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

AS·547·001B&LRPC
RESOLUTION ON
OPERATIONAL METHODS TO MONITOR AND MAINTAIN ACADEMIC
QUALITY IN THE FACE OF POTENTIAL ENROLLMENT GROWTH

1   Background: The Academic Senate adopted Resolution *AS-524-991B&LRPC* on May 25, 1999. That
2   resolution, *RESOLUTION ON PRINCIPLES TO GOVERN ENROLLMENT GROWTH AT CAL POLY,*
3   was intended to reinforce several principles that were felt to be important to the faculty at Cal Poly. These
4   included: (1) that academic quality not be jeopardized, (2) that academic progress not be delayed, (3) that
5   any enrollment growth should be fully funded, (4) that facilities must be in place before growth occurs, (5)
6   that enrollment growth should occur in planned phases, (6) that Cal Poly continue to follow its role as a
7   Polytechnic university and its adopted mission statement, and (7) that enrollment growth must be sensitive
8   to its impact on surrounding communities and environment.
9
10 As we entered into the development of a new Master Plan for Cal Poly, it became evident that some
11 operational definitions of the Principles to Govern Enrollment Growth were needed in order to assess
12 whether or not the above principles were indeed being met. This concern has led to the introduction of this
13 resolution. The substance of this resolution has been communicated to the Master Plan Development
14 coordinators and to the Dean's Enrollment Planning and Advisory Committee (DEPAC).
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17 WHEREAS,   Cal Poly is coming to closure on its Year 2000 update of its Campus Master Plan; and
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19 WHEREAS,   The previous *RESOLUTION ON PRINCIPLES TO GOVERN ENROLLMENT QROWTH*
20   *AT CAL POLY (AS-524-99/B&LRPC)* was adopted by the Academic Senate on May 25,
21   1999; and
22
23 WHEREAS: Operational methods are needed by which the impacts of enrollment growth upon
24   academic quality, facilities utilization, and resource allocation can be properly monitored,
25   assessed, and dealt with as per the intent of that resolution; therefore be it
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27 RESOLVED: That the new Cal Poly Master Plan incorporate the following suggested strategies for
28   operationalizing the Principles to Govern Enrollment Growth as embodied in
29   Resolution *AS-524-99/B&LRPC* and, be it further

30
31   RESOLVED: That the Budget and Long Range Planning Committee work with the Academic
32   Programs Office, the Institutional Accountability and Learning Assessment Task
33   Force or its successor, the Faculty Affairs Committee, and the Program Review
34   and Improvement Committee to develop a process and procedures for the
35   development of suitable criteria to assess the impacts of enrollment growth upon
36   academic quality; and, be it further
37
38   RESOLVED: That the reports derived from such assessment efforts before the start of and at the
39   end of each growth phase be sent to the Academic Senate for review, comment,
40   and recommendations.

SUGGESTED STRATEGIES

PLAN FOR PHASED ASSESSMENT OF ENROLLMENT GROWTH IMPACTS
1. Planning for growth should be based upon a CONTINGENCY PLANNING concept which recognizes that additional capacity for enrollment will be built in discrete units.
2. Make use of key MILESTONES such as those points in time when FACILITIES (for classrooms & labs, etc.) become available.
3. Conduct an assessment at each PHASE OF GROWTH where PHASE ZERO (0) represents the point when we reach our current Master Plan Capacity (15,000 net AY FTE). PHASE is to be defined as "a point in time where we pause to think about where we're at".

SELECT MEASURES AND DEVELOP BENCHMARKS
1. Select a limited and manageable set of measures to be continuously monitored.
2. Establish current benchmarks for those measures to provide a reference point.
3. The faculty, students, staff, and administration of each college and program should engage in a collaborative process to select those measures which they would most prefer to use as benchmarks.
4. Recognize the need for two sets of measures: (1) those required by the CSU System, and (2) those which best correspond to your own program objectives.
5. Avoid value judgments, at this stage, as to the meaning of the selected measures. The meaning of the selected measures should be debated later in a different forum.
6. Each college or program could select those measures which they would most prefer to use as benchmarks.

QUALITY APPROACH
1. Use a Quality Control approach to monitor for excessive deviations from NORMAL benchmark values.
2. Use the results of your monitoring efforts to assess the impacts of any enrollment growth upon academic quality.

SOME POSSIBLE MEASURES THAT MIGHT BE CONSIDERED
NB: There is no value jUdgment implied by the listing of these measures. Whether or not these are indicators of higher or of lower quality is yet to be debated.

1   ACADEMIC QUALITY MEASURES?
    1. $/FTES
    2.   Class size
    3.   Size of applicant pool, quality of applicant pool
    4.   Student / faculty ratios
    5.   Group work versus individual work -
            Can new paradigms cause us to rethink student/faculty ratios?
    6.   Number of SCANTRON exams given per student
    7.   Faculty teaching loads
    8.   Ratio of full-time to part-time faculty
    9.   Quality of new faculty hires?
    10.   Benchmarks- based upon current status?
    11.   Faculty Quality and Academic Quality Measures should be coordinated with the efforts of the Institutional Accountability and Learning Assessment Task Force or its successor.

2   ACADEMIC PROGRESS MEASURES?
     1.   Time to graduation Need well-defined cohorts
     2.   Retention
     3.   Surrogate = course loads (annual basis, summer loads)
     4.   Benchmark = students' perception of abilityu to capture classes?
           (CAPTURE)

3   GROWTH SHOULD BE FULLY FUNDED MEASURES?
     See Item 5

4   FACILITIES MUST BE IN PLACE BEFORE?
     See Item 5

5   GROWTH SHOULD OCCUR IN PLANNED PHASES?
     1.   Contingency planning - based upon when facilities become available.
     2.   Conduct assessment at each phase
     3.   Phase 0 - when we reach our current Master Plan capacity (15,000).

6   ROLE AS A POLYTECHNIC UNIVERSITY AND ADOPTED MISSION
     STATEMENT?
     1.   Mission statement states this goal in terms of percentages?
     2.   Are absolute numbers an alternative?

7   ENROLLMENT GROWTH MUST BE SENSTIVE TO IMPACT ON
     SURROUNDING COMMUNITIES AND ENVIRONMENT?
     1.   Evaluate negative and positive press coverage?
     2.   Effects on housing and traffic.
     3.   Effects on local economy.
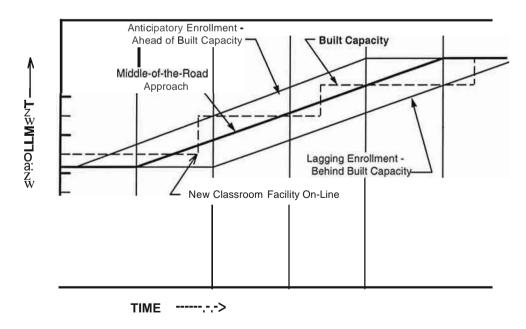   4.   Environmental Impact Analysis

FIGURE 1:   Alternative Strategies for Matching Enrollment Growth to Construction of New Built Capacity. Construction of New Facilities are assumed to be key milestones for planning purposes.

CAL POLY

SAN LUIS OBISPO
CA 93407

State of California
Memorandum

To: Myron Hood, Chair   Date: December 4, 2000
        Academic Senate

From: Warren J. Baker   Copies: P. Zingg
        President

Subject: Response to Senate Resolutions AS-546-00/B&LRPC and AS-547-00/B&LRPC

I would like to thank the Academic Senate, including the Budget and Long-Range Planning Committee for its continuing interest in the future of the campus. We have deferred our response to the Senate Resolutions, AS-546-001B&LRPC and AS-547-001B&LRPC, adopted in June 2000 by the Senate, pending release of the Master Plan and Draft Environmental Impact Report for public review and comment. In sum, we have accepted the intent of the resolutions adopted by the Senate in June 2000, except for the final resolved clause of AS-546-00/B&LRPC.

I would like to take this opportunity to review the planning process we have been through and to show how the Master Plan is addressing the issues raised by the Senate.

Cal Poly has been thinking about the possibility of increasing our Master Plan enrollment capacity since 1987-88 when the Senate passed a resolution suggesting 17,400 Full-Time Equivalent Students as an appropriate future capacity that could be reached in planned phases. The University strategic plan (developed from 1990-94) discussed institutional size in relation to resources and impacts. In 1996, the Cal Poly Plan also contemplated enrollment growth during summer and the academic year.

Strategic planning by the colleges and other units during 1997-98 anticipated the present long-range enrollment planning and master plan update process. At that time, the deans led their colleges through an "environmental scan" regarding the opportunities and prospects for their disciplines. The Provost explicitly asked them "to include identification of specific areas for curriculum development and/or programs for enrollment growth." Then, during 1998-99, the Deans' Enrollment Planning Advisory Committee (DEPAC -which includes Senate representation) developed detailed enrollment scenarios for campus discussion. During its deliberations, DEPAC conferred directly with each college and the UCTE to review and refine college and unit academic program goals. When asked about the amount of additionaJ enrollment they thought their programs could support, the deans responded with sums that exceed the future capacity being proposed in the new Master Plan (17,500 FTES). Thus, during 1999-2000 DEPAC developed a set of factors and indicators that should be used to determine which programs grow.

The Master Plan documents the level of campus and community involvement in its development. Chapter 1, pages 5-9, offer a chronological account, referring to early meetings with campus and community leaders during Fall 1998 (including Senate representatives) and extensive consultation with

campus/community task forces during Spring 1999. The calendar also reviews briefings held throughout the development of the first drafts of the Master Plan in Fall 1999 and Winter 2000, and the publication of the Preliminary Draft on May 1,2000. Faculty, staff, students and community members participated actively in all of these planning phases and provided extensive comments on the Preliminary Draft. This involvement has helped the planning team to refine the Master Plan - significantly improving its breadth and quality.

We have been both pleased by and grateful for the level of engagement by the campus and community in this process. The Academic Senate and its Budget and Long-Range Planning Committee have advised the process from the start. Indeed the Master Plan purpose statement, Guiding Framework, chapters on Long-Range Enrollment Planning and Implementation and Draft Environmental Impact Report not only recognize the contribution of the Senate, but also incorporate the concepts involved in the seven principles enunciated by the Senate in its Resolution AS-524-99/B&LRPC, Principles to Govern Enrollment Growth at Cal Poly, adopted May 25, 1999.

In its June 6, 2000, Resolution AS-546-00/B&LRPC, Resolution on the Growth Component of the Proposed Master Plan Revision, the Senate expressed its concern that operating budgets are not currently sufficient to support Cal Poly's polytechnic programs, and that enrollment growth could exacerbate the gap between the funds available and the funds needed to maintain quality instruction. The Senate concluded that the campus should not grow without a firm guarantee for adequate support. The Deans' Enrollment Planning Advisory Committee (DEPAC) made a similar recommendation in its report of June 2, 2000.

As the Senate is aware, the campus has worked diligently over the past decade to find ways to restore and expand funding. These efforts have included the Cal Poly Plan, as well as the recent Workforce Initiative. With initial funding of $1a million in the FY 2000-01 budget for the CSU, the State has recognized the need to provide additional support for selected programs of strategic importance to California. These include Agriculture, Engineering, Computer Science, Nursing and Biotechnology, which generally attract quality applicants and are in high demand from both students and employers, but cost more than other programs. Cal Poly clearly benefits from this allocation and supports the commitment of the Chancellor and Trustees to triple future funding for these strategic programs as a permanent addition to campus base budgets.

The Board of Trustees has identified support for workforce preparation in its budget within the framework of the current partnership between the CSU and the Governor and Legislature. Thus, this expanded level of funding will not require supplemental,appropriations. Our analysis shows that Cal Poly's share of these funds will not fully close the gap between recent levels of CSU support and actual program costs. Nevertheless, the Workforce Initiative represents an important step because it recognizes the large state investment required to support polytechnic programs such as those at Cal Poly.

As we have developed the Master Plan and expect to proceed with its implementation, we clearly acknowledge funding issues - indeed they apply to both capital and operating budgets. I would like to call the following sections of the Master Plan to your attention, where we have addressed these issues.

- Chapter 2, Guiding Framework, includes a series of challenges the University faces with the Master Plan. Question number 7, on page 15 recognizes limited operating and capital budgets. A marginal note on that page further acknowledges the concerns of the Senate and DEPAC.

- Later, in Chapter 7, Implementation, the Master Plan again discusses funding and phasing. On pages 330-331, the Plan re'fers to the need to obtain both operating and capital funds for each phase of implementation. Experience during the past two decades demonstrates that the CSU will not ask a campus to enroll more students than its physical capacity can support. Thus, we are asking for concurrent increases in capital and operating budgets to support future enrollment proposed in the Master Plan.

In Resolution AS-547-00/B&LRPC, Resolution on Operational Methods to Monitor and Maintain Academic Quality in the Face of Potential Enrollment Growth, the Senate calls for development of methods and measures to monitor academic quality. As noted in the resolution, the Budget and Long-Range Planning Committee should continue in this initiative, working with the Office of Academic Programs, so as to connect with the different accountability and assessment efforts underway on campus. The more we are able to describe and evaluate academic quality as we interpret it at Cal Poly, the better off we will be in finding the means to sustain and improve academic quality in the future.

In conclusion, I think it is important to emphasize the role of a Master Plan. It is designed to establish the principles and guidelines for future campus development, including enrollment growth, and then depends on a series of subsequent actions for any implementation to occur. In other words, it serves to enable the campus to secure our own future on our own terms. This is an important endeavor that we are looking forward to sharing with the Board of Trustees in 2001.