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

Academic Senate Executive Committee Agenda
October 12, 1993
UU 220 3:00-5:00 p.m.

- I. Minutes:
Approval of the September 21, 1993 Academic Senate Executive Committee minutes (pp. 2-3).
- II. Communication(s) and Announcement(s):
- 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. Academic Senate/university-wide committee assignments (pp. 4-5).
B. Resolution on Charter Campus for Cal Poly (pp. 6-7).
C. Resolution on Faculty Steering Committee for Charter Planning Process (p. 8).
D. Resolution on Faculty Input into Policy Changes-Greenwald (p. 9).
E. Resolution on 1992-1993 Program Review Findings, Recommendations, and Responses-Andrews (pp. 10-57).
F. Resolution on Department Name Change for the Industrial Engineering Department-Freeman, Chair of the Industrial Engineering Department (pp. 58-62).
- VI. Discussion Item(s):
A. Change in time base for Office Administrator.
B. Formation of a Calendar-Curriculum task force.
- VII. Adjournment:

9-21-93
minutes
were
removed

10/05/93

ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1993-1994

Academic Senate vacancies

Academic Senate

CAGR

CBUS

CLA

Secretary-elect

replacement for Khalil during Fall Quarter

one representative

replacement for Forster

ANTHONY RANDAZZO

KENNETH WALKER

Academic Senate Committee vacancies

CAGR

Elections 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

Long-Range Planning Committee

Status of Women Committee

CLIFFORD BARBER

WALTER PERLICK

ROBERT SATER

CENG

Fairness Board

General Education & Breadth Committee

Instruction Committee (replcmt for Zia)

Long-Range Planning Committee

Personnel Policies Committee

University Professional Leave Committee

CLA

Fairness Board

Long-Range Planning (replcmt for Engle, '93-94)

KEITH DILLS

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

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

ALL COLLEGES

GE&B Subcommittee, Area A (Lang & Crit Thking)
two vacancies **WILLIAM AMSPACHER**

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

Animal Welfare Committee
(one Academic Senate representative whose primary concerns are in a
nonscientific area; i.e., ethicist, lawyer, clergy)
one vacancy

Instructionally Related Activities (IRA)
one vacancy

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

Adopted:

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

AS- -93/
RESOLUTION ON
FACULTY STEERING COMMITTEE FOR CHARTER PLANNING PROCESS

- WHEREAS, The charter planning process is new and untested in its operation; and
- WHEREAS, There are many different issues that will be raised by the various committees involved in the charter planning process; and
- WHEREAS, Many of these issues have either direct or indirect bearing on curriculum and programs; and
- WHEREAS, Curriculum and programs are the responsibility of the university's faculty; and
- WHEREAS, It is important for the Academic Senate to be kept abreast of these issues raised by the various committees during the charter planning process so that there are no surprises at the end of the process; therefore, be it
- RESOLVED: That a Faculty Oversight Committee be established to monitor the proceedings of the various charter planning committees; and, be it further
- RESOLVED: That among its duties, the Faculty Oversight Committee shall:
1. pay particular attention to issues affecting curriculum, programs, and governance;
 2. consider what should go into a charter draft and who should write it;
 3. study the issues involved with seeking exemption from various parts of Title 5;
 4. consider how a faculty vote on a charter draft might best be effected;
 5. report to the Academic Senate on a regular basis;
- and, be it further
- RESOLVED: That the Faculty Oversight Committee have one member each from the six colleges and the University Center for Teacher Education.

Proposed by the Academic Senate Executive
Committee
October 5, 1993

Adopted:

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

AS- -93/
RESOLUTION ON
FACULTY INPUT INTO POLICY CHANGES

Background Statement: On June 24, 1993, a significant change in the campus parking policy was announced in the Cal Poly Report. The effective date for this change was July 1, 1993. This change was made with little or no consultation with the faculty and was announced at a time when few faculty were on campus. Furthermore, the time between the announcement and the implementation of the policy change was so short as to discourage input from appropriate groups.

WHEREAS, Too often decisions have been made with little or no faculty, staff, or student input; and

WHEREAS, The time between the announcement and the implementation of new policies or policy changes should be sufficient to allow for adequate input from affected constituencies on the campus; and

WHEREAS, The announcement of new policies or policy changes should be made at a time when a significant number of people are on campus; and

WHEREAS, Such decision making erodes the trust between the administration and faculty, staff, and students; therefore, be it

RESOLVED: That faculty, staff, and students have a right to provide input into all appropriate items affecting them; and, be it further

RESOLVED: That except for emergency circumstances, no new policies or policy changes shall take effect less than 30 days from the announcement of the new policies or policy changes; and, be it further

RESOLVED: That except for emergency circumstances, no new policies or changes in policies shall be announced during the Summer Quarter or at a time when classes are not in session.

Proposed by Harvey Greenwald
September 15, 1993

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

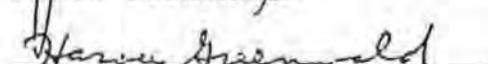
Subject: Program Review Findings, Recommendations, and Responses

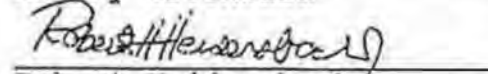
Please find attached the findings and recommendations of the committee and the responses provided by the various programs.

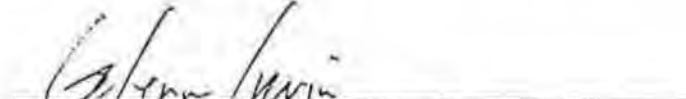
Copies of the complete university report should be placed in the University Library for public access. Each dean should receive the full university report, with a copy of the individual program reports going to the program administrator.

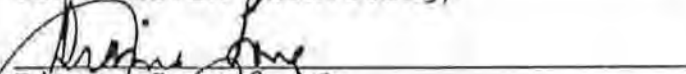

Charles T. Andrews

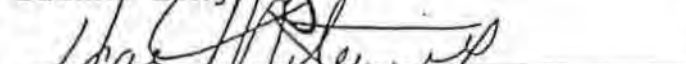

James Bermann



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.

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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


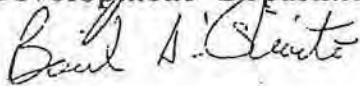
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JUN 17 1993

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)

Brant 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.

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

M e m o r a n d u m

RECEIVED

AUG 31 1993

To: Jack D. Wilson, Chair
Academic Senate

Date: August 27, 1993

Academic Senate

File: AcadSen2.SS3

From: Paul E. Rainey *PER*
Interim Associate Dean, CENG

Copies: P. Lee
G. Irvin

Subject: CENG Comments to the Program Review Findings, Recommendations, and Responses
for 1992-93

Computer Engineering

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.

CENG Response:


1. There is a CENG Computer Engineering Council which is responsible for curriculum and policy and a Computer Engineering Program Director who has 0.4 FTEF release time to administer the Computer Engineering program. Starting this fall, there will be a half-time secretarial position, adjoining program offices for the secretary and Program Director, and an independent annual budget assigned to this program.
2. This is being accomplished through the leadership of the CENG Dean. As one of the steps, the Dean established a Computer Engineering Task Force to formulate recommendations to help the Computer Engineering Program receive ABET accreditation and to enhance future cooperation between the CSC and EL/EE Departments. As the administration and resources of the program become more clear and the program receives ABET accreditation, there will be less controversy, and the academic worth of the program will be apparent.
3. The guidelines for ABET accreditation are published. The changes listed above in items 1 and 2 should enable the Computer Engineering Program to obtain ABET accreditation.

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.

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

M e m o r a n d u m

RECEIVED

To: Jack D. Wilson, Chair
Academic Senate

AUG 31 1993

Date: August 27, 1993

Academic Senate

File: AcadSen1.SS3

From: Paul E. Rainey *PER*
Interim Associate Dean, CENG

Copies: P. Lee
D. Walsh
G. Irvin

Subject: CENG Comments to the Program Review Findings, Recommendations, and Responses
for 1992-93

Engineering Science

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

CENG Response: The 1994-96 catalog proposal reviewed by the Academic Senate Curriculum Committee for Engineering Science lists the total units as 197/198.

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 NSC, 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

Academic Senate

MEMORANDUM

California Polytechnic State University
San Luis Obispo, CA 93407

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

CAL POLY
SAN LUIS OBISPO
CA 93407

Memorandum

Academic Senate

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

Date : June 9, 1993

File No.:

Copies : P. Bailey

From : Robert Dickerson *RWD*
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.
11. Approximately 20% of new students for 1993-94 are minority, as a result of directed recruitment efforts of the Department.

STRENGTHS:

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.

Adopted:

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

**AS- -93/
RESOLUTION ON
DEPARTMENT NAME CHANGE FOR THE
INDUSTRIAL ENGINEERING DEPARTMENT**

WHEREAS, The Industrial Engineering Department requests that its department's name be changed to the INDUSTRIAL AND MANUFACTURING ENGINEERING DEPARTMENT; and

WHEREAS, The request for a department name change has been approved by the College of Engineering Council and the dean for the College of Engineering; therefore, be it

RESOLVED: That the name of the Industrial Engineering Department be changed to THE INDUSTRIAL AND MANUFACTURING ENGINEERING DEPARTMENT.

Proposed by: The Industrial Engineering
Department
September 13, 1993

State of California

MEMORANDUM

RECEIVED

SEP 16 1993

CAL POLY

San Luis Obispo, CA 93407


Academic Senate

To: Jack Wilson, Chair
Academic Senate

Date: September 13, 1993

File No.:

Copies: Peter Lee
Joanne Freeman

From: 
Robert D. Koob
Vice President for Academic Affairs

Subject: **DEPARTMENTAL NAME CHANGE REQUEST-INDUSTRIAL ENGINEERING**

Attached is a request from the Industrial Engineering Department to change their department name to "Industrial and Manufacturing Engineering". I would appreciate your having the Academic Senate review this matter and make a recommendation as soon as possible.

Thanks for your assistance in this matter.

Attachment

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

MEMORANDUM

To : Robert D. Koob, Vice President
Academic Affairs

Date: July 6, 1993

File: namechg.ie.dd

Copies: J. Freeman

From : Peter Y. Lee, Dean
College of Engineering



Subject : REQUEST FOR DEPARTMENTAL NAME CHANGE

After consultation with the IE Department faculty and CENG department heads/chairs, the College of Engineering endorses the proposed name change of the Industrial Engineering Department to the Industrial and Manufacturing Engineering Department.

Please contact me should you have any questions.

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

MEMORANDUM

To: Peter Y. Lee, Dean
College of Engineering

Approved !

P. J. 6/14/93

Date: June 8, 1993

JUN 14 1993

file: name.change.dept
Dean of Engineering

Copies: IE Faculty
Mary Whiteford
Chron file

From: H. J. Freeman, Chair
Industrial Engineering

Re: Departmental Name Change Request

At the request and approval of all faculty in Industrial Engineering, we respectfully ask to have the Industrial Engineering Department's name changed to Industrial and Manufacturing Engineering, to occur simultaneously with the final approval of the Manufacturing Engineering Program by CPEC. It is our understanding that this approval should occur this month.

We request the name change for the following reasons:

- 1) To clarify the identity of the Department to reflect both undergraduate programs offered.
- 2) To promote both programs with students and other constituencies.
- 3) To consolidate and unify the faculty and allow for better understanding of our mission by others.

Attached is a copy of the Policy and Procedure on Changes of Department Names that I received from Mary Whiteford. We are requesting this change under these guidelines.

We are really appreciative for all the support and encouragement we have received over the last two years in advancing the state of manufacturing engineering education at Cal Poly. The faculty are unanimous in believing that this has been a judicious and far-sighted move; we plan to insure that Cal Poly's Manufacturing Engineering Program lives up to the reputation of the other fine programs at Cal Poly.

Peter, we especially thank you for the support that you and your staff have shown us.

POLICY AND PROCEDURE ON CHANGES OF DEPARTMENT NAMES

1. A department requesting a change of its name will send the request in writing to the Dean of the School, with an explanation of the reasons for the change.
2. The Dean will receive a recommendation on the request from the School Council, add his or her own recommendation, and send the request with the recommendations to the Vice President for Academic Affairs.
3. The Vice President will ask for a recommendation on the proposed name change from the Academic Senate and from the Academic Deans' Council.
4. The Vice President for Academic Affairs will approve or disapprove the proposed name change after considering the recommendations of the School Council and the Dean of the affected School, the Academic Senate, and the Deans' Council.

Steve Exec 10/12/93

SUGGESTED CHANGES TO:

RESOLUTION ON FACULTY STEERING COMMITTEE
FOR CHARTER PLANNING PROCESS

...

RESOLVED: That among its duties, the Faculty Oversight Committee shall:

1. pay particular attention to issues affecting curriculum, programs, and governance;
2. determine other issues that arise that are important to the faculty;
2. ~~consider what should go into a charter draft and who should write it;~~
3. ~~study the issues involved with seeking exemption from various parts of Title 5;~~
4. ~~consider how a faculty vote on a charter draft might best be effected;~~
5. report to the Academic Senate or Executive Committee on a regular basis;

and, be it further

RESOLVED: That the Faculty Oversight Committee have one member each from ~~the six colleges and the University Center for Teacher Education~~ the various charter planning committees.

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.~~

The charter concept is principally about governance, both in terms of our relationship with the CSU and at a local level. A charter would define the governance/regulatory relationship between Cal Poly and the CSU system and would also define the governance processes on this campus - the mechanisms by which the campus makes decisions and implements those decisions.

...

**RESOLUTIONS PASSED BY THE ACADEMIC SENATE
WHICH REQUEST CONSULTATION**

- | | |
|-----------|--|
| AS-7-76 | President to consult with faculty in revision of policies and procedures as well as their initiation. |
| AS-10-76 | President urged to consult with Executive Committee re naming of buildings. |
| AS-11-76 | Faculty to have more direct input into instruction budget allocations. |
| AS-22-77 | President to consult with Academic Senate re university enrollment targets. |
| AS-23-77 | Academic Senate be included in review process of enrollment quotas. |
| AS-30-77 | Senate to be consulted re the procedures/selection of a new Dean of Students. |
| AS-47-78 | Academic Senate Executive Committee to select faculty to Presidential Selection Committee. |
| AS-48-79 | Senate to draft its opposition to the "Procedures for Selection of Presidents" |
| AS-62-79 | Appointment of new campus president be made from the list recommended by the Presidential Selection Committee. |
| AS-105-80 | President to consult with the Senate re policies concerning enrollment quotas. |
| AS-106-80 | Administration to consult with the Senate re Five-Year Cap Impr Plan and space reallocations. |
| AS-108-80 | Senate requests time to consult re the Trustees' plan for post tenure review. |
| AS-125-81 | Senate and President's Council to be consulted re enrollment allocations. |
| AS-133-82 | Faculty member be appointed to the Board of Trustees for the CSU. |
| AS-143-83 | Admissions criteria changes be rescinded to allow faculty committees to make recommendations. |
| AS-195-86 | Urges the President, Chancellor, and Board of Trustees to provide adequate time for faculty consultation. |
| AS-202-86 | Requests Senate involvement in allocation of lottery funds. |
| AS-272-88 | Requests faculty consultation regarding matters that directly affect faculty. |

Memo Exec 10/12/93

Memo:

To: Members of the Executive Committee
of the Academic Senate

Date: October 12, 1993

From: Craig Russell, Music
Vice Chair of the Senate

Copies: Charlie Andrews, Past Chair
of the Program Rev. & Impr. Comm.

Topic: The Report of the Program Review & Improvement Committee for 1992-1993

First, I would like to thank all of the members of the PR&IC for their indefatigable efforts in evaluating programs last year. They altruistically took up the charge given them by the Academic Senate in spite of their many other activities and obligations on campus—and without any release time!—and I sincerely appreciate their unselfish dedication to the task.

Nevertheless, I am troubled by several aspects of their report and feel it is necessary that we rectify them, at least in future deliberations of the committee. Two issues leave me uneasy: 1) Inconsistent Methodology in the Evaluation Process, and 2) Arbitrary and "Spotty" Presentation of the Findings.

The process for evaluating programs and of reporting those findings was extremely haphazard and inconsistent. Repeatedly, a criterion was addressed for one program and then completely ignored for another program. It is not sufficient for the committee to pick and choose major criteria and report their findings arbitrarily for one program, and then ignore those same criteria for another program.

Let me provide one example to illustrate my point (although almost *any* criterion would serve equally well as a representative example). We are told that the Masters of Business Administration program has as one of its five strengths, a "faculty [that] is qualified, up-to-date and diversified."¹ I have no complaint with that statement—in fact, I concur completely. But how does that observation compare with the committee's findings regarding the other programs they evaluated? Is that better or worse than the currency of Physics? Chemistry? How about English or Psychology? What information did they consult and what did they find?

I looked and looked for comments on those issues in the other programs that were evaluated (Chemistry, Physics, Soil Science, Psychology, English, etc.) and discovered huge chunk holes and inconsistencies. I was curious, so I went over to Institutional Studies and I picked up a copy of *Faculty and Staff Characteristics: Annual Report 1992-1993*. Interestingly, I found the following information. English and Psychology are two of the most "diverse" faculties on campus. Only Home Economics has a higher female/male faculty ratio than Psychology (which is 11/13), and Psychology has one of the few Chicana professors—and it also has an Asian faculty member. Physics has an African-American, Chicano, and an Asian faculty member. English has 10 tenure-track female professors and 25 tenure-track male professors. Thirty-three of the 35

¹ See the Senate agenda for October 12, p. 27, the section "Strengths," point N^o 4.

tenure-track English professors have Ph.D.s. All of the tenure-track professors in Chemistry, Physics, and Psychology have Ph.D.s—as do the professors in Business Administration. Why then, is Business Administration singled out for praise? And why is the remarkably high placement of Psychology with respect to gender completely ignored? I can only think that the omissions occurred from a haphazard evaluation process. Certain features and questions were asked one place—and then ignored elsewhere. That is not the way to conduct a rigorous study.

Let me provide an analogy. It would be unthinkable for me to give an exam in a class and then on a whim choose to score some questions for some of my students, and not score those same questions for others—yet the PR&IC followed that procedure in its deliberations.

The same inconsistencies occur regardless of the issue, be it quality of students, professional development, academic rigor, etc. The report makes it clear that each program was examined on different issues, and the report makes it virtually impossible to compare the findings and to draw any meaningful conclusions as to how programs are actually functioning.

In short only, I will be reluctant to "accept" this report unless we articulate several reservations. Secondly, I would like to see this year's committee examine each program with respect to the areas that were so clearly articulated previously such as quality of faculty, quality of students, professional development, etc. Of course, the way that a program makes its case will be different for each area, and the evaluation process will have to have some flexibility. But, no program should be let off the hook with respect to any of the specified areas. Nor should any program be singled out to jump through hoops that the other programs did not have to endure.