967	7943	412	8355	4.9
1968	8677	1034	9711	10.6
1969	10054	1225	11279	10.8

Part C—Enrollment by Sex

Fall	Individuals			% Wom.
	Men	Women	Total	
1960	3886	827	4713	17.5
1961	3999	1102	5101	21.6
1962	4386	1415	5801	24.4
1963	4778	1532	6310	24.3
1964	5211	1693	6904	24.5
1965	5348	1877	7225	26.0
1966	5653	2087	7740	27.0
1967	5946	2409	8355	28.8
1968	6915	2796	9711	28.7
1969	7999	3280	11279	29.1

Table III. AVERAGE SCHOLASTIC APTITUDE TEST SCORES OF
FIRST-TIME FRESHMEN, BY MAJOR
Fall 1963 and Fall 1969

Major	Fall 1963			Fall 1969				
	No. of Students	Average SAT Scores		No. of Students	Average SAT Scores			
		Verbal	Math		Verbal	Math		
ABM	29	421	457	878	29	443	480	924
AE	8	445	546	991	6	468	551	1019
AH	49	406	437	843	45	486	522	1008
Crops	9	402	452	854	3	385	544	929
Dairy	4	334	389	723	4	437	535	973
FM	20	402	487	889	2	511	492	1004
Food Ind.	0	—	—	—	5	451	500	951
FP	4	396	425	821	1	412	403	815
MA	4	392	472	864	6	432	511	943
NRM	0	—	—	—	12	496	521	1018
OH	7	433	553	986	16	476	477	954
SS	5	480	463	943	7	444	475	919
TOTAL	142	Av. 413	462	875	136	466	504	970
Bus.	53	450	483	933	70	459	505	964
Child Dev.	0	—	—	—	21	460	470	930
Eng.	24	439	426	865	40	509	462	971
HE	80	435	442	877	122	486	478	965
Journ.	13	490	429	919	30	520	466	1013
PE	32	415	430	845	32	434	488	923
Pr.	24	428	457	885	16	443	471	914
Speech	0	—	—	—	17	516	488	1004
TOTAL	226	Av. 443	445	887	348	479	483	962
B. Chem.	2	448	456	904	13	523	567	1090
Bio. Sci.	54	461	469	930	69	494	528	1022
Chem.	12	464	504	968	12	536	591	1128
Com. Sci.	0	—	—	—	13	485	585	1070
History	0	—	—	—	14	499	518	1017
Math	39	474	582	1056	72	485	609	1094
Physics	12	464	504	963	21	545	621	1167
Soc. Sci.	104	458	438	896	83	484	488	973
TOTAL	223	Av. 462	476	938	297	495	549	1045
Arch.	117	449	544	992	147	499	593	1092
Aero	46	499	590	1089	87	493	588	1081
EE	23	473	575	1048	24	501	622	1123
EL	101	498	579	1077	109	494	598	1093
Environ.	11	410	499	909	21	462	572	1035
ET	0	—	—	—	4	494	493	988
IE	13	466	566	1032	21	471	602	1073
IT	14	394	479	873	6	468	519	987
ME	61	468	572	1040	61	485	597	1083
Metall.	5	388	428	816	5	466	506	1072
TOTAL	274	Av. 457	544	1002	338	488	593	1082
College	970	Av. 452	502	954	1267	486	543	1030

Note: Excludes first-time freshmen in two-year technical programs in Agriculture. Figures for averages are rounded.

Table IV. GEOGRAPHIC ORIGIN OF STUDENTS
Fall 1960 and Fall 1969

Counties of Origin	1960		1969		Counties of Origin	1960		1969	
	No.	%	No.	%		No.	%	No.	%
Alameda	178	3.3	379	3.58	Sacramento	110	2.3	224	1.98
Amador	3	.01	10	.09	San Benito	12	.02	31	.27
Butte	8	.02	47	.41	S.Bernardino	115	2.4	202	1.8
Calaveras	2	—	8	.08	San Diego	107	2.3	226	2.
Colusa	4	.01	20	.18	San Francisco	79	1.7	157	1.39
Contra Costa	126	2.7	472	4.19	San Joaquin	46	1.0	186	1.65
Del Norte	3	.01	7	.06	S. L. Obispo	473	10.0	1545	13.2
El Dorado	14	.03	21	.19	San Mateo	129	2.7	338	3.
Fresno	82	1.7	241	2.13	Sta. Barbara	263	5.6	806	7.1
Glenn	11	.02	16	.14	Santa Clara	133	2.8	615	5.4
Humboldt	30	.06	54	.48	Santa Cruz	47	1.0	100	.89
Imperial	31	.06	42	.37	Shasta	14	.03	37	.33
Inyo	14	.03	15	.13	Siskiyou	11	.02	23	.2
Kern	168	3.6	484	4.3	Solano	42	0.9	81	.72
Kings	38	.08	118	1.05	Sonoma	40	0.8	99	.87
Lake	12	.02	14	.12	Stanislaus	67	1.4	147	1.3
Lassen	11	.02	11	.02	Sutter	13	.03	57	.5
Los Angeles	946	20.1	1734	15.3	Tehama	10	.02	17	.15
Madera	27	.06	55	.49	Trinity	1	—	1	—
Marin	37	.08	149	1.32	Tulare	83	1.8	284	2.52
Mariposa	0	—	7	.06	Tuolumne	8	0.2	31	.27
Mendocino	21	.04	47	.4	Ventura	116	2.5	324	2.87
Merced	30	.06	83	.73	Yolo	16	0.3	47	.41
Modoc	3	.01	8	.07	Yuba	3	.01	9	.7
Monterey	94	2.0	316	2.8					
Napa	16	.03	57	.5	California	4053	86.0	10544	93.5
Nevada	6	.01	21	.19	Other States	374	7.9	248	2.2
Orange	115	2.4	338	3.	Foreign	286	6.1	488	4.3
Placer	15	.03	28	.25					
Plumas	4	.01	3	.03	Total				
Riverside	63	1.3	151	1.12	Enrollment	4713	100.0	11279	100.0

Table V. FINANCIAL AID TO STUDENTS — LOANS

Loans:	1968-69		1969-70	
	Students	Amount	Students	Amount
30-day loans (applications: 2652, 2568)	1562	\$ 79,560	1351	\$ 77,040
1-year institutional loans	121	24,200	165	30,887
United Student Aid Fund	39	18,780	23	15,230
National Defense Student Loan	426	266,902	470	303,318
Federal Guaranteed Student Loans	998	795,887	1653	1,650,653
Educational Opportunity Grants	85	42,917	99	56,247
Work Study Program	162	55,725	134	48,464
TOTAL	3698	\$ 1,400,632	3895	\$ 2,181,839

Table VI. BACHELOR'S DEGREES AWARDED BY MAJOR,
AND TOTAL MASTER'S DEGREES

1959-60 — 1968-69

Major	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69
Agriculture										
Ag. Bus. Mgmt.	—	—	14	19	22	43	46	44	64	45
Ag. Engr.	10	16	20	17	11	15	16	9	16	18
Animal Husb.	43	28	37	43	58	53	57	59	67	57
Crops	12	17	18	15	21	20	29	16	24	20
Dairy	17	10	13	17	17	15	13	15	15	13
Farm Mgmt.	17	11	10	22	23	19	17	37	28	31
Food Proc.	—	—	3	5	3	7	7	10	11	20
Fruit Prod.	7	6	1	5	10	7	7	11	8	8
Mech. Ag.	17	25	15	16	12	17	19	25	14	25
Orn. Hort.	5	4	9	7	8	9	16	11	9	18
Poultry Ind.	7	8	7	3	6	4	5	12	11	9
Soil Science	19	12	19	12	13	15	19	18	4	16
TOTALS¹	154	137	163	179	206	220	251	267	271	278
Applied Arts										
Business	—	2	13	34	32	56	85	89	117	137
Education	29	39	61	63	72	95	71	13	1	1
English	9	15	1	1	0	3	34	57	63	114
Home Ec.	12	17	16	36	40	57	64	56	99	133
Journ.	1	—	6	10	10	7	9	7	9	8
Physical Ed.	26	17	23	32	26	29	33	31	38	49
Printing	21	11	14	12	13	21	13	27	21	26
Tech. Arts	16	19	24	37	31	31	46	66	72	—
TOTALS	114	120	158	225	224	299	355	346	420	468
Applied Sciences										
Biochemistry	4	8	9	6	6	8	6	6	10	13
Biological Sci.	14	12	15	19	26	32	53	32	51	62
Mathematics	70	49	48	53	61	57	61	77	80	94
Physics	8	14	14	12	10	7	5	9	9	9
Chemistry	8	14	14	12	10	7	5	8	3	13
Social Sci.	16	17	12	16	29	46	50	102	112	120
TOTALS	112	100	98	106	132	150	180	234	265	311
Architecture										
4-year degrees	45	43	36	42	67	71	67	80	92	117
5-year degrees	—	—	—	—	—	6	7	39	47	65
TOTALS	45	43	36	42	67	77	74	119	139	182
Engineering										
Aeronautical	53	38	40	25	31	22	33	31	37	35
Electrical	30	25	17	26	21	28	24	25	21	34
Electronic	54	68	58	64	57	73	69	48	55	70
Environmental	18	18	14	17	12	24	25	24	15	27
Industrial	15	16	23	13	26	21	17	17	22	31
Indus. Tech.	111	112	77	68	73	71	50	83	67	75
Mechanical	—	—	6	11	7	5	11	8	8	16
TOTALS	326	320	271	266	294	315	296	316	225	363
Bachelor's	706	677	690	776	856	984	1082	1163	1273	1597
Master's	51	65	53	66	70	98	135	163	149	199
Campus Totals	757	742	743	842	926	1082	1217	1326	1422	1736

¹—Technical Certificates in Agricultural curricula (not included above):
30 21 14 35 47 41 51 44 27 29

Table VII. COMPONENTS OF FALL ENROLLMENT, 1962 — 1969

Fall	Undergraduate Students			Graduate Students	Total Enrollment
	First-Time Freshmen	New Trsfrs.	Returning & Continuing		
1962	1297	760	3486	5543	258 5801
1963	1258	819	3897	5974	336 6310
1964	1499	881	4223	6603	301 6904
1965	1116	875	4884	6875	339 7214
1966	1304	1035	5016	7355	384 7739
1967	1285	1136	5448	7869	501 8370
1968	1595	1581	5848	9024	687 9711
1969	1721	1714	7093	10528	751 11279

Table VIII. LIBRARY HOLDINGS, JUNE 30, 1968 — JUNE 30, 1970

	Holdings 7/1/68	Net Add.	Holdings 6/30/70
Volumes			
L. C. Collection	160,970	54,350	215,320
Children's Books	13,471	2,320	15,791
Bound Periodicals	17,268	6,404	23,672
Bound Documents	5,746	149	5,895
Herd Books	695	10	705
Pre Catalog	492	168	660
Textbooks	7,017	2,159	9,176
Non-Processed Books	3,958	13,035	16,993
	209,617	78,595	288,212
Non Book Materials			
Curriculum Guides	5,321	279	5,600
Audio-Visual & Teaching Aids	9,631	3,985	13,616
Senior Theses	12,750	2,389	15,139
Microfilm	5,297	1,809	7,106
Microcards	94,643	49,810	144,453
Microfiche	—	85,631	85,631
College Catalog	1,385	05	1,390
	129,027	143,908	272,935
TOTALS	338,644	222,503	561,147

Table IX. COMPARATIVE DISTRIBUTION OF ENROLLMENT IN
PROGRAMS LEADING TO A BACHELOR'S DEGREE, CAL POLY,
SAN LUIS OBISPO, AND ALL STATE COLLEGES, FALL 1969

Subject Fields	Cal Poly SLO No.	Cal Poly SLO %	All State Colleges No.	All State Colleges %	Percent Cal Poly of All S C
Agricultural Sciences ¹	1,462	14.4	2,820	1.6	51.8
Area and Ethnic Studies	—	—	897	0.5	—
Biological Sciences (& Biochem.)	466	4.6	8,074	4.7	5.8
Business Administration	803	7.9	21,623	12.6	3.7
Creative Arts (Art, Music, Speech, etc.)	34	0.3	14,152	8.3	0.2
Education (Includes Child Dev.)	195	1.9	1,053	0.6	18.5
Engineering ²	2,097	20.6	10,708	6.3	19.6
Environmental Design ³	1,311	12.9	1,793	1.0	73.1
Foreign Languages	—	—	3,522	2.1	—
Health Sciences & Nursing	—	—	3,976	2.3	—
Home Economics	721	7.1	3,734	2.2	19.3
Humanities ⁴	522	5.1	14,900	8.7	3.5
Industrial Arts & Tech. ⁵	502	4.9	4,036	2.4	12.4
Law Enforcement & Admin.	—	—	2,034	1.2	—
Mathematical & Computer Sciences	511	5.0	5,003	2.9	10.2
Natural Resources	88	0.9	1,327	0.8	6.6
Physical Ed. & Recreation	401	3.9	6,544	3.8	6.1
Physical Sciences ⁶	157	1.5	3,797	2.2	4.1
Social & Behavioral Sciences ⁷	888	8.7	45,397	26.5	2.0
Special Major	—	—	199	0.1	—
Undeclared Major	—	—	15,676	9.2	—
TOTALS	10,158	99.7	171,265	100.0	5.9

¹ Excludes Ag. Engr., NRM, and enrollment in technical programs at SLO.

² Excludes Ind. Tech; includes Ag. Engr., Arch. Engr.

³ Includes Architecture and City & Regional Planning.

⁴ Includes English & Journalism.

⁵ Includes Industrial Technology and Printing.

⁶ Includes Chemistry and Physics.

⁷ Includes Social Sciences and History.

Source: Preliminary data from Division of Institutional Research, Chancellor's Office.





Not printed at State expense.