

CALIFORNIA STATE POLYTECHNIC COLLEGE
SAN LUIS OBISPO, CALIFORNIA

SUMMARY PROGRESS REPORT
September 1, 1971

A. EDUCATIONAL

Distinction came to the college's Guatemala technical development assistance project when it was selected by the Agency for International Development to be one of seven A.I.D. projects throughout the world for pilot usage of an Institutional Development Agreement. This Cal Poly project will be the first U. S. Agency for International Development-sponsored contract to be negotiated directly with a host country government.

The IDA-Grantee contract recognizes and nurtures the growth of a mature, responsible partnership in development between the cooperating college and the appropriate Ministry of the host country with USAID involvement minimized. Technical developmental assistance projects under standard A.I.D. provisions are maintained by Cal Poly in Thailand and the University of Botswana, Lesotho, and Swaziland in Africa; a project in Zambia was concluded during 1971. The Peace Corps Internship Program for Thailand initiated during 1970 and the college's well established A.I.D. Participant Training Program were expanded in 1971.

An Educational Productivity Improvement Committee (EPIC) was established during the year to develop recommendations for review by the college's Academic Council. Initial recommendations relate to better procedures for credit by examination and expansion of the summer quarter. EPIC is continuing to function and additional ideas for increasing the college's educational productivity are anticipated.

An experimental "Summer Reading Program" was put into effect this past summer. The program was planned and advertised in the spring with nineteen courses offered. To get credit for any of these courses, the student would (1) pre-enroll in the appropriate department by June 11, consulting the instructor as necessary, (2) acquire and read the required books thoughtfully during the summer, (3) at fall registration, register for three units of English 370X, Speech 370X, etc., for each course undertaken by this method and pay appropriate fees, and (4) take and pass the instructor's course examination (which may be preceded by papers or other requirements at his discretion) by October 26, 1971. The program is being conducted on an experimental basis to be evaluated in the coming year.

Effective with the 1970-71 fiscal year the college established an Ethnic Studies Department within the School of Human Development and Education. An Ethnic Studies teaching minor has been approved for implementation this coming year with a core of seven units and 23 additional units to be selected in consultation with the Ethnic Studies adviser.

The B.S. degree program in Engineering Technology has grown rapidly in its two years of operation. Initiated with 20 students in Summer 1969, the program averaged 330 students fall, winter, and spring quarters of 1970-71. For the four quarters, Summer 1970, Fall 1970, Winter 1971, and Spring 1971, 40 young men graduated from ET and nearly everyone is already placed in a good job.

The College Computer Center processed 186,730 jobs during the year, twice the volume of the previous year. A more important trend is the broadening of the base of computer usage: 125 faculty members representing 25 of the 47 instructional departments were individually involved with the use of the Center for classroom assignments or instructional research.

B. ADMINISTRATION

This 1970-71 year has been the first year of operation under the new seven instructional school administrative organization of the college implemented July 1, 1970. The basic objectives set forth in support of the reorganization have been met and the new structure has proven to be very effective. Continuing study on the organization of the academic segment of the college has indicated that a more efficient and effective structure can be obtained by combining some of the smaller instructional departments into larger ones. Steps are in the process to combine two agriculture and two engineering departments into more functional units within each of those schools. This move is part of a continuing study towards more efficient administration.

During this past year both the Staff and Academic Senates have continued to provide a viable means of assisting in the administration of the college through appropriate consultative procedures. Representatives of these groups serve as members on all major committees and councils. In addition, each major council and committee has representation from the Associated Students, Incorporated. This student involvement provides a valuable communication link so essential to successful administration.

As a result of the visit to the college by the personnel management team from the Faculty and Staff Affairs section of the Chancellor's office, many of the recommendations made by that team are being implemented and have proven to be advantageous in the personnel management program of the college. In addition, the personnel office is undertaking a strong Affirmative Action Program, specifically developed and implemented to the needs of this institution. A new position, which has been filled, for the purpose of establishing and coordinating an Affirmative Action Program was included in the 1970-71 Budget.

C. STUDENTS

1970-71 marked the third successive year of exceptional increase in enrollment for Cal Poly, San Luis Obispo. The total Fall 1970 enrollment of 12,386 constituted a 48% increase over the 1967 figure of 8,360.

89% of the students were full-time (compared to a systemwide 69%); 71% were men (whereas systemwide 58% were men); only 13.6% were local--i.e. had permanent residences in San Luis Obispo County; 94.4% were from California; 51% specialized in the polytechnic areas of agriculture, engineering, and architecture. The Cal Poly student mix is unique in the California State College system.

The total population of the City of San Luis Obispo last fall was only 28,000, including approximately 7,000 Cal Poly students. The relative impact of the college on this community is enormous. Enrollment increases of the magnitude of the past three years have resulted in problems of imbalances in housing, inadequacy of instructional facilities, and difficulties in assimilation of new students and staff into the college community. It is expected that future growth increments will be more moderate because of limitations on fiscal resources and physical capacity, because of the college's desire to continue to emphasize the polytechnic subject fields, and perhaps because of changing student demand and changing population and economic trends within California.

D. FACULTY

In 1969 the Associated Students developed a Faculty Evaluation Program administered by a joint student-faculty committee. This program was used on a trial basis in the spring quarter 1970 to evaluate the teaching of a group of faculty volunteers. Results of this trial have been reviewed by the Associated Students and the Academic Senate with the intention of developing a continuing evaluation program. It has been agreed by the local Academic Senate that beginning with Fall 1971 all faculty will be encouraged to participate in and cooperate with the Associated Students Survey of Instructors Teaching (ASSIST) program.

Faculty involvement in professional activities continued throughout 1970-71. Included among the areas of involvement were service as officers and members of professional societies, publication of books and journal articles, scientific papers, summer and academic year research, and membership on systemwide committees and task forces. Many of the faculty were involved in designing and coordinating various seminars and conferences to serve agriculture, business, industry, and education groups.

The level of grants the college received was more than four times the level of the previous year. The Research Committee for the first time is able to make grants to the faculty for instructional research and scholarly activity from NSF Institutional Grant funds and from overhead on grants.

E. PHYSICAL DEVELOPMENT

The 1970-71 year saw the completion and occupancy of the long-awaited Julian A. McPhee College Union, dedicated March 5-6-7, 1971. The availability of this fine facility has enabled the students of this college to continue to develop cocurricular programs that contribute so much to a college education. Two other capital improvement projects were started this year; the Residence

Halls, Phase III project providing spaces for 600 students and an additional Dining Facility that for the first time will allow the students and staff to select from either a free-choice cafeteria or a table-service restaurant. The construction of these two units essentially completes the master planned residence hall-dining facility program.

The shortage of State funds for capital improvement, particularly expansion of laboratory instructional facilities, continues to be of critical importance. The educational objectives of this college are increasingly more difficult to attain as existing facilities and equipment prove to be more and more inadequate for the specialized instructional programs in which this institution feels it has an educational responsibility.

F. COMMUNITY DEVELOPMENT

The college has continued to improve existing community relationships and explore avenues by which further interplay between the City of San Luis Obispo and the adjacent communities and the college can be mutually productive. During the past year, several meetings involving City and college officials have been held to discuss areas of mutual concern and to arrive at appropriate solutions. Projects that are of a major significance are the proposed annexation of the college by the City and the joint benefits to be derived from that action, should it occur, and an extensive study by both students and staff of the college and the City representatives involving the possibility of initiating a mass transportation program with the assistance of the federal Department of Transportation.

Individually, many of the college faculty and staff members and students serve as representatives on many municipal and philanthropic boards and organizations. The mayor of the City of San Luis Obispo, a college faculty member, was re-elected this spring, a City Council member is a senior student; other faculty members serve on major City boards and provide the expertise that the professional college staff members are able to contribute. Tours are arranged for grade schools within the County of San Luis Obispo to give children a closer contact with college life and opportunities. The School of Agriculture and Natural Resources is an outstanding example of this program using the College Farm and livestock as points of interest.

G. SPECIAL PROBLEMS

It is difficult to know when a special problem has been prevented. Most of them must have been resolved (or prevented) for we did have a good year at Cal Poly, SLO. On the whole, our students were satisfied and learned much; or faculty worked hard and taught well. 1850 students graduated, 351 more received master's degrees. We continue to be besieged by student applicants, and our students continue to be sought out by prospective employers. I join with our faculty, staff, students, and all others in the "Cal Poly Family" in a feeling of accomplishment. 1970-71 may well turn out to have been a Cal Poly vintage year.