

Adopted: October 24, 2000

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

AS-551-00IPRAIC
RESOLUTION ON
1999/00 PROGRAM REVIEW AND IMPROVEMENT
COMMITTEE REPORT OF FINDINGS AND RECOMMENDATIONS

1 WHEREAS, The following centers and institutes were reviewed during the 1999/00 academic
2 year:

- 3
- 4 Agricultural Safety Institute
- 5 Brock Institute for Agricultural Communication
- 6 Center for Practical Politics
- 7 Coastal Resources Institute
- 8 Collaborative Agent Design Resource Center
- 9 Computer Integrated Manufacturing Center
- 10 Dairy Products Technology Center
- 11 Electric Power Institute
- 12 Environmental Biotechnology Institute
- 13 Irrigation Training and Research Center
- 14 Renewable Energy Institute
- 15 Small Business Institute
- 16 Urban Forestry Ecosystems Institute;

17
18 and

19
20 WHEREAS, The Academic Senate acknowledges receipt of the *1999/00 Program Review and*
21 *Improvement Committee Report of Findings and Recommendations*; therefore, be
22 it

23
24 RESOLVED: That the Academic Senate receive the *1999/00 Program Review and Improvement*
25 *Committee Report of Findings and Recommendations*; and be it further

26
27 RESOLVED: That the *1999/00 Program Review and Improvement Committee Report of*
28 *Findings and Recommendations* be submitted to the President and the
29 Provost/Vice President for Academic Affairs.

Proposed by: The Academic Senate Program
Review and Improvement Committee
Date: June 15, 2000

State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: June 9, 2000
 To: Academic Senate Executive Committee
 From: Program Review and Improvement Committee
 Subject: Report on centers and institutes reviewed during 1999-2000

Copies: W. Baker
 P. Zingg
 AAU Directors
 University Library

The Academic Senate Program Review and Improvement Committee reviewed 13 Academic Auxiliary Units during the academic year 1999-2000.

Please find attached the overall findings and recommendations of this committee. and, for each Unit:

- . A check sheet of the committee's evaluation of the Academic
- ∴ Auxiliary Unit's status on each of the review criteria employed;
- ∴ A summary narrative, as appropriate, describing any major points about the AAU that the Committee wishes to make; and,
- ∴ The AAU review criteria employed.

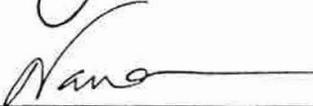
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Kent Butler



David Conn



Nana Farkyc



Richard Lee



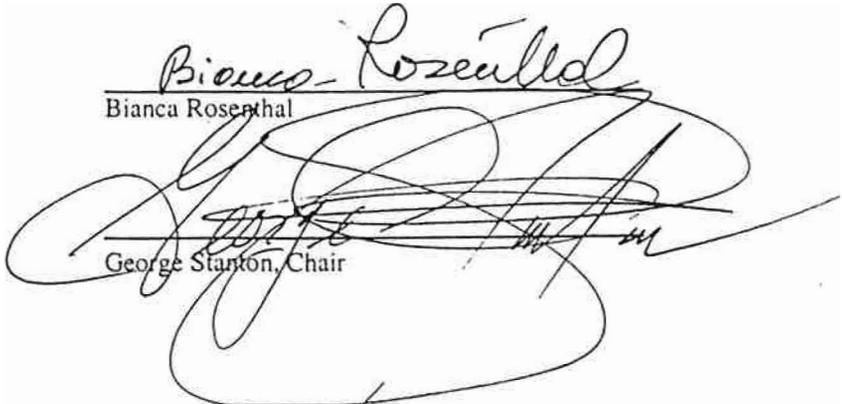
Kenneth Riener



Bianca Rosenthal

On Sabbatical

Kent Smith



George Stanton, Chair



Susan Opava

1999-2000 ANNUAL REPORT OF THE PROGRAM REVIEW AND IMPROVEMENT COMMITTEE

CSU System policy and local campus policy both require Campus Centers and Institutes, collectively referred to as Academic Auxiliary Units (AAUs), to undergo periodic review. In compliance with these policy requirements, as well as in response to concern expressed by the CSU Board of Trustees about the focus and activities of the MUs established on CSU campuses, the Academic Senate Program Review and Improvement Committee was directed to suspend its review of academic programs during 1999-2000, and to initiate a review of Cal Poly's MUs. As regards the CSU Trustees' concern, the Committee wishes at the outset to point out that it found no evidence of impropriety or any other basis for significant objective professional concern in its review of the policies and activities reported by the MUs on this campus. That said, this report summarizes the PRAIC's activity during this year, provides some general comments and recommendations, provides some comments and suggestions for each Unit, and presents the documentation that was obtained from each Unit.

The Committee began this year's task by discussing criteria to be used in reviewing MUs. The existing criteria developed by the Committee for academic program review were used as a starting point, which was especially appropriate in attempting to make the AAU review and the academic program review as congruent as appropriate.

After extensive internal discussion, input from the Academic Senate Research Committee, and consideration of information obtained from AAU Directors (both in response to requests for feedback on drafts of proposed review criteria, as well as from a general meeting with the Committee), the Committee finalized the criteria that it would use this year in its task. A copy of these criteria is provided in Appendix B.

At that point, rather than request new reports that specifically addressed these criteria, the Committee decided to base its review on the most recent available AAU annual reports. Therefore, although the MUs were relieved of the requirement of generating a report this year, the Committee was faced with sifting through prior reports that were developed for varying goals, organized in varying formats, and contained varying levels and ranges of information. (An exception was the Renewable Energy Institute's report, which was developed this year and was based on the review criteria.) Each Committee member was assigned to read each report and to complete an initial review based on the common criteria. Also, each member was specifically assigned at least one AAU, for which he/she developed a summary draft criteria-based review, as well as an interpretative summary commentary.

In applying the review criteria to these reports, various information gaps appeared, depending on the coverage of each individual report. In an attempt to reduce the extent of these information gaps, and to verify the initial conclusions drawn from the reports, Units were contacted by an individual Committee member, presented with the Committee's draft of its criteria-based review and interpretative summary commentary, and asked to verify, clarify, or otherwise respond to those draft documents. The reviews were then augmented as much as possible and revised as appropriate, except in the cases of those Units whose Directors declined to cooperate with this review process. No reports were available from the Design and Construction Institute or from ARDFA.

The Committee has the following three recommendations in support of the goal that practical local benefit beyond mere compliance with policy directives should result from future reviews such as this one.

1. The overall goal, purpose and value of the review should be clearly articulated in advance, and perceived as basically acceptable to all concerned stakeholders. Administration, Unit personnel, and concerned faculty/staff should engage in as much discussion as is necessary to reach consensus on this topic. Units should see practical value to themselves resulting from such scrutiny as a credible review entails, and they should not see the process as threatening; otherwise, they are likely to perceive it as an irrelevant and onerous administrative requirement, resulting in a minimum of cooperation.

2. A rationale should be provided for common review criteria, if they are to be employed, that is acceptable to the Units. As with the first recommendation, if the Units see the specific focus of the review as reasonable, justifiable, and even helpful, then their acceptance, cooperation, and support will be more likely.

3. Individualized specific review criteria should be sought and accommodated that accurately focus on issues of particular interest or concern to each Unit itself. Although section V of the review criteria (see Appendix B) clearly provides the opportunity for Units to express their unique issues and concerns, experience has shown that they will need to be vigorously encouraged to take advantage of that opportunity, and to be convinced that there is practical benefit to them in doing so. Units do not have the same degree of common structure and purpose as academic programs. Clearly, a common reporting framework facilitates reviewing a group of programs. However, while generally applied review criteria may serve certain administrative purposes, such criteria may not, at least in themselves, provide information useful for the individual Units in their attempts to investigate and improve their operations in order to help them attain their particular goals. It should be mentioned that the Committee did undertake an initial investigation along these lines early in the year by requesting standardized feedback from the AAU Directors about the degree to which they felt that each discrete proposed criterion targeted information important for a "valid and useful review." Although this investigation was not completed, since the Committee decided not to request reports structured according to those proposed criteria, such an approach could have potential future use as a method for identifying and honoring AAU Directors' values in this regard.

The remainder of the main body of this report contains reviews for the following AAUs:

1. Agricultural Safety Institute
2. Brock Institute for Agricultural Communication
3. Center for Practical Politics
4. Coastal Resources Insititute
5. Collaborative Agent Design Resource Center
6. Computer Integrated Manufacturing Center
7. Dairy Products·Technology Center
8. Electric Power Institute
9. Environmental Biotechnology Institute
- to. Irrigation Training and Research Center
11. Renewable Energy Institute
12. Small Business Institute
13. Urban Forestry Ecosystems Institute

The following material is presented for each AAU reviewed:

1. A check sheet of the Committee's evaluation of the Unit's status on each of the review criteria employed;
2. A summary narrative, as appropriate, describing any major points about the AAU that the Committee wishes to make;
3. The AAU's report(s) which the Committee used as the initial basis of its review; and,
4. An addendum, if any supplemental documentation was supplied by the Unit.

The first appendix to the report contains the financial information about the AAUs provided by the Sponsored Programs Office. The second appendix contains the "Requested Review Information for Academic Auxiliary Units," which documents the criteria employed in this review process.

PROGRAM REVIEW REPORT **1999-2000**

Unit Title: **AGRICULTURAL SAFETY INSTITUTE**

I. MISSION

<u>ITEM</u>	COMMENTS*
A. Mission Statement	Adequate. See Addenda.
B. Mission's Support of College/University Goals	Insufficient information provided.
C. Demand for Unit's Services	Adequate.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	No formal operative bylaws. Due to the Unit's small scale and staff, they have not heretofore been needed.
B. Resources	Mentions income without detail, other than that it emanates from client fees and sale of products.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Insufficient information provided.
2. Funding trend issues	General information about a potential funding source.
3. Special Unit facilities	Insufficient information provided.
C. Unit Planning/Review	Recent activity has begun in this area (see the next section).
1. Internal planning process	
2. Professional peer review process	In Spring, 2000, a planning group was convened to serve as an ad hoc industrial advisory board, and to analyze the Unit and its activities, and to give appropriate professional feedback

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Several workshops presented. One publication noted. Also see Addenda.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	No student involvement noted.
1. Quantity/Status	
2. Selection process	Insufficient information provided.
B. Student Learning and Achievement	Insufficient information provided.
1. Educational opportunities	
a) Distinctive learning opportunities	

b) Curricular integration	The primary specific curricular integration of the work of this Unit occurs in BRAE321. Curricular influence does occur, however, in a general way in other classes.
2. Student learning outcomes	The Unit Director reported that some Senior Projects have been based on the Unit's focus/activity.
a) Theses & Sr. Projects	
b) Other evidence of student learning	Insufficient information provided.
c) Honors	Insufficient Information provided.
d) Impact on students' employment offers	The Unit Director reported that the Unit's industry contacts are significant sources of up-to-date information for graduates' job placement.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	The Unit is positioned to help fill the need to provide appropriate technology and research application information and assistance, which has arisen as a result of the decline of traditional extension services.
B. Obstacles, concerns, anticipated changes, & related plans	The Unit's creation of the ad hoc professional advisory panel (see section IIC2, above) was one way of dealing with its concern about obtaining an increased level of industry feedback, in order to react to and serve industry needs more accurately, and to provide appropriate student learning experiences.
C. Desired assistance from the University	Training for AAU Directors, specifically on the topic of unit management in a style most effective at Cal Poly.

• The comment "Adequate" means that the information obtained from the Unit about that topic indicated a state of affairs that seemed adequate and appropriate, and that no particular suggestions or evaluative commentary seemed warranted or particularly helpful to the program.

The comment "Insufficient information provided" means that insufficient information was obtained from the Unit about that topic to warrant suggestions or evaluative commentary.

AGRICULTURAL SAFETY INSTITUTE

The current focus of this Unit is on conducting training for the agricultural industry. This training is done mainly by conducting workshops, which range in length from one-half day to three days. A noteworthy feature of the Unit is that it directly confronts tractor safety, which is the largest single source of fatalities in the California agriculture industry. Furthermore, the Unit's approach of "training the trainer" is especially commendable. This approach, involving first-line supervisors and other training personnel, serves to extend and broaden the impact of the training beyond what would be possible if the Unit simply attempted to reach the workers directly. Moreover, this training is presented in both Spanish and English, which enhances its accessibility in the industry. Also, the Unit is participating in the development of an Agricultural Safety Certification Program in collaboration with other state agencies and universities, and is seeking to broaden the focus of its training modules to include forklift training in response to industry demands and needs. Finally, this year the Unit has aggressively pursued the issue of strategic planning, principally by convening an ad hoc industry advisory group to analyze the Unit's focus and activities, and to provide realistic, up-to-date feedback.

One suggestion for the Unit to consider is to design a process to obtain information for systematically evaluating the impact of the Unit's instructional workshops on participants' knowledge and actual skills. This would be extremely beneficial not only for the purpose of improving the workshops, but would also provide information of the sort that would be likely to enhance the probability of receiving the increased funding that the Unit desires to obtain. The Unit might also benefit from employing a systematic approach to a theoretically credible strategic planning process, and employing a credible process for seeking additional funding. In this regard, the University could provide a real service to this and the other AAUs by offering specifically focused management-training modules for the Directors and/or staff.

PROGRAM REVIEW REPORT 1999-2000

Unit Title: BROCK INSTITUTE FOR AGRICULTURAL COMMUNICATION

I. MISSION

ITEM	COMMENTS*
A. Mission Statement	Insufficient information provided.
B. Mission's Support of College/University Goals	Insufficient information provided.
C. Demand for Unit's Services	Insufficient information provided.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	Insufficient information provided.
B. Resources	Insufficient information provided.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Insufficient information provided.
2. Funding trend issues	Insufficient information provided.
3. Special Unit facilities	Insufficient information provided.
C. Unit Planning/Review	Insufficient information provided.
1. Internal planning process	
2. Professional peer review process	Insufficient information provided.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Director is exceptionally active in terms of publications and presentations.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	Sporadic student participation in Unit activities is indicated.
1. Quantity/Status	
2. Selection process	Insufficient information provided.
B. Student Learning and Achievement	Adequate.
1. Educational opportunities	
a) Distinctive learning opportunities	
b) Curricular integration	Insufficient information provided.

2. Student learning outcomes	Insufficient information provided.
a) Theses & Sr. Projects	
b) Other evidence of student learning	Insufficient information provided.
c) Honors	Insufficient information provided.
d) Impact on students' employment offers	Insufficient information provided.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Insufficient information provided.
B. Obstacles, concerns, anticipated changes, & related plans	Insufficient information provided.
C. Desired assistance from the University	Insufficient information provided.

* The comment "Adequate" means that the information obtained from the Unit about that topic indicated a state of affairs that seemed adequate and appropriate, and that no particular suggestions or evaluative commentary seemed warranted or particularly helpful to the program.

The comment "Insufficient information provided" means that insufficient information was obtained from the Unit about that topic to warrant suggestions or evaluative commentary.

BROCK INSTITUTE FOR AGRICULTURAL COMMUNICATION*

This Unit engages in a very broad range of professional activity. The Director is responsible for a remarkable number of publications, presentations, and workshops, the details of which are contained in the Unit's annual report. While the Director is to be commended for such an exemplary high level of productivity, it is unclear from the Unit's report(s) just how involved students are in Unit activities of the sort that would be likely to impact their learning about profession-related matters. Also unclear are any details of the sort of needs that the Unit addresses (i.e., its mission), involvement of faculty other than the Director, or strategic plans for future directions.

*The review of the BIAC does not include input from the BIAC's Director, who declined to participate in the process.

SUMMARY PROGRAM REVIEW REPORT 1999..2000

Unit Title: CENTER FOR PRACTICAL POLITICS

I. MISSION

ITEM	COMMENTS
A. Mission Statement	In Bylaws
B. Mission's Support of College/University Goals	Supports "Learn by Doing" and community engagement, as well as applied research by faculty
C. Demand for Unit's Services	Steady stream of projects

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	Bylaws adopted
B. Resources	\$25K donation (from father of faculty member) for discretionary use
1. Financial report	Some grants
a) Amount & sources of funds obtained	(Revenues may occasionally be credited to other "partner" units, e.g., Coastal Resources Institute, rather than CPP)
b) Distribution of funds	Some <i>pro-bono</i> work Donated funds used for printing reports, etc.
2. Funding trend issues	As part of Consortium for Rural & Agricultural Human Services Research (8 centers throughout California), seeking \$1.7 million annual grant from State; also with CRP. seeking HUD grant for "planning in unincorporated areas"
3. Special Unit facilities	Computerized volunteer/intern data base
C. Unit Planning/Review	Project-based planning (CPP faculty who are interested in active research team up with faculty outside college around projects in which people are interested)
1. Internal planning process	
2. Professional peer review process	Advisory Board (government, business, and industry leaders); reviews also by sponsors/clients

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Adequate.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	Class projects; individual students also hired as needed
1. Quantity/Status	
2. Selection process	Class enrollment
B. Student Learning and Achievement	Excellent opportunities for students within classes to participate in "hands-on" community-based projects; builds skills
1. Educational opportunities	Unit facilitates internships
a) Distinctive learning opportunities	

b) Curricular integration	Visiting lecture series
2. Student learning outcomes	Student involvement sometimes leads to thesis or senior project (but not always)
a) Theses & Sr. Projects	
b) Other evidence of student learning	Mentions "collaborative studies" but does not identify specific outcomes (e.g., papers presented and/or published). Student feedback (e.g., exit surveys; alumni surveys) said to be very positive although questions do not focus specifically on the Center
c) Honors	Insufficient information provided.
d) Impact on students' employment offers	Skills appear to help in gaining employment (no systematic evidence provided)

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Several projects in pipeline, including proposed state-funded consortium and HUD-funded project with CRP (see Funding Trend issues, above) and possible link with Public Policy Institute of California
B. Obstacles, concerns, anticipated changes, & related plans	Out-of-date financial system (e.g., records expenses only; can't keep track of obligated funds; have to keep separate books) Problems identifying matching funds
C. Desired assistance from the University	Updated financial system More clarity on rules governing faculty consulting vs. sponsored project buy-outs

* The comment "Adequate" means that the information obtained from the Unit about that topic indicated a state of affairs that seemed adequate and appropriate, and that no particular suggestions or evaluative commentary seemed warranted or particularly helpful to the program.

The comment "Insufficient information provided" means that insufficient information was obtained from the Unit about that topic to warrant suggestions or evaluative commentary.

CENTER FOR PRACTICAL POLITICS

The CPP offers an interdisciplinary vehicle for studying public policy issues and for providing service to organizations in the community. It fosters student-faculty research on policy issues, some of which is funded by grants and contracts. Together with Student Affairs, it serves as a clearinghouse for volunteer and student intern placements in the community, maintaining a computerized data base that is accessible to all CAL Poly students as well as providing some funding for student community service awards. (These activities may help Cal Poly to respond to the Governor's call for increased community service.) CPP also serves as a referral point to the Government internship program in the Dept. of Political Science as well as other departments providing experiential credit for academically related work experience. CPP faculty assist governmental and non-profit agencies in the design of student placements. The Center offers a visiting lecture series and is planning other forums for policy-related discussion.

The CPP's accomplishments, as described in its June 1999 report and during an interview with its Director (Dianne Long), are quite impressive and the Center faculty should be encouraged to continue along the paths described in the report. CPP seems to provide a particularly valuable service to students who are seeking community service/internship opportunities. To the extent that there are other entities on campus that provide this kind of service, these efforts should be carefully coordinated. CPP's attempts to date to obtain external funding are commendable; the Center should be given whatever assistance is available to help it identify and secure additional funds (including the HUD grant mentioned in the report). Funding from the Centennial Campaign might also be a possibility (this might be explored with the Advancement Office). The University should, if possible, address the Director's concerns about: (1) the inadequacy of our present system of accounting (which records "expenses" but not "obligated funds"); (2) the need for additional sources of matching funds; and (3) the need for more clarity on rules governing faculty consulting and sponsored project buy-outs.

PROGRAM REVIEW REPORT **1999-2000**

Unit Title: COASTAL RESOURCES INSTITUTE

I. MISSION

ITEM	COMMENTS*
A. Mission Statement	Available on Unit's webpage
B. Mission's Support of College/University Goals	Insufficient information provided.
C. Demand for Unit's Services	Adequate.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	Insufficient information provided.
B. Resources	Adequate.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Insufficient information provided.
2. Funding trend issues	Insufficient information provided.
3. Special Unit facilities	Insufficient information provided.
C. Unit Planning/Review	Insufficient information provided.
1. Internal planning process	
2. Professional peer review process	Insufficient information provided.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Received \$125K in grants in 98-99, and submitted proposals for \$230K in grants in 97-98. A WQMP developed for the Campus has also been submitted to the RWQCB and other external agencies. Unit is seeking support for developing a campus educational wetland demo site. Unit developed/presented wetland lectures, and is developing an associated video. A demonstration landscape project is under way at the City's Water Reclamation Facility. Completed a habitat management/monitoring plan in Santa Cruz County.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation 1. Quantity/Status	Insufficient information provided.
2. Selection process	Insufficient information provided.
B. Student Learning and Achievement 1. Educational opportunities a) Distinctive learning opportunities	Students are involved in all grant projects, but no details are provided.
b) Curricular integration	Insufficient information provided.
2. Student learning outcomes a) Theses & Sr. Projects	Insufficient information provided.
b) Other evidence of student learning	Insufficient information provided.
c) Honors	Insufficient information provided.
d) Impact on students' employment offers	Insufficient information provided.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Adequate.
B. Obstacles, concerns, anticipated changes, & related plans	Insufficient information provided.
C. Desired assistance from the University	Insufficient information provided.

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COASTAL RESOURCES INSTITUTE*

The CRI engages in several endeavors. It works with significant community and environmental projects and agencies, such as the Water Reclamation Facility's landscaping project, which utilizes recycled water, and a habitat management and monitoring plan in Santa Cruz County. On campus, the Institute is involved with developing plans for water quality and for water resources management, and has developed packaged educational presentations of information about wetlands. The CRI includes student projects in its activities when possible and appropriate.

The CRI faces challenges in securing both financial resources and faculty time. The Institute apparently continues to build ties with constituencies on and off campus with the goal of securing further funds or identifying additional funding resources. Since these development activities are time-consuming, they vye with other faculty demands. Constructing a long-range strategic plan focusing on these challenges might be a helpful investment of such time and effort as the CRI staff can muster.

*The review of the CRI does not include input from the CRI's Director, who declined to participate in the process.

PROGRAM REVIEW REPORT 1999-2000

Unit Title: COLLABORATIVE AGENT DESIGN RESEARCH CENTER

I. MISSION

ITEM	COMMENTS*
A. Mission Statement	Not explicitly stated but implied in Paragraph 3 of '98/'99 Annual Report.
B. Mission's Support of College/University Goals	Arguably the most successful center on campus.
C. Demand for Unit's Services	Great demand by DOD; no evidence of non-DOD demand, Great track record of new and follow-on grants.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	Not presented in report.
B. Resources	Adequate.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Adequate.
2. FundinQ trend issues	Adequate.
3. Special Unit facilities	Seem excellent.
C. Unit Planning/Review	Adequate.
1. Internal planning process	
2. Professional peer review process	Insufficient information provided.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Excellent range of scholarly publications and presentations. Large conference resented for ONR.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	Unit is exemplary in this regard. It employs many (62) students from 30 disciplines; provides sionificant fundingq for them.
1. Quantity/Status	
2. Selection process	Adequate.
B. Student Learning and Achievement	Unit seems excellent in this regard. Students are involved at all levels in the Center's projects.
1. Educational opportunities	
a) Distinctive learning opportunities	

b) Curricular integration	Adequate.
2. Student learning outcomes	One M.S. thesis completed. Senior projects done but not tracked.
a) Theses & Sr. Projects	
b) Other evidence of student learning	Adequate.
c) Honors	Adequate.
d) Impact on students' employment offers	Insufficient information provided.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Adequate.
B. Obstacles, concerns, anticipated changes, & related plans	Adequate.
C. Desired assistance from the University	Insufficient information provided.

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The comment "Insufficient information provided" means that insufficient information was obtained from the Unit about that topic to warrant suggestions or evaluative commentary.

COLLABORATIVE AGENT DESIGN RESEARCH CENTER

This center exemplifies the capacity of such units to create a highly successful enterprise - well-funded, interdisciplinary, and providing opportunities for both students (undergraduate and graduate) and faculty to do state of the art applied research. CADRC has developed to its current level of activity in only a few years. It has enjoyed support from a number of branches of the Department of Defense and it is clear that the success of CADRC projects has led to more and greater funding for subsequent projects. It is also clear that the quality of work done by students and faculty at CADRC is highly regarded. The quality and number of on-campus employment opportunities offered by CADRC to students from a variety of disciplines, is its hallmark and provides great value to the University.

It would be nice to see the inclusion of more faculty, especially junior faculty, in the center. There is a concern that the research focus and benefits provided by CADRC will be lost when the primary faculty (Pohl and Chapman) retire. The focus of the applied research effort could be broadened some to perhaps make it more welcoming to other faculty on a collaborative basis.

PROGRAM REVIEW REPORT 1999-2000

Unit Title: COMPUTER INTEGRATED MANUFACTURING CENTER

I. MISSION

ITEM	COMMENTS*
A. Mission Statement	Chancellor's Office Institute provided a website some time ago. No website found now; can be deduced from activities
B. Mission's Support of College/University Goals	Class design projects at various regional companies.
C. Demand for Unit's Services	Manufacturing analysis for Ziatech and Blake Printery; U.S. Navy; and similar each year

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	Exist as approved when Center was formed (1989).
B. Resources	Adequate .
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Account provided Need for additional funding for high-cost equipment maintenance; intent to seek such funding externally
2. Funding trend issues	Adequate .
3. Special Unit facilities	N/A
C. Unit Planning/Review	
1. Internal planning process	None at present, other than annual report to Dean of Research .
2. Professional peer review process	As demonstrated in publications.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards,
and Achievements

Publications; Ph.D. Candidate Examiner

IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation 1. Quantity/Status	Excellent. 150 students in IME 443
2. Selection process	Depends on class project or funded project.
B. Student Learning and Achievement 1. Educational opportunities a) Distinctive learning opportunities	Adequate.
b) Curricular integration	Adequate.
2. Student learning outcomes a) Theses & Sr. Projects	Professional experience gained. Assessed Senior Project Reports.
b) Other evidence of student learning	Co-authors of papers.
c) Honors	N/A
d) Impact on students' employment offers	Excellent. Students able to show portfolios to recruiters.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Anticipated financial support from Dioptics. Inc.; new projects in Advanced Technoloav Lab in the Collge of Engineering; and SLACK at Stanford.
B. Obstacles, concerns, anticipated changes, & related plans	Limited funds and strong competition; no release time for solicitation. No State support for the Unit's activities. No CSU reward system for AAU activities.
C. Desired assistance from the University	Release time support and seed funding; more emphasis on graduate programs.

* The comment "Adequate" means that the information obtained from the Unit about that topic indicated a state of *affairs* that seemed adequate and appropriate, and that no particular suggestions or evaluative commentary seemed warranted or particularly helpful to the program.

COMPUTER INTEGRATED MANUFACTURING CENTER

The CIMC primarily conducts multi-disciplinary research and instructional activity in all aspects of manufacturing, including both products and services. It has been primarily funded by research grants from industry and NSF and other sources. CIMC activities address the applied research needs of industrial sponsors; provide seminars and workshops in computer integrated manufacturing and related areas; promote the development of courses and instructional materials; and organize conferences, workshops and lecture series on CIMC-related topics.

The Unit might benefit from outlining a strategy for obtaining future funding. Furthermore, information from a systematic evaluation of the various projects completed for industrial sponsors as well as those design projects by students carried out in various companies should be provided. This is a particularly valuable service to students who are seeking internship opportunities. Finally, an outline or plan for future directions might be helpful.

PROGRAM REVIEW REPORT 1999-2000

Unit Title: DAIRY PRODUCTS TECHNOLOGY CENTER

I. MISSION

ITEM	COMMENTS*
A. Mission Statement	Unit webpage contains an excellent and very explicit mission statement, from which the Unit's activities clearly and logically follow.
B. Mission's Support of College/University Goals	The Unit seems excellently positioned in this regard. It's mission has a clear and close fit with Cal Poly's polytechnic character. The Unit activities emphasize technology-oriented research and production-modeling goals, especially as they mesh with industry needs. Moreover, the Unit directly links its activities to instruction, as well as reciprocally to instruction-related research.
C. Demand for Unit's Services	Seems excellent. The high level of funding implies a high demand for the Unit's services.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	The DPTC and UC Davis form a consortium under the CDRF, which, as an umbrella organization, provides bylaws.
B. Resources	Adequate.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Primarily industry-driven, since the majority of the Unit's funding is based on industry needs.
2. Funding trend issues	Insufficient information provided.
3. Special Unit facilities	The Unit possesses a number of special-purpose resources and facilities.
C. Unit Planning/Review	Insufficient information provided.
1. Internal planning process	
2. Professional peer review process	Insufficient information provided.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Excellent. The Unit presents many short courses and symposia, is responsible for numerous research projects, numerous publications and presentations, and has established the DPCA program as a research/industry resource.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	Excellent.
1. Quantit /Status	

2. Selection process	Insufficient information provided.
B. Student learning and Achievement	This Unit seems quite active in research activities, with corresponding educational opportunities for students.
1. Educational opportunities	
a) Distinctive learning opportunities	
b) Curricular integration	Excellent. The Unit's resources have been essential in developing a Departmental M.A. program with a specialization in Food Science and Nutrition. Also, Unit personnel teach, and the Unit provides multiple resources, which directly augment the curriculum in a variety of ways.
2. Student learning outcomes	An excellent level of activity in this area.
a) Theses & Sr. Projects	
b) Other evidence of student learning	Excellent level of student involvement in research projects, as well as evidence of student successes associated therewith.
c) Honors	Numerous honors are reported in conjunction with students' work with the Unit.
d) Impact on students' employment offers	Unit staff reports that the enhanced level of technical skills that the Unit and its associated graduate-level courses engender significantly surpasses the industry's ordinary expectations and demands for entry-level positions, most particularly in the areas of food safety, quality control, and quality assurance. This is clear evidence of an AAU providing practical and educational results beyond what would be provided by the formal curriculum alone.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Unit needs expanded lab facilities, additional research equipment, and research support personnel, as well as a faculty expert in dairy microbiology ¹ and food safety.
B. Obstacles, concerns, anticipated changes, & related plans	The Unit is seeking a new research scientist, who will also serve as Unit Director.
C. Desired assistance from the University	Resources and/or funding for facility expansion.

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The comment "Insufficient information provided" means that insufficient information was obtained from the Unit about that topic to warrant suggestions or evaluative commentary.

DAIRY PRODUCTS TECHNOLOGY CENTER

This Unit seems exemplary in terms of its scope of endeavor, overall productivity, number of awards, level of funding from research grants, and degree of student involvement. The Unit's annual reports present details of these impressive aspects of the DPTC. The Unit seems particularly well connected and well respected within the context of the dairy industry, both for its research and for its information-dissemination role via professional presentations and workshops. Furthermore, the DPTC's affiliation via a consortium with UC Davis enables each institution to draw from the other's strengths; UC Davis places relatively more emphasis on basic research, while the Unit has the mission, personnel, and resources to emphasize a more applied focus. The DPTC also incorporates an especially active and productive Master's Degree program, and has a substantial reciprocal interaction with the Department curriculum. The Unit consciously distinguishes between research endeavors that are exclusively industry-related and those that have clear curricular utility, explicitly focusing on the latter. **In** fact, the DPTC might well be considered as a model for integrating applied research with teaching.

The DPTC does indicate needs and plans for expansion. Given its impressive record of productivity and achievement, external funding for such expansion seems a good probability. The recent availability of state funding in applied agricultural research, as well as the availability of matching funds from industry, are indicators of the current value and priority of applied research within the State's educational system. Whatever additional resource allocation Cal Poly might be able to provide would, therefore, be investment into an already successful and valued operation, would serve to increase the DPTC's momentum in areas that Cal Poly values, and potentially could enhance Cal Poly's integration and leverage with other funders/stakeholders.

While the DPTC's research, technical, and instructional activities seem exceptional in many ways, the Unit might also consider the potential benefit of becoming more explicitly accountable for obtaining direct empirical evidence of student learning (vs. level of participation). Given its location within a University setting, as well as its extremely high level of research activity, it would seem both appropriate and feasible to develop a systematic approach to obtaining such objective evidence of student learning and skill acquisition.

PROGRAM REVIEW REPORT

1999-2000

Unit Title: ELECTRIC POWER INSTITUTE

I. MISSION

ITEM	COMMENTS*
A. Mission Statement	"Industry interface" does not seem an adequate explanation of the Unit's mission.
B. Mission's Support of College/University Goals	See Addendum.
C. Demand for Unit's Services	See Addendum.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	See Addendum.
B. Resources 1. Financial report a) Amount & sources of funds obtained	Seems adequate, although amounts are not tied to specific sources (3eom & remote Sensing are listed as corporate sponsors of research projects
b) Distribution of funds	Adequate.
2. Funding trend issues	See Addendum.
3. Special Unit facilities	Adequate. Also see Addendum.
C. Unit Planning/Review	Adequate.
1. Internal planning process	
2. Professional peer review process	Adequate.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Several Papers, Seminars.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation 1. Quantity/Status	See Addendum.
2. Selection process	See Addendum.
B. Student Learning and Achievement 1. Educational opportunities a) Distinctive learning opportunities	Adequate. Also see Addendum.

b) Curricular integration	Seminars are open to students or faculty only.
2. Student learning outcomes	Insufficient information provided.
a) Theses & Sr. Projects	
b) Other evidence of student learning	Insufficient information provided.
c) Honors	Insufficient information provided.
d) Impact on students' employment offers	Insufficient information provided.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Adequate.
B. Obstacles, concerns, anticipated changes, & related plans	See Addendum.
C. Desired assistance from the University	See Addendum.

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The comment "Insufficient information provided" means that insufficient information was obtained from the Unit about that topic to warrant suggestions or evaluative commentary.

ELECTRIC POWER INSTITUTE

The activities of the Electric Power Institute (EPI) clearly fall within the main ambit of Cal Poly, inasmuch as it is centered on practical research that involves students. Specifically, students are involved in experiential learning, both as research assistants, and in Laboratory courses making use, of electric power-related engineering equipment. Sponsors donating funds, equipment, and other in-kind resources are encouraged to visit Cal Poly. More than 20 companies have done so, and university links and the employability of Cal Poly graduates both appear to have been enhanced by this industry liaison activity.

As Cal Poly's very first auxiliary research institute, dating to 1971 (EPI 26th Annual Report, 1999, pp. 4-5), EPI helped the university to establish guidelines for its operations that would ensure activities deemed in the best interests of the university. All funds accepted and disbursed via EPI follow state laws and Cal Poly Foundation policies.

It is not possible or desirable to suggest detailed operational changes to EPI's activities merely on the basis of the annual report. EPI may wish to enhance the information in its annual tool to make it serve as both a strategic planning document and as an instrument for publicizing its activities and attracting additional support from industry, as well as the University and the State of California.

for example, in its annual report, EPI may wish to focus on its achievements at greater length and in more specific terms. EPI could also take a longer view of its future activities, looking ahead five or ten years, rather than one or two years: Information from a slightly more detailed Annual report might also prove to be useful for recruiting students, particularly graduate students interested in research. EPI's Draft Five-Year Review, submitted by Ahmad Nafisi to PRAIC via R.W. Lee in April, 2000, contains much useful data that could be beneficially incorporated into EPI's annual report.

PROGRAM REVIEW REPORT 1999-2000

Unit Title: ENVIRONMENTAL BIOTECHNOLOGY INSTITUTE

I. MISSION

ITEM	COMMENTS
A. Mission Statement	Concise and inclusive. (On website: http://www.ebi.calpoly.edu/EBI/ebi.htm)
B. Mission's Support of College/University Goals	Exemplary fit with University's goals.
C. Demand for Unit's Services	Seems excellent. Several large new and follow-on grants. Cash grants from three different sources. and several new grants are likely to be funded.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	On file with Foundation
B. Resources	On file with Research and Graduate Programs.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Well-balanced distribution between student hourly pay, faculty release time and summer pay. and operating expenses.
2. Funding trend issues	Seems excellent. Unit manages several ongoing grants. and there are promising sources of new grant and endowment funds.
3. Special Unit facilities	Received in-kind donations from companies.
C. Unit Planning/Review	Seems excellent. The Unit has a well-developed plan for completing current projects, and beginning new projects as funds are committed. Integration of students into research projects is done with a long view.
1. Internal planning process	
2. Professional peer review process	Several peer-reviewed research papers have been presented.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	The Unit has provided a lot of positive publicity for Cal Poly.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	Several excellent examples of student research.
1. Quantit /Status	

2. Selection process	Provides an excellent model. Students are recruited as sophomores, and then progress to more advanced work, which, for many, continues into graduate school.
B. Student Learning and Achievement	Excellent opportunities for students to participate in cutting-edge research. Students involved in research are generally funded to attend conferences where the papers are presented.
1. Educational opportunities	
a) Distinctive learning opportunities	
b) Curricular integration	There are two specialty courses that have grown out of the Institute's activities: Microbial Ecology, and Microbial Evolution.
2. Student learning outcomes	Excellent level of activity. Twenty-eight Sr. Projects and 12 MS Theses in 1998-99.
a) Theses & Sr. Projects	
b) Other evidence of student learning	A number of students have gone on to graduate schools.
c) Honors	Several students have presented papers at national conferences. Two students won travel awards to attend conferences.
d) Impact on students' employment offers	Seems excellent. 100% placement of students in employment or graduate schools.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Several promising grant proposals, including microbial genomics and bioremediation.
B. Obstacles, concerns, anticipated changes, & related plans	Lack of University policy for assigning lab space for research is an impediment to research. The Foundation is supposed to facilitate funded research, but their record-keeping requirements are so onerous that grants are now often handled by State accounting.
C. Desired assistance from the University	Faculty, in particular new faculty. need more release time for research.

ENVIRONMENTAL BIOTECHNOLOGY INSTITUTE

The Environmental Biology Institute does research in two main areas. The first is bioremediation of toxic spills, primarily of underground petrochemical pollution resulting from leaks in pipelines. This research has been primarily funded by grants from a large petroleum company, to explore methods of cleaning up underground pollution at one of their sites. The second thrust is microbial genomics, currently funded by grants from two sources, and with promising grant opportunities under review.

The research performed by the EBI has provided research opportunities for several Cal Poly faculty, and a number of senior projects and Master's theses for students involved in the Institute's activities. There has also been considerable positive publicity for Cal Poly from these grants. The EBI is in many ways an exemplary model for a research-oriented institute at a teaching-oriented polytechnic university such as Cal Poly.

There are a number of pending grants and funded projects underway, and several larger proposals under review. Their plan appears to ensure a constant or growing level of activity for the next several years.

PROGRAM REVIEW REPORT

1999-2000

Unit Title:

IRRIGATION TRAINING AND RESEARCH CENTER

I. MISSION

<u>ITEM</u>	<u>COMMENTS*</u>
A. Mission Statement	See web site
B. Mission's Support of College/University Goals	Adequate.
C. Demand for Unit's Services	The demand appears to be high, given the number of projects and their funding levels.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	Insufficient information provided.
B. Resources	Amount of funding given but no sources.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Adequate.
2. Funding trend issues	Quantity of funded projects is increasing.
3. Special Unit facilities	Excellent
C. Unit Planning/Review	Insufficient information provided.
1. Internal planning process	
2. Professional peer review process	Insufficient information provided.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Activities list, no awards.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	The Unit intends to involve all qualified graduate students in its activities.
1. Quantit IStatus	

2. Selection process	Insufficient information provided.
B. Student Learning and Achievement	The quantity and range of projects seems to provide a good array of educational opportunities for students.
1. Educational opportunities	
a) Distinctive learning opportunities	
b) Curricular integration	Adequate.
2. Student learning outcomes	Insufficient information provided.
a) Theses & Sr. Projects	
b) Other evidence of student learning	Adequate.
c) Honors	Insufficient information provided.
d) Impact on students' employment offers	Insufficient information provided.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	None noted.
B. Obstacles, concerns, anticipated changes, & related plans	The Unit is actively seeking new staff for a number of recently funded projects.
C. Desired assistance from the University	Continued program support.

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The comment "Insufficient information provided" means that insufficient information was obtained from the Unit about that topic to warrant suggestions or evaluative commentary.

NOTE: No narrative summary was prepared by the Committee member assigned to this Unit, who felt that the comments provided in the above criterion-referenced summary were sufficient.

PROGRAM REVIEW REPORT 1999-2000

Unit Title: RENEWABLE ENERGY INSTITUTE

I. MISSION

ITEM	COMMENTS*
A. Mission Statement	An excellent, clear, and specific statement.
B. Mission's Support of College/University Goals	The Unit seems excellent in this regard. It's report cites "applied research," which, in conjunction with the specific disciplines in its purview, fully encompasses what "polytechnic" means on this campus. That the Unit furthermore emphasizes its interdisciplinary aspect enhances its role in support of the educational goals that Cal Poly purports to engender and to deliver.
C. Demand for Unit's Services	Seems substantial, and growing.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	Attached.
B. Resources	In addition to project-based grant funding, the Unit coordinates a \$100,000 grant program. See the addendum for details regarding the actual and planned disbursements of those grant program funds.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Funds are designated only for operating expenses. No salary or personnel compensation is provided.
2. Funding trend issues	The need is for increased funding at a level required to obtain supporting staff
3. Special Unit facilities	None
C. Unit Planning/Review	Strategic planning discussion is specifically scheduled,
1. Internal planning process	
2. Professional peer review process	Advisory board input is informal and episodic.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Since 1993, the Unit has concentrated its planning, research, and outreach efforts on its E2R2 Facility project. Also see the addendum.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	Moderate student involvement is noted.
1. Quantity/Status	

2. Selection process	Process is informal, and based on student self-selection or faculty selection/recruitment.
B. Student Learning and Achievement	Although the report provides no details, it seems a reasonable assumption, given the Unit's clear focus, that student involvement in Unit activities provides significant distinctive learning opportunities.
1. Educational opportunities	
a) Distinctive learning opportunities	
b) Curricular integration	Seems extensive. Exemplifies involvement with the Unit's mission by a broad variety of disciplines, in particular via student class projects. Moreover, the SEE teaching consortium, and the development of an approved minor based on the Unit's focus are both exemplary demonstrations of how an AAU can impact. and be integrated into. the existing curriculum.
2. Student learning outcomes	The class projects and Senior Projects emanating from the Unit's activities imply that associated learning outcomes have occurred, although the report provides no specific details thereof.
a) Theses & Sr. Projects	
b) Other evidence of student learning	Insufficient information provided.
c) Honors	Insufficient information provided.
d) Impact on students' employment offers	The report describes one instance of a graduate developing a professional position related to the Unit's activities.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Potential sources of future funding are noted in the report.
B. Obstacles, concerns, anticipated changes, & related plans	Report presents a well-articulated case for possibilities that exist for expanding the Unit's profile and role within Cal Poly, as well as some clear and reasonable specific suggestions for just what Cal Poly could do to facilitate such developments.
C. Desired assistance from the University	The report concisely provides a number of points that Cal Poly could profitably consider as its relation with its AAUs evolves.

"The comment "Insufficient information provided" means that insufficient information was obtained from the Unit about that topic to warrant suggestions or evaluative commentary.

RENEWABLE ENERGY INSTITUTE

This Unit seems well positioned in terms of mission and activity focus to deal in productive and beneficial ways with currently significant issues in which both social and technological concerns are combined. It also operates from an explicitly interdisciplinary position and perspective. The Unit's report presents a clear case and rationale for the need and place for additional support and resource allocation from the University.

The Unit is limited in its scope of activity due to its small size, dependence on project-based funding, and the other responsibilities of its staff. However, the education benefits to students, which could easily result from working with this Unit, as well as the value of the Unit's activities *per se*, would seem considerable. The Unit's mission, and the kinds of projects and activities thereby engendered, appear to be amenable to evoking significant student learning outcomes, and its projects seem to have considerable potential for observable social and economic benefit. The University may wish to reflect on the potential role and benefits of small AAUs, especially those such as this one, which directly confronts significant contemporary social and scientific issues, and to reconsider the form and amount of assistance that it can provide. That said, the Unit may wish to revisit and reflect on the issue of how vigorously it intends to act on its own behalf in pursuing its mission, in addition to requesting and/or relying on whatever assistance the University may eventually provide.

PROGRAM REVIEW REPORT

1999-2000

Unit Title: SMALL BUSINESS INSTITUTE

I. MISSION

ITEM	COMMENTS*
A. Mission Statement	Insufficient information provided.
B. Mission's Support of College/University Goals	Insufficient information provided.
C. Demand for Unit's Services	Insufficient information provided.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	Insufficient information provided.
B. Resources	Report indicated termination of funding, with current activities relying on residual funds.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Insufficient information provided.
2. Funding trend issues	Unit may begin to seek funds from local businesses, and has started to explore this option, as well as the possibility of adopting a sliding scale of charges for its services.
3. Special Unit facilities	Insufficient information provided.
C. Unit Planning/Review	Insufficient information provided.
1. Internal planning process	
2. Professional peer review process	Insufficient information provided.

III. PROFESSIONAL ACTIVITIES

Unit Activities, Awards, and Achievements	Activities in 97-98 consisted solely of "student teams consulting with local small businesses."
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	Consists of student teams consulting with local businesses.
1. Quantity/Status	
2. Selection process	Insufficient information provided.
B. Student Learning and Achievement	Adequate. Consists of student teams consulting with local businesses.
1. Educational opportunities	
a) Distinctive learning opportunities	
b) Curricular integration	Insufficient information provided.

2. Student learning outcomes	Seems adequate. Six Senior Projects completed in 97-98. No further detail provided in report.
a) Theses & Sr. Projects	
b) Other evidence of student learning	Insufficient information provided.
c) Honors	Insufficient information provided.
d) Impact on students' employment offers	Insufficient information provided.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Unit plans to continue walk-in no-fee consultation. The Unit also is investigating the feasibility of presenting seminars and short courses to the local business community, possibly in conjunction with Extended Education.
B. Obstacles, concerns, anticipated changes, & related plans	Insufficient information provided.
C. Desired assistance from the University	Insufficient information provided.

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SMALL BUSINESS INSTITUTE

Despite its current lack of financial support as a sponsored program, this Unit continues to operate on its residual funding. It has a serviceable approach, using student teams to consult with local businesses on a walk-in basis, for which it is considering adopting a sliding fee scale. The Unit also is considering expansion of its services to include education seminars and/or short courses, which might also generate revenue. Moreover, the Unit seems to provide an excellent opportunity for students to obtain practical experience in the application of knowledge gained in their courses of study. Thus, although currently operating at a rather minimal level, the Unit seems well aligned with academic goals, and to have good potential for students to apply and develop relevant skills.

The Unit might benefit from serious strategic planning, based on clear mission specification. The future role of the Unit seems unclear, and essentially opportunistic. It might be helpful to determine the realistic level of faculty commitment, or potential commitment, and the demand for its services might be enhanced if potential clients are aware of a clear Unit focus, or set of goals.

PROGRAM REVIEW REPORT 1999-2000

Unit Title: URBAN FORESTRY ECOSYSTEMS INSTITUTE

I. MISSION

ITEM	COMMENTS*
A. Mission Statement	Adequate.
B. Mission's Support of College/University Goals	Insufficient information provided.
C. Demand for Unit's Services	Seems limited.

II. UNIT ORGANIZATION, RESOURCES, AND MANAGEMENT

A. Organization & Bylaws	Insufficient information provided.
B. Resources	Adequate.
1. Financial report	
a) Amount & sources of funds obtained	
b) Distribution of funds	Insufficient information provided.
2. Funding trend issues	Insufficient information provided.
3. Special Unit facilities	Insufficient information provided.
C. Unit Planning/Review	Insufficient information provided.
1. Internal planning process	
2. Professional peer review process	Insufficient information provided.

III. PROFESSIONAL ACTIVITIES

Unit Activities, -Awards, and Achievements	Considering the heavy teaching load of faculty at Cal Poly, having the number of publications listed is exemplary.
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IV. STUDENT INVOLVEMENT AND ACHIEVEMENT

A. Student Participation	10 students are involved in applied research, extension & technology transfer activities.
1. Quantity/Status	
2. Selection process	Insufficient information provided.
B. Student Learning and Achievement	Seems minimal.
1. Educational opportunities	
a) Distinctive learning opportunities	

b) Curricular integration	Insufficient information provided.
2. Student learning outcomes	Adequate.
a) Theses & Sr. Projects	
b) Other evidence of student learning	Insufficient information provided.
c) Honors	Insufficient information provided.
d) Impact on students' employment offers	Insufficient information provided.

V. FUTURE PLANS

A. Specific goals, needs, & related plans	Adequate.
B. Obstacles, concerns, anticipated changes, & related plans	Insufficient information provided.
C. Desired assistance from the University	Insufficient information provided.

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.URBAN FORESTRY ECOSYSTEMS INSTITUTE

The UFEI has a unique purpose at Cal Poly - providing a center for applied research, extension and technology transfer programs to landowners and public agencies to help in the improvement and management of urban forests. The UFEI has an average of four active projects yearly since it began operation in 1995 with an average annual funding of approximately \$150,000. It appears that the California Department of Forestry is its primary funding source although other potential sources of funding may be available. The Unit involves students in its research activities that have resulted in the completion of three Master's theses. Information dissemination through publications and technical reports are evident.

The UFEI plans to establish an external Advisory Council and seeks to expand its graduate programs with the necessary resources and university support.

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RECEIVED

JAN 16 2001

ACADEMIC SENATE

CAL POLY

SAN LUIS OBISPO
CA 93407

State of California
Memorandum

To: Myron Hood
Chair, Academic Senate

Date: January 8, 2001

From: 
Warren I. Baker
President

Copies: Paul Zingg
Susan Opava
David Conn

Subject: Response to Academic Senate Resolution-AS-551-00/PRAIC
Resolution on 1999/00 Program Review and Improvement Committee Report of Findings
and Recommendations

I am pleased to approve this Resolution and to acknowledge the findings of the Program Review and Improvement Committee. The Committee's findings will be summarized and forwarded to the CSU Chancellor's Office.

Please express my appreciation to both the Academic Senate and the members of the Senate's Program Review and Improvement Committee for their efforts