









## CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

### UNIVERSITY ADMINISTRATION

Bob H. Suzuki, *President*

Gene I. Awakuni, Vice President for Student Affairs and University Advancement

Peter A. Dual, Vice President for Academic Affairs

Patricia L. Farris, Vice President for Administrative Affairs

### UNIVERSITY MISSION STATEMENT

California State Polytechnic University, Pomona, is a comprehensive university with a polytechnic emphasis in the application of science, technology, and the arts to the needs of the professions and society. By linking the theoretical and the practical in all areas of study, the University aims to generate the understanding, attitudes, and perspectives that will enable students and graduates to solve complex problems and enrich local and world communities. Cal Poly Pomona is dedicated to advancing knowledge and learning and to preparing students for life, leadership, and careers in a changing, multicultural world. Through its programs and services, the University promotes academic excellence, educational equity, diversity in the campus community, and an understanding and appreciation of different cultures; it creates an environment that supports the intellectual, personal, and professional development of each individual.

### UNIVERSITY GOALS

As a result of the first-cycle planning effort, six major University goals were formulated. These goals were ranked in priority order by the Task Force and are listed in this order below, starting with the highest priority goal.

#### *Goal 1. To promote excellence in teaching and educational programs.*

Inasmuch as Cal Poly Pomona's primary mission is teaching, efforts must be continued to improve teaching effectiveness and curricula, and to place increasing emphasis on conducting research on the teaching and learning process. These efforts should be aimed at helping all students in our increasingly diverse student body to succeed academically. Through the activities of the Faculty Center for Professional Development and the increasing involvement of faculty, Cal Poly Pomona has the opportunity to develop a national reputation as an institution in the forefront of improving and reforming undergraduate education. Indeed, one can envision the day when Cal Poly Pomona can proudly proclaim that it knows more about effective teaching than any institution in the country and offers an education whose quality is second to none.

Master's degree programs must also be rethought. Too often, research institutions are allowed to set the standards for these programs. Yet, research institutions tend not to value such programs, assigning them low priority and using them as a screening device for selection doctoral candidates. Instead of taking its lead from these institutions, the University should be in the forefront of defining unique, high quality master's degree programs that are able to meet the needs of students and society and, therefore, valuable in themselves.

#### *Goal 2. To enhance resource planning, development, and management.*

As the University moves into an era in which State resources are likely to continue to be scarce, among its highest priorities should be to become more creative and entrepreneurial in finding ways of generating supplementary income from non-State sources and to upgrade its infrastructure and streamline its administrative processes in order to use and manage resources more effectively and efficiently. Major investments and efforts must be made in these areas if the University wishes to accomplish its goals, continue to advance as an institution, and achieve the level of distinctive excellence to which it aspires.

#### *Goal 3. To promote and enhance research, scholarly, professional, and creative activity.*

In order to maintain the faculty's intellectual vitality, enrich and enhance their teaching, and enable them to contribute to solving societal problems, the University must support the research, scholarly, professional, and creative activities of the faculty and create a more supportive environment for such activities. These activities may take many forms, including basic research, applied research, synthesis from existing research, artistic creations, and presentation of papers at professional meetings. They should also include research into the teaching and learning process and the development of innovative curriculum and of new, more effective approaches to teaching. As a way of greatly enriching their education, students, both undergraduate and graduate, should also be provided with opportunities to engage in such activities.

#### *Goal 4. To enhance supportive services for students.*

As society becomes more complex and the student population more diverse, the University must provide a wide array of supportive services that will ensure the academic, social and personal development of each student. These services should be provided with the view that students are the University's highest priority and that every effort will be made to serve them as effectively as possible.

#### *Goal 5. To develop a collegial campus environment and to support the sense of a university community.*

Cal Poly Pomona must strive to maintain an open, democratic community through the participation of faculty, staff, and students in the governance of the University and through an empowering approach to management. A greater sense of community must also be promoted by improving communication on campus and by developing a campus climate in which everyone feels welcome and comfortable.

#### *Goal 6. To involve the University in the broader community.*

The University must bring its considerable human and material resources to bear in helping the broader community solve pressing societal problems in such areas as urban renewal, economic development, and environmental improvement. As the world becomes increasingly interdependent, the University must also address itself to global issues through its international activities and programs.

### HISTORICAL DEVELOPMENT

In 1966, the California Legislature established California State Polytechnic College, Kellogg-Voorhis as an independent state college. Thus ended almost three decades of direct legal and administrative relationship between this institution and its parent institution, Cal Poly, San Luis Obispo.

In the last fifty years, Cal Poly Pomona's expansive campus has grown from its humble beginnings as a horse ranch to a university with over 16,605 students and 2,200 faculty and staff members. Three men were vital in this remarkable transformation: W. K. Kellogg, Charles B. Voorhis, and Julian McPhee.

#### **W. K. Kellogg Develops Arabian Horse Ranch**

W. K. Kellogg, known for his famous "corn flakes," had a life-long passion for Arabian horses. After purchasing 377 acres at a cost of \$25,000, Kellogg developed the land into a world-renowned Arabian horse ranch. The first building erected contained the horse stables. Now renamed the Union Plaza, Kellogg affectionately called the hacienda-style building his "Arabian Palace."

On May 17, 1932, a crowd of more than 20,000 spectators converged on the ranch to witness Kellogg's donation of his Arabian Horse Ranch, including 87 horses, to the University of California. In return for the generous grant, the University agreed to keep the Arabian horses and continue the Sunday horse

shows that began in 1927 and continued to draw thousands of people, including some of Hollywood's biggest stars.

In 1927, Charles B. Voorhis purchased 150 acres of land near San Dimas to build a facility for deserving and underprivileged boys. "Uncle Charlie," as he was known by his students, viewed his facility as a place where students could study an abbreviated, but intense agricultural program.

In 1933, Julian McPhee, assumed the presidency at California State Polytechnic University at San Luis Obispo. Known for his tight fiscal policy, McPhee saved the University during the years of the Great Depression. After those bleak years, McPhee's vision of expanding Cal Poly to Southern California came closer to reality.

### Cal Poly Expands

Plagued with financial problems, Voorhis was forced to close his doors only ten years after he had opened his facility. The demise of the Voorhis facility gave McPhee the opportunity to expand Cal Poly. In August of 1938, Charles Voorhis donated his facility as a gift to the California State University System. In August of 1938, McPhee's request for the land was approved and the entire horticulture program was moved from San Luis Obispo to the new Southern California campus.

Further expansion was halted by the onset of World War II. The southern Cal Poly campus was closed when the majority of its students were called to active duty and the former Kellogg ranch was transformed into an Army remount station. After the war, the ranch faced an uncertain future, but in 1949 the 813-acre W.K. Kellogg Arabian Horse Ranch was deeded to the state, a proposal to which The Kellogg foundation agreed, provided the Sunday horse shows resumed.

In 1949, the first Cal Poly Float is entered in the Tournament of Roses Parade and won the Award of Merit. The Rose Float tradition continues today and marks the partnership of the two Cal Poly campuses.

In 1956, the first classes were held on the campus in the present-day science building. Six programs in agriculture leading to four bachelor of science degrees were offered. The Class of 1957, consisting of fifty-seven agricultural majors, were the first graduates of Cal Poly Pomona. By 1959, the curricula of the college included six degree programs in the arts and sciences and four in engineering.

### Women Join Cal Poly

Many changes occurred in 1961 which affected Cal Poly profoundly. The Master Plan for Higher Education established the California State College System with its own Board of Trustees, and women enrolled at the University for the first time with 329 women joining the student body of 2,436 men. In that same year, the Legislature enacted Education Code Section 22606, which identified the primary function of the State Colleges as "...the provision of instruction for undergraduate students and graduate students, through the master's degree, in the liberal arts and sciences, in applied fields and in the professions, including the teaching profession." The Legislature recognized the special responsibility of this institution as a "polytechnic college" by adding Education Code Section 40051 which authorized the college to emphasize "...the applied fields of agriculture, engineering, business, home economics, and other occupational and professional fields."

In 1966, the California State Polytechnic College, Kellogg-Voorhis, Pomona, was established as a separate institution from the San Luis Obispo school. Both campuses were awarded full university status in 1972. On June 1, 1972, the campus name was officially changed to California State Polytechnic University, Pomona. In 1982, The California State University and Colleges became The California State University.

Over the years, Cal Poly Pomona has grown from a small campus with 6 undergraduate programs enrolling 550 men in 1956 to a nationally and internationally recognized university with 71 undergraduate and graduate programs enrolling currently over 16,605 men and women, and over 3,000

students receiving degrees in 1993. But the legend of Kellogg's Arabian horse ranch has not been lost. The agricultural tradition began by Voorhis and McPhee continues today. Cal Poly Pomona continues to be a leader in engineering education, providing well-trained graduates to meet current needs. And with an eye to the future, Cal Poly Pomona continues to expand its programs and facilities with the modern Classroom/Laboratory/Administration Building and the Center for Regenerative Studies recent additions to the face of the campus.

### ACCREDITATION

The university is accredited as a degree-granting institution by the Western Association of Schools and Colleges and is authorized by the California State Commission for Teacher Preparation and Licensing to recommend candidates for credentials in the following areas: Agriculture Specialist Credential, Adaptive Physical Education Credential, Bilingual/Cross Cultural Specialist Credential, Designated Subjects Credential, Business and Marketing Education, Multiple Subject Teaching Credential, Single Subject Teaching Credential, Reading Specialist Teaching Credential, Special Education Specialist Credentials, including Learning Handicapped, Severely Handicapped, and Resource Specialist Certificate.

The College of Business Administration is accredited by the American Assembly of Collegiate Schools of Business (AACSB) for all its undergraduate and graduate programs.

The College of Engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) for its baccalaureate programs in aerospace engineering, civil engineering, chemical engineering, electrical engineering, industrial engineering, manufacturing engineering, and mechanical engineering, and by the Technology Accreditation Commission of ABET for its baccalaureate program in engineering technology. The baccalaureate program in agricultural engineering is also accredited by ABET. This program is housed in the College of Agriculture.

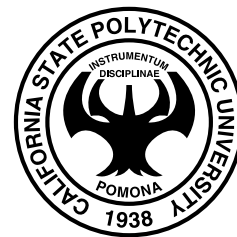
The College of Environmental Design is accredited by the American Society of Landscape Architects for its programs in landscape architecture and recognized by the American Planning Association (Planning Accreditation Board) for its program in urban planning. The Bachelor and Master of Architecture degrees are accredited by the National Architectural Accrediting Board.

The College of Science is accredited by the American Chemical Society for its program in chemistry and by the Computing Sciences Accreditation Board for its program in computer science.

The School of Hotel and Restaurant Management is accredited by the Commission for Programs in Hospitality Administration for its program in Hotel and Restaurant Management.

The Student Health Center is accredited by the California Cooperative Ambulatory Survey Program, jointly sponsored by the Accreditation Association for Ambulatory Care and the California Medical Association.

### THE UNIVERSITY SEAL



The seal is used for all official acts of the university. It appears on official documents and represents a verification of the university's approval of actions and events. The figure in the seal's center is a representation of the head of the university's ceremonial mace which represents through its five branches the major disciplines of learning basic to the curricula of the uni-

versity: the arts, commerce, the humanities, the sciences, and technology. Surrounding the seal is a black band which circles the designation "California State Polytechnic University, Pomona" and the founding date, 1938. Above the stylized mace is the motto: INSTRUMENTUM DISCIPLINAE.

### THE UNIVERSITY SYMBOL



The California State Polytechnic University logo was created from two on-campus structures, the C/LA Building and the Arabian horse barn arch, suggesting a transition into a new age of innovation—a linking of the theoretical and the practical. The leaf acknowledges the past tree logo and represents our lush and unique campus. It also represents the student flourishing within the nurturing Cal Poly Pomona environment. The placement and shape of the leaf created an implied P, representing the fact that we are a polytechnic university located in Pomona. The logo is the university symbol and will be used on all printed material.

### THE CAMPUS

Out of all the California State University campuses, Cal Poly Pomona may be the most unique. It is approximately 1400 acres with over sixty buildings. There are numerous classrooms, a student union, an Arabian horse center, and a multi-level library that houses over two million items including periodicals, bound volumes, and microforms. Cal Poly Pomona is considered a mid-sized campus in comparison to other schools in the Cal State system, but it often has the feel of a small, private campus. Most classroom buildings are within reasonable walking distance of one another and the campus sits in a small valley surrounded by hills, qualities that help create the sense of community one finds at this university. There are also many organizations on campus for students to become involved in and it is very easy to meet fellow students. This campus is not a large, daunting university with great halls and impersonal classrooms, but a mid-sized teaching university. The emphasis is on students and making sure they get the most out of their educational experience at this university.

While Cal Poly Pomona has the reputation of being an agricultural and engineering school, there are a variety of other areas of study. Business, the arts, and hotel and restaurant management are just a few of the many programs offered here. There are 16,605 students on campus, 1,715 of which are graduate and credential students. The student body comes from a variety of geographical locations and cultures and is considered a very ethnically diverse campus.

One of the most desirable qualities of Cal Poly Pomona is its location. It is near most major freeways and close to major civic centers and business districts. This makes it easily accessible for working commuters. For students looking for a diverse education with interactive teaching and the added bonus of a convenient location Cal Poly Pomona is often the right choice.

### LOCATION

Located south of the San Bernardino Freeway (Interstate 10) on the eastern slope of Kellogg Hill, the campus is the second largest in acreage in the state university system. The buildings represent a careful blending of the tile-roofed Spanish ranch structures built by W. K. Kellogg and the modern laboratory and classroom buildings of concrete and red brick. Campus development has preserved the beauty of the ranch and its original plantings. The combination of agricultural and livestock areas with science, engineering, environmental design, and liberal arts facilities provides for the full range of instruction in the Cal Poly program. (See campus map in front of catalog.)

\* Numbers in parentheses indicate building locations on campus map.

A multi-level interchange, which is a link for the San Bernardino, Corona, Orange, Foothill, Pomona and Riverside Freeways, is located near the northeast corner of the campus. Approximately forty minutes from the downtown areas of Los Angeles and San Bernardino, the university is also within easy freeway access from communities in Los Angeles, Orange, San Bernardino and Riverside counties. (See freeway map in front of catalog.)

### CLASSROOM/LABORATORY/ADMINISTRATION BUILDING

The Classroom/Laboratory/Administration building (CLA), with its unique triangular tower and sandstone finish, is one of the most striking architectural structures on campus. The 235,000 square foot structure contains ten lecture rooms, forty faculty offices, an instructional television studio, and 625 computer workstations arranged in twenty-one computer laboratories. In addition to housing the campus Computer Resource Center and Academic Senate and Staff Council offices, the CLA is also home to various executive, business, and student affairs offices, including Admissions, Records/Evaluations, Financial Aid, Student Outreach and Recruitment, the Test Center, and Academic Affairs.

### LIBRARY

The centrally located University Library (15) is housed in a six-story building with floor space of 204,880 square feet and reader stations for 2,500 students. The collections exceed 2.4 million items; included are 577,687 volumes, 1,955,043 microforms, 5,939 software packages, 12,301 maps, and 58,500 technical reports. The Library also houses the W. K. Kellogg Arabian Horse Collection, which consists mainly of current and out-of-print books and periodicals dealing with the Arabian Horse. The Library subscribes to 2,962 periodicals and 18 newspapers. The Library's special facilities and services include an on-line public access catalog, computer-assisted search services, group study rooms, lockers, photo and microform copiers, facilities for disabled students, a 24-hour computer lab, a 24-hour study lab, and information guides. Specialized workshops are periodically offered to students and faculty. Personal assistance in using the Library's resources is available at four service desks and by appointment with Reference and instruction services staff. Through reciprocal lending agreements and document delivery services, students may acquire materials from other libraries. The Library is open 83.5 hours a week, Monday-Sunday. For further information, call (909) 869-3074.

### AGRICULTURAL FACILITIES

The chief agricultural facility is the agriculture building (2) which contains laboratories, classrooms, faculty offices, and the college offices. Additional laboratories and offices are located in the College of Environmental Design (7), in the College of Arts (5), and in the University Office Building (94).

The Agricultural Engineering Building (45) houses shops, laboratories and classrooms for instruction in farm power and machinery, agricultural mechanics, carpentry, irrigation, and surveying.

Agricultural programs are also conducted at the Fruit Industries-Agronomy Unit (28) which includes a complete citrus packing house, and at the ties, the Ornamental Horticulture Unit (19) which includes 18 plant production facilities, the Raymond Burr orchid collection and The Oliver A. "Jolly" Batcheller Conservatory.

Directly related to animal science and other agricultural programs are the production units: a beef unit, meats processing building, honey extraction unit, poultry plant and feed mill (30-34), and swine and small ruminant units (37-38).

The W. K. Kellogg Arabian Horse Center (29) and horse show arena are operated as an instructional facility and also used for the Sunday Arabian horse shows. The Equine Research Center (67) forms part of this complex.

Campus acreage utilized by the College of Agriculture for instruction includes areas for field, vegetable, and forage crops, irrigated and natural pastures, citrus fruit and avocados and ornamental plantings. In addition to campus

acreage, the College of Agriculture operates through the university's Kellogg Unit Foundation, the Pine Tree Ranch, a 53-acre instructional citrus and avocado ranch in Ventura County.

### ARTS FACILITIES

Facilities for the College of Arts are found in many areas of the campus. The college offices along with the Departments of Behavioral Science and Geography and Anthropology are located in the College of Arts Building (5). Besides general classrooms and faculty offices, the building also houses the Instructional Technology Center, broadcast laboratories, Social Data Center and Computer Lab, the Anthropology Lab, the Geography Lab, and the School of Education. Other college departments are located in the University Office Building (94): History and Political Science.

The departments of Economics, Philosophy, and Communication and student publication offices are located on the third floor of the Administration Building (1). Facilities for teaching art classes are located in the Aerospace, Chemical, and Industrial Engineering Building (12). The Learning Resource Center and related faculty offices are in the Library Building (15).

The Performing Arts Center is a two-building complex for instruction in music and theatre. The Theatre Building (25) contains a 500-seat theater, a large rehearsal room adaptable as a small central-staging theater, make-up and costume rooms, scenery shops, classrooms, and offices. The Music Building (24) includes a 180-seat recital hall, choral and orchestra rooms, faculty offices for English, music, and foreign languages, individual practice rooms, and a music library. The dance studio is located in the physical education facility.

The Physical Education Facility (41-44) houses the Kinesiology and Health Promotion Department office and includes multipurpose buildings for instruction in physical education, athletics, and specialized health, athletic training and adaptive physical education programs. These facilities include gymnasiums, swimming pools, handball and tennis courts, fields for team sports, a track, a baseball field, a softball field, and a football field.

### BUSINESS ADMINISTRATION FACILITIES

College of Business Administration operations are centered in the two-story Business Building (6) on the central quadrangle. This structure contains classrooms, computing laboratories, faculty offices and the college offices. Some instructional facilities and faculty offices for the college are located in the Engineering Center (9), the Bronco Bookstore Building (66), and in Building 85. Additional faculty offices are located in the University Office Building (94) and the Campus Center (97).

### JAMES AND CAROL COLLINS CENTER FOR HOSPITALITY MANAGEMENT

The James and Carol Collins Center for Hospitality Management (79) is located atop a hill adjacent to the Kellogg West Center for Continuing Education and overlooks the Diamond Bar, Walnut, and Pomona valleys. Completed in November 1989, the 14,000 square foot facility houses a production kitchen and dining room with a 125 person seating capacity, a demonstration auditorium, a computer laboratory, a kitchen laboratory and research facility, a hotel laboratory, and faculty offices. The building was constructed through a major fund-raising effort which included leaders in the restaurant and hotel services industry. State-of-the-art kitchens provide a hands-on environment for students developing food service management techniques. Some instructional and faculty offices for the Center are located in building 85.

### COMPUTING FACILITIES

Computing resources are provided to students and faculty for educational purposes. The general computer resources under the responsibility of the Computer Resource Center consists of a Digital Equipment Corporation VAXcluster (VAX 6000-430 and a VAX 6000-410) and an AT&T 3B15.

Students have access to computing specialty centers at other CSU campuses over various wide area networks. On-campus computer access can be accomplished from any of the Computing Resource Center Labs. These labs are

equipped with Sun SparcStations IPC, NeXT Workstations, Apple, IBM, Digital and AT&T personal computers. One lab is for the exclusive use of faculty. Off-campus access can be achieved through the use of a modem.

Several specialty labs have been established by the colleges to allow students "hands on" experience within particular educational areas. These labs contain various types of computing equipment and software which are specifically designed for a particular discipline.

### DISTANCE LEARNING CENTER

Cal Poly has been involved in video-based distance learning since 1984 and is nationally known for its activities. Cal Poly's Distance Learning Center (DLC), a unit of Academic Affairs, is responsible for all off-campus instruction delivered through technology.

The DLC has two specially-designed distance learning studio classrooms. Capable of transmitting live classes to receiving locations throughout the world, these studio classrooms have state of the art graphics equipment as well as a variety of audio, video and computer facilities.

Of note are Cal Poly's broadcast facilities. The university operates its own four channel instructional television system. In addition, the university transmits into five cable television systems, allowing broadcasts to some 100,000 homes. The university also has direct microwave links to Keystone Communications which permits Cal Poly to transmit its programs by satellite to locations throughout the United States and both Europe and Asia. The DLC also operates a compressed video network, which provides two-way video connections to facilities throughout the world.

In addition to technology, the DLC maintains a staff of media production specialists, instructional designers, and program specialists to support faculty and distant students.

### ENGINEERING FACILITIES

The College of Engineering facilities consist of seven buildings. A five-story Engineering Center (9) houses the college's administrative office, as well as classrooms, electrical, computer and electronics laboratories, and faculty offices. The other structures contain additional offices, classrooms and discipline-related laboratories essential to instruction in aerospace, chemical, civil, electrical, electronics, industrial, manufacturing, and mechanical engineering, and engineering technology (10-14).

The design of the College of Engineering facilities and their operation emphasizes the college's mission to provide education in engineering fundamentals and theory as well as in the practical laboratory and field applications of that theory.

### ENVIRONMENTAL DESIGN FACILITIES

The 50,000 square foot Environmental Design Building (7) houses studio-laboratories, multipurpose research facilities, a resource center, print room, and classrooms for architecture, landscape architecture and urban and regional planning, as well as faculty offices and the college offices. Additional studios, classrooms, a shop, and photo laboratory, are located in the adjacent College of Agriculture Building (2). Graduate studies are also housed in building 71.

### INSTRUCTIONAL TECHNOLOGY CENTER (ITC)

The ITC provides full-service faculty media support. Its primary mission is to provide instructional material design and development and media support for the improvement of instructional quality in university classrooms and off-campus sites. The graphic and photographic resources of the ITC include: commercial-quality art production; studio and location photographic capabilities in all formats; professional sound services; and desk-top publishing services. Television resources include centralized closed-circuit distribution of video programming; a broadcast-quality production studio; and a fully-equipped student laboratory studio. Other services include: research on availability and purchase/rental of media; scheduling and delivery of media and playback equipment to the classroom; and custom development of special-



ized media presentation environments.

### SCIENCE FACILITIES

Science facilities include the Science Building (3), which was the first instructional building on campus, and the Science Building addition (8). Both buildings contain faculty offices, classrooms and laboratories. Advanced laboratories for instruction in the biological sciences, chemistry, geosciences, mathematics and physics are housed in the Science Building addition. The College of Science's administrative offices and the University Computer Center are also housed in the addition.

### ASSOCIATED STUDENTS, INC. and UNIVERSITY UNION

The Associated Students, Inc. (ASI) was incorporated in 1963 as a registered tax-exempt non-profit corporation. As an auxiliary organization of Cal Poly Pomona, ASI provides "activities for the convenience of students and staff and as a part of the educational program" of Cal Poly Pomona. Specifically, ASI provides a comprehensive mix of facilities, programs and services which incorporates Student Government, the University Union, Business Office, Intramurals Sports Program as well as the Children's Center, which is a partnership between ASI and the Student Affairs Division of the University. These corporate components of ASI work together to "provide an official channel for the free exchange of ideas and opinions among the administration, faculty and the student body of the University, facilitate the programming of student activities for the enrichment of the educational, cultural and social aspects of University life, provide a fully and equally representative self-government for the entire student body and provide for the development and training of mature and responsible leaders."

ASI is directly funded and operated by the students of Cal Poly Pomona. Legislative authority is vested in the ASI Senate which is composed of elected executive officers and college representatives as well as campus/alumni representatives. Executive authority is vested in the ASI Cabinet which is composed of appointed student representatives who are responsible for coordinating different aspects of student life on campus. The ASI Judiciary is responsible for the interpretation of ASI, council and club by-laws and handling of related violations.

ASI operates within the provisions of the California Revenue and Taxation Code Section 23701(d) and the Internal Revenue Code Section 501(c)(3). ASI is also subject to the regulations established by the Trustees of the California State University (CSU) system and the accounting procedures approved by the California Department of Finance, as required by Section 89900 of the California Education Code.

The University Union (35), Union Plaza (26) and Union Plaza Annex (26A) are the facilities through which a host of recreational, programming and service facilities are made available and a center for out-of-classroom education is provided. The University Union was originally constructed in 1974. The Union Plaza, formerly the Kellogg Arabian Horse Stable, was renovated in 1980. The Union Plaza Annex was renovated in 1978 and again in 1992. All these facilities are accessible to the physically challenged.

The University Union houses the Information Desk/Candy Corral/Campus Lost and Found; the Games Room (offering a variety of games as well as television and music listening lounges); Ticket Services (including sale of tickets to ASI Programming events, seasonal events, amusement parks and discount movie tickets); Pastimes – Arts and Recreation Center; the University Union Exhibit Gallery; the ASI Business Office (providing club and organization banking/fiscal services, money orders, bus passes and other services); a Copy/Postal Center; Bank of America and Cal Poly Federal Credit Union ATM's; Soundstage International Food Court; Take Five (serving beer, wine, soft drinks and food to those over 21); Oscars (coffee house) and a full service vending area.

The Union Plaza houses the offices for the ASI Student Government, Intramurals Sports Program, the University Office of Student Life, Rose Float, Latter Day Saints Student Association, Pi Sigma Epsilon, American Marketing Association, Interfaith Center and the Campus Trends Hair Salon.

The Union Plaza Annex houses the Student Orientation Services office, which is part of the Student Affairs Division of the University.

### UNIVERSITY OFFICE BUILDING (94)

This office complex houses faculty and departmental offices from the Colleges of Agriculture, Arts, and Business Administration. The Educational Opportunity Program is also located in this facility.

### STUDENT RESIDENCE AREAS

Six residence halls (20, 21, 22, 23, 57, 58) accommodating 1184 students line University Drive. Behind the halls is a 600-seat dining hall for resident students, Los Olivos Commons (70). Overlooking the pond is La Cienega Center (59) which includes lounges and facilities for social events, plus a University Housing Services Office.

The University Village is located directly adjacent to the campus on Temple Avenue and accommodates 814 students in 27 two-story, garden-style buildings with eight apartments in each. In the center of the complex is the Village Community Center, which includes lounges and facilities for social events and quiet study, plus a University Housing Services office.

### STUDENT HEALTH SERVICES

Student Health Services (46) provides ambulatory student care by qualified physicians, for acute and subacute conditions by appointment and on an emergency basis. It is open Monday through Thursday between 8:00 a.m. and 6:00 p.m., and Friday from 8:00 a.m. to 5:00 p.m. Services include X-ray, physical therapy, pharmacy, laboratory, immunizations, allergy desensitization, family planning, and health counseling. No overnight infirmary care is available, but daytime bed rest facilities are provided. Most of the services are cost-free; there may be a minor charge in some cases.

### OFFICIAL RESIDENCE/UNIVERSITY HOUSE

The Manor House (111) is the official residence of the university president; the former W. K. Kellogg Mansion (112) houses university guests. Also forming part of the mansion is The University House used by campus faculty and staff for meetings and social events. The adjoining grounds and ponds, and the collections of specimen plants in Sycamore and Palm Canyons, provide interesting natural settings for the campus.

### KELLOGG WEST

The Kellogg West Center for Continuing Education provides modern conference facilities for groups of from ten to two hundred. Its location on the campus enables conferees to make use of the resources and teaching staff of the university when appropriate. The Center's facilities include air-conditioned lodges with 87 double or single occupancy rooms, a large auditorium and dining rooms accommodating 350 people. Full professional staff support insures complete conference services. Through a staff of conference coordinators, businesses and organizations are offered assistance in conference planning, professional program evaluation, and in locating teaching personnel for their educational activities.

Since its opening in April 1971, Kellogg West has served banks, retail businesses, government organizations, trade and professional associations, corporations, clubs and educational institutions as well as other campuses of the CSU and the Chancellor's Office.

The complex was made possible by a \$3 million grant from the W. K. Kellogg Foundation in Battle Creek, Michigan, and was the 10th continuing education facility funded by that organization. It is the first established within a statewide system of higher education.

Businesses, organizations or groups interested in developing or holding a conference, institute or meeting at Kellogg West, may contact the bookings and reservations office at Kellogg West, California State Polytechnic University, Pomona, (909) 869-2263.

### CONTINUING EDUCATION

Cal Poly recognizes an important community need by providing access to higher education beyond the typical established patterns of regular on-campus instruction and full-time student enrollment. Through the Office of Continuing Education, assistance is given to organizations and individuals who seek to improve and update their career goals and competencies as well as enhance their personal and cultural enrichment through flexible educational programming.

Continuing Education opportunities at Cal Poly cover several broad areas including both credit and noncredit activities, external degrees, certificate programs, workshops, conferences, institutes, and on-site corporate and organizational training, as well as the familiar extension classes. Admission into a continuing education program does not constitute admission to the regular sessions of the university. All programs sponsored by the Office of Continuing Education are self-supporting.

To receive a Continuing Education Bulletin of programs or further information on other educational opportunities, contact the Office of Continuing Education at (909) 869-2288.

#### **CAL POLY KELLOGG UNIT FOUNDATION, INC.**

The Cal Poly Kellogg Unit Foundation, Inc., was organized on February 28, 1966 to provide the University with services and facilities which are an integral part of the educational program of the University but which cannot by law be financially supported by the state government. Primary services include the managing of all food services and the bookstore. Secondary services involve fiscal services for a variety of programs which include Aid-to-Instruction, the Kellogg West Center for Continuing Education, the Office of Development, assistance to academic programs and for research. The Aid-to-Instruction Program supports student projects and commercial enterprises in cooperation with the College of Agriculture. Contracts and grants from private and public agencies awarded to the University are administered by the Foundation.

The Foundation operates within the provisions of the California Revenue and Taxation Code Section 23701(d) and the United States Internal Revenue Code, Section 501(c)(3) and in conformity with regulations established by the Trustees of the California State University and approved by the California State Director of Finance as required by the California Education Code, Section 89900. The Foundation is supervised by the university administrative organization as required by Title 5, California Administrative Code, Section 42601(c).

#### **ALUMNI ASSOCIATION**

The California State Polytechnic University, Pomona Alumni Association, Inc. is an association of graduates, former students and friends of the university. The operations of the organization are carried out by a board of directors comprised of a president, a secretary, a treasurer, eight vice presidents representing the instructional colleges/schools of the university, one vice president representing numerous alumni charter groups, nine directors, a student representative from the Associated Students, Inc., a university representative appointed by the president of the university, and the past president of the association. Its primary purpose is to enhance the image of and provide service to the university and its alumni. Operating as a non-profit organization, this board is the voice and representation of 68,000 alumni. Board members are elected by dues-paying alumni yearly through a mail-in ballot election and serve two (2) years when elected.

Approximately 15% of Cal Poly Pomona alumni are yearly dues-paying members and are eligible to receive many benefits such as free use of any CSU library, discount at the Career Center, membership in the university credit union, low rate group health, dental, vision and life insurance, to name a few. Alumni who wish to affiliate with a special interest group may join one of fourteen chartered groups such as the Accounting Alumni, Rose Float Alumni, Hispanic Alumni, etc. The newly formed Student Alumni Delegates group assists and represents the Alumni Association at various university and alum-

ni functions. It enables alumni to interact and integrate with students by working with a core group of student leaders who are serving as the "voice" of the students.

In addition to maintaining contact with graduates, the association sponsors a senior portrait program, is responsible for alumni publications, annually honors a distinguished alumnus(a) from each college and school, promotes the alumni brick walk of fame (located between CLA building and Rose Garden) as well as merchandise, programs and other select opportunities for alumni. Other service activities include representing the alumni on several university-wide committees, the Voorhis Alumni Association scholarship, the Alice Bost Johnstone scholarship, Brick Walk Endowment scholarship and Alumni Association scholarships.

Information about the association may be obtained by writing the Alumni Affairs Office c/o the University or by calling (909)869-2963.

#### **UNIVERSITY BULLETIN BOARD**

The University maintains an official bulletin board to give legal notice of orders promulgated by the University President in accordance with Sec. 42354 of Title 5 of the California Code of Regulations. Such orders are posted on the first day of each academic quarter. For additional information call (909) 869-7659.

#### **SUMMARY REPORT ON STUDENT GRADUATION RATES - 1992**

Under the state master plan for Higher Education, California State Polytechnic University, Pomona draws its first-time freshmen from the top one-third of California's high school graduates. Since 1957, Cal Poly has awarded more than 55,000 bachelor's degrees and 5,100 master's degrees.

The number of course credit units required to complete a major program varies. For example, the minimum number of quarter units for a bachelor of arts degree is 186 (which is equivalent to 124 semester units). A bachelor of science degree requires a minimum of 198 units (which is equivalent to 132 semester units). Most undergraduate programs could be completed in four years. However, few Cal Poly students actually graduate in four years (8%), because most are balancing work, education, family and other obligations.

Our undergraduate degree programs require between 186 and 202 quarter units. Students who wish to finish college in four years must attend school each fall, winter and spring quarter and complete an average of 15.5 to 17.5 units per quarter. Rules of thumb translate these unit loads into 46.5 to 52.5 study hours per week outside of class. In addition, students who wish to graduate in four years must plan a schedule of courses with academic advisers that will enable them to progress through course sequences in their major while interweaving appropriate breadth courses in general education.

Employment and other obligations cause an increasing number of students to enroll for 12 units per quarter or less. One recent study indicated that more than 84 percent of students enrolled at Cal Poly work some portion of the week. At the same time, the number of students carrying fewer than 12 units per quarter has increased. This pattern of work and school is also reflected in the number of students who enter and continue beyond their first year. Eighty-one percent of the first-time full-time freshmen who entered in fall 1991 were enrolled for courses in fall 1992.

For regular full-time first-time, freshmen who will eventually receive a Cal Poly baccalaureate, most will have it conferred within six years after coming to Cal Poly. For example, by fall 1990, or six years after entering Cal Poly, 44.9 of the fall 1984 entering freshman class had earned the bachelor's degree. Two years later in fall 1992, the Cal Poly graduation rate climbed to 56.4 percent for the fall 1984 entering class of freshmen. The final graduation statistic for the entering class of 1984 is expected to eventually reach 61.7 percent. This graduation rate is equivalent to the rates of our nation's best state universities and colleges.