

***Please send your suggestions and responses to the WASC
Coordinating Office***

WASC Self-Study Compliance Overview Report

1. Institutional Integrity

Institutional integrity derives from the clarity of the University's mission and the unity of its pursuit. The former is part revelation and part rehearsal—a self-examined statement about the values that define the institution and a commitment to a future guided by them. The latter aims to see the expectations of the institutional vision manifested in all structures and activities of the institution.

At Cal Poly the heart of the matter is learning. Students are the principal focus of this institutional purpose, but a devotion to learning and a responsibility to foster it encompass all members of the University community. It creates special obligations and expectations regarding the professional development of faculty, staff, and administrators.

Similarly, affirming that a commitment to learning is what binds and shapes this academic community is not enough to achieve a distinctive institutional culture, much less one that commands enthusiasm and evokes a sense of particularity among its members. That goal and the unified condition that it promises depend upon the design of a learning environment that joins the members of the institution in a common approach to learning with common goals. Within such an institutional culture there is a particular obligation to offer curricula that are contemporary and relevant; that are effectively balanced between studies that are concrete and applied and those that are abstract and theoretical; and that emphasize the critical connection between academic habits and life that develop in the academy but extend well beyond it.

Through a strong General Education program, a partnership between Academic Affairs and Student Affairs that appreciates the seamless quality of learning, and undergraduate major studies that emphasize engaged, active learning from the initial quarter of enrollment to the senior project, Cal Poly aims to create a rigorous, interconnected learning environment. The University fundamentally seeks to enable its students “to see life whole,” to develop an appreciation not only for the basic knowledge that the arts and sciences impart, but also for their social dimensions, that is, the habits of heart and mind that represent more than mere technique and the sharpening of various “marketable” proficiencies, and that contribute to the development of a well-informed citizenry.

Cal Poly’s “learn by doing” approach principally defines our learning community and charts our future. Yet, it is combined with other defining institutional characteristics—polytechnic, undergraduate, teaching excellence, residential, selective admissions, statewide service area—that in toto help set Cal Poly apart from other public higher education institutions in California and provide strategic guidance for the University.

Cal Poly is also guided by a sense of the “right rules” of the academy—reason, respect, civility and community. These virtues are deeply embedded in the structures, policies, and expectations of the University. They remind us that effective teaching springs not only from command of discipline but also the force of personal example. Cal Poly aims to be an effective teaching institution whose achievements are best measured in the learning of our students.

Supporting Evidence

Institutional Integrity

I = Intellectual, P = Physical, S = Social

Researchable Question	Web Link
All	Mission Statement
All	1999-2000 Cal Poly Catalog
	Policies on the Rights of Individuals Nondiscrimination, Sexual Harassment, Academic Freedom, Cheating & Plagiarism
	FERPA (Family Educational Rights and Privacy Act)
I, S	General Education
I	Grants Development
S	Campus Student Relations and Judicial Affairs

2. Institutional Purposes, Planning, & Effectiveness

During the past ten years Cal Poly has implemented a series of institutional planning initiatives that demonstrate the University's commitment to planning for its future. Figure 1 illustrates how the University views its context for strategic planning as a member of The California State University system as well as of its local community.

From 1990-1994 Cal Poly developed a strategic planning document for the campus that embodies the University's mission statement and a series of policies to guide the future of the University. The policies address the following topics: academic programs, faculty scholarship, staff professional growth and achievement, student satisfaction, diversity, governance and collegiality, institutional size, and university relations and image. In addition, the policies contained crosscutting themes focused on technology, fiscal flexibility, and global awareness (the latter resulting in a series of amendments in 1995). This strategic planning effort involved an oversight committee of deans and faculty, and was thoroughly debated by classified staff and the Academic Senate prior to adoption. The [Strategic Plan](#) is available for the campus and other interested individuals on the Cal Poly website.

Figure 2 shows how the campus has built on the strategic plan subsequently. Selective implementation even preceded final approval of the document, with particular attention given to the undergraduate curriculum. A faculty committee developed a series of statements of the desired characteristics of a Cal Poly graduate in what became known as the [Visionary Pragmatism](#) report. As a result of recommendations made in this report, the University engaged in a comprehensive review of its General Education program, which is scheduled for implementation with the catalog for the 2001-03 academic year. As the State of California experienced serious fiscal shortfalls during the early 1990s and public budgets for higher education were reduced, another critical follow-up to the strategic plan became the [Cal Poly Plan](#). This focused implementation of the strategic plan seeks to maintain educational quality, accelerate student progress to degree completion, increase institutional productivity, and develop accountability and assessment measures – and is funded through a partnership of the State, University, patrons, and students and their families. By matching a campus-based academic fee with external sources, Cal Poly has sponsored educational initiatives to consolidate curricula and introduce technology-mediated instruction, and added sixteen faculty positions. The Cal Poly Plan Steering Committee represents students, faculty, staff, collective bargaining units, and administrators in a unique experiment in governance. The Cal Poly Plan purposes and projects are widely publicized through its home page and other media.

Figure 2 shows further that during the 1997-98 academic year, colleges and other university units engaged in a divisional and departmental level of strategic planning to complement the university level. The colleges in particular undertook

environmental scanning, involving their professional and industry advisory groups to assess the relevance of their programs to emerging needs.

As the University looks toward the 21st century and the growing demand for higher education in the State of California, Cal Poly is using the results of the strategic planning efforts at the divisional and college level to inform its long-term enrollment planning. As shown in Figure 3, the campus is in the midst of a physical master plan update based on these academic plans and enrollment scenarios. The Campus Planning Committee, consisting of campus and community representatives, oversees the update. In addition, the Deans' Enrollment Planning Advisory Committee developed enrollment scenarios, and a series of campus and community task forces met during Spring 1999 to recommend guiding principles for the [Campus Master Plan](#) update. Campus and community members can follow the development of the master plan through its website.

To support these planning initiatives and the ability of the campus to monitor them, Cal Poly has strengthened two organizational units and improved its databases and analytical capability. First, the position of Vice Provost for Institutional Planning was created to coordinate planning across divisions with respect to academic, fiscal, human and physical resources. This Vice Provost supervises the Office of Institutional Planning and Analysis, which replaced the former Office of Institutional Studies with a function more focused on data analysis for planning and decision-making. Second, the University strengthened the Office of Testing and Assessment in the Division of Student Affairs, calling upon staff to support Cal Poly Plan accountability and assessment requirements, for example.

Finally, to support these two offices as well as broader campus planning and decision-making by deans and senior executives, Cal Poly initiated a data warehousing system. This is a cross-divisional effort involving Information Technology Services, Institutional Planning and Analysis, and data providers in Enrollment Support Services, Budget Planning and Administration, Academic Personnel, and Human Resources and Employment Equity. Known by the acronym ODIN, for Optimal Data Information Network, the data warehousing system focuses on user-accessibility through desktop queries. Thus, administrators, staff and faculty across campus can access current, consistent data as needed directly from their computer workstations.

Supporting Evidence

Institutional Purpose, Planning & Effectiveness

I = Intellectual, P = Physical, S = Social

Researchable Question	Web Link
All	Mission Statement
All	Strategic Plan
All	Visionary Pragmatism
All	Cal Poly Plan
All	Cornerstones
All	Master Plan
All	Cal Poly 1998-99 Fact Book
	Facts, Mission Statement, Philosophy, Plans
	Application and Enrollment Statistics
	Enrollment Statistics and Program Listings by College
	Degree Statistics (University and by College)
	Faculty and Staff Characteristics
	Resources, Links and Terms
I, S	General Education
All	Career Services—Alumni Survey
All	SNAPS—Student Needs and Priorities Survey
I	Academic Program Review Reports (available in the Academic Programs Office)

3. Governance and Administration

The CSU Board of Trustees

For a concise overview of the [CSU Board of Trustees](#) the reader is referred to the web site maintained by the CSU Office of Public Affairs. The composition, structure, functions and powers of the CSU Board of Trustees are consistent with the standards regarding university governing boards.

Since Cal Poly's last self study, in 1989, the CSU Board of Trustees has worked collaboratively with successive System Administrations to delegate expanded powers, responsibilities and accountability to the individual campuses, particularly in the areas of resource development and resource and finance administration.

Administration

The principal theme of this self-study, "Cal Poly as a Center of Learning," is reflective of the University administration's strong commitment to student learning and faculty and staff professional development. The University President, [Warren J. Baker](#), has served in this capacity for twenty years and is a nationally recognized higher education leader. Through a series of national searches, the University has assembled a senior administrative team committed to supporting excellence in teaching and learning. [Cal Poly Organization Charts](#) provide an overview of campus administrative structure, roles and responsibilities. Annual performance reviews, implemented for administrative personnel, provide direction for future performance and professional growth and development and serve as the basis for determining merit salary adjustments.

Major administrative units of the University include the following Divisions: Academic Affairs, Administration and Finance, Student Affairs, and University Advancement. In addition, the University is supported by the following auxiliary organizations: the Associated Students, Inc. and the Cal Poly Foundation. Ancillary organizations that contribute further to the University and the achievement of its mission include: the Cal Poly Alumni Association and the Central Coast Performing Arts Center Commission.

As described in the [Cal Poly Plan](#), the administration, under direction of the University President, has joined with faculty, staff and students – and with the System Administration – to explore intensively new strategies to preserve and enhance Cal Poly's distinctiveness, as a polytechnic university, to support student learning and progress to degree, to increase institutional productivity and to ensure accountability.

The Cal Poly Plan grew out of and supports a set of related initiatives, including the University's [Strategic Plan](#), the exploration of Charter Status, implementation

of total quality management initiatives, curriculum reform initiatives, Master Plan Review and the emerging Centennial Capital Campaign.

Through a philosophy of “shared responsibility” (among the State of California, the University, students and corporate and individual donors), Cal Poly’s administration has also encouraged and supported a multi-pronged resource development effort to facilitate attainment of the University’s strategic and operational goals and objectives.

Faculty

Through the CSU Academic Senate, through the [Cal Poly's Academic Senate](#) and through College and departmental committees, the University’s faculty play a significant and independent role in shaping and guiding CSU and campus academic programs, and in developing and/or implementing criteria and procedures for faculty hiring, retention, tenure, promotion and merit pay. Active faculty representation on University Standing Committees ensures substantive input on a full range of other University planning and policy issues.

Students

Cal Poly students are encouraged to participate actively in university governance. Students serve on University-wide standing committees, participate in the work of the Academic Senate and work through their own separate corporation – the [Associated Students, Inc.](#) – to develop and communicate student positions on a range of policy issues and to implement programs in support of student life at Cal Poly.

The ASI President and Chair are elected by students at large in the annual election process held each Spring Quarter. The Vice President and Vice Chair-of-the-Board are nominated by the ASI President and the Chair-of-the-Board respectively and approved by the Board of Directors. The Vice Chair of ASI/UU Programs and Services is nominated by their subcommittee and approved by the Board of Directors. Programs operated directly by the \$10 million a year ASI corporation include: University Union, Recreation Center, Children’s Center, and approximately 400 Student Clubs.

Staff

Cal Poly staff play critical support roles in the University and its auxiliary and ancillary organizations. Staff are represented on University standing committees and through these consultative bodies play important, active roles in University governance. Over the years, staff have taken the initiative to encourage University attention to key issues. For example, the staff “Cultural Awareness Committee” has fostered awareness and appreciation of the value of diversity at Cal Poly and received the President’s “Diversity Award” in both 1997 and 1998.

Supporting Evidence

Governance & Administration

I = Intellectual, P = Physical, S = Social

Researchable Question	Web Link
All	CSU Trustees
	CSU Trustees Organizational Chart
	Trustees Biographies
	Standing Committees
	Board of Trustees Agendas (Including Minutes)
	Board of Trustees Resolutions
	Past and Present CSU Leadership: Trustees, Chancellors and Presidents
All	Office of the Chancellor
	Academic Affairs
	Business and Finance
	Office of General Counsel
	Governmental Affairs
	Human Resources
	Internal Audit
	Information Technology Services
	Telecommunications Infrastructure Support Services
	University Advancement
	CSU Annual Reports
	CSU News Releases and News Letter
	Recent Speeches by Chancellor Reed
	Chancellor's Reports to the Board of Trustees

	Collective Bargaining agreements: CSU Contracts
All	CSU System Academic Senate
	Constitution
	Bylaws
	Agendas and Minutes
	Committees
All	California Code of Regulations (Title 5)
	Proposed Changes
	Education Code Section 89030
All	Cal Poly
	Cal Poly University-wide Standing Committees
	Administrative Organizational Chart
	Student Association Chart
	ASI Governing Documents
	Communications from the President
	Cal Poly Report and Cal Poly Magazine
	Campus Administrative Policies (CAP)

4. Educational Programs

As mentioned in the section addressing Institutional Integrity, "at Cal Poly, the heart of the matter is learning." We have no hesitation in certifying that our educational programs, which lie at the heart of our efforts to promote learning among our students (both undergraduate and graduate), are in substantial compliance with the provisions of Standard Four. Supporting documentation is extensive.

As a constituent campus of The California State University (CSU), Cal Poly is bound by the provisions of Title 5 of the California Code of Regulations, as well as by CSU policies, rules, and procedures. These impose on the university an explicit obligation to address most of the compliance items, often in a pre-specified manner, and hold it directly accountable for doing so.

Cal Poly has a well established and relatively mature system of shared governance involving faculty and administrators, with input also from other constituencies (most notably students). Faculty play a key role in shaping academic policy as well as in developing and subsequently assessing educational programs. A [curricular review process](#) is established in partnership with Academic Programs and the Academic Senate.

The innovative component of the present Self-Study refers to an ongoing process of change at Cal Poly that is making the university more learner-centered. For example, proposals for curricular change (including new programs, new courses, etc.) are expected to articulate learning outcomes against which the curricula -- once approved -- are ultimately assessed. As mentioned in the chapter on Student Learning, departments currently differ significantly in the extent to which they comply with these new expectations, but there appears to be clear movement in the direction of greater compliance.

General Education

Cal Poly is in the midst of a major overhaul of its [General Education](#) program. After reviewing the GE curriculum which had been in place for the past fifteen years, the Academic Senate spent two years developing recommendations for a revised program (subject to CSU requirements specified in Executive Order 595) which would be more integrated and cohesive than the previous program. The template for the new GE 2001 curriculum has now been adopted, with educational objectives and criteria for course approval spelled out in each area. Built in to the process are provisions for future assessment and the use of assessment results in improving the GE program.

Off-Campus Programs

In July 1998, the WASC Off-Campus and Substantive Change Committee approved Cal Poly's proposal to offer the existing MS in Aeronautical Engineering

program at Vandenberg Air Force Base. The first group of students began Spring Quarter classes on March 30, 1999. Plans are being made for WASC to conduct its site review. A copy of the MOU is available for examination in the Academic Programs Office.

Cal Poly proposed to initiate a Master of Business Administration (MBA) program in concert with the Rupin Institute in Hefer, Israel. The plan was for a cohort of students (American and Israeli) to complete the first year of the MBA at Rupin, and to complete the second year at Cal Poly. The WASC Off-Campus and Substantive Change Committee approved the proposal in December 1997. The Rupin program has faced several challenges, including a new Israeli Law on higher education, continued conflict in the area, and timing difficulties in marketing the program. The program has yet to begin.

A proposal for the MS Architecture (Taiwan) program was discontinued.

Study Abroad

The primary mission of the [International Education and Programs](#) is to provide leadership and the coordination for Cal Poly's international endeavors, and to serve as the principal resource center for global affairs. Cal Poly has been very successful in promoting both its own study abroad programs and those offered by the CSU.

Enrollment Support Services

The Office of [Academic Records](#) has a well-developed web page, including information related to registration, articulation, degree credit evaluation and grading and academic standards.

Admission to Cal Poly, San Luis Obispo, is selective. Helping us make selections from a large number of applicants is an objective, point-based admission process called the Multi-Criteria Allocation (MCA) plan reflecting factors deemed important to our faculty. The [Admissions](#) staff have developed an innovative web site that contains many useful links.

Professional Accreditation and External Reviews

Self-study and evaluation team reports from external reviews and the most recent professional accreditation visits are available for review in the Academic Programs Office.

Supporting Evidence

Educational Programs

I = Intellectual, P = Physical, S = Social

Researchable Question	Web Link
All	Cal Poly 1998-99 Fact Book
All	1999-2000 Cal Poly Catalog
I, P.3	Academic Records
All	Admissions
I	California Code of Regulations (Title 5) Proposed Changes
I, P.3	Curriculum Guidelines & Instructions
I, S	Global Affairs, Study Abroad
I, S	General Education
I, P	Writing Skills
I	Graduate Programs
I.3	Research
I.3	State Faculty Support Grants
I.3	Centers & Institutes
I	Special Labs & Projects
S	Graduate Equity Fellowships
S	Minority International Research Access Program
I, P	Cal Poly Plan
	Sample of Programs supported by the Cal Poly Plan:
	Collaborative Interactive Design Studio—CAED
	Technology Transfer Studio Partnership—CENGR
	Chemistry Studio Classroom
	Multicultural Agriculture Program

	Academic Skills Center, Study Group Leaders
	ENGR 112 Exploration of Technology
	Math Workshops

5. Faculty & Staff

Report in progress. (November 5, 1999)

Supporting Evidence

Faculty & Staff

I = Intellectual, P = Physical, S = Social

Researchable Question	Web Link
	Academic Personnel
I.4	Human Resources: Staff Positions
	Human Resources: Faculty Positions
	Employee Assistance Program
I.3	Research
I.3	State Faculty Support Grants
I.3	Centers & Institutes
I.3	Special Labs & Projects
I.3	Grants Development
I.2	Faculty Development
I.2, 4	Faculty, Staff Profiles
I.4	Staff Development
	List of Faculty
I.2, 4	Salary Schedules
I.2, S.2	Criteria for hiring, evaluating faculty

6. Library, Computing and Other Information and Learning Resources

Within the Library and Information Technology Services (ITS), we see our role as ensuring that these units are strategically positioned to anticipate and respond effectively to the diverse information needs of students, faculty and others. Although more could always be accomplished with higher levels of funding, we believe that the information and learning resources which we currently offer are sufficient to support institutional offerings at appropriate levels.

Library

Information regarding the services provided by the [Kennedy Library](#), as well as direct access to many of these services, are available on-line.

Looking to the future, we began the [Library Strategic Planning Process](#) in 1998 with a library-wide retreat. What emerged from the productive work accomplished by the staff was the identification of areas of strategic importance to the Library, united by a major theme: “[Reaching Out](#)”. These initiatives are essential to the vision of the Library and will serve as the road map to the future.

The strategic plan has given us the opportunity to articulate our vision and refine and realign our mission and values accordingly. We found especially valuable the analysis of the library’s external and internal environments, the special review of our collections program, and the extensive stakeholder analysis.

Feedback on the plan was solicited through a variety of methodologies, including interviews with college deans and meetings with campus administrators, and surveys to all teaching faculty, a statistical sampling of students, all library faculty and support staff and other stakeholders. In addition, a special strategic planning advisory committee was formed, comprised of teaching faculty and undergraduate and graduate student representatives, to provide additional input.

The library’s strategic plan provides a multi-year framework for directing goals and objectives and priorities to support the university’s teaching and learning mission.

Information and Technology Services (ITS)

ITS provides and supports the technology infrastructure needed to meet the University’s teaching/learning mission. Information technology is viewed as a means--not an end--to support and transform teaching and learning and the quality of education and service. Details of the services currently provided by [ITS](#) are available at the division's web site.

The vision of ITS is to build a “professional IT capability” that supports and advances the Cal Poly information technology infrastructure and its effective use, provides responsive consulting and support services for all users, and encourages the use of technology to attain the CSU vision that "by 2005, all students, faculty, and staff will have anywhere/anytime electronic access to information resources in support of the teaching-learning missions of the University."

In 1998, ITS launched a comprehensive [planning process](#) designed to systematically identify the requirements of our principal stakeholders and to drive these requirements into our strategic plan and operational priorities.

Initiatives in recent years have been established to support excellence in teaching and learning. The Provost appointed a Task Group to examine the role of Distributed and Distance Learning at Cal Poly. A subsequent Study Group evaluated the needs and opportunities for supporting the advancement of teaching and learning with particular attention being paid to the roles of information technology. Finally, the Chief Information Officer (CIO) and Provost convened a Charette to develop a strategy and design for distributed teaching and learning. These efforts produced recommendations that were included in the planning for the development of Integrated Media Services.

Summary

The overarching theme or common thread that links both the Library’s and ITS’ strategic planning initiatives is that both are about change, choice and focus. Planning was based on the premise that our organizations will change as a result, will become better at what we do. The decision to change means that choices must be made-- how our respective organizations will use its people, money, equipment, etc. Finally, during implementation of our plans, we have constantly focused on the values, vision and goals that we have articulated to ensure that we are contributing to the unique teaching and learning mission of the university.

Supporting Evidence

Library, Computing & Other Learning Resources

I = Intellectual, P = Physical, S = Social

Researchable Question	Web Link
I, P	Robert Kennedy Library (hours, services, facilities)
I, P	Collection Development Policy
	Library Strategic Planning “Reaching Out”

	Computing Resources
	Information Technology Services (ITS) Principles
	Campus Computing and Communication Policies Projects and Plans
	Faculty Workstation Program
	Integrated Media Services

7. Student Services and the Co-Curricular Learning Environment

The [Mission of the Student Affairs Division](#) is to advance and encourage the learning and personal development of students. Together with the university, the Student Affairs Division is committed to the principle of integrating Student Affairs programs and services into the student's total learning environment, in and out of the classroom, and fostering within each student respect and responsibility for self and members of the greater community.

The delivery of student services and programs is influenced by an on going assessment of student needs, the campus climate and established outcomes. These factors serve as the backdrop to the dynamic evolution of the Student Affairs Division Strategic Plan. While some may consider the co-curricular experience to be separate from classroom learning, we have challenged our thinking to stretch beyond this dichotomy. We believe it is our obligation to look at the total learning experience for our students and to examine campus programs from that perspective. What follows reflects specific efforts to not only meet the WASC standards for student services and the co-curricular learning environment but to substantially exceed these standards.

Co-Curricular Educational Growth

Cal Poly, and in particular the division of Student Affairs, regularly participates in identifying the characteristics and learning needs of the student population through [SNAPS](#), the Astin survey, open forums, student government feedback, specific needs assessment surveys, and various task force efforts. Documented examples of these efforts include analyses and survey reports as well as verbal input from faculty, staff and students involved in committee and task force work for the [Cal Poly Plan](#), the ASI/Cal Poly Recruitment and Outreach Center, SAFER/VIP, First Year Initiative (FYI), the Career Services post-graduate survey, and the Lottery funded High Risk Student research project, to name a few. Recommendations flowing from these efforts resulted in new initiatives that are also reflected in the reference documents.

In addition to materials published by the office of Campus Student Relations and Judicial Affairs, Cal Poly recognized a need to strengthen administrative processes related to various student rights and responsibilities. To this end the office of Ombuds Services and Educational Equity Programs was created. As this new function evolved over the past two years, administrative policies and procedures regarding disabled student needs, academic records access, harassment cases, and academic integrity have received a great deal of attention. To increase consistent and impartial implementation, briefing sessions and materials are made available to faculty, department employees and students at

key periods of the year. There are also efforts to make this information available to parents through mailings and Parent Association functions.

Cal Poly students participate in over 350 student organizations. Their involvement is directly supported in partnership by the administrative units of Student Life and Associated Student, Inc. Students regularly participate in university governance functions. Through ASI, College Councils, Interhall Council, the Cal Poly Plan Advisory Committee, and a host of other advisory groups, students provide valuable input into policy and procedure decision making processes. Referendum and alternative consultation under CSU regulations provide additional structure for student input.

The [Student Affairs](#) web site offers the reader a virtual tour of student services and activities. Cal Poly is well known for its successful Week of Welcome (WOW). WOW and other orientation programs are sponsored by Student Life, college advising staffs and Student Academic Services. [The Student Handbook](#) is provided to new students during their participation in orientation activities. The publication is a joint ASI and Student Life effort.

Cal Poly enjoys one of the finest Career Services programs in the country. We are on the cutting of technological applications for web-based services. Employers and students provide consistent feedback that the institution excels in this area. Learning outcome and assessment efforts provide feedback for continual program improvement.

The Housing & Residential Life department coordinates Living/Learning Program partnerships with Colleges and individual faculty members. New initiatives include freshmen courses offered in the halls. A [new 800-bed student apartment complex](#) is expected to be completed in August 2003.

Student and Faculty Involvement

The Student Affairs Council, ASI, Interhall Residence Council and the Instructionally Related Activities Committee (IRA) are but a few of the many venues for student and faculty involvement in policy development, program evaluation and planning co-curricular learning. Additional opportunities are reflected in the supporting documentation.

Evaluation and Planning

Student Affairs has received many acknowledgments for leading campus assessment efforts. Documents such as the Strategic Plan, annual reports and learning outcome assessment reports demonstrate a continuing effort directed at program improvement.

These efforts are best reflected in the Student Affairs Strategic Plan. A major divisional restructure occurred this year to develop new learning opportunities for students and to make the division more integrated, collaborative, effective, and

efficient. The vision of Student Affairs is to be a model organization for providing programs, services and partnerships to enhance the total learning environment of the University community and to commit ourselves to overall institutional effectiveness commensurate with the fine reputation that Cal Poly enjoys.

Supporting Evidence

Student Services & the Co-Curricular Environment

I = Intellectual, P = Physical, S = Social

Researchable Question	Web Link
All	Student Affairs Division
All	Student Affairs Mission Statement
All	Student Handbook
All	Cal Poly Plan
All	1999-2000 Cal Poly Catalog
S	Policies on the Rights of Individuals Nondiscrimination, Sexual Harassment, Academic Freedom, Cheating & Plagiarism
S	FERPA (Family Educational Rights and Privacy Act)
P, S	New Student Apartment Complex
P, S	New Sports Complex
P	New Parking Structure
I, S	General Education
All	Career Services—Alumni Survey
I, S	Housing and Residential Life
P, S	Campus Student Relations and Judicial Affairs
S	Health and Psychological Services
S	Peer Health Education
S	Student Life and Activities
S	Policies on Athletics
	Academic Records

	Financial Aid
I, S	International Students
P, S	Associated Students Incorporated (ASI)
S	Student Government
S	Orientation, WOW
I, P, S	Student Profile
I, S	Student Clubs, Leadership Projects
P, S	Health & Safety
All	Student Fees and Refund Policies
All	Student Characteristics
P, S	Student Services Staff
P, S	Student Conduct, Rights and Responsibilities
S	Mustang Daily Newspaper
All	Disability Resource Center
I, S	Honors Programs

8. Facilities

Report in progress. (November 5, 1999)

Supporting Evidence

Physical Resources

I = Intellectual, P = Physical, S = Social

Researchable Question	Web Link
	Public Safety
	Public Safety Resources
P	Facility Planning
P	Campus Map
	New Student Apartment Complex
	New Sports Complex
	New Parking Structure
P	Campus Master Plan

9. Financial Resources

Financial Stability Statement (August 4, 1999)

As a campus of the California State University (CSU), Cal Poly's operations are funded primarily via the General Fund of the State of California (1). This includes most expenditures for instruction, academic support, student services, administrative services and operation and maintenance of the physical plant.

General Fund appropriations are dependent to varying degrees upon the will of the legislature and the governor and the state of the economy from year to year. Since the appropriation process is political it can be influenced by numerous factors that are beyond the control of the university. Over the years a variety of legislatures and governors have consistently supported the CSU in a manner that has been adequate to allow for continuation of most programs and a limited amount of expansion.

Cal Poly has received its share of CSU appropriations relative to the number of students enrolled with occasional recognition of the higher than normal (for the CSU) cost of its polytechnic programs in the form of slightly higher levels of funding. In recent years the CSU has backed away from differentiating in favor of these higher cost programs, which has put an additional burden on Cal Poly to obtain funding by soliciting donations from alumni, corporate benefactors and other sources. While Cal Poly has been reasonably successful in this effort, it would be fair to say that it has placed an additional burden on the university. Fund raising proceeds received to date have generally been utilized primarily either for scholarships or to meet current operating needs rather than for the building of the university's endowment, although there has been some progress in that area.

In past years funding for construction of buildings and other improvements has been provided primarily through the state's capital outlay budget process, often by way of general obligation bonds. In recent years funds from general obligation bonds have become more limited. Recent capital outlay projects have been funded via CSU revenue bonds, by grants from external sources, by partnerships with other campus organizations or external entities, and by a variety of other creative approaches. The virtue of funding by general obligation bonds from Cal Poly's perspective is that Cal Poly and the CSU are not responsible for the debt service on these bonds. Most other arrangements (aside from outright grants) result in obligations of one sort or another for Cal Poly (and/or the CSU, which affects Cal Poly indirectly, if not directly).

The university also operates self-supporting programs for continuing education (2), housing (3) and parking (4) and receives additional support through the State's lottery fund (5) and indirect support via various federal, state and privately funded financial aid programs.

The continuing education program is relatively small and is independent of, and essentially unrelated for financial purposes, to the regular instructional program.

The housing program has been successful from both the financial and operational perspectives. Occupancy rates during the academic year hover around 100% for the current 2,700 beds. Debt service requirements have always been more than met, and substantial reserves have been built. An expansion of about 800 beds in a complex of apartment style units is currently in the planning stages.

The parking program has also been financially stable. A 1,200 space parking garage is currently under construction. This facility is fully funded from CSU parking system reserves. An additional parking garage is planned for the future.

Capital projects for housing and parking are funded via the sale of revenue bonds and/or via retained earnings.

In summary, there is reason for guarded optimism relative to Cal Poly's current and future financial resources.

- (1) These funds, which are appropriated annually by the State Legislature, amounted to over \$120 million for the 98/99 fiscal year. Additional funds for General Fund operations were provided by fees and other receipts in the amount of about \$32 million. Gross expenditures were \$152 million plus reimbursed activities of \$18 million.
- (2) Expenditures for the 98/99 fiscal year were about \$1.1 million.
- (3) Expenditures for the 98/99 fiscal year were about \$7.2 million.
- (4) Expenditures for the 98/99 fiscal year were about \$1.4 million.
- (5) Expenditures for the 98/99 fiscal year were about \$1 million.

Debt Service Schedule

Leases

The University is obligated under various capital and operating leases and installment purchase agreements for the acquisition of equipment. Capital leases consist primarily of leases of certain computer, facility, energy efficiency and telecommunications equipment, with a carrying value of \$7,257,130 at June 30, 1998. The leases bear interest at rates ranging from 3.5% to 6.2% and have terms expiring in various years through 2001.

The University has several operating leases for faculty workstations. The operating leases expire in the fiscal year 2000. The leases can be canceled if the state does not provide adequate funding.

Future minimum lease payments under capital and operating leases having remaining terms in excess of one year as of June 30, 1998 are as follows:

	<u>Capital leases</u>	<u>Operating leases</u>
Year ending June 30:		
1999	\$ 1,669,038	581,468
2000	1,646,559	581,468
2001	1,157,903	—
Thereafter	<u>—</u>	<u>—</u>
Total minimum lease payments	4,473,500	\$ <u>1,162,936</u>
Less amount representing interest	<u>316,448</u>	
Present value of future minimum lease payments	\$ <u>4,157,052</u>	

Lease financing is provided to the System for the construction of various system and campus facilities through its participation with the State of California in the State Public Works Board Lease Revenue Bond Program. Certain capital assets recorded by the University may have been financed under these arrangements. However, since the obligation for the repayment of this financing rests with the System and the proceeds of such financing are not readily identifiable with a campus or project, a substantial portion of such financing is not allocated to the individual campuses of the System.

Long-Term Debt Obligations

Long-term debt obligations of the University as of June 30, 1998 consist of the following:

<u>Description</u>	<u>Interest rate</u>	<u>Fiscal year maturity date</u>	<u>Original issue amount</u>	<u>Amount outstanding</u>
Housing System Revenue Bonds – Series B	3.00%	2006/07	\$ 3,803,265	1,130,000
Student Union Revenue Bonds – Series A	3.00	2007/08	3,000,000	1,248,243
Koch Financial Corporation	5.00	2001/02	3,055,634	3,055,634
Koch Financial Corporation	5.00	2005/06	1,736,960	1,534,350
Koch Financial Corporation	6.00	2001/02	50,903	41,612
Koch Financial Corporation	6.00	2001/02	368,040	<u>287,252</u>
Total long-term debt obligations				\$ <u>7,297,091</u>

The University has pledged the net revenues from housing and a portion of student fees to retire the related revenue bonds.

Financing provided to the California State University system through State of California General Obligation Bonds is not allocated to the University by the State of California. Certain capital assets recorded by the University may have been financed under these arrangements. This debt remains the obligation of the state and is funded by state tax revenues. Accordingly, such debt is not reflected in the accompanying combined financial statements.

Long-term debt principal obligations outstanding at June 30, 1998 mature in the following fiscal years:

1999	\$	1,156,533
2000		1,226,209
2001		1,288,381
2002		1,358,338
2003		450,505
2004 and thereafter		<u>1,817,125</u>
	\$	<u>7,297,091</u>

Additional material under preparation (November 5, 1999)

Supporting Evidence

Financial Resources

I = Intellectual, P = Physical, S = Social

Researchable Question	Web Link
	Budget Planning Administration
	CSU & Cal Poly Budget Development
	General Fund
	Risk Management
	Commitment of resources among the various academic programs, undergrad & grad, reflects educational objectives

The Library's Strategic Planning Process

The planning process, a comprehensive effort guided by the Dean of Library Services and a strategic planning consultant/librarian, began in 1998 with a library-wide retreat. A strategic planning team was established to complete the process. Four individual task forces were formed:

- . *Mission, Vision and Values* to articulate our role on campus
- . *Extended Environment* to examine the issues in academe
- . *Internal Environment* to examine issues that affect the library directly
- . *Stakeholders* to solicit feedback from our users

A fifth task force, *Collection Management*, was formed early in the planning process when the library's collections were identified as a critical area of the library's mission in need of immediate review.

The strategic plan has given us the opportunity to articulate our vision and refine and realign our mission and values accordingly. We found especially valuable the analysis of the library's external and internal environments, the special review of our collections program, and the extensive stakeholder analysis.

Feedback on the plan was solicited through a variety of methodologies, including interviews with college deans and meetings with campus administrators, and surveys to all teaching faculty, a statistical sampling of students, all library faculty and support staff and other stakeholders. In addition, a special strategic planning advisory committee was formed, comprised of teaching faculty and undergraduate and graduate student representatives, to provide additional input.

The planning process concluded with a library-wide retreat to launch the plan and begin implementation of strategic initiatives. The library's strategic plan provides a multi-year framework for directing goals and objectives and priorities to support the university's teaching and learning mission.

Strategic Planning Initiatives and Planning Objectives

What emerged from the productive work accomplished by library staff was the identification of four areas of strategic importance to the library united by a major theme: *reaching out*. These four initiatives are essential to our vision and will serve as our road map to the future.

Lead in Collections

Collections are the backbone of the Library. During the past decade, due to a variety of economic issues, collections have suffered. This strategic are contains three objectives that acknowledge the critical importance of collections and place effective collections management at the center of services and programming.

Collaborate in Teaching and Learning

In today's information age, it is imperative to produce graduates who are competent and literate users of information. This strategic area contains four objectives recognizing the Library's increased role as a teaching and learning commons for the university, where students, faculty and staff can effectively and efficiently learn how to use information in its various formats.

Excel in Service

Service is the watchword of the Library. Within this area of focus are five objectives articulating and reaffirming this commitment to service and identifying ways in which services can be strengthened and enhanced to better address user needs. Assessing the information needs of users and developing the most productive and expedient methods of making that information available are essential for providing excellent services.

Foster Organizational Change

This group of five objectives provides a context to support and sustain the overall mission and strategic plan of the Library. These objectives strengthen our ability to act in an effective manner to address the changing roles of our campus and our curriculum.

IMPLEMENTATION AND ASSESSMENT

Embedded within each planning objective are assessment plans to assist in the measurement of our successful implementation of our goals. The assessments include benchmarks, gathering feedback from users, and ongoing evaluation methodologies.

In addition, an implementation plan has been created to provide structure, guidelines and direction for the fulfillment of the strategic initiatives. Working together, both within the Library and across the campus, we can successfully accomplish our long-range goals and build a Library that is responsive to the changing needs of students and curriculum, and a true partner in the educational mission of the campus.

Reaching Out: Strategic Initiatives and Assessment-

"Building the Library's Future," the Robert E. Kennedy Library's strategic plan, includes four major areas united by the overarching theme of ***reaching out***. At virtually every juncture of the planning process, it became clear that the library needs to build its existing solid services by intensifying outreach to the campus community.

We want to make a difference in what our users know about information and how successfully they navigate the increasingly complex world of information

resources. As we reach out, we will seek to make a significant difference in teaching and learning at Cal Poly. We will constantly measure the difference we make and adjust our programs and activities accordingly.

Outreach on behalf of the library's collections and services to students, faculty, and staff is primary. In particular, the library will build information competence skills among its users and forge new partnerships using the collaborative teaching and learning methods that are the essence of the Cal Poly way.

Reaching out will be guided by a set of distinctive strategies and objectives that are the framework for our vision of the future. These strategies cover four broad areas: Lead in collections, Collaborate in Teaching and Learning, Excel in Service, and Foster Organizational Change.

Reaching out will express itself clearly in our collections. The library will reach out to our users on and off the campus by providing the best possible access to the information resources of the world. Library collections will continue to grow in importance in student-centered collaborative teaching endeavors. As we build collections, we will constantly use the real, present needs of our faculty and students as the benchmark. We will constantly have what our users need, or be able to locate it elsewhere for them, in a timely manner.

Reaching out will express itself clearly in our teaching methods. Modern academic libraries are increasingly integrated into the new collaborative teaching/learning process, and the Kennedy Library is no exception. As Cal Poly's commitment to dynamic student-centered grows, the opportunities for library faculty to work with colleagues among the teaching faculty increase as well. In addition, our users will view the library as a primary venue for learning information competence skills.

Reaching out will express itself clearly in our services. Satisfied patrons will return to us, even though they have other options, because the experience consistently superb service here. They will come to us because our physical facilities are inviting places where collaborative work among members of a diverse community is fostered. We will establish on-going training for all library faculty and support staff in the skills needed to provide superb service to library users on and off campus.

Reaching out means significant changes for us as an organization. We must reallocate our current resources to achieve the goals that are important to our users and to us. New sources of funding will also be necessary, calling for additional advancement efforts and developing new partnerships in the campus community. In addition, we will move to a new level of campus leadership" providing direction in library and information technology, participating actively in campus and CSU initiatives, and ensuring that our expertise helps advance the Cal Poly mission. This intensified approach calls upon library faculty and support staff members to establish new levels of involvement in the campus community.

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ITS' MISSION AND PLANNING PROCESS

The mission of ITS at Cal Poly is to connect people, processes, and content through the effective use of reliable information, computing, and telecommunications technologies and consulting services in support of the university's core mission to provide quality education in a "learn by doing" environment. Information technology is a means--not an end--to support and transform teaching and learning and the quality of education and service.

The vision of ITS is to build a "professional IT capability" that supports and advances the Cal Poly information technology infrastructure and its effective use, provides responsive consulting and support services for all users, and encourages the use of technology to attain the CSU vision that "by 2005, all students, faculty, and staff will have anywhere/anytime electronic access to information resources in support of the teaching-learning missions of the University."

In 1998, ITS launched a comprehensive planning process designed to systematically identify the requirements of our principal stakeholders and to drive these requirements into our strategic plan and operational priorities. This has been accomplished through ongoing internal assessments of service demands and utilization studies; analyses and reviews of CSU and industry trends; annual planning sessions with each of the colleges and major academic/service units; regular planning sessions with campuswide committees; periodic surveys/focus groups of students, faculty, and departments regarding specific issues. In addition, two campuswide computing advisory committees (IACC and AACC) have produced goals documents which are periodically reviewed and updated and which ITS has incorporated into its planning process as well.

The planning process produced a set of requirements for information and technology to support operational goals as well as service requirements from the ITS organization. Information technology was seen as a critical element for delivering and enhancing the support and services provided to students. Constituents indicated the need for greater presence of information and technology in their organizations to improve the quality of the academic experience, to increase the services offered, and to make them more efficient and effective. They expect ITS will support core information and technology services and, at the same time, bring innovation and transformation into their own organizations and processes.

ITS has since structured its organization and prioritized its annual work plan and resource allocations around the strategies and initiatives derived from campus requirements to improve, innovate, close gaps and build new capabilities. The work plan is designed to meet campus needs while providing a framework for transforming ITS into a more professional, flexible, and responsive organization

that can deliver measurable results through the processes, teams and infrastructure that it designs, builds and supports and the services it provides. At the start of each academic year, ITS will review its annual work plan with representative constituent groups to ensure proper mapping and alignment to their goals and requirements. At the end of each academic year, ITS will provide the same groups with a progress report on what has been accomplished, at which point the planning cycle will begin anew.

INFORMATION TECHNOLOGY SERVICES PRINCIPLES

At the core of ITS's service delivery efforts rests an intent to offer responsive support for the teaching and learning mission of the University. We have invested considerable time and resources to develop and adopt a set of guiding principles which assist us in aligning our actions and the range of specific services we deliver and to guide our progress in continually strengthening our client –learning focus and our beliefs and attitudes in support of faculty, students and professional staff. The specific Service Principles are included in appendix XX, but we have described here in narrative form essential perspectives that serve to characterize how we operationalize these principles in our day-to-day accomplishments.

Information Technology Services (ITS) is responsible for assessing the technology needs of the University and providing professional, courteous and timely responses to students, faculty and staff in fulfilling their needs for access to service, support, information and technology to achieve their goals. ITS provides and supports the technology infrastructure needed to meet the University's teaching/learning mission.

ITS supports new instructional strategies that enhance and extend the effectiveness of faculty and students in teaching and learning. ITS provides access to information and technologies that support the acquisition of knowledge and individual behaviors associated with life-long learning, research, collaboration, and communication.

ITS fosters collaboration and teamwork in problem solving, stressing creativity, productivity and customer service. ITS provides leadership to establish and maintain a flexible, transformational organization that can anticipate, cultivate, and respond to the changing nature of technology and its support. ITS develops and maintains an organization that experiments, innovates and seeks to bring new or changed methodologies to the campus. ITS makes the best use of the resources entrusted to it and continually evaluates and improves its business practices to achieve its goals.

How the CIO serves to provide campus leadership to the overall ITS efforts:

The CIO responsibilities include defining the information technology vision for the campus, providing the leadership to insure successful implementations, and

engaging the campus community in the planning, prioritization, and assessment phases of initiatives and projects. These efforts are most effective when there is close integration and collaboration with the Librarian and the key resources of the Library Services team.

The CIO must help the campus develop, and then, promote a vision for the role of information technologies in supporting the core functions of the University, including the direct use of IT in instruction, the sustenance and improvement of the processes underlying program support, and the development of a community of scholars.

The CIO must also provide leadership in how the campus understands the impact and leverage of IT innovations that are well suited to the core mission of the institution and in exposing the true costs and benefits of integrating information technologies towards the achievement of this core mission.

One principal theme we seek to achieve results with is to deliver two forms of services; one that is core or “utility based” and driven by operational excellence at the infrastructure level, and one that is “client or user specific” and tied to the delivery needs or outcomes of specific campus constituents; e.g. access needs of faculty, IT-lab requirements of students. Here the goals and intent of our users, and the consultative committees play a significant role and present real opportunities for alignment. We refer to our goal to achieving progress with these two forms of service as creating “more chickens and more eggs” since there is a continuous interplay and need to strike a balance between what and how we extend core services and yet truly build responsiveness to individual and specific initiatives..

Change management is another critical element in the successful CIO’s portfolio of responsibilities, both as an agent of change from within the IT profession, and as one of several campus leaders who must articulate how change is to occur, how it is to be funded, if/where resources are a key to the change, and what are the essentials that need to be supported at the professional and personal level from within all the constituent stakeholder groups (faculty, students, staff). This is and will be a truly “engaging and empowering role” that is most demanding as progress is made and obstacles to progress intervene.

Finally, the CIO must insure that the ITS organization is agile, knowledgeable, well-trained, and able to work as a team to plan, implement, and support projects and services with a culture that is “customer responsive, on-time, on-spec, and on budget”.

CREATING AN ENABLING PLATFORM FOR EXCELLENCE IN TEACHING AND LEARNING

Two initiatives have in recent years established a platform to nourish and support excellence in Teaching and Learning.

The Provost appointed a Task Group to examine the role of Distributed and Distance Learning at Cal Poly. A subsequent Study Group evaluated the needs and opportunities for supporting the advancement of teaching and learning with particular attention being paid to the roles of information technology. Finally, the CIO and Provost convened a Charette to develop a strategy and design for distributed teaching and learning. These efforts produced recommendations that were included in the planning for the development of Integrated Media Services.

Integrated Media Services (see <http://www.multimedia.calpoly.edu/ims/main.html>) was developed as a functional and organizational response to address the recommendations of the various study groups and program needs.

- Distance Learning and Videoconferencing
- Media presentation
- Leverage IT to provide interactivity, improve instruction and learning
- Improve Access to anytime, from anywhere
- Clear responsibilities and support levels

The reorganization was achieved by recombination of existing staff and units from within ITS:

- Audio-video Services
- Videoconferencing Support
- Faculty Multimedia Development Center
- Webmaster

The guiding principle of IMS is to provide integrated, end to end service and support, aiding faculty in developing instructional materials (e.g., overhead transparencies, 35mm slides, PowerPoint presentations, web-based courseware, CD-ROM based course materials, video clips) to delivery in the classroom, via the web or via simultaneous audio/video distance learning modes.

- Integrated Media Services now consists of three groups:
- Media Application Services
- Media Distribution Services
- Web Services

Detailed information in support of standard 6

MAS-Instructional Material Development

Access to Resources

The Media Application Services group provides access to digitizing systems (flat art, slides, video, audio), editing systems for manipulating and combining various media, and file storage services for all faculty. A Media Lab is available from 6am—midnight every day, so faculty and approved students working on faculty projects may access the facility as needed.

<http://www.multimedia.calpoly.edu/ims/courseware/info.html>

RFP

A Request For Proposals process was developed to both guide the direction of instructional materials development, and to regulate the workload. It was also designed to provide all faculty equal opportunity to access technical expertise rather than focus on those who already have funding to support development.

Courseware Development

MAS provides programming, multimedia design, and web-based course material design for all faculty on a limited basis. The RFP process focuses more of this expertise on proposals for more substantial development efforts, such as interactive web sites, web-based simulations, and CD-ROM based multimedia for complete or substantial components of courses.

<http://www.multimedia.calpoly.edu/ims/courseware/rfp.html>

Web Course support

MAS provides access to, training and ongoing support for CourseInfo, a course management and delivery system for web-based courses. <http://www.multimedia.calpoly.edu/ims/courseware/wbi.html>

MDS-Delivery

Mediated Classrooms

MDS designs and supports electronic classrooms that can deliver instructional materials designed, developed or supported by MAS. A CAO-sponsored program of classroom upgrades has resulted in highly functional, centrally scheduled classrooms which are heavily used. The IACC provides input on the criteria to develop a priority list of candidate rooms for upcoming remodels.

<http://www.multimedia.calpoly.edu/ims/media/video.html>

A/v refresh

As a result of measuring the use records, repair records and purchase history of in-classroom and checkout equipment, MDS was able to obtain additional funding to establish a refresh schedule for

aging, obsolete, broken, and unused hardware. As a result, faculty are reporting fewer problems, and fewer staff are able to respond to those problems more rapidly than in the past.
<http://www.multimedia.calpoly.edu/ims/media/classequip.html>

DL support

MDS has responsibility for maintenance and operation of the synchronous distance learning technologies. A coordinated effort between MAS and MDS provides support for both developing and delivering instructional materials via synchronous audio/video to students enrolled in the Aeronautical Engineering MS program at Vandenburg Air Force Base.
<http://www.multimedia.calpoly.edu/ims/media/dl.html>

Video Services (editing, streaming, broadband distribution)

MDS provides satellite downlinking services, broadband distribution of video feeds to classrooms, video editing (analog and digital non-linear), and support video streams from an SGI video server.
<http://www.multimedia.calpoly.edu/ims/media/videodis.html>
<http://www.multimedia.calpoly.edu/ims/media/editing.html>

WSG

Organization web Sites-Cost recovery

The Web Services Group provides web site design, development, maintenance and hosting services for campus organizations and units (not individual web sites or course web sites). These services are offered on a cost-recovery basis so that units unable or uninterested in staffing or hosting their own web site may still have a presence on the web that is of a professional, production quality.
<http://www.multimedia.calpoly.edu/ims/web/development/index.html>

Cal Poly Web Site maintenance

The WSG maintains and coordinates the campus web site, coordinating with offices all over campus to keep content current and accurate.

Faculty Development and Training

IMS is involved in providing faculty development and training opportunities in several ways.

FIDO

The Provost has supported the Faculty Instructional Development Organization to encourage discussion of teaching, faculty access to a course offered specifically to CP faculty by a renowned faculty member, distinguished visitors, subsidized travel to professional conferences on teaching and learning, the development of instructional materials, and regular seminars related to faculty professional development on campus. <http://www.calpoly.edu/~fido/>

New Faculty Support

The Provost also supported the establishment of an annual luncheon of new faculty where a variety of academic administrators (the chair of each new faculty member's department, Provost, CIO, and various Vice Provosts and Directors of academic support groups) are able to network and develop a sense of community with respect to instructional development and excellence. An end of year social for the same group has been supported as well.

New Faculty Orientation

New faculty are offered an orientation to the campus, the wide variety of support services available, and access to key support providers during their first week on campus.

Faculty Computer Literacy Workshops

The Provost has supported via an honorarium summer workshops for faculty to spend several days focusing on issues, best practices, tools and techniques related to incorporating information technologies into their courses. Such workshops have been very successful.

Instructional Development Study Group

The Provost convened a special study group to examine the various efforts that support the teaching/learning process at Cal Poly and to develop recommendations for integrating, enhancing, curtailing, or improving them, with a special emphasis on technology-enhanced instruction. In combination with the recommendations and results of the regional accreditation review process currently underway, the campus will likely take steps in the near future to develop an implementation plan that will strengthen the commitment of the campus to supporting the use of information technologies in the teaching/learning process.

Computer Literacy Workshops for Faculty

Faculty should have continuous exposure to best practices in applying technologies in the curriculum, opportunities to discuss issues and impacts related to integrating new technologies, and exposure to possibilities offered by emerging technologies.

The CAO and CIO share responsibility for encouraging faculty to explore reasons for and ways of using information technologies in their teaching efforts. Mechanisms for doing so include:

Computer Literacy Workshops for Faculty

Faculty should have continuous exposure to best practices in applying technologies in the curriculum, opportunities to discuss issues and impacts related to integrating new technologies, and exposure to possibilities offered by emerging technologies.

CBT

By making computer based training modules on common applications and computing and communications technology available for faculty, there is a opportunity to help faculty become more accomplished in using the tools, while making them aware of new models which they can develop for their own courses.

Integration of Library, ITS, College Training efforts

Faculty will always need and demand discipline-specific hardware, software, technical support, and training opportunities, but it is not necessary or efficient to have redundant support and training systems where replication is high and consistency is low. A role of the CIO and the CAL is to find the right balance between centralized, one size fits all systems and discipline-specific support and training.

<http://helpdesk/html/training.htm>

Provide Platform for innovation

Technology

The CIO is responsible for insuring that Internet access is extended to every possible location where faculty or students may effectively use it to extend their knowledge of all kinds. In addition, workstations, software and technical support are required to make it possible for the cautious majority as well as early adopters to incorporate information technologies into their teaching strategies and departmental curriculum plans.

Central Servers and Services

Cal Poly provides a central Unix service that offers email, file space, and web site space for every student, staff and faculty member. In addition, a variety of central servers provide access to applications and databases. Cal Poly subscribes to business, social science, GIS and engineering specialty centers at CSU campus sites, thereby providing the Cal Poly community of learners with access to discipline specific data, tools and applications.

ITS maintains and operates several student access computing laboratories with Internet connected computers. These labs support hands-on classes as well as self-instruction access to students. Special purpose labs include a CAD/Graphics lab, a new Java Projects Lab, and an Advanced Workstation Lab that supports engineering and GIS applications.

Faculty workstation Program

Three years ago, the campus committed to providing a modern workstation, complete with network connection, software, and support for each faculty member. This provision of the platform necessary for the integration of information technologies into the curriculum has been successful in bringing many more faculty than just the early adopters to the point where they expect and require students to use technology, and where they themselves make use of the technology in the classroom. Now, 800 faculty have modern workstations with network connections.

<http://fwp.calpoly.edu/>

Site Licenses

The campus began implementing a more explicit process for determining software requirements through a combination of focus group meetings, surveys, and discussion with advisory groups. As a result, there has been a more focused approach to obtaining and supporting site-licensed software than in the past.

<http://helpdesk/html/software.htm>

Media Lab

A media development lab was established in 1994, expanded in 1998, and continues to grow. This facility offers faculty access to hardware, software and expertise not readily available or affordable at the individual department level. A combination of digitization services, multimedia and web development support, and training on effective uses of instructional technologies has played a significant role in the expansion of the number of courses and faculty integrating technology in their offerings.

RFP process for CW development

A process in which requests for proposals to have assistance in developing courseware applications was instituted in 1998. This RFP process is made known to all faculty, and encourages requests from anyone with good ideas for improving instruction through technology. Several promising applications have been developed and are being used by students in several classes.

Course Management System

To scale up to accommodate the increasing demands for courseware development and deployment, ITS has implemented a course management system that will enable many faculty to make all or parts of their courses available to students on the web. Within 3 months of installing the system, 55 courses are in various states of development and use via this system.

Stimulation of Web Site Course

The CIO stimulated the offering of a two-quarter course sequence in which faculty provided students with instruction on web site development. The course was offered with the goal of redesigning the campus web site resulted in a set of recommendations and working prototypes for the campus, some of which have been adopted and incorporated.