

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

Academic Senate  
Executive Committee  
Summer Agenda  
August 17, 1993  
UU 219, 3:00-5:00 p.m.

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*all minutes were removed*

- I. Minutes: Approval of the Academic Senate Executive Committee minutes for June 22, July 20, and August 3, 1993 (pp. 2-7).
- II. Communication(s) and Announcement(s):  
If you have not already done so, please let Margaret know what your e-mail account name/number is before the end of this meeting.
- III. Reports:
  - A. Academic Senate Chair
  - B. President's Office
  - C. Vice President for Academic Affairs' Office
  - D. Statewide Senators
  - E. CFA Campus President
  - F. ASI Representatives
- IV. Consent Agenda:
- V. Business Item(s):
  - A. Program Review and Improvement Committee Findings, Recommendations, and Responses (pp. 8-59); review of the M.S. in Psychology program [**PLEASE BRING MATERIALS MAILED TO YOU EARLIER THIS SUMMER**].
  - B. Committee appointments (pp. 60-65).
  - C. Approval of the 1993-1994 Academic Senate meeting calendar (p. 66).
  - D. Charter Campus: (1) Resolution on Charter Campus for Cal Poly; (2) approval of flow chart; (3) process for selecting faculty to the proposed task forces (pp. 67-70).
- VI. Discussion Item(s):
  - A. Invitation to Molly Broad to address the Academic Senate (p. 71).
  - B. Discuss change in time base for Margaret.
  - C. Calendaring system - continue discussion on the what we want to achieve at Cal Poly and how a different calendar might support these goals. President Baker would like to apply for productivity money in '93-94 and asked that the Executive Committee prepare some preliminary suggestions that can be taken up by a committee at the beginning of fall quarter.
  - D. Definition of "quality" - at our May 7, 1993 meeting, President Baker asked the Senate to define the term "quality." How should we approach this?
- VII. Adjournment:

Adopted: April 14, 1992

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS-383-92/EX  
RESOLUTION ON  
ACADEMIC PROGRAM REVIEWS

- WHEREAS, The current process of five-year reviews of "existing degree programs" required under AB 82-1 has not been effective in assessing the academic environment at Cal Poly, and
- WHEREAS, Academic program reviews under AB 82-01 are largely internally-generated and lack the perspective and objectivity of broader peer review, and
- WHEREAS, Budgetary allocations have not been linked to academic program reviews under AB 82-1, and
- WHEREAS, In response to budgetary shortfalls in the 1991 academic year, the academic program review process conducted by faculty to identify programs at risk, created an environment of apprehension and tension amongst the faculty and staff, and
- WHEREAS, Budgetary problems have continued and are anticipated to continue over an extended number of years, and
- WHEREAS, The faculty have a responsibility to both review academic programs and provide input into the budgetary decision making process, and
- WHEREAS, The faculty are responsible for curriculum and academic programs, and
- WHEREAS, The quality of the academic programs at Cal Poly needs to be a primary consideration in academic program review, and
- WHEREAS, The administration is responsible for allocation of funds between and among programs, and
- WHEREAS, The administration may use program review recommendations in determining the allocation of resources; therefore, be it
- RESOLVED: That the Academic Senate adopt and recommend to the President the attached "Academic Program Review and Improvements" process as the university's means for comprehensive academic program review at Cal Poly; and be it further,
- RESOLVED: That the intent of the "Academic Program Review and Improvements" process is to improve the quality of academic programs at Cal Poly; and be it further
- RESOLVED: That the Academic Senate appoint an interim "Academic Program Review Committee" for the 1992-93 academic year in accordance with the attached guidelines; and be it further
- RESOLVED: That an interim committee be charged with initiating the implementation of the "Academic Program Review and Improvements" process; and be it further

RESOLUTION ON ACADEMIC PROGRAM REVIEWS  
AS-383-92/EX

page two

RESOLVED: That the interim committee report back to the Academic Senate, by Spring Quarter 1993, for Academic Senate approval, any changes in the criteria or process which have been identified as appropriate; and be it further

RESOLVED: That during the 1993-1994 academic year, the Academic Senate establish a standing committee of the Senate to be known as the Academic Program Review Committee, following the guidelines established by this resolution.

Proposed by the Academic Senate Executive Committee  
Date: January 28, 1992  
Revised: April 14, 1992

of weakness and future areas of strengthening for your program.

#### SELECTION OF ACADEMIC PROGRAMS FOR REVIEW

The selection process for programs to be reviewed should be in accordance with the following steps:

1. Develop a MASTER FILE on all programs subject to the program review process, both undergraduate and graduate.
2. Identify those programs that are subject to accreditation review and the dates when such review is to next occur.
3. Project the program reviews over a five-year period, and insure that programs subject to accreditation have congruent times for the accreditation reviews as well as the internal program reviews; thus, minimizing demand upon resources.
4. In each year, by May 1, the Academic Senate office shall solicit programs for those wishing to be reviewed, either because of accreditation or other external reviews, or for other reasons.
5. If a sufficient number of programs are not identified in #4, then the Academic Senate Executive Committee shall select additional programs, from those subject to review on a current basis, using random selection.
6. A listing of programs to be reviewed in the next academic year shall be completed by the Academic Senate by June 1, with said list being submitted to the Vice President for Academic Affairs and the affected programs. Every effort should be made to provide notice of review at least one academic year in advance.
7. Assure there is a mix of programs between those that are subject to accreditation as well as those that are not.
8. No college shall have all of its programs reviewed in the same year, irrespective of accreditation review or other external review.

#### ACADEMIC PROGRAM REVIEW AND IMPROVEMENT COMMITTEE MEMBERS

1. The committee shall consist of seven (7) tenured full professors; one from each of the six colleges, one from the Academic Senate, and a nonvoting ex officio person appointed by the Vice President for Academic Affairs. The School for Teacher Education shall be included with a college of its choice for the selection of the representative from that



unit.

2. Each college caucus shall forward the names of three nominees to the Academic Senate office. The Academic Senate Executive Committee members shall receive a ballot of these nominees and shall have five days to vote and return their marked ballots to the Academic Senate office for counting of the returns by the Academic Senate Elections Committee. The name of the person receiving the highest number of votes from each college shall be the person elected to serve on the Program Review and Improvement Committee.

The person receiving the second highest number of votes from his college shall be the alternate to the committee, if from a different department. If the person receiving the second highest votes is from the same department as the persons with the highest number of votes, then the third person on the ballot will be considered to be the alternate, if from a department different from the department of the highest vote receiver.

3. No member of the committee shall participate or be present when a program sponsored by that representative's department is under consideration by the committee. In such instances, the alternate, whom shall be from a department other than the one under review, will represent that college until the program review is completed and a report forwarded to the Academic Senate.
4. Committee members shall be elected for a two-year term, and may be reelected for a second consecutive term.
5. The representatives from the Colleges of Agriculture, Business, and Liberal Arts elected in 1991-92 shall be elected for two-year terms ending June 1, 1994.
6. The representatives from the Colleges of Architecture and Environmental Design, Engineering, and Science and Mathematics, elected in 1991-92 shall be elected for a one-year term ending June 1, 1993.
7. Should a vacancy occur, the replacement shall be elected in the same process as described in #2 above, and shall complete the term of the person replaced.
8. Should a vacancy occur in the first year of the term for that position, the replacement person shall be eligible for one additional consecutive term. Should the vacancy occur after the first year of a term, the replacement will be eligible for two consecutive terms following the completion of the term as a replacement.
9. Persons excluded from eligibility for the 1991-92 election only, are those persons who served on the program review

task force in 1990-91 and those who served on the 1991-92 Ad Hoc Committee for Program Review Criteria.

10. The administration shall be expected to provide the necessary support staff to enable the Program Review and Improvement Committee to carry out its responsibilities.
11. Members of the Program Review and Improvement Committee should be provided with released time in which to perform this responsibility.

#### IMPLEMENTATION OF REVIEW AND REPORT FORMAT

1. The Office of the Vice President for Academic Affairs shall provide all program heads with a copy of the university Academic Program Review and Improvement Guidelines that are to be used to evaluate academic programs. (This document, once approved, should remain largely unchanged from year-to-year.)
2. The review process shall be conducted by the Academic Review and Improvement Committee (PRAIC), with the composition and selection of the committee in accordance with other parts of this document.
3. Programs selected by the Academic Senate Executive Committee will prepare information packages for evaluation by the PRAIC. These packages shall be formatted in conformity with the criteria and guidelines instructions. The completed packages will be submitted to the Academic Senate office for distribution to the PRAIC, with a copy also being forwarded to the appropriate college dean.
4. The evaluation process shall be a review and assessment of the materials pertaining to a program. The committee will prepare a list of FINDINGS based on the materials contained in the package submitted.
5. Members of the program being reviewed shall be given the opportunity to meet with the PRAIC and to discuss the FINDINGS, and to submit written RESPONSES to the FINDINGS.
6. After receiving the RESPONSES, the PRAIC will prepare RECOMMENDATIONS. In developing the RECOMMENDATIONS, the PRAIC shall give careful consideration to the RESPONSES received.
7. The PRAIC shall prepare a report to the Academic Senate Executive Committee, with a copy to the program administrator and the appropriate college.

8. The report will be structured in the following order:  
FINDINGS  
RESPONSES  
RECOMMENDATIONS
9. The original package of materials provided by the program under review will be included in the report to the Academic Senate Executive Committee.
10. Following review by the Academic Senate Executive Committee, the completed report will be submitted to the Academic Senate for review and comment.
11. After review by the Academic Senate, the report, with recommendations from the Academic Senate, will be forwarded to the Vice President for Academic Affairs and the appropriate program administrator and college dean.
12. The responses of the Academic Senate should be limited to broad policy issues raised by the review process, rather than focusing on recommendations concerning specific aspects of a program.
13. The Vice President for Academic Affairs shall have the responsibility for responding to the recommendations made concerning specific programs.
14. Any action taken by the administration, which is based upon the recommendations of the PRAIC, shall be communicated to the parties involved and to the Academic Senate.

\* \* \* \*

State of California

California Polytechnic State University  
San Luis Obispo, California 93407

## MEMORANDUM

Date: June 1, 1993

Copies: W Baker  
R Koob  
College Deans  
Dept Chairs

To: Academic Senate Executive Committee

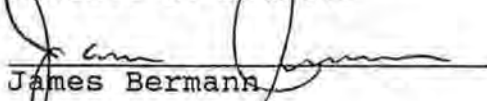
From: Academic Senate Program Review and Improvement  
Committee

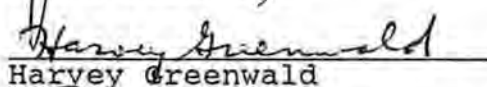
Subject: Program Review Findings, Recommendations, and Responses

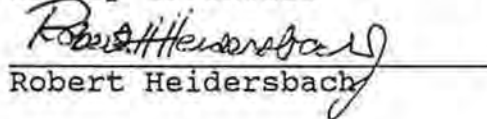
Please find attached the findings and recommendations of the committee and the responses provided by the various programs.

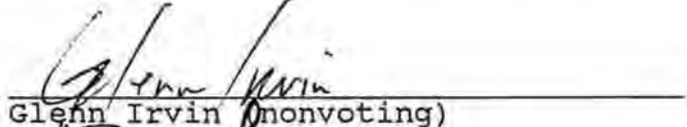
Copies of the complete university report should be placed in the University Library for public access. Each dean should receive the full university report, with a copy of the individual program reports going to the program administrator.

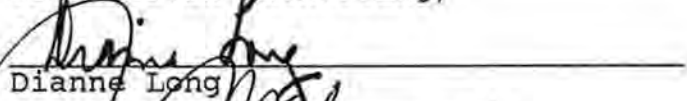
  
Charles T. Andrews

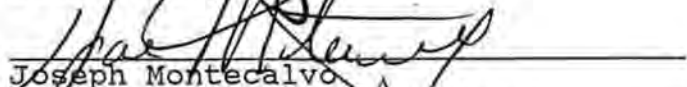
  
James Bermann

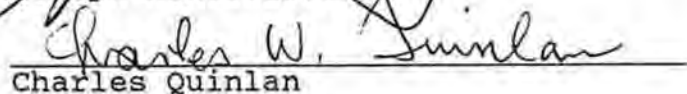
  
Harvey Greenwald

  
Robert Heidersbach

  
Glenn Irvin (nonvoting)

  
Dianne Long

  
Joseph Montecalvo

  
Charles W. Quinlan



CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407  
1992-93 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
REPORT OF FINDINGS AND RECOMMENDATIONS

The Academic Senate Program Review and Improvement Committee reviewed four graduate and nine undergraduate programs during the current academic year. The information used was gathered from each program, Institutional Studies, accreditation studies and reviews, catalog material, and other sources.

The Committee makes the following observations pertaining to the programs:

1. As stated in the 1992 report, in general, the curriculum contains too many units. However, it was noted during this cycle of reviews that programs are making efforts to reduce the number of required units for graduation. This effort is commended by the Committee.
2. Programs should require students to first take courses in the fundamental knowledge and skills before a program teaches the application of those fundamentals to its majors. Departments delivering courses in fundamental knowledge have an obligation to tailor courses specifically for departments they are servicing, if there is sufficient demand. This cooperation will avoid the problems of inefficiencies found in duplication of subject matter offerings.
3. During the Committee's reviews, there surfaced numerous courses in which students were earning an inordinate number of high grades. The finding of courses in which there were no grades below "C" occurred in both service courses and in a student's major courses. The Committee recommends that each dean and department identify such courses and review them for academic rigor.
4. Although little time has lapsed since the Committee recommended more integration of cultural pluralism and gender issues, we reiterate our recommendation that these topics be addressed, where appropriate, and so indicated in course descriptions.
5. In all appropriate instances, the committee has recommended the pursuit of accreditation where such accreditation is available. This is in keeping with Cal Poly and CSU policy.
6. The Committee continues to recommend more interdisciplinary efforts be made to improve course and program quality.

Criteria used to evaluate programs included:

1. Number of applications, number of acceptances, number of applicants accommodated, and number of first-time-students actually enrolled.
2. Student/Faculty ratio's by SCU taught.
3. Accreditation.
4. Time to graduation.
5. Grading trends/faculty awards.
6. Diversity, selectivity and quality of students, faculty positions generated vs. positions used, course duplication and overlap, student/faculty ratio, academic activity of the faculty, curriculum, and employment opportunities for graduates.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

MS IN PSYCHOLOGY

Findings:

1. Renamed program starting in 1992-94. Replacement for previous M.S. in Counseling.
2. Curriculum changes to become MS Psychology from MS Counseling were to drop two courses--computer science and statistics.
3. Emphasis on Marriage, Family, and Child Counseling.
4. No clear reason why the program is labeled as a psychology program instead of a counseling program.
5. No documented outside evaluation by accrediting organizations or comparable groups.
6. Only one concentration, in Marriage, Family, and Child Counseling (MFCC).
7. Many masters-level CSU programs in MFCC are in counseling, not psychology.
8. Program does not require statistics or other quantitative training as a prerequisite. Other CSU MS Psychology programs require this background. (Fullerton, Fresno, Hayward, Sacramento).
9. Program does not require the Graduate Record Examination (GRE). Other CSU MS Psychology programs require the GRE, Miller Analogies Test, or similar tests.
10. Several faculty have generated funds through grants and/or research contracts.
11. Culminating thesis or examination required.
12. HD 450, Family Therapy and Crisis Intervention required of all graduate students. The current catalog shows no provision for how this requirement can be waived for students who used the same course for their bachelor's degree requirements.
13. STAT 512 is listed as a prerequisite for required PSY 574, Applied Psychological testing.
14. Department report claims that most student take five years to complete program.
15. Program does not track graduates.
16. Program claims library has inadequate holdings.
17. Program is one of only two graduate programs in the College of Liberal Arts.

18. Program is very faculty intensive, it requires approximately 2 1/2 faculty to teach 50 mostly part-time students who take low unit loads.

Strengths:

1. Provides training for licensure in Marriage, Family, and Child Counseling.
2. Several faculty are professionally active and have obtained research contracts and other external funding.
3. Program has high enrollment in the limited number of classes offered at the graduate level.
4. Thesis or comprehensive examination required of all students.

Weaknesses:

1. Excessive units when compared to other M.S. Psychology programs or to M.S. in Counseling programs at other CSU campuses.
2. Many faculty do not have formal training and/or backgrounds in psychology.
3. Program not accredited. Department report does not compare accreditation requirements with current program.
4. No background in quantitative methods required for entry into program.

Recommendations:

1. Consider renaming the program to "MS in Counseling" or restructuring the program as a more traditional psychology degree.
2. Reduce the total number of units required for the program.
3. Emphasize electronic access of information to overcome stated inadequacies in library holdings.
4. Seek accreditation of program as soon as possible.
5. Add Statistics 518 or similar quantitative methods course to MS Psychology curriculum. This is in compliance with university policy to have fundamentals of a subject taught by the department with the primary responsibility for that subject.



State of California

California Polytechnic State University  
San Luis Obispo, CA 93407

**MEMORANDUM**

**RECEIVED**

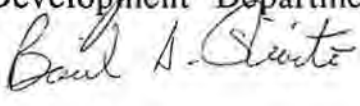
**JUN 17 1993**

**Academic Senate**

Date: June 17, 1993

To: Charles Andrews, Co-Chair  
Academic Senate Program Review and Improvement  
Committee

From: Patrice Engle, Chair   
Psychology and Human Development Department

Basil Fiorito, Coordinator   
M.S. Psychology Program

Re: Documents Omitted from the Program Review Committee's Final Report

Attached are documents submitted to the 1992/93 PR&IC by Basil Fiorito which were NOT included in the committee's final report. The only changes made to these documents are that the numbered items from the committee's draft-preliminary report to which these responses refer are included to make it more readable. Please have these documents distributed to all recipients of the committee's final report. The omission of these documents raises serious questions for Basil Fiorito which he intends to address in a separate memo.

**Responses to Selected Items in  
PR&IC Draft - Preliminary Report  
M.S. in Psychology**

Preparer: Basil Fiorito

Date: May 19, 1993

As program coordinator, I decided to respond to the committee's report on an item-by-item basis, selecting those items which I and program faculty felt were errors in fact or interpretation. Listed below are the numbered items in *italics* from the committee's report followed by my response.

**Findings**

1. *"New" program starting in 1992-94. Replacement for previous M.S. in Counseling.*

In the 1992-94 catalog, the former Counseling program was renamed MS in Psychology to more accurately reflect its clinical/counseling psychological content, its administration by the Psychology and Human Development Department and its being taught by faculty, a majority of whom possess doctorates in psychology.

3. *No clear reason why the program is labeled as a psychology program instead of a counseling program.*

The MS is a clinical/counseling psychology program that prepares masters level clinicians to work with individuals, couples, children, families, and groups. It is taught by psychologists and faculty with related degrees in a Psychology and Human Development Department. I believe that qualifies it for the label of MS in Psychology.

6. *Most master-level CSU programs in MFCC are in counseling, not psychology.*

This is not true. An exhaustive search of the most recent CSU catalogs reveals that of the 19 terminal masters degrees fulfilling MFCC licensing requirements, 13 are MA or MS Psychology degrees. Only 6 are MA or MS Counseling degrees and these are offered by departments of Education, Education Psychology, Counselor Education, and Counseling. See attachment.

*7. Program does not require statistics or other quantitative training as a prerequisite. Other CSU MS Psychology programs require this background. (Fullerton, Fresno, Hayward, Sacramento)*

We'd like students to have had statistics in their undergraduate program, but we have pretty demanding entrance requirements now with six program prerequisites and a minimum GPA of 3.0. We don't want to make it unnecessarily difficult to enter the program, especially for applicants who are considering a mid-career change. We teach statistics to our graduate students as part of our research methods classes.

*8. Program does not require the Graduate Record Examination (GRE). Other CSU MS Psychology programs require the GRE, Miller Analogies Test, or similar tests.*

Faculty have looked into the value of requiring GRE and similar tests as an entrance requirement. We believe the literature does not show a significant correlation between such standardized tests and completion of masters degrees in psychology. The best single predictor of performance at the masters level is past grades. The program has a 3.0 minimum GPA which is higher than the 2.5 minimum GPA required by the university.

*11. HD 450, Family Therapy and Crisis Intervention required of all graduate students. No provision for how this requirement can be waived for students who used the same course for their bachelor's degree requirements.*

Graduate students who've taken HD 450 as undergraduates are required to substitute an advisor-approved 400 or 500 level course in their formal study plan. Routinely, this course is one of the additional MFCC required classes.

*12. STAT 512 is prerequisite for required PSY 574, Applied Psychological Testing.*

This STAT requirement should've been deleted as a course prerequisite to PSY 574. This is an applied class in which the emphasis is on administering tests and interpreting test results.

*13. Department report claims that most students take five years to complete program.*

That is the current situation as many of our students enroll part time while supporting themselves and their families. Faculty have implemented a number of changes which will reduce the time needed to graduate such as: reducing the number of units to complete the MS and MFCC Emphasis from 111 to 96-99,

establishing comprehensive exams as an alternative to thesis, and admitting more applicants who plan on being full-time students.

17. *Demand for program is questionable. Some San Luis Obispo residents drive to Santa Barbara to take masters program in psychology at UCSB.*

How is demand measured in this statement? Over the last two years we have had over twice as many qualified applicants as we've had admission slots. There are no other terminal masters degree programs offered by public universities between Los Angeles and San Jose and inland to Bakersfield. Our graduate interns are in high demand by local public agencies. Our graduates are on staff at many local clinical agencies and have established numerous private and group practices. The trend in mental health services is toward an increasing proportion being delivered by masters level clinicians as a cost-effective strategy. Demand for our graduates should only increase.

18. *Program is very faculty intensive, it requires approximately 2 1/2 faculty to teach a small number of students (most students are part time and take low course loads).*

Small in comparison to what? The MS seems to be a rather robust graduate program for this campus. We're admitting more students who plan to be full-time.

### **Strengths**

1. *Forms a good background for reconversion to MS in Counseling.*

We disagree. The program is properly titled MS in Psychology. See items 1 and 3 under Findings.

### **Weaknesses**

1. *Excessive units when compared to other M.S. Psychology programs or to M.S. in Counseling programs at other CSU campuses. Report submitted by department is at variance with units listed in 92-94 catalog.*

Program faculty are willing to revise the curriculum to reduce the number of required units. (See number 3 under recommendations). Six of the other CSU masters programs fulfilling educational requirements for MFCC licensure require 60 semester or 90 qtr units which is what our program requires (see attachment). Regarding the unit variance, there is an error in the catalog; the MS requires 90 qtr units.



*2. Most faculty do not have formal training and/or backgrounds in psychology.*

This recommendation reflects an inadequate examination of the program review document submitted earlier. Of the 13 names of MS instructors listed on page 7 of that document:

- 8 have doctoral degrees in psychology
- 5 are licensed psychologists, one of whom is also a licensed MFCC
- 1 is a licensed clinical social worker
- 1 is a licensed MFCC
- 1 is working on his licensure requirements in psychology
- 1 is a credentialed school psychologist

All of the faculty teaching clinical courses in the program also have extensive post-graduate training and experience. Faculty without clinical degrees teach the non-clinical classes appropriate to their education, experience and training. This is a highly qualified and experienced faculty.

*4. No background in quantitative methods required for entry into program.*

While we'd like it, we don't require it. This is a clinical/counseling degree and we teach the quantitative methods needed by our students. That instructor has taught statistics for psychologists at other universities. Students taking the two currently required research methods classes are better prepared to conduct thesis-level research than at any other time in the history of the program.

### **Recommendations**

*1. Rename the program to "MS in Counseling," restructure the program as a true psychology degree, OR abandon the MS-level program as too demanding on limited faculty resources and have the College of Liberal Arts introduce a new Master of Social Work program.*

Of the 19 CSU terminal masters degrees fulfilling MFCC licensing requirements, 13 are MS or MA Psychology degrees. The other six MS Counseling degrees are offered by Education, Education Psychology, Counselor Education, and Counseling departments. See attachment. We are a Psychology and Human Development Department offering a clinical/counseling psychology degree taught by psychologists and faculty with related degrees. The program title is appropriate, even if not as accurate as we'd like.

With the program revision that took effect with the 1992-94 catalog, faculty had requested a degree title of Counseling Psychology. The Chancellor's Office denied that and suggested we select psychology or counseling. We selected psychology because it reflects the content of the program, the faculty and the department. It also helps distinguish it from the MA in Education with a specialization in Guidance and Counseling.

*2. If program remains as "MS in psychology," use faculty with formal training in psychology.*

This recommendation reflects an inadequate review of the program document. See page 7 of the program document submitted earlier and item two under weaknesses herein.

*3. Reduce the total number of units required for the program.*

Faculty are seriously looking into reducing the total number of units required. This will take a major curriculum revision as we collapse and combine courses but we think its a worthwhile endeavor in order to increase our graduation rate and shorten the time it takes students to complete the program.

I believe the committee needs to take into consideration that this department has only administered the MS program for three years. In the very first year the MS was in the department, faculty revised the curriculum to reduce the number of units students needed to take to complete the MS with the Emphasis in MFCC from 111+ to 96-99. This was done while most of us were rather unfamiliar with the program. With more experience administering it, we are now ready to reduce its units further.

One last factor that's relevant to our not having reduced the required number of units sooner, is that one instructor who was deeply involved in creating this program was told by Cal Poly administrators that in order to have a MS degree on this campus it had to be 90 units. As program coordinator, I recently checked into this with the Academic Programs office and that's not the case. The BBSE only requires a minimum of 72 quarter units and faculty will now explore ways to more closely approach that number.

*4. Clearly show STAT 512 as required in the MS program.*

STAT 512 is not required in the MS program. We will delete it as a prerequisite to PSY 574. We teach statistics as part of our research methods classes which were changed to two seminars and two activity classes to accommodate this added emphasis.

*5. Seek accreditation of program as soon as possible.*

Faculty discussed this earlier in the year and tentatively decided to seek accreditation. See attached memo to Charlie Crabb. However, in light of our even more recent decision to substantially revise the curriculum, we intend to delay this until we complete that process.

*6. College of Liberal Arts should consider eliminating MS in Psychology program and starting a Master of Social Work program.*

We disagree.

**CSU Terminal Masters Degrees  
Fulfilling MFCC Licensing Requirements**

<u>University</u>	<u>Program</u>	<u>Department</u>	<u>Total Units</u>
Bakersfield	MS Psychology	Psychology	90 qtr
Chico	MS Psychology	Psychology	48 sem
Dominguez Hills	MA Psychology	Psychology	30 sem + MFCC classes
Fresno	MS Counseling	Education	90 qtr
Fullerton	MS Clinical Psychology	Psychology	48 sem
	MS Counseling	Counseling	48 sem
Hayward	MS Counseling	Ed Psych	60 sem
Humboldt	MA Psychology	Psychology	60 sem
Long Beach	MS Psychology	Psychology	49 sem
Los Angeles	MS Psychology	Psychology	73-86 qtr
	MS Counseling	Education	79-86 qtr
Sacramento	MA Psychology	Psychology	30 sem + MFCC classes
San Bernadino	MS Psychology	Psychology	78-82 qtr
San Diego	MS Counseling	Counselor Ed	60 sem
San Francisco	MS Psychology	Psychology	48 sem
San Jose	MS Psychology	Psychology	48 sem
San Luis Obispo	MS Psychology	Psych/HD	90 qtr + MFCC classes
Sonoma	MA Counseling	Counseling	60 sem
Stanislaus	MS Psychology	Psychology	50 sem

**Summary:**

- 19 terminal degree programs offered at 17 CSU campuses
- 13 MA/MS Psychology in departments of Psychology, seven of which required 90 qtr. or 60 sem. units
- 6 MA/MS Counseling in departments of Education, Educational Psychology, Counselor Education, Counseling



State of California

California Polytechnic State University  
San Luis Obispo, CA 93407

MEMORANDUM

Date: April 23, 1993

To: A. Charles Crabb  
Interim Associate Vice President for Academic Resources

From: Basil A. Fiorito, Interim Associate Dean  
College of Liberal Arts

Re: Accreditation Expenses

Dean Sharp asked me to respond to your April 12 memo requesting estimates for accreditation expenses for CLA programs. I have contacted the departments listed below and summarized their responses which follow.

Art requests no accreditation funds.

The Art and Design Department explored the accrediting standards of their professional association and determined their program lacks a "goodness of fit" with the association's model. Given their program objectives faculty have decided it's best not to contort their program to try to conform to this model.

Journalism requests \$700 for pre-accreditation visit travel expenses.

The Journalism Department plans to seek accreditation and estimates travel expenses in the \$500-700 range for a pre-accreditation visit by Dr. Douglas Anderson, Director of the Walter Cronkite School of Journalism at Arizona State University. A copy of the department head's memo on accreditation was sent to you.

M.S. in Psychology requests no accreditation funds in 1993-94.

Program faculty reviewed the accreditation procedures for the Council for Accreditation of Counseling and Related Education Programs and decided to initiate the self-study process required for accreditation with the intention of submitting a program evaluation document in 1994-95.

Copies: G. Irvin, L. Ogden, M. Whiteford, H. Sharp, C. Jennings, N. Havandjian,  
P. Engle

State of California

California Polytechnic State University  
San Luis Obispo, CA 93407

MEMORANDUM

Date: May 23, 1993

To: PR&IC Committee: C. Andrews, J. Bermann, H. Greenwald, R. Heidersbach,  
G. Irvin, D. Long, J. Montecalvo, C. Quinlan

From: *Basil*  
Basil Fiorito, Coordinator  
M.S. in Psychology

Re: Final Comments on Draft-Preliminary Report

With some time to reflect on my presentation to the committee on 5/20/93, I want to explicitly state what I hoped I conveyed in my discussion of the points cited and the recommendations made in your preliminary report on the M.S. Psychology program.

The M.S. in Psychology is a good program getting better. It is taught by well-qualified faculty with appropriate degrees who excel in classroom teaching. We select strong candidates from large, well-qualified applicant pools which over the last three years increasingly represent wider regions of the state and nation. We graduate highly qualified masters-level clinicians who enter a growing market for their services.

As a coordinator, I welcome constructive criticism of the program. In fact, the faculty who coordinate the program with me engage in a weekly discussion of ways to improve the program. I believe this effort is reflected in the substantive changes we've already made in the three short years we've administered the program, almost all of which the committee failed to note in its preliminary report. A brief summary of the more important changes would include:

- an increase in the number and diversity of faculty teaching in the program;
- an increase in the number of clinically-trained and licensed faculty;
- a decrease in the number of units required for the MS with the MFCC Emphasis (which approximately 95% of our students take) from 111 to 96-99;
- an increase in the frequency of course offerings;
- an improvement in the program's quantitative methods courses;
- the institution of comprehensive examinations as an alternative to thesis.

If time had permitted at our meeting and I had the presence of mind, I would have reported that two of our graduate students presented papers at the Western Psychological Association meeting held in Phoenix last April and have had two papers accepted for presentation at the American Psychological Association meeting to be held in Toronto in August. One of these students has been accepted into the University of Maryland's doctoral program in Counseling Psychology, one of the best in the nation. None of this could have been accomplished unless

the program, its faculty and students are as good as I have described above. While these students represent some of the best in our program, their work is indicative of the quality education all our students are provided. There are additional examples that I could cite to refute other program criticisms implied or stated by the committee, but I hope I have made clear the fact that this is a good program that will get better with time and the continued work of dedicated faculty.

To illustrate some of the improvements made by faculty that were identified through our own on-going program evaluation, I'd like to address the issue of the program's graduation rate and the length of time students take to graduate. This is the one genuine concern faculty have about the program that the committee raised in my presentation, but it's a concern the faculty recognized early-on and have implemented changes to address.

The program's rate of graduation is already improving (15 students successfully completed comprehensive examinations this year) and the length of time to graduate should decline as the reduction in units from 111 to 96/99 begins to take effect. Both of these curriculum changes were recently implemented with the 1992/94 catalog. Other changes faculty have made, such as admitting an increasing proportion of full-time students, will also shorten time to graduation, but the committee needs to realize that we have admitted only two currently enrolled classes in the less than three years we've had the program. It will take additional time for these and other program changes to be reflected in graduation rate and time to graduate statistics. Rather than dismiss the program as the committee did in its draft preliminary report, I'd ask the committee to give the faculty this time and to suggest additional ways to help us improve this program. Ultimately, isn't improvement the primary objective of the program review and improvement committee?

Speaking for program faculty, we recognize the benefits of three major points made in your draft preliminary report:

- further reduce the number of required units;
- seek accreditation;
- track our graduates.

I acknowledged these in our meeting and assured you we will accomplish them given the time to do so. Indeed, I believe the facts I brought to the committee's attention during our meeting demonstrate that we had already begun to plan for accreditation.

If you have questions about the program or anything I've presented, please feel free to contact me at x2674 or x2359.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

EMP

Findings:

1. This is the third year of existence for the EMP.
2. The program currently has 26 students but would like to expand to 50-60 students.
3. The average GMAT scores for their students is 600.
4. The program involves partnerships with industry. Presently these corporations are from California.
5. The program is accredited by the AACSB.
6. The program has been successful in generating significant non-state resources.
7. The program has identified weaknesses in academic support services.
8. There are only a few comparable programs in the country.
9. The program is seeking to broaden support to include possible support from the NSF.

Strengths:

1. The program is innovative.
2. The students in general are quite good.
3. The program has been successful in attracting a number of partner corporations.
4. The program has been able to generate significant non-state resources and continues to explore other avenues of support.

Weaknesses:

None.

Recommendations:

1. They should consider the possibility of delivering their program both nationally and internationally.
2. They should seek out new technologies as well as other computerized capabilities. This might help deal with some of the weaknesses in academic support services.



CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

MASTERS OF BUSINESS ADMINISTRATION

Findings:

1. The MBA program has been on campus since early 70's; first MBA awarded in 1971.
2. It is accredited (AACSB) (American Assembly of Collegiate Schools of Business) 1986, and reaccruited for 10 years (1993-2003). A new joint program is being proposed in conjunction with Architecture.
3. Acceptance into program is based on GMAT score of 530 & GPA of 3.0, with a minimum total of 1050, but the norm in this program is 1160 (GMAT + GPA x 200).
4. Fall enrollment (1992) in the MBA is 106 full time, 12 part time students.
5. Accepted to enrolled ratio ('91) is 93/58 (62%).
6. Average GMAT scores ('91)=538, ('92)=570, GPA ('91)3.15, ('92)3.10.
7. Graduate placement is not readily available.
8. Faculty is distributed among Accounting, Business, Economics, Finance, Management, M.I.S., and Marketing.
9. A dual degree is offered in EMP (M.S. in Engr & MBA), and an MBA with specialization in Agribusiness.
10. MBA capstone course (GSB 562) is required for completion of program (including EMP); it has a 5 hour comprehensive written exam.
11. There is a planned MBA, joint with Architecture.

Strengths:

1. The program is accredited.
2. Entrance requirements have higher scores than similar MBA programs.
3. Placements of graduates seems adequate if it matches undergraduate placement, considering the job market.
4. The faculty is qualified, up-to-date and diversified.
5. The enrollment is steady.

Weaknesses:

1. There seems no source for job placement data of graduates.

Recommendations:

1. An instrument needs to be devised to track MBA graduates as to job orientations.

2. GSB 562 needs to be identified in the catalog as the comprehensive course and exam required for program completion. The comprehensive 5 hour exam given at the end of this course is the program comprehensive exam.

State of California

# Memorandum

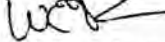
**CAL POLY**  
SAN LUIS OBISPO  
CA 93407

To: Academic Senate Office  
via: Charlie Andrews

Date: May 27, 1993

File:

Copies: J. Rogers, Dean

From: Walter E. Rice, Director   
Graduate Programs, College of Business

Subject: MBA Program Review

By means of this memo, I am informing you that I concur with the findings and recommendations of the Academic Senate Program Review Committee.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

MASTER OF ARTS DEGREE IN ENGLISH

Findings:

1. The program centers on preparing graduates for the teaching profession, employment in business/government, writing, and further graduate work.
2. The program requires 48 quarter units, 36 are core. Core courses include literary research, critical analysis, applied linguistics, composition theory, authors, and American and British Literary Periods.
3. Fourteen 500-level courses are offered to students, some units may be taken at the 400 level.
4. Applicants with a baccalaureate in English and a 3.0 GPA are preferred.
5. Although the program is structured for 4-6 quarters, students seem to complete the program in three to four years.
6. The program does not address how the curriculum prepares teachers, business/government workers, or writers.

Strengths:

1. A large faculty is available to the program--all with PhDs.
2. Approximately 50 students matriculate through the program.
3. As an adjunct to the teacher credential program, this program provides opportunities for professional development to teachers in this geographic area.
4. A comprehensive exam is given as an exit requirement.

Weaknesses:

1. There is no available formal survey or follow-up on graduates.
2. There is no requirement for a GRE and exceptions to admission standards are not articulated in the catalog.
3. The program repeatedly states that the program is aimed at producing teachers. There is an unclear relationship between the graduate teaching assistant experience, the curriculum, and graduate careers.

Recommendations:

1. The program needs to determine its focus and align its curriculum accordingly.
2. Issues identified as weaknesses need to be addressed.

May 25, 1993

To: Charlie Andrews, Co-chair  
Program Review & Improvement Committee

From: Douglas Keesey  
English Graduate Coordinator (Spring 1992-present)

Brent Keetch  
Chair, English Department

Nancy Lucas (Geiger)  
Former English Graduate Coordinator

David Kann  
Director of Writing Programs (oversees graduate instructors)

Re: Response to Preliminary Review of the English Graduate Program

(Please see the important concluding note at the end of these responses.)

Referring to the "1993 Program Review and Improvement Committee Draft Findings and Recommendations--May 6, 1993" and to questions asked at our May 20, 1993 meeting:

Findings, 1.: Our program does not have a thesis option.

Findings, 5.: Most students complete our program in 3-4 years. We hold students to a higher standard than most other CSU MA programs; we are the only program in the system that still requires students to demonstrate their ability to pass an extensive comprehensive exam in order to obtain the degree (there is no "thesis option"). Students often take 2-3 quarters after completion of their course work in order to study for this exam. We believe that students who complete our program are more highly qualified, and the higher GRE scores of these students seem to prove it (see response to Weaknesses, 2. below).

Findings, 6.: Most public school districts' salary schedules allow advancement by teachers through taking additional college credits beyond the BA, and the schedules usually top out with the completion of an MA in the teacher's subject area. Our program allows teachers an opportunity to



earn this degree by attending the university in the summer or in late afternoon and evening hours. The program's content includes in-depth study of literature and composition, the two primary areas of concern for high school teachers, and it provides background information on linguistics, a somewhat more specialized discipline than that found in a high school curriculum. In addition to the study of the subject matter per se, which is the primary focus of the MA, we also provide two elective classes in the pedagogy of writing and, to a lesser degree, the pedagogy of literature. Over the years, many, many area high school teachers have used our MA program as an in-service means to improve their knowledge of literature and thus to improve their teaching, and they have used the program to reach a higher rung on their salary schedules. Since school districts are all willing to pay people more money if they have earned an MA in their disciplines, the districts must see our program and similar programs as having some value.

Our in-service role for workers in government and industry is much, much smaller and, perhaps, less clear. We offer classes that help improve writing abilities, but since these classes are at the graduate level, they deal more in theory than in practice. They are more appropriate to managers, perhaps, who are interested in understanding and applying communication concepts. I must say that we could do more in this area to advertise our expertise in order to draw in a larger number of students who are already in the workplace. As it is now, these classes are primarily taken by graduate students who are looking forward to careers where technical writing or business communication are important components.

Strengths, 4: Students may take additional course work to make up deficiencies in their knowledge, but all students must pass the comprehensive exam in order to receive the M.A. degree.

Weaknesses, 1: We agree that this is a weakness. We are now investigating ways of keeping better track of our students and of getting their feedback to guide us in making improvements in our program. At the Spring 1993 English Council meeting (a meeting of the English graduate coordinators in the CSU system, along with English department chairs and writing program directors), we discovered that only one English MA program in the system has tried to keep track of its graduates, via an alumni newsletter. We are looking into whether this method has been successful or whether we should try other ways.

Weaknesses, 2: We do not require the GRE because: A) we do not believe that it tests the depth of knowledge or the thinking and writing ability which we consider to be the main prerequisites to success in our program--these are better indicated by grade patterns, courses taken, letters of

recommendation, and a writing sample; B) applicants from underrepresented groups have repeatedly told us that they consider the GRE in the English subject area "ethnically biased" and that they will not consider applying to a program which requires the GRE--we are trying to encourage more students from underrepresented groups to enter our program, and this is already difficult given the predominantly unintegrated state of students and faculty at Cal Poly; C) GRE scores remain on student records for five years; low scores can handicap students who, after graduating with our MA, apply to enter Ph.D. programs--we prefer that our students take the GRE after completing our program, when their coursework and studying for our comprehensive exam have prepared them to get very high scores on the GRE.

True, "exceptions to admission standards are not articulated in the catalog," but this is in accord with the decision made some time ago by the university Graduate Studies Committee. The Graduate Coordinators on this committee decided that to include a long list of potential exceptions would be impractical and would encourage many deficient applicants to apply to program (a waste of their money). Also, our original report to you shows that we make only very few exceptions to the admissions policy outlined in the catalog.

Weaknesses, 3.: In our report to you, we have claimed that the MA program produces teachers, but we may have created the impression that our program is the same as a teacher credentialing program. This isn't the case, of course. We have some classes in pedagogy--Apprenticeship in Teaching Literature or Linguistics at the College Level and Pedagogical Approaches to Composition--but our MA program's primary focus is to provide the intellectual, academic substance that is the primary subject matter for high school and junior college teachers. Or what might be more nearly the case in our literature and criticism courses, we teach our graduate students to read texts in depth, providing various critical methods as well as cultural contexts, so that they can understand the richness and variety of literature and apply these techniques to any works they need to treat in their own classrooms. In other words, what we teach current or prospective teachers is what they will teach in their classrooms, so the content of the MA classes--our curriculum--has a direct relationship to the teaching experience. And while I am sure these students learn a great deal about instructional method simply by observing their own teachers, the primary responsibility for instruction in pedagogy falls to the Center for Teacher Education, which is the credentialing agency on our campus.

Recommendations, 1.: Nothing in this world is perfect, and I am sure that the statement of our focus for the MA program as well as the curriculum could be improved. But I am unable right now to see that we are unfocused

or that the curriculum needs much alignment when it comes to the primary purpose of the graduate degree. The bulk of our students are current or future high school and junior college English teachers or prospective Ph.D. candidates in this subject area. Our program clearly provides this largest number of students a full, deep experience in the study of language and literature.

For the relative handful of students whose goal is a profession involving technical communication, we provide a background that is responsible and comprehensive. Our program is coordinated with the Technical Writing Certificate program, so that students in our program who want expertise in the area of technical writing may choose this as an emphasis within the program. The same is true of the Teaching English as a Second Language Certificate program. These two certificate programs are coordinated with the English MA program, but also separate from it, allowing students in other disciplines and undergraduates to obtain Technical Writing and TESOL certificates too (they do not have to be enrolled in the English MA program to obtain them).

Response to question asked about how we prepare our graduate instructors: English MA students interested in being considered for a graduate instructorship must successfully complete three classes: ENGL 399X (Tutor Training) which involves working concurrently in the Writing Lab, ENGL 505 (Composition Theory), and ENGL 506 (Composition Pedagogy). Students then apply for the position by March 1 of each academic year; each application must include three letters of recommendation, a current transcript, and a Personal Data Form. Following the completion of these requirements, the Director of Writing Programs, the Head of the Writing Skills Office, and the English Department Head meet to evaluate students' work in classes and in the Writing Lab. Students are then either assigned a graduate instructorship or asked to make up deficiencies, to observe and work with another composition instructor for the next quarter and continue working in the Writing Lab. All graduate instructors are monitored and reviewed periodically by more tenure-track faculty.

Response to question asked about the fact that grades given by graduate instructors in composition classes tend to be higher than grades given by tenure-track faculty in literature classes:

In the Composition Theory and Composition Pedagogy classes which graduate students are required to take before becoming instructors, they learn several methods of teaching composition. Among the most popular and successful methods in widespread use today is the "peer group critique." Using this approach, for each paper assigned the composition instructor has students do three drafts in groups, critiquing each other's work according to

guidelines outlined by the instructor and under that instructor's supervision; the fourth and final draft is then handed in to the instructor. This draft is corrected, but not graded, and returned to the student. Near the end of the quarter, students choose their two best papers, revise them further, and hand them in for a final grade.

This approach to teaching composition emphasizes the writing process--revision and invention. The resulting grades are inevitably higher overall with this method, but the method has been shown to work exceedingly well at achieving its goal: the improvement of student writing. Thus graduate instructors using this method in teaching their composition classes have been assigning higher grades overall than have tenure-track faculty in teaching literature classes, but these higher grades are the result of a successful method of teaching writing (which is very different from the teaching of literature).

IMPORTANT NOTE: In closing, we would like to thank the members of the Program Review and Improvement Committee for taking the time and trouble to review our program. None of the above responses is intended as a defense of our program. We are trying to explain why the program is set up as it is at present in the hope that our fuller explanation will help guide you in your review of our strengths and weaknesses. We welcome any and all suggestions for improvement that you may make, and want to take advantage of this opportunity to be reviewed by those who can see us from the outside (a position which is obviously much harder for us to occupy). If there is any further information which we can provide, please let us know.



CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

BUSINESS ADMINISTRATION, ACCOUNTING, AND MANAGEMENT PROGRAMS

Findings:

1. The Business Administration program was reaccredited in 1993.
2. The Business Administration, Accounting, and Management programs offer a wide variety of service courses to the University community.
3. The College of Business uses a student advising center.
4. The College of Business is selective in its admission policy.

Strengths:

1. Faculty are professionally active.
2. The programs effectively and efficiently use and employ resources.
3. The Business Administration program and College of Business are working with the food Science and Nutrition Department and the College of Agriculture to develop a joint Cal Poly Center for Food Industry Excellence.

Weaknesses:

1. The Accounting Department has not sought accreditation.
2. The programs have unit requirements in excess of what is required and, therefore, should consider reducing their requirements to 186 units.

Recommendations:

1. The Accounting Department should seek accreditation.
2. The format of all submitted program materials should be consistent with Academic Senate policy and guidelines.



CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

CHEMISTRY

Findings:

1. The B.S. degree program in Chemistry is certified by the American Chemical Society.
2. The Department historically has offered upper division courses which serve specific subject interests for many departments such as Soil Science, Biological Sciences, Environmental and Materials Engineering, and Food Science and Nutrition.
3. The Department has obtained significant support from the chemical and allied industries.
4. Over 1/3 of the permanent faculty are involved in Interdisciplinary work.
5. Faculty members participate in START and SMART student advising programs.

Strengths:

1. The Department makes efficient use of available resources.
2. The Department has done an excellent job of providing lab experiences for students.
3. The faculty are professionally active and have been successful in obtaining external funding and programmatic support.
4. The Department is selective in the admission of majors.

Weakness:

1. Faculty workloads are increasing to over 39 WTUs per year. While this may be commendable in meeting University wide needs, it may negatively impact faculty professional development activities.

Recommendations:

1. If additional faculty resources are not available, explore possibility of obtaining help in selected courses from faculty in other department who may have formal degrees and experiences in Chemistry and Biochemistry.
2. If the above is possible, reconsider offering graduate-level Chemistry courses which may be integral to other M.S. degree programs.

RECEIVED

State of California  
MEMORANDUM

JUN 14 1993

Academic Senate

**CAL POLY**

San Luis Obispo  
CA 93407

Date: June 11, 1993

To: Charlie Andrews, Chair  
Academic Senate Program Review and Improvement Committee

Copy: Phil Bailey, Dean  
College of Science and Math

From: John C. Maxwell, Chair  
Chemistry Department



Subject: Department Chair Response to 1992 Academic Program Review of Chemistry  
Department

Thank you for your careful evaluation of the Chemistry Department. It is essential that the Academic Senate take the responsibility for Program Review at this University. I appreciate your work on behalf of Cal Poly.

I believe the May 18 draft of your Findings and Recommendations is accurate and appropriate. I assure you that the Chemistry Department will capitalize on the strengths you identified and continue in its efforts to provide a quality program to the students of Cal Poly.

One Weakness was identified in your report:

*"Faculty workloads are increasing to over 39 WTUs per year. While this may be commendable in meeting Universitywide needs, it may negatively impact faculty professional development activities."*

No faculty member was asked to teach an overload: this was an attempt by well-meaning faculty members to allow students to proceed in some sort of normal fashion to graduation. In a short term situation, these actions are understandable. Now that it is clear that the financial troubles in the State of California are a long term problem, we have accepted the fact that the Chemistry Department does not have the resources to meet student demand. Accordingly, I have made faculty workload a priority issue during this past year. When one considers the long-term interests of Cal Poly's students, an appropriate faculty workload is essential.

There were two recommendations in your report:

1. *If additional faculty resources are not available, explore possibility of obtaining help in selected courses from faculty in other departments who may have formal degrees and experiences in Chemistry and Biochemistry.*
2. *If the above is possible, reconsider offering graduate-level Chemistry courses which may be integral to other M.S. degree programs.*

cont.

Maxwell to C. Andrews 6/11/93

page 2

Starting Fall 1993, we will have three faculty members from the Physics Department teaching Chemistry courses. I will also have graduate students from the Biology and Materials Engineering Departments teaching lab courses. At least one faculty member from the College of Agriculture has informed me that he likely would be available for a Winter quarter assignment in Chemistry. I will continue in my efforts to bring a balance in student demand across the courses in this College. We will continue to be short staffed in Biochemistry unless we get a budget that would allow us to hire a lecturer in this field.

With regards to the second recommendation, the Chemistry Department will be pleased to continue to offer graduate level and senior level special topics courses. I am personally familiar with the interdisciplinary importance of these courses as I taught a Special Topics in Plant Biochemistry course upon my return from a sabbatical leave in 1989. Over one-third of the students were from programs outside this Department. I was proud of what we were able to accomplish that quarter.

I would be pleased to provide any additional information needed to complete this review cycle. I will be available on a semi-regular basis during the summer except for the last three weeks in July.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

B.S. DEGREE IN COMPUTER ENGINEERING

Findings:

1. The CpE program has been on campus for five to six years.
2. The program, because it is jointly administered by the Computer Science Department and the Electronic Engineering/Electrical Engineering Department, is not directly assigned to either one for a "home."
3. Because the program is not "housed" in any particular specific place, the students may find it difficult to be allied with a distinct major.
4. The faculty members who teach primarily in this program are located in adjacent buildings on the campus.
5. Accreditation was delayed by ABET in Fall, 1991, because the program lacked "identity." This includes:
  - a. lack of a specific line item budget.
  - b. lack of a specific space set aside for the program.
  - c. lack of a readily identifiable faculty for the program.
  - d. no specific CpE-prefix courses.
  - e. lack of a specific office for the program.
6. The program has, as of 30 Oct. 92, 226 students.
7. Applicants to the program as of Oct. 92 was 282, with 123 accommodated. (44%)
8. First time freshman SAT scores ave.=1086, 6th place out of 12 programs.
9. Average GPA, upper div/transfers=3.23, average GPA 1st time freshmen=3.72, 1st/12.

Strengths:

1. Good students are attracted to the program and seem to persist.
2. The curriculum is interdisciplinary in nature. graduates are in good demand.
3. The curriculum "task force" committee reports on May 18, 1993 to the Dean of Engineering, for a decision as to how, to comply with ABET for accreditation and, how to meet the requirements of bringing the department together, professionally and physically. (reference: interview with Saul Goldberg, EL/EE Department Head, May 12, 1993)
4. New courses with CpE prefixes are being created from EL, EE, and CSc courses, as well as new courses being developed.
5. Faculty is well qualified and current. Equipment for

instruction is good.

6. Two minorities are on the committee.
7. There is some tracking of graduates as to job placements.

Weaknesses:

1. There are no women on the faculty committee.
2. The program has not yet received much support from the faculty of the College of Engineering.
3. Accreditation needs to be secured. (A revisit by the accreditation team is scheduled Fall '94.)

Recommendations:

1. Allocate a position for the program co-ordinator to "pull" the program together.
2. Orient College faculty as the worth and place of the program in the University.
3. Develop guidelines, goals, and avenues to comply with accreditation requirements of ABET.




COMPUTER ENGINEERING PROGRAM

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO, CALIFORNIA

**MEMORANDUM**

**TO:** Charles T. Andrews, Chair **DATE:** 24 May 1993  
Program Review & Improvement Committee

**FROM:** Zane C. Motteler, Coordinator, Computer Engineering 

**SUBJECT:** Response to Review

1. Report of the CpE Task Force Committee

This report is now in the hands of the Dean of Engineering, Peter Lee. It is my understanding from oral reports by the Task Force that they are recommending some changes in governance in the departments of Electrical Engineering and Computer Science in order to facilitate obtaining accreditation. I have not personally seen the report, and the dean, of course, must act on its recommendations before they become final. With this *caveat*, I shall briefly summarize my understanding of the report. The recommendation will be that the departments coordinate the program via a three-person committee, consisting of the CpE coordinator as chairperson, and the department chairs of EE and CSc. Decisions affecting the CpE program will be shared by this committee. Under it, CpE will have its own committee structure for such purposes as curriculum, RPT, and the like. I believe the committee may also recommend that CpE have a separate budget and some separate space, at least on paper, thus helping to satisfy ABET's concern about an identity for the program.

2. Accreditation Plans

The College of Engineering and the two departments concerned are committed to obtaining ABET accreditation for CpE as soon as possible. Current plans are to have the program evaluated the next time an ABET team comes to campus to review other engineering programs, which is Fall 1994. This would mean preparing materials and the required report during the coming academic year. Some faculty, myself included, are concerned about having a visit during a period in which budgets have been monotonically decreasing. Thus far our accredited programs have not been so severely damaged as to be non-accreditable (we have been highly successful in getting industry support for equipment, etc.). However, supplies and equipment budgets are way down and there is essentially no maintenance money. Likewise, current budget cuts seem ad hoc and unplanned. The main means for budget-cutting has been to leave vacated positions unfilled without regard to whether the areas covered by the departing individuals are still adequately covered. Nevertheless, an accreditation visit looks likely in 1994, and the program will have improved significantly by then in areas which were of concern to the last visiting team.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

ECONOMICS

Findings:

1. For first time freshmen in Economics for the Fall of 1992, the average SAT scores were 1088 and the average GPA was 3.74. These compare to the College of Business averages of 1045 and 3.63 and the university averages of 1026 and 3.48.
2. For first time freshmen in Economics for the Fall of 1993, 87 applied, 21 were accepted, and 8 enrolled.
3. For 1991-92 the ratio SCU-FTEF was 416 which compares to the university average of 288.
4. For the Economics Department the average number of publications and the average dollar amount of grants obtained are comparable to the other programs in the College of Business.
5. The most recent data on the job employment of graduates of the Economics program indicates that many are employed in fields unrelated to economics.
6. The faculty consists of only one woman and one underrepresented minority. The department has attempted to address this problem.

Strengths:

1. The students in Economics are quite good with SAT scores and entering GPA's that are significantly above the university averages.
2. The admissions to the program are highly selective.
3. Nearly all of the faculty have had publications within the last several years.

Weaknesses:

1. The ratio SCU/FTEF is among the highest in the university.

Recommendations:

1. The department should continue to recruit women and underrepresented minorities for faculty positions.
2. The Economics Department should analyze the employment opportunities for its graduates.
3. The Economics Department should explore ways to reduce its SCU/FTEF ratio.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

ENGINEERING SCIENCE

Findings:

1. Engineering Science is a flexible, interdisciplinary, non-ABET accredited B.S. degree program. Graduates find employment in traditional engineering fields or in areas of emerging technologies, or go on to graduate and professional schools. The flexibility allows students, with the help of an adviser, to tailor the program to individual needs.
2. Although the program has no official concentrations, elective units, up to 30, can be configured into various specializations such as engineering physics, biomedical engineering, geological engineering, ocean engineering, atmospheric science, biochemical engineering, modeling and simulation, computer integrated manufacturing, and engineering for extraterrestrial environments.
3. The program has no faculty or courses assigned directly to it; participating faculty members and courses are associated with departments throughout the engineering college.
4. Enrollment was stable at approximately 25 students from 1985 through 1989. In 1990, enrollment increased to 45 and has increased steadily since.
5. One similar program exists in the CSU, at San Jose State.
6. The average GPA of entering freshmen for the program in Fall 1992 was 3.45 compared to a university average of 3.48 and an average for CENG of 3.60. The average SAT of entering freshmen for the program in Fall 1992 was 1121 compared to a university average of 1026 and a CENG average of 1082. The average GPA for upper-division transfer students for the program in Fall 1992 was 3.49 compared to a university average of 3.03 and a CENG average of 3.12.

Strengths:

1. Program flexibility allows configuration to individual needs and interests and inclusion of new and emerging subjects.
2. Program attracts a well-qualified student.

Weaknesses:

1. There is no apparent rationale for the program to have 204 units since it is non-ABET accredited and the high unit requirement in the accredited engineering programs does not apply in this case.

Recommendations:

1. The requirement for 204 units should be examined for reduction while retaining or increasing program flexibility.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

FOOD SCIENCE AND NUTRITION

Findings:

1. The Nutrition Science degree program is approved by the American Dietetic Association and was reapproved in 1992.
2. The Food Science program is a large and nationally approved by the Institute of Food Technologists.
3. There are 11 faculty in the department and over 500 students.
4. Of 45 applicants (all categories) for FDSC, 42 were accommodated. Of 169 applicants (all categories) for NSCI, 119 were accommodated.
5. FDSC SAT scores for first-time freshmen are calculated at 914; NSCI's SAT scores average 961. Corresponding GPAs are 3.21 for FDSC and 3.49 for NSCI. Average College of Agriculture for Fall 1992 are calculated 3.2.
6. The FDSC program has strong support from the California Food Industry.
7. A high percentage of NSCI grads enter dietetic internships and graduate school.
8. Faculty have been nominated for outstanding teacher awards.

Strengths:

1. Faculty are professionally active and successful in obtaining external research funds.
2. The programs are recognized at state and national levels of the industry.
3. The program's faculty and students are involved in interdisciplinary research activities.
4. The program has a strong advising component.

Weaknesses:

1. The enterprise project has curriculum weaknesses. The department is restructuring this course (FSN 100).
2. The department has been less selective than many programs in the university in terms of admissions. The faculty are developing a recruiting plan to correct this weakness.

Recommendation:

1. Issues identified as weaknesses will continue to need to be addressed.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

GRAPHIC COMMUNICATIONS

Findings:

1. Production emphasis.
2. Considering graduate program with Business College.
3. Attempting to reflect ethnic diversity.
4. Notation made of society's need for words and pictures.
5. Senior Project closely monitored.

Strengths:

1. Departmental goals directly support those of CPSU and the CSU.
2. Graduates are in great demand by the industry employers with nearly 100 percent placement.
3. The department is recognized as one of two major programs of its kind in the nation.
4. A faculty maintaining currency through consulting, research, and publishing.
5. Excellent state-of-the-art laboratories.
6. Active advisory board.
7. Continual private support by industry and alumni.
8. Faculty development is on-going and supported by industry and the department.
9. Academically well prepared students.
10. Excellent preparation for industry positions.
11. Three diverse specializations available within the curriculum.
12. Faculty are able to develop depth by teaching focused courses.
13. Faculty possess strong professional work experience in teaching specialty areas.
14. Significant strengths in printing and publishing management and technology.

Weaknesses:

1. Low interdisciplinary activity; however, the forthcoming Graphic Communications minor may assist in eliminating this weakness.

Recommendations:

1. Increase emphasis on principles and concepts.



2. Should emphasize the communications aspects of Graphic Communications.

RECEIVED

MAY 28 1993

# MEMORANDUM

California Polytechnic State University  
San Luis Obispo, CA 93407

Academic Senate

May 27, 1993

**TO:** Academic Senate Program Review  
and Improvement Committee

**Copy:** Harry Sharp, Dean  
CLA  
GrC faculty/staff

**FROM:** Harvey Levenson, Department Head  
Graphic Communication Department



**SUBJECT:** Review of Graphic Communication Department

Thank you for the review of the Graphic Communication Department's self-assessment -- 1988-1993.

After meeting with the committee on May 25, 1993 and after reviewing your report, I have the following response.

## FINDINGS

**Item 1:** Over the past three to four curriculum cycles, the Graphic Communication Department has taken steps to eliminate a production emphasis. Evidence of this is a reduction in the ratio of laboratory to lecture classes. Curriculum reform over the past eight years shows that some classes previously requiring three three-hour laboratories now require only one three-hour laboratory. Some other classes previously requiring two three-hour laboratories have been reduced to one three-hour laboratory. However, the nature of print manufacturing requires our students to have a detailed theoretical knowledge of printing production concepts. The industry expects Cal Poly Graphic Communication graduates to be knowledgeable in traditional and modern applications including computers and electronics, telecommunications, laser applications, electronic publishing, integrated systems, and procedures for managing such technologies.

**Item 2:** The Graphic Communication Department and College of Business has completed a feasibility study and draft curriculum for a graduate program. However, further development is postponed until a permanent Business College dean is in place.

## WEAKNESSES

**Item 1:** The low interdisciplinary activity will be rectified with the implementation of the Graphic Communication minor. This program is presently working through the various approval stages with implementation planned for Fall, 1994. The minor, requiring no additional Graphic Communication resources, is designed for departments having 25 or more free elective units. This will enable students to complete the minor without prolonging their stay at the university. In addition, the department presently has an F.I. GE&B course pending final senate approval.

Page 2

## RECOMMENDATIONS

**Item 1:** Curriculum reform over the past eight years shows that the department has been working regularly to focus on principles, concepts, and theories as opposed to production skills. This is reflected in the reduced ratio of laboratories to lectures, and in course descriptions and course guides.

**Item 2:** The recommendation to emphasize the communications aspects of graphic communication over and above what we already do will be a topic of faculty discussion.

## A FINAL NOTATION

The committee requested that I briefly address the professional career track that Graphic Communication graduates take when entering the industry. The committee was uncertain of the "window of opportunity" for Graphic Communication students.

Most students enter management with aspirations of reaching high positions of responsibility and authority in middle and upper management. This is true regardless of the students' concentration while in the department. Some graduates will take positions in product development or design technology. However, the majority will begin their career in marketing and sales, customer service, estimating, production control and related areas. On an increasing basis, graduates of the department are reaching executive positions with major corporations in the graphic communication field. A few of many examples that can be cited are:

Jack Hubbs  
Senior Vice President and Chief Operating Officer  
American Signature Corporation  
(Also formerly president of Jeffries Banknote Company and president of Charles P. Young Company)

Robert Leveque  
Vice President, Magazine Division  
R. R. Donnelley & Sons Co.  
(The largest commercial printing company in the United States)

Jeff Miller  
Vice President of Marketing  
MAN Roland Corporation  
(A major printing press manufacturing company)

Roger Ynostroza  
Managing Editor  
Graphic Arts Monthly  
(The industry's leading graphic arts publication)

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

PHYSICS

Findings:

1. The Department prepared an excellent program review report.
2. The program balances small enrollments in upper-division courses for their majors against larger enrollments in service and GE&B courses.
3. Cost per SCU is \$333, the middle range on campus, and this is accomplished in a lab-intensive program.
4. SCU/FTEF ratio is 302, upper 1/3 in the university.
5. For Fall 1992, the average GPA for incoming freshmen in the physics program was 3.71 compared to a university average of 3.48. The average GPA for upper-division transfer students was 3.64 compared to a university average of 3.03.
6. For Fall 1992, the average SAT score for incoming freshmen in the physics program was 1178 compared to a university average of 1026.
7. Although the department does not have a formal tracking system for its graduates, it does have a good understanding of what happens to the department's students as they transfer in and out, graduate, and go on to professional and graduate schools and employment.
8. Constructing budgets have reduced equipment acquisition and repair to an intolerably low level.
9. The department has been active in pursuing grants to fund research.
10. The faculty actively attends professional conferences, but only a few individuals make professional presentations or publish the results of scholarly investigations.

Strengths:

1. The department has a very healthy attitude about its role in teacher education and in preparing individuals to teach science.
2. The program has a very clear understanding of its mission and its constituencies.
3. Senior projects are carefully supervised and have a high rate of completion.
4. All majors are assigned to a faculty adviser.
5. The department maintains a strong interaction between faculty members and students.

- Weaknesses :
1. The department budgets for equipment acquisition and maintenance have fallen below acceptable levels.
  2. A few department members are active in research, pursuing research and program grants, and presenting the results of their investigations at conferences and through publication, but this type of professional activity is not pursued throughout the department.

- Recommendations:
1. Although the department has been active in pursuing grants to support research, this is limited to a few faculty members. A larger percentage of the faculty should be involved in investigations of their own and pursue funding to support such professional activity.
  2. The department faculty should engage in more professional activity involving one of the four types of scholarship outlined in the Cal Poly Strategic Plan.
  3. The faculty should pursue external funding for acquisition and support of equipment.
  4. The department should formalize a system to track its students and graduates.



RECEIVED

State of California

JUN 24 1993

**Memorandum**

Academic Senate

**CAL POLY**  
SAN LUIS OBISPO  
CA 93407

To : Charlie Andrews, Chair  
Academic Senate Program Review and Improvement Committee

Date : June 9, 1993

File No.:

Copies : P. Bailey

From : Robert Dickerson *RHD*  
Chair, Physics Department

Subject: Committee Draft Report--Review of Physics Program

This is a brief response to your Draft Report which I received May 18, 1993. We appreciate your complimentary and positive Findings and listed Strengths in the Draft Report. With regard to the Weaknesses and Recommendations mentioned, I would like to point out that our department has been generating far more external money through University Assigned Time and OSF Released Time paid for out of grants received than any other department in our College. I am confident that more of our faculty will be pursuing funding to support more widespread professional activity and purchase of equipment as each year goes by. Finally, with respect to your very last Recommendation, we have already begun more thorough tracking of our majors and graduates in our department office, and will work toward a more formalized system for this.

Thank you very much.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

1992 PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
FINAL PROGRAM FINDINGS AND RECOMMENDATIONS

June 1, 1993

SOIL SCIENCE

Findings:

1. A review of the department mission statement, and what is actually occurring in the activities conducted by the department, it appears the department is accomplishing most if not all of the mission statement.
2. Based upon the information provided, it appears the Soil Science Department program has attained substantial recognition in the United States. The faculty have been invited to various universities to present the program and to assist other programs in their curriculum development and up-dating. In 1993 the program was awarded national recognition for its curriculum.
3. The department provides service to other programs in the university as well as to the College of Agriculture. Soil Science 121 is a requirement in Landscape Architecture, Ecology and Systematic Biology, Agricultural Engineering, Animal Science, Ornamental Horticulture, Crops Science, Agricultural Education, Agribusiness and Forestry and Natural Resources.
4. Review of other programs in the university revealed there are additional courses in Soil Science which would appear to be appropriate for students in these programs. Current users mainly only use the basic course SS 121, Introductory Soil Science. Some specific courses which might be of benefit to students in other programs are:
  - SS 202, Soil and Water Conservation - Crops Science
  - SS 321, Soil Morphology - Applicable to several programs, especially in Crops and Environmental areas
  - SS 422, Soil Microbiology - Ecology and Systemic Biology
  - SS 423, Soil and Water Chemistry - Agricultural Engineering (Irrigation)
  - SS 432, Soil Physics - Agricultural Engineering (Irrigation)
  - SS 440, Forest and Range Soils - Animal Science (Beef, Dairy, and Sheep production)
  - SS 433, Land Use Planning - City and Regional Planning
5. This program is one which is frequently found combined with other related programs at other institutions. In 1992, the Program Review and Improvement Committee recommended some consolidation be made. At that time it was suggested Soil Science, Crop Science, and Ornamental Horticulture be combined. No action has occurred on this recommendation.
6. There is increasing demand by students for the program. It has grown from approximately 45 in 1986 to about 140

for 1992/93. Further, there is increasing demand for graduates of the program. In addition, a sampling of grades reported indicates there is a high standard of performance expected. This department, overall, utilizes the full grade range in evaluating student performance.

7. The faculty are professionally active in professional organizations, research, and acquiring outside funding. While maintaining their professional growth and development, the faculty, in general, are teaching in excess of 12 units per quarter on average.
8. The average SAT for the College for Fall 1992 was 926 compared to 958 for those entering Soil Science. This placed Soil Science in fourth highest position in SAT's within the College. The first-time-freshman GPA for the College was 3.20 compared to 3.26 for those entering Soil Science.
9. There were 31 applicants to the Soil Science Department for Fall 1992. Of the 30 applicants accommodated, 18 actually enrolled.
10. Due to budget reductions the department has lost all lab tech support and the department secretary has been reduced from .75 to .50 of a position. These reductions make it necessary for faculty to devote time to setting up labs, preparing chemical solutions, general maintenance of labs and equipment, and the clerical functions of ordering supplies, chemicals and equipment.

STRENGTHS:

11. Approximately 20% of new students for 1993-94 are a minority, as a result of directed recruitment efforts of the Department.
  1. The efforts and accomplishments of the department are in accord with the mission statement of the department.
  2. Based upon the awards received, the department has attained national recognition for its curriculum.
  3. The department is providing service to other programs in the University.
  4. It appears all courses have rigorous standards and are rigorously graded.
  5. There is increasing demand for the program, as reflected in its increased applications over the past few years. This demand has not been addressed by lowering entrance criteria; the SAT's for this department are above the college average.
  6. The faculty are very active in professional growth and development activities.

WEAKNESSES:

1. The loss of support personnel is a weakness in so far as being able to maintain a high quality program and utilization of faculty time.
2. The department's accommodation of almost 100% of the applicants does not indicate a selective process for new students. Although only 18 of the 30 applicants accommodated actually enrolled (60%), this constituted self-selection or elimination, rather than high standards

within the MCA.

- RECOMMENDATIONS:
1. Work with other departments to increase utilization of courses appropriate to other programs.
  2. Reduce the number of wtu's so no person is doing more than 12 wtu per quarter, or on average during the academic year. This may require less teaching of courses with prefixes other than Soil Science. This recommendation is also predicated upon the ability of the faculty to maintain their fine professional growth and development record, while delivering a quality education.
  3. Give serious consideration to being more selective in the number of students accommodated.
  4. Given the faculty are teaching in areas other than Soil Science and the budget situation which has affected support positions, very serious consideration should be given to the 1992 recommendation calling for this department to be combined with other department(s). Such action would address, in part, the budget situation increase utilization of Soil Science courses appropriate to other programs, and provide intellectual stimuli for all parties involved.

8/93

**ACADEMIC SENATE/COMMITTEE VACANCIES  
FOR 1993-1994**

**Academic Senate vacancies**

Academic Senate	Secretary-elect
CBUS	one representative
temporary faculty	one representative (nonvoting)
parliamentarian	

**Academic Senate Committee vacancies**

CAGR	Elections Committee Library Committee Personnel Policies Committee Status of Women Committee University Professional Leave Committee
CAED	Budget Committee Constitution & Bylaws Committee Curriculum Committee Elections Committee General Education & Breadth Committee Instruction Committee Library Committee Long-Range Planning Committee Personnel Policies Committee Research Committee Student Affairs Committee University Professional Leave Committee Cultural Pluralism Subcommittee
CBUS	Constitution & Bylaws Committee Elections Committee General Education & Breadth Committee Status of Women Committee
CENG	Fairness Board General Education & Breadth Committee Long-Range Planning Committee Personnel Policies Committee University Professional Leave Committee
CSM	Budget Committee Constitution & Bylaws Committee Curriculum Committee Elections Committee General Education & Breadth Committee Status of Women Committee Student Affairs Committee University Professional Leave Committee



PCS

Budget Committee  
Curriculum Committee  
Elections Committee  
Instruction Committee  
Library Committee  
Long-Range Planning Committee

ALL COLLEGES

Distinguished Teaching Awards Committee  
Present membership: H Greenwald (Math), S McBride  
(UCTE), A Shani (Mgt)  
Two vacancies:

JAY DEVORE (Stat)  
DANE JONES (Chem)  
GEORGE SUCHAND (SocSci)  
CALVIN WILVERT (SocSci) [incumbent]

GE&B Subcommittee, Area A (Lang & Crit Thking)  
three vacancies

GE&B Subcommittee, Area E (Lifelong Undrstg/Dev)  
one vacancy

July 1993

1993 - 1994

**CAL POLY  
UNIVERSITY-WIDE COMMITTEES**

**C.A.M. COMMITTEES with vacancies**

172.29

**ANIMAL WELFARE COMMITTEE**

Senate nominations: 1 Academic Senate representative (whose primary concerns are in a nonscientific area; i.e., ethicist, lawyer, clergy).

**VACANCY:**

replacement for Steven Daugherty (AniSci). Dr. Daugherty is the present Academic Senate representative to this committee (1992-1995). However, the Senate representative must be from a nonscientific area. Dr. Daugherty's position on the committee must be replaced as soon as possible for immediate certification renewal which continues grant funding presently in place.

172.4

**CAMPUS PLANNING COMMITTEE**

Senate nominations: 1 Academic Senate representative

**VACANCY: ONE VACANCY - all instructional colleges/PCS**

Biggs, Joseph	(CBUS)	
Freeman, Jo Anne	(CENG)	3 of 3
Harris, John	(CAGR)	2 of 2
O'Keefe, Tim	(CAGR)	3 of 3
Osbaldeston, Roger	(CAED)	
Stefanco, Carolyn	(CLA)	2 of 2

172.28

**CHILD CARE ADVISORY COMMITTEE**

Senate nominations: 1 Academic Senate representative

**VACANCY: ONE VACANCY - all instructional colleges/PCS**

Stefanco, Carolyn	(CLA)	1 of 2
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172.9

**DISABLED STUDENTS ADVISORY COMMITTEE**

Senate nominations: 4 Academic Senate representatives (with expertise/special interest in physical and learning disabilities).

**VACANCIES: TWO VACANCIES - all instructional colleges/PCS**

Bentley, Scott	(CLA)	
Federer, Dale	(CLA)	
Grant, Brad	(CAED)	
Harrington, Mary Kay	(CLA)	

172.10

**EL CORRAL BOOKSTORE ADVISORY COMMITTEE**

Senate nominations: 2 Academic Senate representatives

**VACANCIES: ONE VACANCY - all instructional colleges/PCS**

Locker, Jeannette	(CAGR)	
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- 172.15 FOUNDATION FOOD SERVICE ADVISORY COMMITTEE  
Senate nominations: 1 Academic Senate representative
- VACANCY: ONE VACANCY - all instructional colleges/PCS**  
Lambert, Walt (PCS)  
Vance, Robert (CAGR)
- 172.22 PUBLIC SAFETY ADVISORY COMMITTEE  
Senate nominations: 2 Academic Senate representatives
- VACANCIES: ONE VACANCY - all instructional colleges/PCS**  
Borland, Jim (CAED) 2 of 2  
Cavaletto, Richard (CAGR)  
Elimimian, Isaac (CLA) 1 of 1  
Kellogg, Bill [incumbent] (CAGR)  
Plummer, Bill (CAGR) 2 of 2  
Wheatley, JoAnn (CAGR)
- 172.11 RESOURCE USE COMMITTEE  
Senate nominations: 3 Academic Senate representatives
- VACANCIES: ONE VACANCY - all instructional colleges/PCS**  
Freberg, Laura (CLA)  
Waller, Julia (PCS) 2 of 2
- 172.25 STUDENT AFFAIRS COUNCIL  
Senate nominations: 1 Academic Senate representative and the chair of the Academic Senate Student Affairs Committee
- VACANCY: ONE VACANCY - all instructional colleges/PCS**  
Jones, Carolyn (PCS) 1 of 2  
Vanasupa, Linda (CENG) 2 of 4
- 172.30 SUBSTANCE ABUSE ADVISORY COMMITTEE  
Senate nominations: 1 Academic Senate representative
- VACANCY: ONE VACANCY - all instructional colleges/PCS**  
Jones, Carolyn (PCS) 2 of 2
- 172.27 UNIVERSITY UNION ADVISORY BOARD  
Senate nominations: 1 Academic Senate representative
- VACANCY: ONE VACANCY - all instructional colleges/PCS**  
Troxel, Patricia (CLA) 2 of 2  
Walters, Robert (PCS)

July 1993

1993 - 1994

**CAL POLY  
UNIVERSITY-WIDE COMMITTEES**

**NON-C.A.M. COMMITTEES with vacancies**

**AFFIRMATIVE ACTION FACULTY DEVELOPMENT PROGRAM PROPOSAL REVIEW COMMITTEE**

(This committee is responsible for reviewing proposals for the Affirmative Action Faculty Development Program and evaluating the CSU Forgivable Loan/Doctoral Incentive Program for minorities and women.)

M: 1 Academic Senate representative (**must be tenured**)

T: 1 year

**VACANCY: ONE VACANCY - all instructional colleges/PCS**

O'Keefe, Tim (CAGR)

Ortiz, Maria Elena (CSM)

Waller, Julia (PCS)

**ASI STUDENT SENATE**

(The Student Senate is the governing board of Associated Students, Inc. of Cal Poly. The Academic Senate representative must attend its Wednesday night meetings.)

M: 1 Academic Senate representative

T: 1 year

**VACANCY: ONE VACANCY - all instructional colleges/PCS**

no nominations received

**CONFERENCE AND WORKSHOP ADVISORY COMMITTEE**

(The function of this committee is to advise on policy issues regarding conferences and workshops, interpret the Administrative Bulletin to resolve problems which may arise, and to review and evaluate fiscal activities.)

M: 2 Academic Senate nominees

T: 1 year

**VACANCY: TWO VACANCIES - all instructional colleges/PCS**

Field, Gary (CLA)

Levenson, Harvey (CLA)

**INFORMATION RESOURCES MANAGEMENT POLICY AND PLANNING COMMITTEE**

(This committee is charged with the ongoing assessment of strategic plans and policies related to the campus-wide management and use of existing and planned information systems and services.)

M: 3 faculty--who have a professional interest and expertise in information systems--appointed by the President in consultation with the Academic Senate Chair

T: 3 years, two terms maximum

**VACANCY: ONE VACANCY - all instructional colleges/PCS**

Morrison, Kent (CSM)

Tseng, James (CENG)

**INSTRUCTIONALLY RELATED ACTIVITIES ADVISORY (IRA)**

(The IRA advises the President regarding both the level of student fees and allocation of fee revenue.)

M: 1 Academic Senate representative

T: 1 year

**VACANCY: ONE VACANCY - all instructional colleges/PCS**  
no nominations received

**UNIVERSITY UNION EXECUTIVE COMMITTEE (UEC)**

(The UEC provides student input to Union management, provides "direct supervision of the Union Director, and checks and balances of adherence to Union policy by management.")

M: 1 Academic Senate representative

T: 1 year

**VACANCY: ONE VACANCY - all instructional colleges/PCS**  
McNeil, Marilyn (PCS)



## **Academic Senate Calendar for 1993-1994**

All Senate and Executive Committee meetings are held in UU 220 from 3:00 to 5:00pm unless otherwise noted.

September 13	Fall Conference: 1:30pm Academic Senate Standing Committees (Chumash) 2:45pm Academic Senate General Session (UU 207)
September 21	Executive Committee
October 5	Senate
October 12	Executive Committee
October 26	Senate
November 2	Executive Committee
November 16	Senate
November 30	Senate (if needed)

### **December 6 through January 2, 1993 - finals and quarter break**

January 11	Executive Committee
January 25	Senate
February 1	Executive Committee
February 15	Senate
February 22	Executive Committee
March 8	Senate

### **March 14 through March 27, 1993 - finals and quarter break**

March 29	Executive Committee
April 12	Senate
April 19	Executive Committee
May 3	Senate
May 10	Executive Committee
May 24	Senate
May 31	Senate (if needed)

### **June 6 through June 19, 1993 - finals and quarter break**

The calendar is structured to have an Executive Committee meeting the Tuesday following each Academic Senate meeting. It also allows for 14 days between the Executive Committee and the next Academic Senate meeting for the completion and timely delivery of the agenda to the senators before the Academic Senate meetings.

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -93/  
RESOLUTION ON  
CHARTER CAMPUS FOR CAL POLY

Background: Due to the continuing erosion of fiscal support for higher education and the effect this has on Cal Poly's academic and support programs, consideration for restructuring the university as a charter campus is presently being investigated. A charter campus structure would allow Cal Poly more autonomy in governing its direction and resources. In view of the growing demands being placed on the state's universities, creative approaches are needed to resist the deleterious effects posed by decreasing state support and increasing state legislation. The ability of the university to respond to the fiscal crisis is restrained by the overly centralized, highly bureaucratic system under which it strives. As a charter campus, Cal Poly would remain a state-funded institution but would be relatively free from the bureaucratic constraints in the use of these funds. In addition to helping remedy the restrictions imposed by decreasing state funds, a charter campus structure could also provide opportunities to develop new and innovative ways of delivering education.

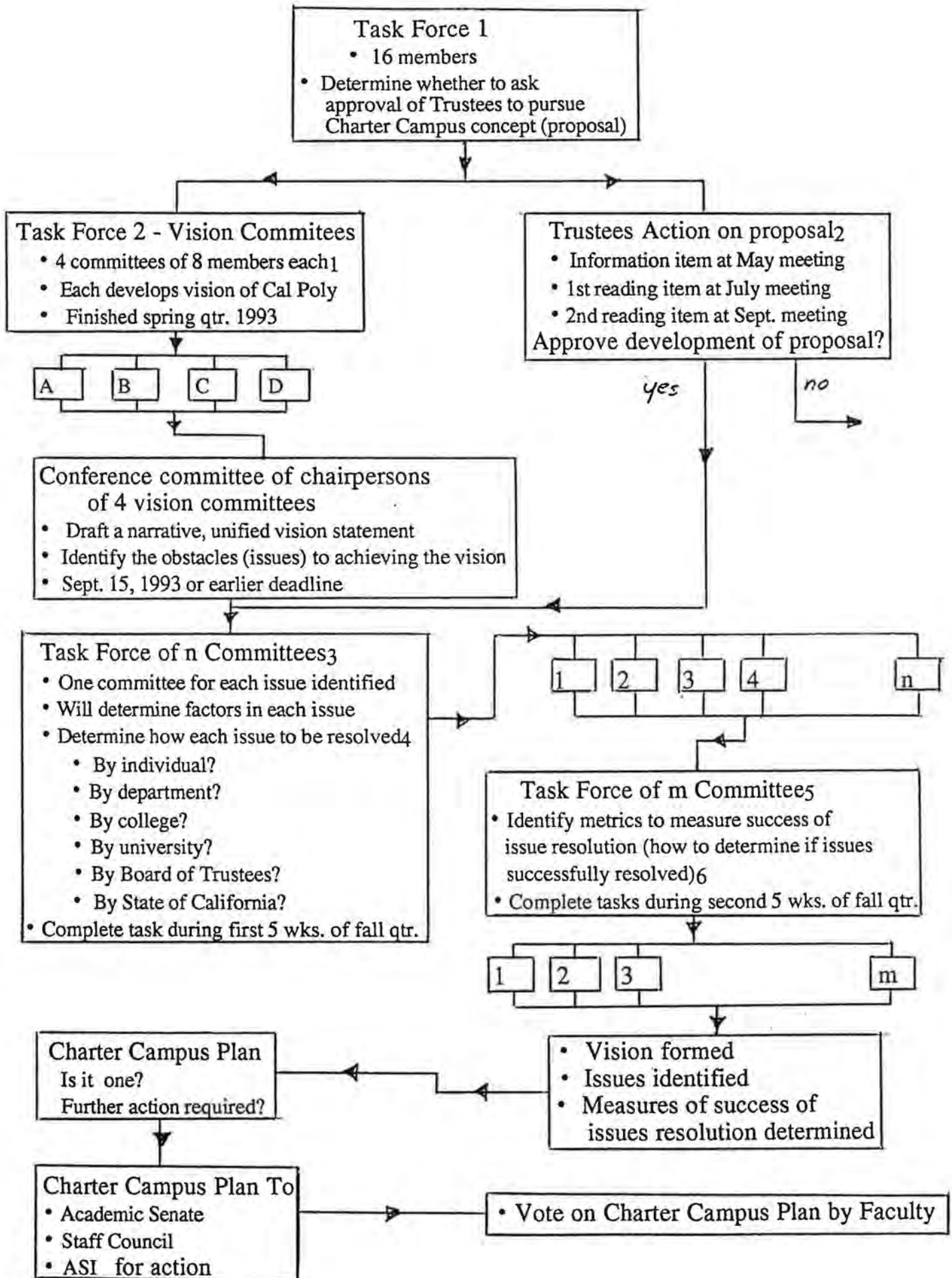
- WHEREAS, The unique nature of Cal Poly's academic programs and its reputation for distinctive teaching make it an appropriate campus to consider the special opportunities provided under a charter campus structure; and
- WHEREAS, Cal Poly's self-design as a charter campus could allow it to enhance its excellent reputation by gaining greater control over the quality of its programs, develop new and innovative ways to promote more learning, and create less burden for its faculty and staff; and
- WHEREAS, The desire to consider the benefits of a charter campus have been impeded by faculty concern regarding the manner in which such planning and committee selections to develop this concept have taken place; and
- WHEREAS, Protection of existing employee rights and benefits has not been assured in the deliberations regarding charter campus; therefore, be it
- RESOLVED: That there be appropriate and substantial faculty involvement in developing principles that would guide the policies of a charter university including principles that would address faculty welfare issues; and, be it further
- RESOLVED: That current rights and benefits not be diminished under a charter campus design; and, be it further
- RESOLVED: That the charter campus model developed for Cal Poly establish its own internal governance; and, be it further
- RESOLVED: That the minutes of all charter campus committees and task groups be sent on a timely basis to the Academic Senate for viewing by faculty; and, be it further

RESOLVED: That Cal Poly confer with the Academic Senate CSU in defining the concept of a charter campus throughout its deliberations; and, be it further

RESOLVED: That the decision to restructure Cal Poly to a charter campus be made only after a positive recommendation has been received from Cal Poly's Academic Senate; and, be it further

RESOLVED: If a positive recommendation has been received from the Academic Senate, that the final draft of the charter campus proposal for Cal Poly be submitted to a vote of the General Faculty and the vote be made on a section-by-section basis, each section requiring a majority of the votes before being sent to the Chancellor and Board of Trustees for approval.

Proposed By the Academic Senate  
Executive Committee  
May 27, 1993



1 Two of the committees had four faculty, including department heads, two staff and two students while two have three faculty, three staff and two students.

2 Trustees must approve before the Charter Campus proposal development process continues beyond September 5, 1993.

3 These committees will be constituted similarly to those of Task Force 2 in terms of number of faculty, staff and students.

4 Once an issue is identified, the party or parties who can resolve it must be identified. For example presently all parking fee moneys collected here are sent to the Chancellor's Office and put into a pot there. Then when the campus wishes to add parking space or improve an existing parking lot the campus administration must request the money from the Chancellor's Office along with the justification (the issue).

5 If the campus wished to keep all of its parking fee money on this campus, then approval for that change in CSU policy would have to come from the Board of Trustees (resolution).



Date \_\_\_\_\_

Molly Broad  
Senior Vice Chancellor,  
Administration and Finance  
Office of the Chancellor  
The California State University  
400 Golden Shore  
Long Beach, CA 90802-4275

Dear Vice Chancellor Broad:

On behalf of our Academic Senate, I would like to extend an invitation to you to speak to our Academic Senate some time during fall quarter. Our Senate meetings for fall are scheduled for: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_; however, if you are not available on any of these dates, we can schedule a special meeting of the Senate on another Tuesday between 3 and 5pm.

I am sure many of our members would appreciate the opportunity to discuss the issues and conditions affecting higher education today. It would also be helpful to hear what the philosophies and goals of the Chancellor's Office are for the CSU and the long-term strategic plan for minimizing administrative centralization of the individual CSU campuses.

I appreciate your willingness to speak to our Senate and I look forward to hearing from you soon. I can be reached on campus at 805/756-1258.

Sincerely,

Jack Wilson  
Chair, Academic Senate