

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

SUMMARY PROGRESS REPORT
SEPTEMBER 1, 1972

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A. EDUCATIONAL

During the period of this report Cal Poly concluded its college era and emerged as a state university. Rather, the new designation recognizes that for some time Cal Poly has been, in effect, a university. The five criteria established by the Board of Trustees of The California State University and Colleges were all met by this institution. For example, Cal Poly is fifth among the new universities in number of nationally accredited professional programs and eleventh in 1971 enrollment (over 12,000).

Although such criteria are important, they alone are not the measure of a great university. Equally important are the institution's goals. At Cal Poly our basic goal for over 70 years has been to encourage the development of able and responsible citizens. We have also continued to strive to become the foremost in the nation in practical instruction of students in the polytechnic emphasis areas of agriculture, architecture, engineering, business, and home economics. And we have encouraged other institutions, both in this country and abroad, to discover with us the values of pursuing similar objectives and employing practical methods to achieve them.

1. New Degree Programs

Cal Poly's Academic Master Plan has provided for flexibility of instructional programs, administered within seven academic schools, so designated in 1970: 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.

2. General Education Requirements

After considerable study by faculty and administration, General Education requirements will be changed, effective in 1973, to reduce the required minimum units from 65 to 63. Significantly, a further change permits up to six quarter units of credit toward the natural sciences requirement to be earned for course work taken in the Schools of Agriculture and Natural Resources, Architecture and Environmental Design, or Engineering and Technology, provided the units are earned outside the school in which the student is enrolled. This change expands the general education concept to encourage studies in these important areas.

3. Innovations in Education

The Educational Productivity Improvement Committee (EPIC) has provided a means to develop recommendations for improvement of teaching. Underway are improved procedures for credit by examination and expansion of summer quarter utilization.

For the second year Cal Poly has offered a summer reading program providing for examination in the fall after reading and study of a prescribed body of work.

Several experimental courses in physics have been developed, including a course on earthquake and earth hazards, and experimental sections of the regular physics course which permit students to use a programmed textbook and tutorial assistance to proceed at their own rates.

Since last fall Humanities 402 has been offered by a team of instructors representing the disciplines of engineering, humanities and social sciences. The rotation of instructors through three sections scheduled for the same hour creates an exciting and very effective course to acquaint engineering seniors with nonengineering views.

Nine participating organizations have provided opportunities for students in engineering and technology to obtain industrial experience; similar work-study for students in the Air Pollution Control offices included seven participating offices this past summer.

4. Ethnic Studies

The Ethnic Studies Department established in 1970 received approval for an Ethnic Studies minor designed for elementary and secondary teaching candidates. In related efforts to improve conditions of the under-privileged in the field of education, Cal Poly administered the High School Equivalency Program (HEP) and the Teaching Internship Migrant Education project (TIME). Both programs, supported by federal funds, have been administered within the School of Human Development and Education as complementary to the goals of the school and important to student-faculty relationships.

5. Special Programs

A total of 57 educational workshops, conferences, or special programs held at Cal Poly during 1970-71 increased to 68 such events during 1971-72. Programs included statewide meetings which have convened on the Cal Poly campus for many years, such as conferences of the California Agricultural Teachers Association, California Future Farmers of America, and California Association of Refrigeration Engineers Society. Held at Cal Poly for the first time were statewide meetings of such groups as the California Catfish Farmers Association and the California Home Economics Association, and the joint conference of the western section of the Wildlife Society with the California-Nevada Chapter of the American Fisheries Society.

6. Continuing Education

Begun with a modest five-course program in the Fall of 1970, in its first two years of operation the Cal Poly Extension program has offered an average of 30 courses per quarter, of which approximately 50 per cent met enrollment minimums. Over 2,500 enrollments were recorded, including over 840 in the University's statewide project to train work-experience coordinators.

Cal Poly Extension emphasizes the relationship of course offerings to the regular instructional program of the University. Most instructors are regular members of the Cal Poly faculty, offering courses listed in the university catalog.

The Continuing Education program has also utilized a \$13,500 grant from the Statewide Continuing Education Revenue Reserve Fund to develop a series of 16 half-hour color television tapes. Shown in the Central Coast-Salinas area for extension credit in ornamental horticulture, the series is being offered to major metropolitan area stations. A color text is being developed to supplement this popular program.

A grant of \$72,000 under the Educational Development Professional Act has been used to develop a project to train work experience coordinators and educators throughout the state. The 840 students enrolled for instruction attend classes at 34 locations ranging from Eureka to San Diego.

7. International Education

Cal Poly's technical development assistance project in Guatemala was selected by the Agency for International Development to be one of seven AID projects throughout the world to enter into a five-year Institutional Development Agreement. President Kennedy and Guatemala Minister of Agriculture Mario Martinez signed the document in 1971 as one of the first AID-sponsored contracts to be negotiated directly with a host country government.

The technical development assistance program in Thailand, begun in 1967, has continued with Bangpra Agricultural College serving as a model for nationwide improvement of secondary and college-level vocational agricultural instruction. The well-established AID Participant Training Program is commencing its 20th year of operation.

The Zambia project, begun in 1963, was concluded in 1971, having rendered developmental assistance to the Evelyn Hone College of Further Education, the Natural Resources Development College, and the Ministry of Agriculture. An assistance project begun in 1969 to serve three independent African countries--Botswana, Lesotho and Swaziland--continued to work with the three-nation joint University to help improve teacher training and agricultural programs.

B. ADMINISTRATION

California Polytechnic State University has the goal of continually expanding and improving its many career-emphasis programs. Traditionally, the general public and some academics do not normally associate some career education with university-level programs, but the administration and faculty of Cal Poly consider such programs as deserving the prestige and support of traditional university disciplines.

The administrative organization initiated in 1967 lends itself ideally to accepting new programs and adapting to new conditions.

The combined effort of students, faculty, and staff, along with the administrative officers of the University, to shape university operational policy is demonstrating its effectiveness. The voices of the three constituent groups--students, faculty, and staff--are expressed by representation of the Associated Students Incorporated, the Academic Senate, and the Staff Senate on the three administrative councils of the University--the President's Council, the Academic Council, and the Administrative Council.

Organizationally, additional efficiency was achieved by consolidation of some closely related academic departments into larger units, both in the fields of agriculture and engineering.

1. Accreditation

In 1971 the Engineers' Council for Professional Development extended accreditation to the four-year degree programs in Environmental Engineering and Metallurgical Engineering. In addition, four programs within the Engineering Technology major were accredited: Air Conditioning and Refrigeration Technology, Electronic Technology, Manufacturing Processes Technology, and Mechanical Technology.

Programs previously granted ECPD accreditation include: Aeronautical Engineering, Electrical Engineering, Electronic Engineering, Industrial Engineering, and Mechanical Engineering.

Also continuing full accreditation are the Chemistry Department (by the American Chemical Society) and the curriculum in Architecture (by the National Architectural Accrediting Board).

A variety of elementary, secondary, specialized and supervisory credential programs at Cal Poly are accredited by the California State Board of Education.

2. Articulation

Cal Poly recognizes the need of community college transfer students for current information about transfer credit. The University continues to place strong emphasis on articulating its courses and programs with those

of the state's community colleges.

Each of the California Community Colleges has made recommendations concerning acceptance of their courses for transfer credit by Cal Poly. With 89 of the community colleges represented by transfer students attending the university, the value of a strong articulation program becomes evident.

The current goal of articulation has been to match entire community college programs with the requirements of the first two years of some specific Cal Poly major programs. These agreements have been especially useful in agriculture and engineering, enabling many students to transfer from a community college to Cal Poly without loss of earned credits and valuable time.

3. Affirmative Action

In February, 1972, a formalized Affirmative Action Program was initiated with emphasis on increasing the percentage of faculty as well as administrative and nonacademic positions filled by qualified or qualifiable women or minority personnel. Minority recruiting for new or vacant staff positions resulted in the appointment of 32 members of minority groups to nonacademic staff in the first five months of the program.

A policy which had prevented nepotism by refusing employment to spouses of faculty and staff members has been modified. As a result there has been an increase in opportunities to employ qualified minority and women applicants.

Cal Poly is also currently involved in a minority training program and a program coordinated with the local community Economic Opportunity Commission called "Operation Mainstream." Twenty-five persons have been employed at the University through the above two programs since their inception two years ago.

4. Educational Opportunity Program

Cal Poly participation in the Educational Opportunity Program jointly sponsored by federal and state agencies was begun in 1968. Over 300 EOP students were enrolled in 1971-72 academic year; with availability of funds, EOP enrollment is expected to increase to approximately 550 by September, 1972.

Student concern for the plight of minority and low-income students was reflected in the contribution of \$22,000 by the Associated Students, Inc. to support EOP in 1971-72. These funds were earmarked for grants and tutoring.

5. Computer Facilities

The IBM 360/40 computer system completed its first three years in service and was the basis of greatly increased computer study and usage by faculty and students. The volume of jobs processed in 1969, 93,581, nearly doubled to 186,730 for 1970, with a further increase to 206,627 for 1971.

Broadening the trend of faculty usage, in 1971, 151 faculty members representing 26 of 48 instructional departments used the Computer Center for classroom assignments or instructional research; in 1970 some 125 faculty members represented 25 of the then 47 departments.

With increased usage the cost per job rate has declined to about 75 cents per instructional job. Instructional computer uses include: faculty research, senior projects, independent student projects and classroom-related activities. The computer is also used extensively for records and operations programming, library services and other educational services. Recent benefits of the computer capability have included administrative use of a student master disk file to replace the cumbersome multiple card files previously used, a new add-drop system, and a library circulation system. The latter was developed with virtually no conversion cost.

In addition to the 360/40 system, the Computer Center offers a 2250 Graphics Display Terminal, necessary tabulation equipment and keypunches, and teletype terminals to provide time-sharing with the CDC 3170 of California State University, Northridge.

Cal Poly also utilizes the CDC 3300s of the Regional Data Centers of The California State University and Colleges, especially to participate in the Common Admissions System and the Allotment Expenditure Ledger System. A communications adapter provides lease-line service to the Northern Regional Data Center at California State University, San Jose.

6. Library Services

The Walter F. Dexter Library has adopted an innovative circulation system which will speed up the charging of books and materials and simplify processing procedures. The computerized system is based on the use of student and faculty identification cards which eliminate writing out time-consuming library slips.

The inadequacy of the library--designed for a student body of 6,600 and now serving over 12,000--continued to be felt. Although a 9 million dollar library has been completely designed and planned, funds for the construction phase were deferred from the 1972-73 budget; it is hoped that the 1973-74 budget will provide for this increasingly urgent need.

C. STUDENTS

Student involvement in campus governance increased noticeably during the past two years. Student body officer elections recorded record votes of 53 per cent in 1971 and 51.3 per cent in the Spring of 1972.

Reevaluation of current programs, establishment of new programs, and greater communication within the student body as a whole characterizes current Cal Poly student life. New programs include Student Community Services which assists worthy campus and off-campus causes, Student Tenants Association concerned with housing issues, and a Child Care Center.

Much of the activity of the student body is carried on by governing boards, which assume responsibility for such activities and events as Week of Welcome orientation, Julian A. McPhee Union governance, publishing, campus programs, music, athletics and Poly Royal.

1. Housing

Cal Poly services for students are designed to encourage full utilization of campus facilities and to serve as an important adjunct to the student's academic and personal development.

Cal Poly has traditionally considered an on-campus resident group to be a valuable asset to the student body and the master plan for housing is based on providing accommodations for 25 per cent of the single student population. At the present time there is no on-campus housing for married students.

Residence halls are represented by an Interhall Council, with representatives from each living complex, which acts as liaison between students and the administration as a recognized consultative body. Most of the staff, including resident advisors and assistants, is composed of students.

2. Health Services

The well-equipped Health Center serves as a campus clinic and infirmary. Constructed in 1959 at a cost of \$560,000, the center will be enlarged in 1972-73 by a \$1.1 million addition to be financed by student health fees with assistance from a federal interest subsidy grant. The addition will bring the rated capacity of the center up to standards required for current enrollment.

3. Placement

Fewer employer interviewers visited Cal Poly during the national economic freeze of 1971-72, resulting in fewer total student interviews.

During the 1971-72 recruitment season 246 employers visited the Cal Poly campus, compared to 332 during the previous year. The number of student interviews during this latest year was 4,363 compared with 5,702 in the

preceding year. The high-low salary offers for all seven schools of the University across the board during the 1971-72 year were \$1,520 and \$182, compared to \$1,825 and \$280 for the previous year. Employer accreditation of Cal Poly programs is strong, and university graduates continue to be sought for employment in agriculture, education, government and industry.

D. FACULTY

1. Employment Trends

With the exception of a few part-time positions, all faculty vacancies were filled during 1971-72. Lack of salary increases and general budgetary problems reduced the attractiveness of offers which could be made to outstanding candidates. Stress upon Cal Poly's ideal location and climate, the practical emphasis of its programs, and the possibility of future salary improvements continued as important recruitment factors.

During 1971-72 a reduction of 62 faculty positions without any reduction in student enrollment was absorbed by larger class sizes, heavier instructor loads, and/or the elimination of many courses or sections of courses.

2. Faculty Recognition and Improvement

Although statewide financial support of the Distinguished Teaching Awards Program was withdrawn in 1970, Cal Poly has continued the selection process and recognized distinguished teachers.

A number of faculty members were elected to national, state, and regional organizations, several as officers, and served in honorary and academic societies.

Faculty exchanged with industry continued to be encouraged, particularly in the School of Engineering and Technology, which shared faculty members with Western Electric, Southern California Edison, and Pacific Gas and Electric during the past two years.

To avoid the disadvantages of an arbitrary and uniform form of faculty evaluation applied across the board for the university, several types of student evaluation of faculty have been experienced at Cal Poly.

After a student-conducted program, termed ASSIST, accumulated some experience, each academic school was instructed to conduct a voluntary evaluation program for faculty, study the results, and make a positive recommendation late in 1972. The values of various approaches continue to be debated among students, who wish to have an input into affecting faculty performance, and faculty members, who wish to insure that evaluative procedures are fair and their application is responsible.

F. COMMUNITY DEVELOPMENT

The city and county communities of San Luis Obispo are vitally interested in what happens and is happening at California Polytechnic State University. In numbers alone the university impact is significant; there are some 14,000 students and employees with family members increasing the total to approximately 20,000. It is estimated that one-half reside within the city limits of San Luis Obispo which has a total population of 30,350, while the balance reside in other communities of the county, which has a population of 112,800.

The most influential factor in the economic tone of the community is the purchasing power of University students and employees. The emergence of the 18-year-old voter makes the University a most potent power in the future political life of the community, with an estimated 12,000 voters. The total number of registered voters in the county for the June, 1972 primary election was only 51,265 of which number 19,276 are San Luis Obispo city residents. Of the five members of the City Council, one (the mayor) is a faculty member, one is a Cal Poly student, a third is an alumnus, the fourth is the spouse of an employee, and one is not so directly connected with Cal Poly. In the supervisorial election of November, 1972, with three seats to be filled, candidates include a Cal Poly student, a faculty member, and an alumnus.

University employees and students constitute a significant proportion of the various city and county official advisory and study commissions and committees and the many community activity leadership groups, service clubs, church groups and other social organizations.

Employees and students are encouraged to participate responsibly in community life within limits compatible with their university duties. The Campus Administrative Manual contains guidelines to assist employees and their supervisors in determining suitability of outside activities.

1. Campus Tours

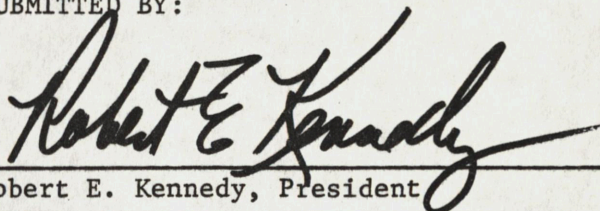
Several thousand campus visitors have availed themselves of various tours of the university campus. These include guided tours of the Shakespeare Press Museum of antique printing equipment, the agricultural units, and of selected specimen trees on campus. More than 2,000 elementary school children annually participate in field trips to the agricultural units. Also available for tour groups is a "Wall of Fame" honoring editors and publishers of California newspapers who have played an important role in history of California.

2. Convocation Series

The Convocations Series begun in September, 1970 has sponsored a series of campuswide events coordinated by a committee of academic staff, faculty,

and students to assure appropriate balance, scheduling, and promotion. Through invitations extended by President Kennedy, the series has included presentations by William Randolph Hearst, Jr., Louis H. Heilbron, Walter Cunningham, Charles Luckman, Fred Harclerod, Art Linkletter, Ferenc Nagy, Pierce Johnson, Doyle Martin, Norman E. Borlaug, and Louis S. B. Leakey. The commencement speaker for 1972 was Thomas H. McGrath, a Cal Poly alumnus and president of Sonoma State College. A formal observance of Founders Day, 1972 on March 7, featured as speaker Dr. Glenn S. Dumke, Chancellor of The California State University and Colleges. His Founders Day address, recounting the Cal Poly story, has been distributed in a commemorative booklet as Cal Poly's first official university publication.

SUBMITTED BY:



Robert E. Kennedy, President
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San Luis Obispo

DATE: September 1, 1972