



CAL POLY

Academic Senate

Academic Senate Retreat

Friday, September 17, 2021

1:00 to 4 p.m.

<https://calpoly.zoom.us/j/85856639678>

- | | | | |
|-------|---------------------|---|--|
| I. | 1:00 to 1:05 | Welcome | (Thomas Gutierrez , Chair of the Academic Senate) |
| II. | 1:05 to 1:30 | President's Report | (Jeff Armstrong , President) |
| III. | 1:30 to 1:40 | Provost's Report | (Cynthia Jackson-Elmoore , Provost) |
| IV. | 1:40 to 1:50 | Q&A | |
| V. | 1:50 to 2:00 | WSCUC Thematic Pathway For Reaffirmation (TPR) Introduction and Update | (Bruno Giberti Associate Vice Provost, Andrew Morris , Faculty Fellow for Academic Programs & Planning) |
| VI. | 2:00 to 2:30 | WSCUC Co-Chair Presentations: Recruitment and Retention, Campus Culture, Teaching and Learning, NSSE Student Comment Analysis | (TPR Working Group Co-Chairs) |
| VII. | 2:30 to 2:40 | Break | Break |
| VIII. | 2:40 to 3:05 | WSCUC Breakout Rooms: | (TPR Working Group Co-Chairs) |
| IX. | 3:05 to 3:50 | WSCUC Discussion Groups Report Back | (TPR Working Group Co-Chairs) |
| X. | 3:50 to 3:55 | WSCUC Concluding Thoughts | (Bruno Giberti/Andrew Morris) |
| XI. | 3:55 to 4:00 | Session Wrap Up | (Thomas Gutierrez) |

California Polytechnic State University, San Luis Obispo

Institutional Report for the WSCUC Thematic Pathway for Reaffirmation

**Promoting the Success of All Cal Poly Students While Achieving the Goals of the CSU's
Graduation Initiative 2025**

Draft: September 2021

**Accreditation Liaison Officer:
Bruno Giberti, Associate Vice Provost, Academic Programs and Planning**

Table of Contents

<p>Component 1: Introduction Andrew D. Morris, Professor, History; Faculty Director of WSCUC Self-Study</p>	<p>1</p>
<p>Component 2: Compliance with Standards Michael V. Nguyen, Director, Academic Assessment Shannon Sullivan-Danser, General Education, Assessment & Communications Coordinator, Academic Programs and Planning</p>	<p>18</p>
<p>Component 8, Part 1: Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty Working Group Co-Chairs: Samson Blackwell, Director, Talent Acquisition, Human Resources Debi Hill, Associate Vice President, Equity and Transition; Director, Disability Resource Center Beth Merritt Miller, Assistant Vice Provost, University Advising</p>	<p>28</p>
<p>Component 8, Part 2: Developing a Campus Culture That is Diverse, Equitable, and Inclusive Working Group Co-Chairs: Julie Garcia, Professor, Psychology and Child Development Jamie S. Patton, Assistant Vice President, Diversity and Inclusion</p>	<p>46</p>
<p>Component 8, Part 3: Teaching and Learning How to Live and Work in a Diverse World Working Group Co-Chairs: Kelly Bennion, Assistant Professor, Psychology and Child Development Jo Campbell, Associate Vice President; Executive Director, University Housing</p>	<p>62</p>
<p>Component 9: Conclusion</p>	<p>75</p>

Component 1: Introduction to the Institutional Report

“Labor is the source of all wealth.... The future of our country depends upon its labor, therefore labor should be educated, popularized and enobled. It is labor that does something for the public good. The architect and builder, the road maker and the engineer, the miner, the worker of metals, the assayer and analyst, the cultivator of the soil, the handler and manufacturer of all products, and thus through the whole alphabet of art and sciences, are all the workers of the future, the developers of America, the ones to be enobled by higher education. The future of America is of wealth and brilliancy beyond imagination of statesmen and scholars of the past. Educated workers will be the rule and factors in the brilliancy, and education will not be limited to the professions nor to the rich.” – Myron Angel, *History of the California Polytechnic School at San Luis Obispo, California* (1908)¹

The California Polytechnic School was established on March 11, 1901, when Governor Henry Gage signed Senate Bill No. 138, “An Act to establish the California Polytechnic School in the County of San Luis Obispo, and making an appropriation therefor.”² Instruction began on October 1, 1903, with a student body of 15 (including four women) and three instructors (including the school’s Director and also one woman).³ The school, a state-funded secondary-level vocational institution that was not part of the regular state school system, offered a three-year certificate curriculum in agriculture, domestic science, and mechanics, also including study in English, history, and economics.⁴

In 1913, Cal Poly changed to a four-year secondary-level curriculum,⁵ and in 1916 added a college preparatory Academic Department.⁶ However, this curriculum and a Junior College Division established in 1927 were abandoned in 1932 under the pressures of the Great Depression, as Poly became strictly a two-year secondary-level vocational and technical school.⁷

In 1940, Cal Poly was authorized by the state to offer B.S. degrees, and began doing so in 1942.⁸ That same year, Cal Poly signed a contract with the U.S. Navy and became the largest of 17 Naval Flight Preparatory Schools in the country. This program dominated the campus and disrupted regular education until early 1946.⁹ In 1947, the school’s name was changed to California State Polytechnic College, although Poly continued to offer two-year vocational certificates in agriculture and engineering.¹⁰ In 1952, a required general education curriculum of 68 units was introduced.¹¹ Cal Poly became part of the new California State Colleges system established by the Donahoe Higher Education Act of 1960.

A 1938 gift of land in San Dimas had allowed Cal Poly to open a horticulture training center called

the Voorhis Unit. Another gift of adjacent land from the W.K. Kellogg Foundation in 1949 allowed further training in ornamental horticulture, citrus, and livestock.¹² In October 1966 this southern campus was separated from Cal Poly's administration and converted into the California State Polytechnic College, Kellogg-Voorhis (to be renamed California State Polytechnic University, Pomona in 1972).¹³

Following State Assembly Bill 123 authorizing the change of "The California State Colleges" to "The California State University and Colleges" in late 1971, Cal Poly applied for and was granted university status for 1972-73.¹⁴ That fall, California Polytechnic State University's enrollments totaled 12,136 students in seven schools.¹⁵ In 1992, the university's academic units were reorganized into the six present colleges, the one exception being the University Center for Teacher Education, which became the College of Education in 2004, and then the School of Education in 2009, administered by the College of Science and Mathematics.¹⁶

Cal Poly was accredited by WASC for the first time in 1951, receiving a series of five-year affirmations (with interim visits and institutional reports) until 1980. Cal Poly received ten-year reaffirmations in 1980 (with a five-year interim report), 1990 (with progress reports in 1992 and 1994), 2000, and 2012 (with a 2015 interim report).¹⁷

Histories of Institutionalized Racism and Sexism. Two important Cal Poly legacies should be introduced here briefly. California State Assembly Bill No. 547, which was signed by Governor C. C. Young in 1929, limited registration, enrollment, and attendance at California Polytechnic School to male students only.¹⁸ The official ban on women's enrollment was lifted in 1937,¹⁹ but school president Julian McPhee maintained a personal policy of discriminatory enrollments until 1956. Only at that time were women students readmitted, after years of pressure from the county and from local State Senator A. A. Erhart.²⁰

The earliest extant racial and ethnic data on the university student body comes from a 1973 Institutional Research report, which can be viewed in the Kennedy Library Online Archive. In part, this study found that, of 13,115 total students, there were 199 Native American students (1.5% of the total) and 240 Black students (1.8%).²¹ These figures, while hinting at Cal Poly's history as a predominantly white institution, were actually higher almost half a century ago than they are today: Native American students as of fall 2020 made up just 0.1% of Cal Poly's total enrollment, and Black students just 0.8%.²² The university was

designated by the Department of Education in 2020 as a minority-serving institution (Asian American-, Native American-, and Pacific Islander-serving).²³ However, this fraught history of racial and ethnic inequity, and, as noted above, the fraught history of gender inequity both present much for us to grapple with and remedy. Much of this self-study is about just the complicated range of discussions and initiatives on the Cal Poly campus over the last several years. (A rich timeline of “Cal Poly’s History of Diversity and Inclusion,” created by the Office of University Diversity and Inclusion [OUDI], provides a sense of this aspect of university culture since the 1990s.²⁴)

Capacity, Infrastructure, Operations. California Polytechnic State University, San Luis Obispo is part of the 23-campus California State University system. The campus consists of 149 major buildings with 5.8 million square feet of space, and a replacement value of \$500 million. The size of the main campus is 1,321 acres, of which 155 are the campus core. (A Campus Base Map from September 2019 is enclosed as appendix 1-1.) Including the San Luis Creek Ranches (adjacent to campus), the Western Ranches (not contiguous to campus), and the Swanton Pacific Ranch in Santa Cruz County, Cal Poly owns 9,178 acres and is the second largest land-holding university in California (behind the University of California, Berkeley). Cal Poly uses all of its land holdings in active support of the education of its students.²⁵

Cal Poly offers 66 bachelor’s degrees, 35 master’s degrees, 89 minors, and 14 credentials.²⁶ The university primarily provides a traditionally residential undergraduate experience, with one distance degree program (MS Biomedical Engineering, approved February 2009) and two online degree programs (MS Fire Protection Engineering, approved June 2010; MS Packaging Value Chain, approved March 2017). Cal Poly’s residential undergraduate emphasis is reflected in the student population: as of October 2019, Cal Poly had 20,454 undergraduate and 788 graduate students, for a total of 21,242. Between July 2018 and June 2019, the university awarded 5,167 bachelor’s degrees and 522 master’s degrees. During fall quarter 2019, Cal Poly had 975 full-time faculty members and 515 part-time faculty members, for a headcount of 1,490 and a full-time equivalent of 1,141.6.²⁷ The student-to-faculty ratio is 18:1.²⁸ As of fall quarter 2019, there were 1,400 staff members, with a full-time equivalent of 1,182.3.²⁹ Cal Poly is one of seven CSU campuses at which all undergraduate programs are impacted.³⁰

Unique Qualities of the Cal Poly Educational Experience. Cal Poly's statement of its mission and values was adopted in 2006 and revised in 2010 to be more inclusive of staff.³¹ It reads as follows:

Cal Poly fosters teaching, scholarship and service in a Learn by Doing environment where students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences and technology while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.³²

Cal Poly's identity as a *comprehensive polytechnic* state university reflects the language of the mission and accounts for the unique collection of majors that have developed in the College of Agriculture, Food, and Environmental Sciences, College of Architecture and Environmental Design, Orfalea College of Business, College of Engineering, College of Liberal Arts, and College of Science and Mathematics. The earliest appearance of this comprehensive polytechnic identity came in the 1993 Strategic Plan, which included a description of Cal Poly as "a predominantly undergraduate, comprehensive, polytechnic university serving California."³³ Since 2009, the Academic Senate and campus leaders have worked to make this a more central, commonly-discussed, and well-defined element of Cal Poly's identity and mission.

In 2011, the Senate approved a resolution brought by a WASC/Academic Senate Strategic Plan Task Force on how to move toward the strategic vision of becoming "the nation's premier comprehensive polytechnic university."³⁴ This was driven in part by an investigation into the Carnegie Classification of Institutions of Higher Education, which shows Cal Poly's uniqueness; indeed, it is the only American college or university with its six particular classifications.³⁵ Cal Poly is both a polytechnic university, with a significant focus on STEM and professional fields, and a comprehensive university, with an institution-wide emphasis on, and highly-functioning bachelor's and master's degree programs in, the arts and sciences.³⁶

This comprehensive polytechnic identity is also reflected in the university's early and consistent commitment to a robust general education (GE) program and curriculum, as noted above. GE is also one of the chief sites where Cal Poly students gain this comprehensive polytechnic experience. Most Cal Poly baccalaureate degree programs require 180 quarter units, while several externally accredited programs require more. The GE program consists of 72 units and so therefore constitutes 40% of most Cal Poly undergraduate students' overall curriculum; this means that all students gain significant breadth in English

Language Communication and Critical Thinking, Scientific Inquiry and Quantitative Reasoning, Arts and Humanities, Social Sciences, and Lifelong Learning and Self-Development, alongside the depth of their major field.

Following the 2017 revisions to CSU Executive Order 1100 (“CSU General Education Breadth Requirements”) and a review carried out over 18 months by an ad hoc GE Task Force, the GE Governance Board designed a new “GE 2020” template to take the place of the curriculum that had been in operation since 2001.³⁷ One casualty of the curriculum, as mandated by the CSU, was the end of our unique GE Area F: Technology upper-division elective. This course was meant to allow Cal Poly students to examine science and technology from advanced ethical, social, ecological, political, and/or economic perspectives. It is still an important goal that the GE program provide a breadth experience that strengthens the institution’s comprehensive polytechnic identity. After the August 2020 passage of a California State Assembly Bill No. 1460 on an ethnic studies graduation requirement, the CSU revised system GE requirements further, effective fall quarter 2021. An ad hoc Ethnic Studies Work Group was formed immediately to interpret this new requirement and to align it with Cal Poly’s existing United States Cultural Pluralism requirement.

Cal Poly’s most distinctive educational quality, and chief means of achieving its comprehensive polytechnic mission, is its 120-year-old commitment to the philosophy of “Learn By Doing.” One of its first expressions came in a 1901 article by Myron Angel, a historian and journalist whose efforts were invaluable in the founding of Cal Poly, and who called for “education of the hand as well as the head ... The purpose of this school is to furnish to young people of both sexes mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy and such branches as will fit the students for the non-professional walks of life.”³⁸ Former university president Robert E. Kennedy titled his memoir of his four decades at Cal Poly *Learn By Doing*, in order to commemorate the commitment that he saw as inspired by William James and John Dewey and continued on by the school’s leaders through the 20th century.³⁹

In 2011, as an outcome of Cal Poly’s last self-study, the Academic Senate defined this concept thusly: “Learn by Doing is a deliberate process whereby students, from day one, acquire knowledge and skills

through active engagement and self-reflection inside the classroom and beyond it.”⁴⁰ In 2017, four faculty members, assisted by a team of nine students, published a book titled *More than a Motto: The Meaning Behind Cal Poly's Learn by Doing Signature*. This volume highlights, celebrates, and enhances the immersive Learn By Doing experiences that inspire the Cal Poly community.⁴¹

Contributions to the Public Good. In 1906 Myron Angel wrote on Cal Poly’s early successes in providing “broad and practical education of the hands as well as the mind in every branch of life and work.... Here the housekeeper, the mechanic, the scientist, the agriculturist, and others can be fitted in the best and most economical method of the various occupations that make success in the busy world.”⁴² More than a century later, the California State University system is still inspired by a similar undertaking: “The CSU plays a critical role in providing future leaders with the skills and knowledge they’ll need to thrive in the workforce and help drive California’s economy.... The CSU prepares students for success through leading edge programs, superior teaching and scholarly activity. High-quality academic programs reflect California’s current and future workforce demands.”⁴³ Cal Poly contributes to the CSU’s success, as was found by the authors of the 2010 CSU study, “Working for California: The Impact of the California State University System.” They wrote that “Cal Poly San Luis Obispo’s annual impact on the Central Coast region and the State of California is enormous,” and that the university “improves California’s economy with research, innovation and entrepreneurship ... [and] improves life in the Central Coast region through research, arts and community service.”⁴⁴

As noted below, one of Cal Poly’s most important tasks and challenges at this moment is how the university will continue to make contributions to the public good by addressing and prioritizing the issues of diversity, equity, and inclusion for the benefit of the people of the Central Coast and the state of California. Cal Poly has made a strong public commitment in this direction for years; as the university home page states:

As a public university, Cal Poly seeks to mirror the diversity and demographics of California by supporting everyone’s potential to thrive in our learning community, especially historically underrepresented and marginalized individuals. We are focusing our key initiatives in three areas: recruiting and retaining diverse students, staff and faculty; enriching curriculum and other learning experiences; and improving campus climate for all.⁴⁵

However, at the same time, and as the main sections of this self-study will discuss, there is still much work to

do to realize these ideals and to make Cal Poly a campus defined by true diversity, equity, and inclusion. The student body is the least diverse in the CSU. Under-represented minorities (URM) constitute only 21.1% of the undergraduate population and 17.5% of the graduate student population as of fall quarter 2019.⁴⁶ This is a source of regret, concern, and pain for many Cal Poly students; a May 2021 *Mustang News* article provided careful documentation and discussion of the fact that “Cal Poly is the whitest university and serves the smallest percentage of first-generation students out of all CSUs and UCs.”⁴⁷ Cal Poly faculty and staff are even less diverse; as of 2019, 73% of instructional faculty were white, compared to a WSCUC peer institution average of 55%, while 63% of instructional faculty identify as male, compared to a WSCUC peer institution average of 50%. Meanwhile, 68% of Cal Poly non-instructional staff are white, compared to a WSCUC peer institution average of 36%.⁴⁸

Still, URM students who do come to Cal Poly have among the highest four- and six-year graduation rates in the system; their success is also understood to be central to the university’s own success in meeting the goals of the CSU’s Graduation Initiative 2025.⁴⁹ This systemwide effort established specific goals for each campus, based on comparisons with peer institutions, for the improvement of the four- and six-year graduation rates of first-time, first-year (FTFY) students, as well as the two- and four-year rates of new transfer (NTR) students. The initiative also challenged each campus to close the gaps that exist between the graduation rates of students based on URM and Pell Grant status. It is precisely because of the importance of this challenge that the self-study theme and subthemes explained below were selected.

Review of Most Recent Team Report and Commission Action Letter. During Cal Poly’s previous reaffirmation process, which concluded in 2012, the institutional report was built around the major theme of “Our Polytechnic Identity in the 21st Century,” with three subthemes – “Learn by Doing,” “The Teacher-Scholar Model,” and “Integration and Student Learning” – that were meant to represent critical aspects of that identity. Two reports – a *Capacity and Preparatory Review Report* (2010) and an *Educational Effectiveness Review Report* (2012) – were submitted, and two site visits were held.⁵⁰ WSCUC reaffirmed Cal Poly’s accreditation for ten years, while asking for an interim report in 2015.

In its action letter, the Commission emphasized two areas for development: “promoting diversity

and inclusive excellence” and “assessing and improving undergraduate learning.” Regarding the former, the Commission expected “to see progress in achieving a more diverse faculty and student body, increases in the retention, persistence and completion rates of students from subpopulations that have not been succeeding at the level expected of all Cal Poly SLO students, and measurable improvements in campus climate.” Regarding the latter, the Commission found that the assessment projects presented in the EER report “position Cal Poly SLO as a leader in assessing the extent to which graduates have achieved learning outcomes in core undergraduate competencies at the time of graduation,” while they also encouraged Cal Poly “to continue to undertake these kinds of assessment projects to better understand and support student learning and achievement and to learn how to promote integration of knowledge and skills at the undergraduate level.”⁵¹

Cal Poly has remained committed to making improvement in both areas, as was demonstrated by the interim report. In his July 2015 letter to Cal Poly President Jeffrey D. Armstrong, former WSCUC Vice President Richard Osborn commended the university’s “strong, forthright, and thorough report.” Osborn continued, “The institution’s directness and honesty in stating the issues and trying to find solutions without trying to hide any negative information demonstrates the university’s commitment to continuous improvement of very difficult issues.” The letter specifically expressed the Commission’s ongoing interest in Cal Poly’s progress in two areas: diversity and inclusive excellence, and the assessment of undergraduate student learning. With regard to the former, the Commission hoped to see Cal Poly achieve progress “in achieving a more diverse faculty and student body, increases in the retention, persistence and completion rates of students from subpopulations that have not been succeeding at the level expected of all Cal Poly SLO students, and measurable improvements in campus climate.” Toward the latter, the Commission recommended the use of assessment “in order to provide a foundation for accountability and quality improvement,” and specific attention to faculty assessment culture, program learning outcomes, and more effective use of digital technology in assessment work.⁵²

Much of the campus’s energy since 2012, then, has been directed toward the issues raised during the process of the self-study and the Commission’s responses to the institutional reports. This overall process

and these different sites of examination generated dozens of specific action items, as well as a number of key policies approved by the Academic Senate. Appendix 1-2: Action Items from Previous Self-Study consists of three large tables documenting these 150 action items in 11 main categories and describing the progress that has been made in achieving them, in addition to a list of the CFRs that these efforts best align with. The work outlined in appendix 1-2 shows that Cal Poly has pursued this work in these important directions effectively and in good faith since that time. These concerns and suggestions from the Commission were also crucial in helping university colleagues to focus on the current self-study theme.

Significant Changes since the Last Accreditation Review. One very significant change since the last review has been the institution of several measures aligning with the CSU's Graduation Initiative 2025 (GI 2025), an "ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps."⁵³ These measures have included an emphatic expansion of advising services and functions, block scheduling, course demand analysis, and timely transfer articulation by the University Registrar, four-year degree flowcharts for every major, an Expected Academic Progress policy with implications for registration priority, and a mandatory First Year Success Program for students on Academic Probation, among many other new processes.⁵⁴ The "Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty" essay that follows will expand much more on these GI 2025-inspired efforts and the improvements that they have brought for student success at Cal Poly.

Another recent significant change has been the university's sudden and ongoing transition to virtual learning that began in March 2020. Curricular and pedagogical innovation instituted by Cal Poly faculty was supported by the Center for Teaching, Learning & Technology (CTLT) and by university investments in Faculty Technology Fellows (who worked in collaboration with CTLT to support other faculty in virtual instruction) and specialized computer hardware and software. A campuswide COVID-19 Transition Survey administered immediately after the end of spring quarter 2020 found that 90.8% of responding faculty had changed their courses "a great deal" or "a moderate amount" to adjust to virtual instruction. The result of all these measures was a surprisingly successful spring quarter and a growing sense of confidence in our institutional ability to muster an online experience in all programs, and this successful and massive adoption

of new technology will also ultimately benefit the University and our students in the future.⁵⁵

In terms of new facilities since the last review, there are three examples that align most closely with the institution's mission. One is a new student housing complex of seven residential halls for first-year students, named yak?it'ut'u, which means "our community" in the yak tit'u tit'u yak tilhini Northern Chumash language. The complex opened in 2018 and was dedicated in honor of Cal Poly's relationship with the Northern Chumash, with all seven halls named after yak tit'u tit'u yak tilhini Northern Chumash villages located throughout the Central Coast region. The yak?it'ut'u complex has allowed Cal Poly University Housing to deepen its commitment to a "living-learning" environment that complements classroom learning and encourages academic and personal development for a diverse community.⁵⁶

Two other important major buildings have been added to the central campus since the last review. The Warren J. Baker Center for Science and Mathematics, a \$119 million, 189,000-square-foot building, opened for classes in fall quarter 2013. This structure was designed to encourage teamwork, close student-faculty interaction, advanced laboratory instrumentation rarely available to undergraduates, and the integration of lecture and lab work.⁵⁷ The William and Linda Frost Center for Research and Innovation will open in fall quarter 2021 adjacent to the Baker Center. This 102,000-square-foot building will provide cutting-edge laboratory, performance, and design facilities for the Colleges of Science and Mathematics, Agriculture, Food and Environmental Sciences, and Liberal Arts.⁵⁸ A list of other new facilities opened since the last review is attached in appendix 1-3.

Above was noted that Cal Poly is the second largest land-holding university in California. Swanton Pacific Ranch is a 3,200-acre property in Santa Cruz County and a great example of how the university's land holdings actively support the education of its students; it has long served as a "living laboratory" for students to learn agriculture and natural resource management techniques hands-on. Unfortunately, the CZU Lightning Complex wildfires that began in August 2020 destroyed much of Swanton Pacific Ranch and its structures.⁵⁹ However, ranch and university staff quickly began work to inventory losses, create temporary staff housing, and plan for future modes of teaching and research based on this very real element of forestry and rangeland management.⁶⁰

There are two significant recent changes with regard to institutional finances. One was the conclusion in July 2020 of the comprehensive philanthropic campaign “The Power of Doing: The Campaign for Learn by Doing.” Over eight years, the campaign attracted 184,252 gifts from 73,085 donors, raising more than \$832 million.⁶¹ Also, the university has projected a budget deficit for the 2020-21 academic year of \$35 million due to the reduction in state funding to the CSU system.⁶²

TPR Theme and Subthemes. In November 2017, Cal Poly was pleased and honored to be unanimously approved by the Commission to participate in the newly adopted Thematic Pathway for Reaffirmation (TPR) process. During fall quarter 2018, Dr. Mary Pedersen (then Senior Vice Provost for Academic Affairs and Accreditation Liaison Officer) and Dr. Bruno Giberti (Associate Vice Provost for Academic Programs and Planning) made presentations to various campus stakeholders, including the President’s Cabinet, OUDI, the Board of Associated Students Inc., the Academic Senate, the Provost’s Council, the Associate Deans Council, and Student Affairs leadership. As part of these presentations, they administered a short survey that allowed participants to review a long list of possible themes, selecting the three they considered critical. The results pointed strongly to an enduring campus concern for issues of diversity, equity, and inclusion (as the Commission had advised in 2015), as well as a commitment to student success as represented by the CSU’s GI 2025 plan. President Armstrong approved the theme submission in January 2019. In July 2019, Cal Poly received an approval letter from WSCUC to explore the following theme in the present institutional report: “Promoting the Success of All Cal Poly Students While Achieving the Goals of the CSU’s Graduation Initiative 2025.”

This same process – in addition to the desire to align with commitments already made in the Cal Poly Strategic Plan, the Academic Affairs Strategic Plan,⁶³ and the Collective Impact/Inclusive Excellence project⁶⁴ – also aided in the selection of the three report subthemes:

- Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty
- Developing a Campus Culture that Is Diverse, Equitable, and Inclusive
- Teaching and Learning How to Live and Work in a Diverse World

These three subthemes also hopefully provide a comprehensive perspective on the intersection of the crucial diversity, equity, and inclusion (DEI) and student success work that must continue at Cal Poly. Their

alignment with existing efforts and initiatives is explained in the section below.

By summer quarter 2019, a governance structure had been established to include a leadership team, a steering committee, and three working groups, one for each subtheme. These working groups were organized in a way that was meant to provide broad representation across the campus, including student and staff representation, and a rough balance between Academic Affairs and Student Affairs colleagues. The working groups began meeting in fall quarter 2019 to develop their themes, following the direction of an approved charge sheet for each group that specified topics to be explored, questions to be answered, evidence to be consulted, and outcomes to be achieved by the time of the accreditation visit and beyond.⁶⁵ These charge sheets, which were updated one year into the self-study to reflect the evolution of the sub-themes, are included in appendix 1-4.

Current Priorities and Plans. As noted above and in the Compliance Worksheet (particularly CFRs 1.1, 2.1, 2.11, 3.1, 4.6), Cal Poly's current priorities and plans are outlined in several strategic planning documents outlined in appendix 1-5: Planning Documents and Priorities. (This list includes the university's Strategic Plan, Academic Affairs Strategic Plan, Student Affairs Strategic Plan,⁶⁶ and Diversity and Inclusion Initiatives.⁶⁷) Again, the main theme of Cal Poly's application for the reaffirmation of WSCUC accreditation, "Promoting the Success of All Cal Poly Students While Achieving the Goals of the CSU's Graduation Initiative 2025," speaks to the institution's two main areas of planning. One is intentional, focused, and sustained attention to the university's ability to provide a diversity-, equity-, and inclusion-defined environment in which all Cal Poly students can succeed. This element of the self-study will further create alignment between our different DEI plans and goals, and to help university colleagues make the most progress in all of these integrated areas. The second main emphasis is meeting the important goals of the ambitious GI 2025 plan "to increase graduation rates, eliminate equity gaps in degree completion and meet California's workforce needs."⁶⁸

The three TPR subthemes have their origins in the last several years of investigation and work into DEI issues on the Cal Poly campus, and particularly in the Collective Impact approach led by OUDI beginning in 2017. This project was inaugurated to encourage multiple campus groups to work within a

common diversity, equity and inclusion agenda and to utilize shared DEI measurements. One year later, it produced a list of eight key Diversity and Inclusion Action Initiatives, which in turn shaped Strategic Priority #3 of the university strategic plan, “Enrich the Campus Culture of Diversity, Equity and Inclusion.”⁶⁹ This influential project also produced the Cal Poly “Inclusive Excellence” model, the three core directives of which, “to recruit and maintain a more diverse student body, faculty and staff; to foster a welcoming campus community; and to continue weaving diversity, equity and inclusion into the curriculum and co-curriculum,” essentially define our three TPR subthemes listed above.⁷⁰ Furthermore, the emphasis on race and ethnicity in these subthemes is guided largely by the findings of the 2019 Cal Poly Experience (CPX) climate study, which revealed that Cal Poly students’ feelings of dissatisfaction and being discriminated against corresponded much more highly with Black, Latinx, Native and Asian/Asian American identity than with any other category.⁷¹ The CPX process also helped inaugurate the 2020-21 commitment by fourteen Cal Poly units (including its six academic colleges) to create their own Inclusive Excellence Action Plans, with coaching and support provided by OUDI.⁷²

Component 8 of this report includes essays by each of these three TPR working groups. The “Recruiting and Retaining” essay will address the issues of recruitment and retention of students, faculty, and staff from historically underserved backgrounds at Cal Poly. The “Campus Culture” essay will address issues of campus and community climate that can encourage students to apply to Cal Poly, accept an admission offer, and then persist to degree completion, and will also examine the effects of the campus culture on staff and faculty with respect to length of employment and promotion rates. Finally, the “Teaching and Learning” essay covers the learning experiences in the Cal Poly curriculum and co-curriculum that will help students thrive in their personal and professional lives while successfully navigating the increasingly diverse world of the campus and beyond. Again, the themes of this institutional report closely align with and are defined by DEI-related efforts followed at Cal Poly for the last five-plus years. Just as the previous institutional report was crucial in redefining and institutionalizing key Cal Poly concepts like Learn By Doing, the Teacher-Scholar Model, and the comprehensive polytechnic state university, the goal of this TPR project is to help the Cal Poly community envision, design, and realize an atmosphere of inclusive excellence and to succeed in

“Promoting the Success of All Cal Poly Students While Achieving the Goals of the CSU’s Graduation Initiative 2025.”

Endnotes.

- ¹ Myron Angel, *History of the California Polytechnic School at San Luis Obispo, California* (San Luis Obispo, 1908), pages 40-41, <https://archive.org/details/historyofcalifor00ange/mode/2up>.
- ² *The Journal of the Senate during the Thirty-Fourth Session of the Legislature of the State of California* (Sacramento, 1901), page 1109, <https://bit.ly/Sen01CA>; Angel, pages 56-58.
- ³ Angel, pages 92-94.
- ⁴ *First Annual Catalogue of the California Polytechnic School San Luis Obispo, California* (Sacramento, 1903), pages 5, 8, 11-12, <https://digitalcommons.calpoly.edu/catalogs/1/>.
- ⁵ *California Polytechnic School: Catalogue 1912-13, Announcements 1913-14* (Sacramento, 1913), pages 10-11, <https://digitalcommons.calpoly.edu/catalogs/11/>.
- ⁶ *Bulletin of the California Polytechnic School 1916-1917* (Sacramento, 1916), page 45, <https://digitalcommons.calpoly.edu/catalogs/14/>.
- ⁷ “Timeline of Cal Poly’s History,” Robert E. Kennedy Library, n.d., <https://bit.ly/CPtimeline>.
- ⁸ Robert E. Kennedy, *Learn By Doing: Memoirs of a University President: A Personal Journey with the Seventh President of California Polytechnic State University* (San Luis Obispo, 2001), page 24; “Timeline of Cal Poly’s History.”
- ⁹ Kennedy, pages 82-97.
- ¹⁰ *California State Polytechnic College Circular of Information and Announcement of Courses 1947-1948* (1947), <https://digitalcommons.calpoly.edu/catalogs/44/>.
- ¹¹ *California State Polytechnic College Bulletin: Catalog Issue 1952-1953* (1952), pages 50-51, <https://digitalcommons.calpoly.edu/catalogs/51/>.
- ¹² “Timeline of Cal Poly’s History,” *California State Polytechnic College Bulletin: Catalog Issue 1950-1951* (1950), page 232, <https://digitalcommons.calpoly.edu/catalogs/49/>.
- ¹³ Kennedy, pages 249-250.
- ¹⁴ *California Polytechnic State University Bulletin: 1972-1973 Catalog* (1972), page 9, <https://digitalcommons.calpoly.edu/catalogs/71/>.
- ¹⁵ *California Polytechnic State University Announcements: 1973-1975 Catalog Issue* (1973), page 41, <https://digitalcommons.calpoly.edu/catalogs/72/>.
- ¹⁶ “Timeline of Cal Poly’s History;” “School of Education History,” School of Education, <https://soe.calpoly.edu/soehistory>.
- ¹⁷ “Report of the WASC Visiting Team: Educational Effectiveness Review (Cal Poly),” April 2-5, 2012, “Institutional Records,” WSCUC Accreditation [Cal Poly], <https://wasc.calpoly.edu/other-resources>.
- ¹⁸ *Journal of the Senate during the Forty-Eighth Session of the Legislature of the State of California, 1929* (Sacramento, 1929), page 1980, <https://bit.ly/Sen29CA>; “Timeline of Cal Poly’s History.”
- ¹⁹ Kennedy, page 17.
- ²⁰ Charlie Williams, “Welcome Back: The Return of Women at Cal Poly,” March 2017, page 6, <https://digitalcommons.calpoly.edu/cphistory/29/>; Kennedy, pages 17, 164.

- ²¹ The study uses dated, confusing, and jarring ethnic categories that prevent more detailed citation or analysis here. Full data, including breakdown by college, can be found in: L. H. Dunigan, “Quarterly Internal Report on Enrollment, Fall 1973,” Memorandum to President’s Council, Administrative Council, Academic Council, and Instructional Department Heads, November 5, 1973, Table 12: Enrollment by Ethnic Group and Major, Fall 1973, pp. 12-13, <http://bit.ly/CPFall73Enr>.
- ²² Institutional Research, “Cal Poly Profile: Undergraduate Enrollment,” December 8, 2020.
- ²³ “Cal Poly Eligible for Grant Opportunities Related to Diversity, Equity and Inclusion,” *Cal Poly News*, https://calpolynews.calpoly.edu/news_releases/2020/september/diversity_grant.
- ²⁴ “Cal Poly’s History of Diversity and Inclusion,” OUDI, <https://diversity.calpoly.edu/cal-polys-history-diversity-and-inclusion>.
- ²⁵ “Cal Poly Quick Facts,” *Cal Poly News*, <https://calpolynews.calpoly.edu/quickfacts.html>; Paul J. Michaels, “From the Berkeley Hills to Bishop Peak: Acquisition and Use of Land at Cal Poly and UC Berkeley,” March 2016, pages 9-14, <https://digitalcommons.calpoly.edu/cphistory/20/>.
- ²⁶ “Programs A-Z,” 2020-21 Catalog, <http://catalog.calpoly.edu/programsaz/>; “Graduate Education,” Cal Poly, 2020, <https://grad.calpoly.edu/>.
- ²⁷ “2019 Total Faculty Profile,” Institutional Research, 2020, <https://ir.calpoly.edu/2019-total-faculty-profile>.
- ²⁸ “Common Data Set 2019-2020,” Institutional Research, March 2020, https://ir.calpoly.edu/content/publications_reports/cds/index.
- ²⁹ “2019 Staff Profile,” Institutional Research, 2020, <https://ir.calpoly.edu/2019-staff-profile>.
- ³⁰ I.e., the number of applications received by a Cal Poly from qualified applicants is greater than the number of available spaces. “Impacted Undergraduate Majors and Campuses, 2021-22,” The California State University, <https://www2.calstate.edu/attend/degrees-certificates-credentials/Pages/impacted-degrees.aspx>.
- ³¹ Academic Senate Resolution AS-705-10, “Resolution on Revision of Cal Poly Mission Statement to Include Staff,” March 2, 2010, <https://digitalcommons.calpoly.edu/senateresolutions/706/>; Academic Senate Resolution AS-650-06, “Resolution on Revision of Cal Poly Mission Statement,” November 28, 2006, <https://digitalcommons.calpoly.edu/senateresolutions/651/>.
- ³² “Welcome to Cal Poly,” Office of the President, 2020, <https://president.calpoly.edu/welcome-cal-poly>.
- ³³ Academic Senate Resolution AS-404-93, “Resolution on The Cal Poly Strategic Plan,” May 4, 1993, <https://digitalcommons.calpoly.edu/senateresolutions/404/>.
- ³⁴ Academic Senate Resolution AS-728-11, “Resolution on the Strategic Plan,” May 3, 2011, page 5, <https://digitalcommons.calpoly.edu/senateresolutions/729/>.
- ³⁵ I.e., Master’s Colleges & Universities: Larger Programs; Professions plus arts & sciences, some graduate coexistence; Postbaccalaureate: Comprehensive programs; Very high undergraduate; Four-year, full-time, more selective, lower transfer-in; Large, primarily residential. “California Polytechnic State University-San Luis Obispo,” The Carnegie Classification of Institutions of Higher Education, 2017, <https://bit.ly/CarnegieCP>.
- ³⁶ AS-728-11, pages 7-8.
- ³⁷ The GE Task Force recommendations are enclosed as appendix 1-6. “GE Requirements and Template (GE 2020),” General Education, 2020, <https://ge.calpoly.edu/program/requirements-and-template>.
- ³⁸ Angel, pages 62-63.
- ³⁹ Kennedy, pages xiii-xiv and *in passim*.

⁴⁰ Academic Senate Resolution AS-727-11, “Resolution on a Working Definition of Learn By Doing,” April 12, 2011, <https://digitalcommons.calpoly.edu/senateresolutions/728/>.

⁴¹ Brian Greenwood, Dawn Janke, Lorraine Donegan, and Keri Schwab, *More than a Motto: The Meaning Behind Cal Poly’s Learn by Doing Signature* (San Luis Obispo: California Polytechnic State University, 2017). An accompanying website has been created at <https://morethanamotto.calpoly.edu/more-motto-e-book-chapters>.

⁴² Angel, page 114.

⁴³ “Facts About the CSU: Introduction,” The California State University, 2020, <https://bit.ly/CSUFactsIntro>.

⁴⁴ “The Impact of the California State University: Cal Poly San Luis Obispo” (summary of “Working for California”), The California State University, 2010, <https://www.calstate.edu/impact/campus/obispo.html>.

⁴⁵ “Diversity, Equity and Inclusion,” Cal Poly, 2020, <https://www.calpoly.edu/diversity-equity-and-inclusion>.

⁴⁶ These figures are based on Cal Poly’s definition of URM: “a student whose race/ethnicity is Hispanic, African American, Native American, Hawaiian/Pacific Islander, or multi-racial with at least one of those four ethnicities.” Institutional Research, “Cal Poly Profile: Undergraduate Enrollment” (December 19, 2019), page 1; Institutional Research, “Cal Poly Profile: Graduate Enrollment” (December 19, 2019), page 1; “URM Trends,” PolyData Warehouse and Support, 2020, <http://bit.ly/PolyURMTrends>. CSU figures for 2019 show that Traditionally Underrepresented students make up 18% of Cal Poly’s student population (lowest in CSU and compared to 47% systemwide) and that White students make up 54% of the Cal Poly student population (highest in CSU, compared to 22% systemwide). “Enrollment Dashboard: State-Supported Enrollment,” The California State University, <http://bit.ly/CSU2019enrdash>.

⁴⁷ Catherine Allen, “Cal Poly is the only predominantly white CSU. Here’s why,” *Mustang News*, May 19, 2021, <https://mustangnews.net/cal-poly-is-the-only-predominantly-white-csu-heres-why/>.

⁴⁸ “Full-Time Instructional Staff by Race/Ethnicity,” “Full-Time Instructional Staff by Gender,” “Full-Time Non-Instructional Staff by Race/Ethnicity,” all on WSCUC Key Indicators Dashboard, <https://wscuc.force.com/amp/s/ki-dashboard>. Cal Poly’s WSCUC Peer Group includes California State Polytechnic University-Pomona, CSU Sacramento, San Francisco State University, and San José State University.

⁴⁹ For example, using the CSU definition of URM (“Students identified as African American, American Indian, or Hispanic”), Cal Poly’s fall 2011 – fall 2013 first-time first-year cohorts’ six-year graduation rates are 22.7%, 18.3%, and 19.25% above the CSU systemwide rates. Cal Poly’s fall 2013 – fall 2015 junior transfer cohorts’ four-year graduation rates are 10.3%, 13.0%, and 7.5% above the CSU systemwide rates. “Graduation Dashboard,” The California State University, 2020, <http://bit.ly/CSUGradDash>.

⁵⁰ Both reports and both site review reports are available at “Institutional Records,” WSCUC Accreditation, <https://wasc.calpoly.edu/other-resources>.

⁵¹ Ralph A. Wolff, *et al.*, WASC Commission Action Letter to Cal Poly President Jeffrey Armstrong, July 3, 2012, “Institutional Records,” WSCUC Accreditation, <https://wasc.calpoly.edu/other-resources>.

⁵² Richard Osborn, letter from Interim Report Committee to Cal Poly President Jeffrey Armstrong, July 14, 2015, “2015 Interim Report,” WSCUC Accreditation, <https://wasc.calpoly.edu/2015-interim-report>.

⁵³ “What Is Graduation Initiative 2025?” The California State University, 2017, <https://bit.ly/csuGI2025>.

⁵⁴ Cem Sunata and Brian Tietje, “A Comprehensive Campus Strategy to Remove Hurdles to Degree Completion,” presentation, Graduation Initiative 2025 Student Success Symposium, San Luis Obispo, CA, November 10, 2016, <https://provost.calpoly.edu/csu-graduation-initiative-2025>.

⁵⁵ This paragraph was excerpted from Cal Poly’s “Temporary Authorization of Distance Education for Spring

2021 Terms,” submitted to WSCUC on September 24, 2020.

⁵⁶ “yakʔitʔutʔu Resources,” University Housing, 2020, <http://www.housing.calpoly.edu/yt/>; “Residential Life,” University Housing, 2020, http://www.housing.calpoly.edu/content/res_life/home.

⁵⁷ “Warren J. Baker Center for Science and Mathematics,” College of Science and Mathematics, 2020, https://cosam.calpoly.edu/content/center_sci_math.

⁵⁸ “William and Linda Frost Center for Research and Innovation,” Administration & Finance, 2020, <https://afd.calpoly.edu/facilities/planning-capital-projects/project-news/frost-center/>; “Breaking Ground on the Future of Undergraduate Research,” College of Science and Mathematics, 2020, <https://cosam.calpoly.edu/news/breaking-ground-future-undergraduate-research>.

⁵⁹ “Swanton Pacific Ranch Sustains Massive Damage in Santa Cruz Lightning Fire,” *Cal Poly News*, August 31, 2020, <https://bit.ly/CPNewsSwanton>.

⁶⁰ “Swanton Pacific Ranch Fire Recovery,” Swanton Pacific Ranch, 2020, https://spranch.calpoly.edu/CZU_Lightning_Complex_Fire_Recovery.

⁶¹ “Cal Poly Announces Completion of Most Successful Capital Campaign in CSU History,” *Cal Poly News*, July 22, 2020, https://calpolynews.calpoly.edu/news_releases/2020/july/capital_campaign; “Cal Poly Giving,” 2020, <https://giving.calpoly.edu/>.

⁶² Olivia Galvan, “Cal Poly projects budget deficit of \$35 million amid coronavirus-related losses,” *Mustang News*, July 29, 2020, <https://bit.ly/MustangNewsDeficit>.

⁶³ “Academic Affairs Strategic Plan” (September 2019), <https://bit.ly/AAStratPlan19>.

⁶⁴ “Inclusive Excellence,” OUDI, <https://diversity.calpoly.edu/inclusive-excellence/>.

⁶⁵ “Thematic Pathway for Reaffirmation,” WSCUC Accreditation, <https://wasc.calpoly.edu/tpr>.

⁶⁶ “2017-22 Student Affairs Strategic Plan,” Student Affairs, <https://studentaffairs.calpoly.edu/strategic-planning/division-wide-goals>.

⁶⁷ “Initiatives,” OUDI, <https://diversity.calpoly.edu/initiatives/>.

⁶⁸ “What Is Graduation Initiative 2025?”

⁶⁹ “Initiatives,” OUDI, “Diversity and Inclusion Action Initiatives” (2018), <http://bit.ly/CPOUDIAction>.

⁷⁰ “Initiatives.” Cal Poly’s commitment to inclusive excellence dates back to 2009 and the Academic Senate Resolution AS-682-09, “Resolution on Making Excellence Inclusive at Cal Poly,” May 26, 2009, <https://digitalcommons.calpoly.edu/senateresolutions/683/>.

⁷¹ Damon A. Williams, et al., *Embracing the Journey: The CPX Research Study Executive Report* (Center for Strategic Diversity Leadership & Social Innovation, 2019), page 32.

⁷² “Action Plans,” OUDI, <https://diversity.calpoly.edu/cpx/action-plan>.

Component 2: Compliance with Standards

This component is based on the completion of the Compliance with WSCUC Standards and Federal Requirements Worksheet and Forms (see Appendix 2-1) and the Inventory of Educational Effectiveness Indicators (see Appendix 2-2, Parts A and B). It consists of analysis and discussion of Cal Poly's self-assessment across the four WSCUC Standards and 39 Criteria for Review, and outlines briefly plans that have emerged from these two processes.

Compliance with WSCUC Standards and Federal Requirements Worksheet and Forms. The worksheet and federal forms were compiled by the Office of Academic Programs and Planning, with considerable and valuable assistance from the TPR working group co-chairs, TPR Steering Committee members, the Office of University Diversity and Inclusion (OUDI), assessment directors for Academic Affairs and Student Affairs, associate deans of each college and the library, and leaders and senior colleagues in Academic Personnel, Admissions and Enrollment Development, the Office of Equal Opportunity, the Center for Teaching, Learning & Technology (CTLT), Campus Counsel, the Office of the Registrar, Administration and Finance (AFD), Human Resources, Institutional Research (IR), Information Technology Services (ITS), the four most recent Academic Senate chairs, and the Division of Student Affairs. These different colleagues and constituencies contributed a wide range of perspectives and expertise about every kind of university operation. This ranged from correcting technical details in the worksheet to providing substantial types of evidence for the university's efforts and achievements toward the 39 CFRs. Sections of the completed worksheet were sent to many of these colleagues for direct feedback, and current drafts of the entire worksheet were on the TPR Steering Committee shared online drive for more than two years.

There were distinct lessons learned from completing each standard in this worksheet¹ and the federal forms; this exercise brought several of the university's strengths and challenges into clear relief. The evidence presented under Standard 1 showed that Cal Poly has made a strong and consistent commitment in the directions of diversity, equity, and inclusion, even though there is still much work to do to realize the university's evolving ideals in these areas (CFR 1.4). Cal Poly's URM student population has achieved some of the highest four- and six-year graduation rates in the California State University system, but the university

is committed to closing the gaps that still exist between the graduation rates of students based on URM and Pell Grant status (CFR 1.2), as well as the underlying gender gap. The evidence of many overlapping projects in DEI work also makes it clear that this work can be better aligned and coordinated between divisions (CFR 1.4); this is a distinct goal of the present self-study. The evidence in this section also makes it clear that there are opportunities to further student success / DEI work by investing in more partnerships with local schools (CFR 1.4), continuing to implement focused cluster hires dedicated to DEI objectives (CFR 1.4), and finding ways to routinize DEI-based uses of Institutional Research data (CFRs 1.2, 1.6). It is also clear that university leaders must continue to work to encourage a culture of program-level self-reflection, and to empower programs to use these review processes to serve the causes of diversity, equity, and inclusion (CFRs 1.4, 1.6).

The evidence presented in Standard 2 is very affirming in the way that it demonstrates the many efforts and achievements on the Cal Poly campus in areas inherent to meeting our institutional mission. The work done to design, post, and map several types of learning objectives (CFRs 2.2.a, 2.11) by many university colleagues has been closely aligned with, and, to some degree, inspired by, WSCUC standards. Real thinking, planning, and investment in the value of professional advising at all levels (CFR 2.11), guided in part by the CSU Graduation Initiative 2025, has made a real difference in student success and equity issues. This is also closely related to the important innovations made on issues of transfer student access, and how transfer students are welcomed, advised, and mentored on campus. At the same time, there are still significant cultural adjustments to be made, including in curriculum design, in order to reach full equity for transfer students (CFR 2.14). Assessment is becoming more commonly understood as a basic element of continuous improvement and an important way to judge our own progress on DEI and student success issues; recent progress by the Academic Assessment Council and in the culture and practice of assessment on campus (CFR 2.6) makes it clear that this will be an important area of growth as we finish the present reaffirmation and move into the next cycle. Recent innovations in program review and program-level planning and data analysis (CFR 2.7) should also allow us to make much more progress toward meeting our institutional mission.

The response to Standard 3 demonstrates that university organizational structure and processes are characterized by transparency. The demographics of faculty and staff are regularly updated and are widely accessible in disaggregated format. These figures, for example, make it clear that the diversity of Cal Poly faculty and staff and tenure density are issues that continue to require sustained and serious attention (CFR 3.1). Personnel policies and resources of all kinds are widely available (CFRs 3.2, 3.3), while AFD operates with great transparency, with different budgets, statements, and reports clearly posted online (CFR 3.4). ITS, CTLT, and Kennedy Library play important roles in providing technological services and information resources (CFR 3.5). Faculty governance procedures, roles, rights, and responsibilities are widely observed and shared (CFR 3.10), and university organizational structures are clearly outlined (CFRs 3.6, 3.7, 3.8).

The response to Standard 4 presents evidence of an extensive assessment infrastructure actively governed at the university, college, and department levels, as well as progress in the university's commitment to evidence-based planning in Academic Affairs in alignment with Student Affairs, Administration and Finance, and the Cal Poly Corporation. The College Assessment Practices Survey (CAPS), which was attached to the 2020 completion of the Inventory of Educational Effectiveness Indicators, demonstrates the strong cultures of assessment in some colleges and programs, as well as opportunities for growth in others (CFRs 4.1, 4.3, 4.4). The contribution of the Office of Institutional Research is crucial to our processes of institutional planning, communication, and data analysis. Therefore, Student Learning Action Item #9 from our 2012 Educational Effectiveness Review Report, "Expand Cal Poly's capacity for institutional research. Increase staff in Institutional Planning and Analysis to give that office the ability to conduct statistical analyses of assessments at all levels," still requires attention in order to allow the university to meet its mission and obligation to its students (CFR 4.2). The university's external stakeholders continue to play a very important role in helping to guide, assess, and accredit many of our educational programs (CFR 4.5). The 2019 CPX (Cal Poly Experience) Initiative was an important diversity and inclusion initiative meant to create long-term institutional change. This process, led by an external diversity and inclusion expert, provided much important data about the campus climate, but this arrangement also had unfortunate implications for Cal Poly's access to this data and our colleagues' ability to use it for future university initiatives (CFRs 4.3, 4.6).

Inventory of Educational Effectiveness Indicators. At the start of the 2019-2020 academic year, the Office of Academic Programs and Planning (APP) developed a timeline to administer the Inventory of Educational Effectiveness and Indicators (IEEI) during spring 2020. The Director of Academic Assessment and the Administrative Support Coordinator, in conjunction with the university's Academic Assessment Council (AAC) and the Associate Deans' Council, developed a survey that combined the required IEEI questions with the College Assessment Practices Survey (CAPS), a complementary set of questions designed to reveal more about the traditions and values of assessment within each unit and program. The CAPS survey measured value, psychological safety, orientation to continuous learning and improvement, and strength of communication as they relate to assessment practices. The results from the CAPS portion of the survey were analyzed in conjunction with IEEI items when warranted. For example, beyond learning if formal Program Learning Objectives/Outcomes² (PLOs) had been developed and published, which is asked in the IEEI, faculty were asked to share when and why these objectives were last revised, what impact that revision made on the program, when the program faculty discussed them last, and if they need to be updated. This additional level of information provided a richer and fuller picture of how faculty value and utilize PLOs in their evaluation of student learning. Additionally, in a set of questions that extend our understanding of how the assessment process, faculty were asked to respond to such queries as: how their program colleagues view assessment, what support they need from the college and university, how results are communicated, and what resources they have for assessment. A key component of this survey focused on DEI assessment and asked if faculty were familiar with the university's revised Diversity Learning Objectives, if their program had any DEI learning objectives or outcomes, and if they had developed any assessment related to DEI. The support from the AAC and the associate deans helped encourage honesty and transparency in the responses and the achievement of a 100% response rate.

The beginning of the COVID-19 pandemic required APP to rethink the timing of the IEEI/CAPS administration. In order to better understand the impact and wellbeing the transition to a fully virtual teaching modality had on all members of the Cal Poly community, APP first administered a comprehensive COVID-19 survey to faculty, staff, and students at the end of spring quarter 2020. Then, invitations for the

IEEI/CAPS survey were sent in June 2020, with follow-up reminders sent by the assessment coordinator and associate deans over the course of the summer. By the end of summer, 86 programs had completed the survey. In order to ensure that the remaining 15 programs completed the task, the survey was abridged to focus only on the IEEI and select CAPS items. All programs completed the survey by February 2021.

The infrastructure in place for continuous compliance has prepared the institution to reorient towards continuous learning and improvement. To start, the results from the IEEI set of questions revealed that some faculty are unfamiliar with some standard compliance requirements, including where their PLOs are published. In 2011, Cal Poly's Academic Senate passed a resolution requiring that "program learning objectives (PLOs) be listed with other program information in the Cal Poly online catalog" ([AS-732-11](#)). Still, in responding to our question, nine respondents said that their PLOs are not published in the catalog; APP confirmed that they are, in fact, published in the catalog and have been for many years. The IEEI component also detailed the frequency with which various assessment measures were used and the diversity of faculty, staff, and administrators who support assessment projects. Within the last four years, course-based assessments are used by 70% of programs, with rubric-based questions (51%) and embedded questions in an exam (45%) being the most common tools used. Additionally, 55% of programs indicated that they have surveyed or interviewed stakeholders, with alumni (38%) and students (33%) being the most common groups. Overwhelmingly, the most commonly used source for assessment happened at the end of the student's career – the senior project for undergraduate programs (72%) and the culminating experience for graduate programs (86%). Since these types of artifacts tend to be a comprehensive, cumulative evaluation of the student's learning – and typically contains a high-impact activity to reinforce Cal Poly's Learn by Doing pedagogy – it is not surprising, and is in fact very encouraging, to see the high percentage of programs that look at this moment in their student's education as an exemplar of their learning. It would be incumbent upon APP and the college associate deans to work with those programs that indicated they did not use these sources to identify why not, especially as these artifacts are required in order to graduate.

IEEI results indicate that Cal Poly programs have a strong infrastructure for ensuring continuous compliance with assessment expectations. For example, 80% of programs indicated that they submitted a

report as a result of their assessment effort; since programs are asked to do this each year, this data shows that there is still room for growth. However, a more important goal could be to help programs develop improvement plans based on the results. When asked what they do with their assessment results, 64% of programs said that they improved their curriculum, 62% said that they improved their assessment plan, 58% said that they improved their assessment methods, 42% said that they revised their PLOs, and 38% said that they improved teaching practices. This point in the process of closing the loop – i.e., the moment where a program commits to creating an improvement plan instead of merely submitting a report – provides an opportunity to engage with faculty, departments, and college deans to view assessment in a more strategic and strengths-based way.

To effectively build a culture of continuous learning and improvement, where the results of assessment are communicated widely and issues identified by assessment efforts are addressed, it is first necessary to understand and leverage the existing culture. CAPS results were used to generate cultural profiles of each college. These profiles were promptly shared back by the director of academic assessment with the deans of each college and Graduate Education; together with the associate deans, APP will continue to customize and curate assessment practices to the culture of each division. These profiles and the resulting action plans are outlined below.

All Cal Poly graduate and undergraduate programs ($N = 101^3$) participated in the completion of IEEI/CAPS. Undergraduate programs ($n = 66$) and graduate and credential programs ($n = 35$) were analyzed separately, with graduate programs omitted from the analysis of their respective colleges.

Overall, the culture of assessment across all undergraduate programs is oriented to continuous compliance with the expectations laid out by accrediting bodies and APP. While graduate programs were less likely than undergraduate programs to view assessment as related to compliance, they were not wholly oriented to continuous learning and improvement. All programs reported that assessment results are not being effectively shared across Cal Poly or across colleges. This is an opportunity to improve the institutional culture of assessment that needs to be addressed promptly.

Colleges with a high number of accredited programs had a more positive culture of assessment, with high psychological safety and high value for assessment. Colleges with fewer accredited programs tended to report lower psychological safety for assessment, with variation in value for assessment. Individual areas of improvement are highlighted below, and Appendix 2-3: Assessment Culture by College provides a summary of the full survey data enclosed as Appendix 2-2: Inventory of Educational Effectiveness Indicators / Culture of Assessment Practices Survey Results, 2020-21, Parts A and B.⁴

In the College of Engineering (CENG), undergraduate programs ($n = 14$) indicated high psychological safety in conducting assessment, with low fear and high comfort sharing negative results of assessment when needed. This is in line with this college's emerging strength in addressing issues identified by assessments, particularly by improving curriculum. The primary reason CENG programs conduct assessment is accreditation, and the majority of faculty see assessment as focused on compliance. This positive culture of assessment can be leveraged to begin using the results of assessment to improve teaching practices and reorient to a culture of continuous learning and improvement. Plans to support this shift include better alignment between APP expectations and the ABET accreditation process. To strengthen communication, the format of APP feedback will mimic the format of design review. Defined as a process where a design is evaluated against its requirements in order to verify the outcomes of previous activities and identify issues before committing to further work, this feedback process common to the field of engineering should make this process parallel other CENG work.

Undergraduate programs ($n = 4$) in the College of Architecture and Environmental Design (CAED) have an effective communication system to share the results of assessment efforts, and value assessment as a tool for change. Changes implemented in response to assessment results include improving curriculum and teaching practices. The primary reason CAED programs conduct assessment is program accreditation, and the majority of faculty see assessment as focused on compliance. Similarly to CENG programs, the positive culture of assessment across CAED programs can be leveraged to shift towards continuous learning and improvement. Plans to support this shift include better alignment between APP assessment expectations and the National Architectural Accrediting Board (NAAB) accreditation process. The format and venue of

feedback will also be adjusted to mimic the format of a “crit,” a feedback process common to the field of architecture, in which students present their work to a jury of academics and practitioners.

Undergraduate programs ($n = 3$) in the Orfalea College of Business (OCOB) completed CAPS. These programs demonstrated high value, high psychological safety for assessment, and a strong sense that change occurs more readily when supported by assessment results. OCOB programs also place a strong focus on compliance with accreditation requirements. One of the programs represented here, the B.A. in Business Administration, has nine robust concentration programs within the major. To better understand and respond to the culture of this college, future iterations of CAPS will treat these concentrations as distinct programs.

In the College of Agriculture, Food, and Environmental Sciences (CAFES), undergraduate programs ($n = 15$) indicated a value for assessment and a strong belief that change occurs more readily when supported by assessment results. However, programs reported that the majority of CAFES faculty are afraid of assessment. Future iterations of CAPS will include questions about college leadership to better understand disparities between value and psychological safety. This college primarily conducts assessment to improve student learning, but more frequently to improve methods of assessment than curriculum or teaching practices. Several CAFES programs requested professional development and strategic support to better implement assessment results. While this college values continuous learning and improvement, it needs support to address the low psychological safety in conducting assessment and implementing results. Plans to address this include professional development opportunities in effectively communicating assessment results.

Undergraduate programs ($n = 11$) in the College of Science and Math (CSM) indicated that they value assessment and are successful at sharing results across the college. However, several programs reported that the majority of CSM faculty are afraid of assessment. Similar to CAFES programs, it is possible that college leadership is a factor in this disparity, and this issue will be examined in future iterations of CAPS. CSM programs requested additional resources such as time, assessment tools, and personnel to further assessment efforts. Similarly to CAFES, this college needs additional support to reduce fear surrounding assessment.

In the College of Liberal Arts (CLA), undergraduate programs ($n = 20$) indicated a low value for assessment in the college and low psychological safety. The majority of programs report being afraid of assessment, and feeling pressure to only reveal positive results of assessment. CLA programs feel assessment results go nowhere; to that end, several are seeking training and strategic support to implement more effective assessments. A plan to build a more positive culture of assessment for CLA includes reorienting to what the college does value. CLA culture places a strong value on Diversity, Equity, and Inclusion (DEI), and generally excels in implementing DEI initiatives. Focusing assessment efforts on DEI leverages what CLA faculty and administrators already value and feel safe doing to initiate a culture of continuous learning and improvement.

Graduate and credential programs ($n = 35$) across the six colleges and the School of Education behaved differently from their undergraduate counterparts. Graduate programs are more oriented to continuous learning and improvement than undergraduate programs, and conduct assessment primarily for program accountability. Graduate programs have high psychological safety for assessment, and are most likely to perceive the results of assessment as relevant and usable. 28% of graduate programs are seeking more time to do assessment, and 25% of graduate programs are seeking a change in the structure of assessment expectations from APP to better suit their distinct needs. A plan to support graduate programs' continuous learning and improvement includes treating graduate programs as distinct from the culture of their respective colleges. It is also necessary to allow graduate programs flexibility to define their assessment needs, by customizing reports as needed.

The results from the CAPS survey allowed us to understand how best to support the colleges and programs with a more customized approach. This data also revealed subtle but important differences in faculty attitudes, beliefs, and support for assessment, and makes it possible to work alongside the colleges' leadership teams to co-construct the infrastructure needed to support faculty with their assessment projects. Additionally, this effort allowed us to align priorities and reduce duplicative or competing efforts between Cal Poly requirements, such as the annual program assessment report, as well as those with accrediting bodies. One of the top challenges across all colleges was the sharing of assessment results and success stories

throughout the university. One way to address this concern will come from the AAC, who, independently of the CAPS results, also identified communication as a weakness and an area that needed a stronger strategic effort. The university is developing processes to better share assessment results, to share where programs are in designing assessment projects, and to provide more resources to support programs along the way.

Conclusion: Overall Improvement. ((This third section will conclude with one paragraph on each of the following questions:

- What kinds of general improvements should the institution try to make, based on results of Sections I-II?
- What plans are in place to address areas needing improvement?
- What resources, fiscal or otherwise, may be required to make the improvements?))

Cal Poly's future progress depends largely on our successes in making this a diverse, equitable, and inclusive institution. The essays in Component 8 grapple specifically with three specific elements of ongoing DEI initiatives and planning: recruitment and retention, campus culture, and DEI teaching and learning. Largely guided by OUDI, much of this planning has become more intentional and specific, including the construction of DEI Action Plans by all colleges and non-academic units, and the growing encouragement at the program level to integrate DEI considerations into assessment and planning.

Endnotes.

¹ WSCUC's "Compliance with WSCUC Standards and Federal Requirements Worksheet and Forms" template includes one final page for "Synthesis/Reflections." In the current version, we decided to insert one of these pages following the discussion of each of the four Standards; many of the ideas here are expressed in expanded form on each of those pages.

² Programs refer to these learning standards in a variety of ways – Program Learning Outcomes, Program Learning Objectives, Student Learning Outcomes, etc. This difference often comes from external accreditation standards. For simplicity's sake, we use the term "Program Learning Objectives" to encompass all iterations of this type of standard.

³ Programs were invited to have their department head/chair and/or assessment coordinator complete the survey. Some associate deans wanted both viewpoints, in order to see where there was alignment and/or differences in these individuals' views. N=106 thus includes those programs that provided more than one response. The institutional and General Education responses to IEEI/CAPS are included in the appendix but not reflected here as the analysis focused on the degree-conferring programs.

⁴ Parts A and B of Appendix 2-2 account for the fact that (as explained above) 86 programs completed the full survey while 20 programs completed an abridged version.

Component 8, Part 1:**Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty**

[Connections to Criteria for Review: CFRs 1.4, 1.6, 1.7, 2.8, 2.10, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 4.1, 4.3]

This essay focuses on the progress made toward recruitment and retention of students, faculty, and staff from various social identities and historically underrepresented backgrounds at Cal Poly. The essay is divided into two sections, one addressing students and the second addressing faculty and staff. It highlights the significant changes in campus practices and culture of recruitment and retention over the last ten years, and addresses areas where work continues for the next several years.

Students – Graduation Initiative 2025

The single most impactful initiative that has driven increases in student retention and graduation rates is the CSU Graduation Initiative 2025 (GI 2025), which was launched in September 2016. Using benchmarking data from peer institutions with similar student profiles, the CSU system set aggressive 4-year and 6-year graduation rate goals for first-time first-year students, and 2-year and 4-year graduation rate goals for transfers. In addition, and as the cornerstone of GI 2025, Cal Poly is expected to eliminate equity gaps for underrepresented minorities and Pell eligible students. The limitations of this initial peer benchmarking project, however, can be seen in the different level of resources enjoyed by this peer group of mainly R1 institutions. Cal Poly was achieving relatively high graduation rates but were not able to employ the same level of resources towards student success that these other institutions could.¹

In September 2016, the CSU launched Graduation Initiative 2025 (GI 2025). This initiative established ambitious, campus-specific goals to facilitate CSU students' path to a high-quality college degree and committed each campus to eliminate equity gaps between historically underrepresented students and their peers. The CSU set six operational goals for campuses to address GI 2025: academic preparation, enrollment management, student engagement and wellbeing, financial support, data-informed decision making, and administrative barriers. (CFR 2.8, 2.13) In FY 2017-18, the state began allocating funds to the CSU to support

GI 2025, specifically by funding systemwide priorities of tenure-track faculty hiring, high-demand course sections, academic advising, and other support services that advance student success. These monies were then allocated to campuses via base budget increases, amounts based on the proportion of Pell Grant recipients among the student body, and special yearly strategies.² The yearly distribution of these funds at Cal Poly is described in Appendix 8-1: Graduation Initiative 2025 Funding Summary. The [CSU Student Success Dashboard](#) (which requires a campus login) warehouses data on graduation rates and gaps, and the CSU Office of the Chancellor also has sent out yearly Graduation Initiative 2025 Preliminary Progress Updates with summaries of the campus's progress toward these GI 2025 goals.

Table 8.1 provides a snapshot of Cal Poly's graduation rates and the GI 2025 goals at the time that the Initiative was inaugurated, as well as the most recent rates. Here and throughout this study, it will be important to note that CSU persistence and graduation figures are slightly different from those produced by Cal Poly Institutional Research.³ This discussion uses CSU figures, which, like the WSCUC Key Indicators and Dashboard figures cited below, come from the Integrated Postsecondary Education Data System, (IPEDS).⁴

Table 8.1 GI2025 Graduation Rates and Goals, 2016

Category	2015 Rate or Gap	2020 Rate or Gap	GI 2025 Goal
FTFY 4-Year Graduation	47.3%	59.6%	71.0%
FTFY 6-Year Graduation	78.7%	83.1%	92.0%
Transfer 2-Year Graduation	33.8%	37.0%	45.0%
Transfer 4-Year Graduation	87.2%	87.3%	93.0%
Pell (FTFY 6-Year) Gap	8.5	6.4	0
URM (FTFY 6-Year) Gap	11.5	7.4	0

As Table 8.1 demonstrates, Cal Poly has made the most progress on its four-year FTFY graduation rate and its URM point gap. The institution's four-year graduation rate of 59.6% puts Cal Poly ahead of pace to reach the GI 2025 goal. It also compares favorably to the of 26.1% average four-year graduation rate of our four WSCUC peer institutions: Cal Poly Pomona, CSU Sacramento, San Francisco State, and San José State.⁵ Cal Poly's URM graduation gap of 7.4 points is short of its GI 2025 interim 2020 goal of 5.8 points, but is ahead of this WSCUC peer group average URM graduation gap of 10.7 points.⁶

Six-year FTFY graduation rates are improving more slowly at Cal Poly, in part (as explained below) because of the number of students who transfer or withdraw. Still, Cal Poly's 83.1% rate in this category compares well to the WSCUC peer institution average of 60.5%.⁷ The WSCUC Key Indicators Dashboard shows that Cal Poly's 82% six-year graduation rate in 2019 also far exceeds the WSCUC average (62%) and the national average (63%).⁸

Cal Poly has the most work to do on its two-year and four-year transfer graduation rates and its Pell Grant point gap. With regard to the former, CSU figures show Cal Poly ranked 13th in the system in 2019.⁹ Improving the two-year transfer graduation rate has proven difficult because of the institution's longstanding policy requiring FTFY students to declare a major on matriculation and its emphasis on Learn By Doing. Both of these traditions have led to the dominance of a side-by-side curriculum that has students beginning intensive work in most majors in the first year, which in turn makes it harder for transfer students to enter the university fully "caught up" as juniors. It is important nevertheless to note that Cal Poly's transfer three-year graduation rate in 2020 was 76.4%,¹⁰ and that by their fourth year, Cal Poly transfers graduate at rates higher than FTFY students. Cal Poly's four-year transfer graduation rate of 85.1% was highest in the CSU in 2019,¹¹ and its 87.3% rate in 2020 compared favorably to the WSCUC peer institutional average of 77.6%, even though these rates still leave the institution slightly off pace to match the GI 2025 goal.¹² An important but challenging task, which also has implications for DEI efforts, will be for Cal Poly's colleges and programs to reenvision their curricula and how they can be designed in a way that better accommodates the transfer student population.

It also may prove difficult for Cal Poly to zero out the Pell Grant point gap, which was 6.4 in 2020, much higher than both the interim goal of 4.6 points and the WSCUC peer group average of 5.6 points.¹³ To provide another comparison, however, Cal Poly's Pell Grant recipient six-year graduation rate in 2019 was 77%, substantially higher than the average of 59% among Cal Poly's WSCUC peers.¹⁴

The biggest challenge for Cal Poly is to raise our low number of Pell recipient students, which declined slightly from 20% of the overall student population in 2013 to 18% in 2019. This aligns with the also declining (but still much higher) WSCUC average (40% to 38%), and National Average (38% to 34%) over

the same period. However, it diverges from the trend among Cal Poly's WSCUC peers, which saw their average Pell recipient student population increase from 43% to 47% over this period.¹⁵

These Pell Grant data align with IPEDS figures on the Cal Poly student population receiving student federal loans. This percentage has declined steadily from 35% in 2013 to 29% in 2019, again considerably lower than the also declining WSCUC average (55% to 46%) and national average (52% to 42%) over the same period, but very close to Cal Poly's WSCUC peer group average of 31%.¹⁶ Together, the Pell and student loan figures present a picture of this institution's student body as relatively more privileged than those attending our WSCUC peer institutions or the average American institution.

The WSCUC Key Indicators Dashboard reinforces this picture of the Cal Poly student population as a whole, showing that they paid university fees of \$9,943 in 2019, an increase of 14.0% since 2013 (compared to averages of \$7,471 and an 11.8% increase for Cal Poly's peers).¹⁷ These ongoing increases, especially in university fees that cannot be covered by state financial grants, have had a substantial effect on Cal Poly's ability to recruit and retain a diverse student body. One institutional response has been the [Cal Poly Scholars Program](#), which was developed in order to provide financial, academic, and community resources to support and retain high-achieving students from California schools and low-income backgrounds. The program began with a small cohort in the College of Engineering in 2012, and by AY2020-21 included 790 students spanning across all six colleges.

Admissions. The number of first-time first-year applications to Cal Poly was 46,820 for Fall 2015, and increased by 16.8% to a peak of 54,663 in Fall 2018. It decreased to 52,371 for Fall 2020, likely because of the COVID-19 pandemic, but this was still the third highest amount in the CSU (surpassed only by the much larger campuses of CSU Long Beach and San Diego State). For Fall 2021, there were 54,572 applications, almost returning Cal Poly to the 2018 peak; this is also one of the few CSU campuses with an increase in applications for Fall 2021 (while there has been a systemwide decrease).

The selection rate was between 28.4-34.6% for 2015-2019. This increased to 38.4% for Fall 2020, another artificially high figure due to the pandemic, because it included 4,032 students added from the waitlist. This rate was still second lowest in the CSU (only San Diego State was lower) and compared to an

average acceptance rate of 73.9% among our WSCUC peers. The yield rate, which was between 26.7 and 33.7% for 2015-2019, fell to 23.8% for Fall 2020, also clearly because of COVID. This still was second highest in the CSU and compared to a CSU campus average yield of 16%.

These patterns – of numbers of applications peaking in 2018, selection rate peaking in 2020, and yield rate falling dramatically in 2020 – can be seen in almost every main student category tracked by IR: men, women, URM, non-URM, each ethnic group, California state residents, and Partner (High) School applicants. (The exception to this is non-California residents, whose yield rates decreased less precipitously in 2020.) It is clear that 2020 was simply an anomalous year that does not fit the trend at Cal Poly.

At the same time, these pandemic effects have had a real impact on Cal Poly's URM student population. In 2020, URM applications made up 28.8% of Cal Poly's total FTFY applications, a slight decrease from the average yearly figure of 30.0% between 2015 and 2019. The selection rate for URM applicants was 29.0%, up from the 2015-19 average of 21.4%, but less than the non-URM selection rate of 42.2% (which was up from the 2015-19 average of 34.8%). The URM yield rate in 2020 was 21.8%, down from the 2015-19 average of 27.5%, while the non-URM yield rate was 24.3%, down from the 2015-19 average of 31.2%.¹⁸ These three data points – URM applications as a percentage of the total, the selection rate of URM applications, and the yield rate of accepted URM applicants – continue to be crucial to address in order to ensure that Cal Poly can keep making strides toward a diverse, equitable, and inclusive campus.

One element of Cal Poly's strategy to address the campus's lack of diversity has been the Partner School program, which includes 520 California high schools serving largely first-generation or economically disadvantaged students and families.¹⁹ In 2015 the number of applications from partner school students was 16.5% of the total number of applications. This share decreased steadily to 13.3% in 2019, and rose in 2020 to 16.4%. The selection rate of partner school student applications between 2015 and 2020 was 33.7%, reaching a high of 39.0% in 2020. This was slightly higher than the 31.7% overall selection rate, and significantly higher than the URM selection rate of 22.7% during this same period, both of which figures speak to the success of the partner school outreach. The yield rate over this same period, however, has been 22.9% for partner school students, compared to an overall yield of 30.2%. The yield gap narrowed to a low of

4.4 points for 2020, and partner school students made up 14.1% of the Fall 2020 FTFY cohort, the highest figure on record.²⁰ It is clear that the economics of Cal Poly's expensive residential education – especially compared to the other CSU campuses and to the more highly-resourced University of California campuses – continue to constitute an obstacle for California's first-generation or economically disadvantaged students.

Another important innovation is a technology upgrade focused on transfer applicants. For Fall 2020, nearly 22% of transfer applicants failed to complete the application process; one important obstacle to completion was the requirement of a supplemental application. A 2021 technology investment has allowed transfer students to no longer have to take this extra step, which immediately resulted in a significant increase in the number of students whose application could be reviewed. Removing barriers in the admissions process was a key desired outcome of this investment. All six academic colleges also now have access to a transfer student analysis that gives them specific insights into students' missing required and desired courses for admission and also into missing course articulations.

To actively recruit and support low-income students, Cal Poly President Armstrong proposed in winter 2018, to create a Cal Poly Opportunity Fee, a mandatory Category II campus-based fee authorized by [CSU Executive Order 1117](#) to assess all non-California resident undergraduate students. Since the cost of attendance for non-resident students was significantly under market value compared to our competitors, specifically the UC system, this Opportunity Fee was proposed to fund the unmet financial needs of the lowest-income students admitted to Cal Poly. The fee went into effect in fall 2019, starting at \$2,010 per year, with a cohort increase up to \$8,040 in 2022. The funds are split with a commitment to 50-70% used for the [Cal Poly Scholars program](#), 15-25% for direct support services and advising, and 15-25% for hiring tenure-line faculty, emphasizing diversity hires. Since the hiring of regional admissions representatives in 2018, the number of non-resident students who pay this fee has increased from 737 first-year non-residents to 1,077 in Fall 2021.

With the implementation of the Cal Poly Opportunity Fee, Cal Poly has been able to develop and grow the Cal Poly Scholars program, a cornerstone to GI 2025. This program provides comprehensive financial, academic, and campus community support and resources to California resident students with the

greatest financial need. First-time, first-year students are expected to live on campus in a residential learning community during their first two years. This wraparound support model includes proactive advising and academic support services, peer mentoring, and participation in a UNIV 100 (University Studies) one-unit course. Cal Poly Scholars launched in 2012 with a small cohort of 16 College of Engineering students, and the program has evolved over the years, expanding to all colleges focusing on STEM and other high-demand majors. The Cal Poly Scholars program is anticipated to increase enrollment from 260 Scholars in Fall 2018, to 1,400 Scholars in Fall 2021, to 2892 in Fall 2023 (see Appendix 8-2). Graduation rates for the program are excellent; 83.3% of the Cal Poly Scholars in the 2013 and 2014 cohorts graduated in six years (including 80.4% of men and 89.6% of women), compared to an overall institutional graduation rate of 84.1%. Though the total number of high-achieving, low-income students at Cal Poly has not increased, more eligible students are receiving intentional community, academic, and personal support through this program. This growth is possible only due to a campuswide commitment to collaboration, including units like University Housing, the Office of Financial Aid, and University Advising.

Important points of recruitment, like enhanced campus visits and orientation experiences, are also informed by the values of diversity, equity, and inclusion. These values are central to the process of onboarding students and are reflected throughout the entire student life cycle. Many of these programs are led by [Poly Reps](#), a student-run volunteer campus tour program, the members of which participate in Intergroup Dialogues (IGD) training on issues of social identity, status, privilege, and inequality. In addition to long established programs, such as the [Educational Opportunity Program](#)'s residential [Summer Institute](#), several important pre-orientation programs have been developed in the last decade. [PolyCultural Weekend](#) (PCW), held in spring, serves underrepresented minority groups by connecting prospective students with cultural communities on campus. During the weekend, prospective students explore academic, cultural, and social resources to help establish a sense of community, cultivate a feeling of belonging, and gain the confidence to succeed at Cal Poly. A recent expansion allowed for 293 students to participate in 2020. In 2017, the [Cross Cultural Experience](#) Week of Welcome option was created for students who identify as a member of an underrepresented group, including various racial and ethnic backgrounds, gender identities,

citizenship, sexual orientations, and economic class. Demand for this program has doubled each year, with 531 students taking part in 2020. [Creating Opportunities for Representative Engagement](#) (CORE), partially funded through GI 2025, was developed in 2018 to enhance a sense of belonging and acquire leadership opportunities for underrepresented first-generation students before engaging in Week of Welcome. In 2020, CORE served 172 students after starting with 57 students in 2018. This year CORE expanded to include the Center for Leadership and the ROTC program. Finally, new incoming students are also expected to complete [Diversity EDU](#), an online training program focusing on critical diversity and inclusion topics.

Retention Initiatives. CSU Student Success Dashboard data has illuminated two important facts about the way that the URM gap develops over a student cohort's time at Cal Poly. Of the 2018 FTFY class, 81.0% of URM students earned junior status within two years, compared to 86.5% of their non-URM peers.²¹ Meanwhile, data from earlier cohorts shows that for those students who did earn junior status in 2017, the four-year graduation point gap not only disappeared, but was reversed, with URM students graduating at a 24.2% rate, compared to 23.3% of non-URM students.²² The need to take time off from school is a major factor influencing the timely completion of units. University Advising Retention reaches out to all students not enrolled in a term after first-round registration and again after the census date. Additional calls are placed to URM and 1st Generation students who are not enrolled for fall classes by the start of summer term. The retention team is also piloting a communication plan to reach CP Scholars who are below 90 units after their first two-years, in order to assure that they are taking advantage of university advising resources.

Above it was noted that six-year FTFY graduation rates are improving more slowly at Cal Poly. Retention efforts aimed at improving six-year rates include a collaboration with the Evaluations unit to distribute to college advising centers lists of all students scheduled to graduate in the current and subsequent terms who are missing graduation requirements at key points in the registration cycle. College advising centers use these lists, in combination with routine graduation checks, to maximize communication and facilitate completion of requirements.

The [Office of Writing and Learning Initiatives](#) (OWLI) plays a crucial role in academic preparation by offering free, accessible tutoring and academic support for all undergraduate students. Targeted

interventions for high DFW courses were recently introduced, with high failure rate courses offered in hybrid format, taught by nationally recognized faculty, with course material adapted to focus more on conceptual understanding and problem solving and less on theory. Based on results, DFW pilots were expanded to include courses within all six colleges in 2019-20. An important enrollment management innovation was the expansion of Block Scheduling for first-time first-year students through fall, winter, and spring. This close and detailed collaboration between the Registrar, Advising, and the colleges has allowed for a stronger and more direct role in keeping students on track for timely graduation.

The [Transfer Center](#), which launched in January 2020, helps address issues of academic preparation, enrollment management, student engagement, and administrative barriers. Even though it had to be developed in a virtual environment, the Center has established a strong social media presence and offers virtual academic coaching. From July 2020 through June 2021, the Transfer Center coordinator and student assistants had 638 student contacts, primarily focused on perspective and incoming new transfers. The transfer coordinator works closely with Admissions and Evaluations to review Transfer Model Curricula in efforts to identify majors that may be eligible to establish Associate Degrees for Transfers. Also, a [Transfer Student Advisory Council](#) made up of transfer student representatives from each college has been established. Finally, in spring 2021, the Center's staff have developed and implemented six Faculty and Staff Transfer Inclusion training sessions, with 97 total participants.

An example of a longer-term student engagement effort is the [BEACoN \(Believe, Educate & Empower, Advocate, Collaborate, Nurture\) Research Program, which](#) was established in 2014 as a professional mentoring program and began providing stipend research opportunities for underrepresented students in 2017. Collaborative research experiences and professional development mentoring create a high-impact practice with positive effects for students in their post-graduation career as well. In 2019-20, 89 faculty (nine from our university-wide diversity cluster hire) and 373 students applied to participate in the program. Ultimately, 43 mentor-mentee pairs were selected, representing all six colleges; this is nearly double the participation from the prior year. BEACoN and Cal Poly's cluster hires are described more in Component 8, Part 3.

Much of the crucial work of student engagement and wellbeing is performed by [Student Diversity and Belonging](#), a collective of campus resource centers which uses intersectional advocacy and cultural connections to empower students who experience marginalization and to build a more just and equitable Cal Poly community. Centers include the Gender Equity Center, LGBTQ Campus Life (PRIDE), Men & Masculinities, the Black Academic Excellence Center, Dream Center, and Multi-Cultural Center. In addition, the College of Engineering has a longstanding and successful [Multicultural Engineering Program](#), and the Orfalea College of Business has recently developed a [Multicultural Business Program](#) as well.

The [Cal Poly Cares](#) program addresses the financial support element of GI2025 by providing limited financial assistance to currently enrolled Cal Poly students who cannot meet immediate, essential expenses because of temporary hardships. Micro-grants cover academic supplies, medical costs, housing, basic needs, and tuition support. The program started in 2015 and served 176 students, with \$297,847 awarded. In 2019-20, 1,694 students were granted \$902,739. Increased funding was derived from the federal Cares Act, CSU Graduation Initiative 2025, and private donors, but the fund was depleted by March 2020.

Data-informed decision making has been another important element of working toward GI2025 targets. Data Champions workgroups studying instructional demand and capacity, student success, transfer students, and student voices provided targeted efforts using quantitative and qualitative data to dive deep into retention issues. Retention Specialists reach out to all active students that are not enrolled in any given term, and an Active Not Enrolled study carried out in 2018 (see Appendix 8-3) provided valuable data on how to identify campus systems contributing to attrition, provide time-sensitive support to at-risk students, and to remove or reduce barriers to graduation. Academic Advising Centers and the Office of the Registrar Evaluations team are now working together to decrease the number of students denied graduation, by examining and communicating about reports pulled both before and after registration for students' scheduled graduation term and refining systems to help students resolve obstacles and graduate in a timely fashion. (CFR 4.1)

Special attention is also paid at Cal Poly to the academic welfare of the university's 530 student-athletes (as of Spring 2021), roughly 2.5% of the student population. This includes the staffing of three full-

time Student Athlete Advisors in the Mustang Success Center. In Spring 2021, the members of the university's 21 intercollegiate athletic teams compiled a 3.21 GPA, with women's teams averaging 3.44. Some 34% of student-athletes made the Dean's List that quarter, while 71% achieved GPAs of over 3.0.

It should also be noted that the Office of Institutional Research regularly produces graduation and persistence data that is disaggregated more thoroughly than the CSU/IPEDS data cited here. Instead of just URM and non-URM graduation and persistence rates, the Cal Poly community is able to examine this data for Hispanic/Latinx, African American, Native American, Hawaiian/Pacific Islander, Asian American, Multi-Racial, White, Non-Resident, and Other/Unknown groups. At the request of the colleges, IR also produces graduation and persistence data that also cross multiple categories, like gender and ethnicity, Cal Poly Scholar status and gender, 1st-Generation status and gender, and 1st-Generation and ethnicity. Furthermore, every degree program and college reviews and analyzes this data yearly as part of a three-stage process (with program action plan updates submitted in fall, reviews of essential program data, especially graduation rates, in winter, and academic assessment reports in spring). These three reports reflect a campus commitment to annualize certain aspects of program review and ideas of continuous improvement, as well as a program-level response to GI 2025.

Faculty and Staff Recruitment and Retention

IR also produces and publishes finely disaggregated data on the institution's faculty and staff. As can be seen in Appendices 8-4 and 8-6, Cal Poly is still an institution characterized by white and male majorities in the faculty and MPP ranks. The last four years show promising movement in the direction of more female, URM, and Asian representation, although this time span is too brief to guarantee significant change over the next decade. Appendix 8-4: Faculty All Headcount by Ethnicity and Gender, 2016-2020 shows that, as of 2020, only 26.8% of full professors (up from 24.4% in 2016) identified as women. This proportion increases at the associate (40.1%, up from 39.0) and assistant (47.9%, up from 45.6%) levels. This proportion of female assistant professors seems to herald a more representative faculty by gender in the future, just as the proportion of female-identifying department chairs/heads (33.3%, up from 18.4%) seems to predict a more balanced population of faculty leaders.²³

A comparison to CSU systemwide data provides another reminder that there is still much progress to be made. As of 2019 and the most recent available CSU data, Cal Poly's faculty is less female and less minority (i.e., more white and more male) at each rank, often by substantial margins, as shown in Table 8.2.

Table 8.2: Cal Poly and CSU Faculty Demographics, 2019

Faculty Rank	Minority*	Female
Full	CP 18.9%, CSU 33.0%	CP 26.2%, CSU 40.6%
Associate	CP 20.4%, CSU 38.3%	CP 35.5%, CSU 48.0%
Assistant	CP 21.4%, CSU 41.4%	CP 49.3%, CSU 49.8%
Lecturer	CP 9.7%, CSU 29.4%	CP 47.9%, CSU 52.3%

* This "Minority" terminology follows the CSU categorization.²⁴ For the Cal Poly figures, URM, Asian, and Multi-racial totals are summed to provide an equivalent.

Only in the female assistant and lecturer groups do Cal Poly's figures approach CSU norms. One can expect that this will result in a more female professoriate over time, although the same prospect does not yet seem possible for Cal Poly's URM, Asian, and multi-racial faculty colleagues.

As of 2020, Cal Poly staff is 64.5% white by headcount (and 64.2% by FTE), down from 66.3% headcount and 67.3% FTE in 2016. The Black staff population has decreased over that same time, from 2.1/2.2% to 1.5/1.5%, while the biggest increase is in Hispanic/Latinx staff (20.2/20.8% from 18.9/18.5%). Staff members identifying as women make up 54.4/54.1% of the total, compared to 53.4/54.9% in 2016. (See Appendix 8-5: Staff Headcount and Full-Time Equivalent (FTE) by Ethnicity and Gender, 2016 and 2020.) Meanwhile, university management is 76.6% white, up slightly from 76.3% in 2016. MPP ranks are 8.6% Hispanic/Latinx (down from 8.8% in 2016), 4.5% Black (up from 3.8%), and 4.5% Asian American (down from 4.6%). Management is now 49.7% female-identifying, up from 48.9% in 2016. (See Appendix 8-6: Management Headcount by Ethnicity and Gender, 2016 and 2020.)

Recruitment Processes and Practices. Over the period of review, several notable processes, practices, and criteria have contributed to the effective recruitment of faculty and staff from various social identities. These efforts include faculty cluster hires, improved hiring procedures, and the Human Resources (HR) PageUp software platform. (CFR 3.1, 3.2)

The implementation of PageUp, a new applicant tracking system, in 2019, had a multifaceted impact on Cal Poly's ability to attract and hire diverse applicants. As implemented, PageUp contains four main functions: applicant tracking, onboarding, candidate relationship management, and reporting. These functions

offer a robust toolset for proactive recruiting, lowering barriers for applicants, increasing demographic response rates, increasing transparency and communication, enhancing Cal Poly branding, more effectively advertising jobs to specialty sites, and allowing onboarding workflows that focus on inclusion.

Hiring procedures have been revised and developed to reduce bias and increase equity in the hiring process. In the procedure document for recruiting tenure-track faculty there is a diversity statement noting the importance of diversity concerning race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation for higher education. It also notes Cal Poly's commitment to diversifying the campus at each level, including staff, faculty, and students. (CFR 1.4, 3.2) In the hiring process, diversity is vital at every stage. For instance, the job announcement must be approved by the Office of University Diversity, and Inclusion (OUDI). OUDI also reviews and approves the recruitment plan, which must list one or more recruitment sources to garner a diverse applicant pool (e.g., sending the posting to colleagues at HBCUs). Finally, all job postings must include a diversity statement.

Search committees are encouraged to diversify their committees in the search process, including allowing probationary faculty and tenured faculty from other departments to serve on the committee to increase diversity. Committee members are required to ask each candidate the same initial question (with the potential for follow-up questions related to the initial question). Additionally, committee members are instructed to refrain from questions regarding a candidate's social identities. During this screening interview, committees are required to ask at least one question regarding the candidate's experience with and plans to work with students, faculty, and staff of diverse backgrounds. Committees can choose among a set of pre-approved questions developed by OUDI or establish their own, which OUDI must approve. A sample question includes "How have your experiences prepared you to advance our institution's commitment to diversity and inclusion?" Additionally, before candidates are invited for an on-campus interview, the list of screened candidates and the finalists, and a screening summary (including an explanation of how the candidate will support and enhance diversity at Cal Poly) is sent to OUDI for approval. Finally, to ensure that faculty and staff abide by equal employment practices during all aspects of the hiring process, an Employment Equity Facilitator (EEF) must be on each committee. The EEF also informs the other committee members

about their roles and the expectations and responsibilities regarding the hiring process. EEFs are empowered to interrupt during moments of bias or inappropriate questioning and instruct applicants not to answer such questions. Finally, EEFs provide a report to the Office of Equal Opportunity at the conclusion of each search. (CFR 1.7, 3.2)

In 2016, the College of Liberal Arts (CLA) ran its first tenure-track [Cluster Hire](#) focused on increasing curricular coverage of topics related to diversity, equity, and Inclusion (DEI). Departments in the college were asked to submit proposals to compete for seven tenure-track lines and were chosen for inclusion in the cluster based on the description of the new hire to teach DEI topics in their field. When advertising for these positions, the following recruitment language was used: “Cal Poly strongly values diversity and inclusion, especially in the classroom and among its areas of study. This position is part of a university-wide cluster of searches designed to increase curricular coverage of areas related to diversity and inclusion and promote inclusive teaching strategies across the college. Successful candidates will be expected to contribute to the university’s goals in these areas.” As shown in Appendix 8-7, seven successful hires were subsequently made in five departments increasing expertise in DEI areas in the college as planned. Applicant pools were much more diverse than typical in the past, resulting in an increase in eventual hires of individuals from underrepresented backgrounds (across race, gender, sexual orientation, and nation of origin).

Following the success of this hire, the Provost’s Office requested funding from the Chancellor’s Office to scale up the practice into a university-wide effort in 2019. Departments across the university submitted proposals to the Cluster Hire Steering Committee to have their hires included in this effort. Thirteen hires were made across five colleges and nine departments, with all faculty lines except one funded by the colleges. Each hire was given \$10,000 in start-up funds to support their work in diversity and inclusion. Once hired, each candidate worked with their dean and others to develop a plan for utilizing these funds to ensure their work contributed appropriately to university DEI efforts. Mentors were provided for all candidates in both iterations of the DEI Cluster Hires, and professional development and opportunities for community gatherings were offered. Retention across both cluster hires at present is 17 out of 18.

Several outcomes have arisen as a result of the DEI-focused cluster hires. First, curricular coverage has increased across the departments that participated in both cluster hires. Additional benefits to the university include: increased DEI expertise in university committees the dissemination of DEI-related research across the university via events such as the CLA's Annual Social Justice Teach-In; increased numbers of speakers focused on DEI topics; and increased participation in the BEACoN program with the participation of a majority of the cluster hires.

Important work in this area is happening at the college level too. In Fall 2020, Cal Poly was one of 19 universities that joined a three-year institutional change effort known as Aspire: The National Alliance for Inclusive & Diverse STEM Faculty. The Association of Public and Land-grant Universities co-leads this effort, which is funded by the National Science Foundation as part of its INCLUDES initiative, to develop inclusive faculty recruitment, hiring, and retention practices. Aspire aims to ensure that all STEM faculty use inclusive teaching practices and that institutions increase the diversity of their STEM professoriate. Cal Poly and universities participating in this third Aspire cohort began their work in 2020-21 with a self-assessment of current practices and assets. Cal Poly will develop (2021-22) and implement (2022-23) campus action plans to drive change and scale such efforts across all their STEM programs. While this project is focused on STEM disciplines (including the social sciences and educational research), Cal Poly aims to apply what we learn via this effort across campus.

Beginning in 2015, the staff recruiting process was updated through a series of kaizens (process improvement workshops), the adoption of industry-agnostic best practices (e.g. behavioral and situational interview questions, the BAR [background, action, result] interviewing method, etc.), technology enhancements (PageUp and LinkedIn), and the implementation of the full-cycle and executive search models. The goals of these efforts have been to broaden and diversify the pool of highly-qualified applicants for staff and management roles, mitigate biases, increase assessment and selection accuracy, increase market competitiveness of roles, reduce time to fill, and ensure a positive experience for all individuals engaged in a recruitment.

For all staff and management recruitments, recruiters conduct an intake meeting with hiring managers to provide consultation on the search, including position description development, advertising language, and search committee selection. Recruiters encourage the use of a diverse committee and advise hiring managers on potential members. Since 2017, all committees are required to conduct a launch meeting with the assigned recruiter prior to assessing applicants. At the launch meeting, there is a focus on effective interview techniques and controlling for bias, including the use of approved behavioral or situational questions, a rubric, and scoring. All committees are required to use an interview guide and the same scoring system to ensure consistency and accuracy.

The executive search model, implemented in 2016, is run by an in-house search firm and has been utilized to hire leadership positions from director to vice president. In addition to enhancing the diversity and quality of applicant pools, it has reduced the time to fill and saved the university significant money on search firm fees. To date, only 3 of the 37 leaders hired through executive search have left the university.

Cal Poly has increased its community outreach and partnerships with organizations such as Work for Warriors, the Veteran's Center, the San Luis Obispo County Office of Education and other to ensure local applicants are aware of opportunities with the university. Since 2016, Cal Poly has been utilizing external market data in its compensation analyses to develop hiring ranges. This, coupled with the local salary program explained below, is enabling Cal Poly to be more competitive and to offer salaries that are more aligned with the market. Additionally, since 2016, Cal Poly has begun offering relocation for specific, hard-to-fill staff-level positions, thereby expanding the pool of potential, well-qualified applicants from diverse socio-economic backgrounds.

An important conclusion after several years of these efforts is that a focus on inclusion and community drives engagement and makes retention much more viable. See Component 8, Part 2 for a discussion of the many university-wide efforts to create a diverse campus culture that is welcoming to all, including attention to critical campus conversations, book circles, trainings, Faculty Staff Associations, work with the city and county, pay adjustment programs, and attention to the burden of cultural taxation on historically marginalized communities.

Endnotes.

¹ “Compare Colleges Results: Funding and Faculty,” College Results Online, <https://bit.ly/CROcp2017peers>.

² California State University (CSU) Office of the Chancellor, “2017-18 Final Budget Allocations,” Coded Memo B 2017-05, July 14, 2017, page 7; CSU Office of the Chancellor, “2018-19 Final Budget Allocations,” Coded Memo B 2018-02, July 16, 2018, page 5; CSU Office of the Chancellor, “2019-20 Final Budget Allocations,” Coded Memo B 2019-02, July 19, 2019, page 6; CSU Office of the Chancellor, “2021-22 Final Budget Allocations,” Coded Memo B 2021-02, July 13, 2021, page 6.

³ This is for two reasons: IR compiles graduation data at the end of summer quarter every year, which raises these numbers from the June compilation by IPEDS, and the CSU and Cal Poly use different definitions for URM status (as noted in Component 1).

⁴ “What Are Our Historical Persistence and Graduation Rates?” CSU Student Success Dashboard, <https://csusuccess.dashboards.calstate.edu/public/csu-by-the-numbers/graduation-rates>.

⁵ “WSCUC Peer Group 29: Master’s Colleges & Universities: Larger Programs” (2020); “Are We On Track To Meet our Goals?” CSU Student Success Dashboard, <https://csusuccess.dashboards.calstate.edu/public/gi-goal-trajectories>.

⁶ “Are We On Track To Meet our Goals?”

⁷ “Are We On Track To Meet our Goals?”

⁸ “Six-Year IPEDS Graduation Rate for First-Time Full-Time Students (FTFT),” WSCUC Key Indicators Dashboard, <https://wscuc.force.com/amp/s/ki-dashboard>.

⁹ “How do we Compare to our CSU Peers? Graduation Rates by Year; Transfers, 2nd-Year Graduation,” CSU Student Success Dashboard, <https://csusuccess.dashboards.calstate.edu/public/csu-by-the-numbers/csu-peers>.

¹⁰ “What Are Our Historical Persistence and Graduation Rates?”

¹¹ “How do we Compare to our CSU Peers?”

¹² “Are We On Track To Meet our Goals?”

¹³ “Are We On Track To Meet our Goals?”

¹⁴ “Six-Year IPEDS Graduation Rate for First-Time Full-Time Students (FTFT) by Demographic,” WSCUC Key Indicators Dashboard.

¹⁵ “Percent Receiving Pell Grants,” WSCUC Key Indicators Dashboard.

¹⁶ “Percent of Students Receiving Federal Student Loans,” WSCUC Key Indicators Dashboard.

¹⁷ “Tuition and Fees,” WSCUC Key Indicators Dashboard.

¹⁸ “Cal Poly Profile: First-Time Freshmen Selection and Yield Rates,” Institutional Research, December 8, 2020, pages 1-7; “New Students Applications, Admissions, & Enrollment, Fall 2020,” The California State University, <https://bit.ly/CSUAppIF20>.

¹⁹ Allen, “Cal Poly is the only predominantly white CSU.”

²⁰ “Cal Poly Profile: First-Time Freshmen Selection and Yield Rates.”

²¹ “Do Students Achieve Junior Status at Equitable Rates?” CSU Student Success Dashboard, <https://csusuccess.dashboards.calstate.edu/public/student-diversity/earning-junior-status>.

²² “Once Students Achieve Junior Status, Do They Graduate at Equitable Rates?” CSU Student Success Dashboard, <https://csusuccess.dashboards.calstate.edu/public/student-diversity/upper-classmen-grad-rates>.

²³ The *Fact Book* includes only the categories “women” and “men” for faculty and management, adding “unidentified” for staff.

²⁴ “Full-Time Faculty by Rank, Gender and Race/Ethnicity: Fall 2019 and Fall 2014,” The California State University, <https://bit.ly/CSUFacProfile>.

Draft

Component 8, Part 2:

Developing a Campus Culture That is Diverse, Equitable, and Inclusive

In recent years, campus climate, the experiences of students, staff, and faculty on a college campus (Settles, Cortina, Malley, and Stewart 2006) have become powerful metrics to ascertain the quality of an educational learning environment. A positive climate is one in which all campus constituents can bring their full selves to their learning and work environments and fully reach their educational and career goals. A negative climate refers to cultural or systemic barriers that limit one's potential and growth.

Campus climate affects feelings of belonging, which in turn has been empirically shown to affect a wide array of academic and psychological outcomes. Research has shown that when students feel like they belong, they are more likely to persist in their majors (Cheryan, Plaut, Davies, and Steele 2009), do well academically (Walton and Cohen 2007), and experience higher psychological well-being (Murphy and Steele 2007). This latter point becomes increasingly important as recent internal evidence shows that mental health is a leading reason why many students leave Cal Poly.

In this essay we will examine our campus climate since our last accreditation review. We will identify our campus climate challenges and continued opportunities for improvement. We have also identified key university-wide initiatives that address issues raised in our campus climate surveys. Lastly, we will examine our most recent challenges to campus climate, such as the impact of COVID-19, and consequently, remote learning, and heightened racial tensions. We offer strategies to help to continue to improve campus climate, including suggestions for systematic changes that will foster diversity, equity, and inclusion.

Campus Climate Surveys. We have identified our 2014 and [2019](#) campus climate surveys (CFRs 1.4, 4.1, 4.2, 4.3, 4.7) as primary sources to quantify how students, staff, and faculty experience campus climate at Cal Poly. Although our two campus climate surveys were conducted by two different external consultants that used different survey instruments, we summarized the main takeaways from each survey and drew comparisons between the two to identify how perceptions of campus climate have changed or remained the

same. While it should be noted that methodological errors were discovered in the 2014 data set, we can still glean meaningful conclusions from it.

Both the 2014 and 2019 campus climate surveys indicated that our students perceived our campus climate as generally positive. The 2014 climate survey revealed that 80% of students reported that they were “comfortable” or “very comfortable” with the climate at Cal Poly (Rankin 2014). In the 2019 campus climate survey, approximately 50% of students reported being “satisfied” or “very satisfied” with the overall climate at Cal Poly within the past 12 months. However, when asked about the climate as related to diversity, equity, and inclusion (DEI), students perceived the DEI climate (mean = 3.2) less positively than the general climate (mean = 3.6, on a scale from 1 = negative adjective to 5 = positive adjective). In other words, students across all social identity groups identified Cal Poly as having some DEI challenges, suggesting that even our White students were willing to recognize campus climate challenges in the 2019 CPX survey (Williams et al. 2019: 25-26).

However, given that Cal Poly is a predominantly White institution, examining perceptions of climate by simply examining aggregate scores across all social groups obscures important differences in students’ experiences because these aggregates are heavily weighted by the experiences of our White students. When campus climate survey results are disaggregated by race, and other social identity groupings, consistent differences between groups emerge. Examining these differences in perceptions of campus climate can partially explain equity gaps, as the same groups that experience worse campus climate also tend to take longer to graduate or drop out at higher rates than those who experience a positive campus climate. These equity gaps will be discussed in greater length in the essay focused on recruitment and retainment efforts.

Both campus climate surveys found that particular social identity groups have consistently indicated some dissatisfactions with campus climate. Differences in perceptions of campus climate varied as a function of race/ethnicity, socioeconomic status, enrollment status, gender, sexual orientation, and ability status of the respondent. We note differences across these social identity groups below. While we are aware of the intersections among these group identities, unfortunately, the nature of the data did not allow further breakdowns to report on those interactions. While this essay focuses on students’ experiences, it should be

noted that both campus survey reports also included faculty and staff responses. In most cases, faculty and staff responses mirrored student responses, with the same social identity groups noting campus climate concerns.

Race and Ethnicity. Consistently, both the 2014 and 2019, campus climate surveys indicated that perceptions of campus climate differ by race and ethnicity. While the overall perceptions of campus climate in the 2014 survey were mainly positive for the campus as a whole, an examination of perceptions of climate by race revealed racial and ethnic minorities (51%) were more likely to report experiencing exclusionary, intimidating, offensive and/or hostile feedback based on their race or ethnicity compared to Multiracial (29%) and White students (8%). The 2019 campus climate survey indicated that our African American (Mean = 2.9) and Latinx (Mean = 2.9) students were least likely to feel valued and that they belonged compared to White students (Mean = 3.5) on a scale from “1 = strongly disagree” to “5 = strongly agree”. African American (54%) and Latinx (51%) students were most likely to report feeling discriminated against compared to only White (15%), Multiracial (27%), Native American, Middle Eastern, North African, and Hawaiian or other Pacific Islander¹ (34%), and Asian American (39%), students. In fact, a multivariate regression analysis revealed that African American Students were 5.46 times more likely than White students to report feeling that they had been discriminated against at Cal Poly—the largest effect observed in the regression analyses that were conducted. This more recent campus climate survey also examined perceptions of climate in the surrounding community. African American (44%), Latinx (47%), and Asian American (57%) students were less likely to state that they were treated fairly in San Luis Obispo compared to White (87%), Multiracial (74%), and Native American, Middle Eastern, North African, and Hawaiian or other Pacific Islander (64%) students.

Socioeconomic Status. The 2014 campus climate survey indicated that low-income students were less comfortable with the overall campus climate and classroom climate than their not-low-income peers (Rankin 2014: 69). In 2014, low-income students were 36% more likely to report feeling uncomfortable or very uncomfortable with overall campus climate. In 2019, this number remained consistent with a slight increase to 40%.

The 2019 CPX survey asked respondents about financial stability. Financially Stable responses were “I do not have to worry about money” and “I have extra money after paying bills” while Financially Struggling were “I am breaking even,” “I am barely making it,” and “I cannot make ends meet.” Students who reported financial challenges were 40% more likely than their financially stable peers to report feeling dissatisfied or very dissatisfied with the overall climate at Cal Poly, and 64% more likely to report feeling as if they had been discriminated against at Cal Poly (Williams et al. 2019: 33). In particular, financially challenged students viewed the DEI climate and institutional commitment to DEI as areas of concern at a higher rate than their financially stable peers. Financially struggling students were also significantly less likely to report being treated fairly in San Luis Obispo (65.6% to 82.3%). Financially challenged faculty and staff reported similar dissatisfaction with campus climate. Similarly, the Cal Poly COVID-19 Virtual Transition Survey in Spring 2020 revealed disparities between the way low-income and not-low-income students experienced the transition to virtual learning. Only a small portion of both low-income (14%) and not-low-income (24%) students reported feeling a sense of belonging at Cal Poly in Spring 2020. Low sense of belonging might have been driven by our remote learning environment, and stressors related to COVID.

Transfer Status. As a campus, Cal Poly has recognized that our transfer community is an area where much can still be done to improve the overall quality of the student experience. The 2014 climate survey indicated that student respondents who Started as First-Year Students (85%, n = 3,283) were more comfortable (“very comfortable”/ “comfortable”) than undergraduate student respondents who started as transfer students (80%, n = 406). The 2019 climate survey did not collect enrollment data. As a result, a concerted effort has been made to make improvements in a variety of transfer specific areas. Historically, our orientation programs were geared toward traditional first-time, first-year students. Since our last reaccreditation, the university has now added several tracks specifically for transfer students. In addition, as a part of the CSU’s Graduate Initiative 2025 a team of campus leaders were assembled to explore areas where roadblocks to student success could be removed. Areas of focus included, but were not limited to, the admissions application process, curriculum reviews, orientation and more. Specific financial investments to improve the transfer experience are outlined in Component 8, Part 1.

Gender. To examine campus climate in relation to gender, one must understand the survey data released in 2014 and in 2019. Unfortunately, in both instances, the survey only provided two options-- male and female-- to classify participants, disregarding the experiences of nonbinary or gender non-conforming students. California's Gender Recognition Act, SB 179, went into effect in 2019, mandating the state of California to recognize a third gender option; however, the surveys-- including the one released in 2019-- do not reflect this.

Survey results from both years reflect that women-identifying students have poorer perceptions of their treatment at Cal Poly than male-identifying students. In 2014, a much higher percentage of women than men reported the treatment was based on their gender — 44 percent for women versus 18 percent for men. The 2019 campus climate survey revealed that women were 31% more likely to report being dissatisfied or dissatisfied with the overall climate, and 32% more likely to report that they had been discriminated against in the past year at Cal Poly, compared to male students. However, there was no significant difference between men and women in perceptions of fair and equitable treatment in San Luis Obispo—with both 75% of men and women reporting fair treatment. Interestingly, these gender data indicate that our female students experience greater bias on campus compared to the surrounding community and male students. We believe this escalates the need to continue to provide training and discussions about implicit bias.

Sexual Orientation. The LGBTQIA+ community at Cal Poly consistently and disproportionately struggles as compared to their heteronormative counterparts. One area of concern in the conduct of these surveys is that the 2014 data only references lesbian, gay, bisexual and queer respondents, while the 2019 data includes transgender students alongside lesbian, gay, bisexual, and queer respondents. This lack of distinction between sex, gender, and sexuality has resulted in data that can be difficult to compare. In 2014, 58 percent of lesbian, gay, bisexual and queer respondents reported exclusionary conduct based on their sexual identity, compared to only 8 percent of heterosexual respondents and 15 percent of those who identified as asexual/other. In the 2019 survey, LGBTQIA community members (15% of students) report a less positive experience than their heterosexual peers (84% of students); i.e., each response indicator was noted as an “Area of Concern” or a

“Major Challenge.” In comparison, heterosexual student respondents report their perception of the general campus climate, as well as their feelings of being treated fairly in San Luis Obispo, as “Emerging Strengths.” The 2019 campus climate survey revealed that LGBTQIA students were 1.2 times more likely to report being dissatisfied or very dissatisfied with the overall climate, and 1.01 times more likely to report that they had been discriminated against in the past year at Cal Poly, compared to heterosexual students.

Ability. Students with disabilities are often left out of the diversity discussion, but this is rapidly changing. Cal Poly’s Disability Resource Center (DRC) currently serves about 9% of the student population, but the number of students who qualify for these services is likely closer to 12% of the student body according to the U.S. Department of Education’s National Center for Education Statistics. Students must apply for accommodations, and services are provided for a variety of disabilities such as ADHD, dyslexia, low vision, low hearing, mobility limitations, autism, and depression. The DRC works to provide an equitable environment for students with disabilities so that they have equal opportunities to learn.

Although there is some disparity in satisfaction with overall climate in both the 2014 and 2019 surveys, these are not as large as some other historically marginalized groups at Cal Poly. In the 2014 survey, approximately 72% of students with disabilities were “Comfortable” or “Very Comfortable” with the overall climate, compared to approximately 82% of students without disabilities. In the 2019 survey, students with disabilities were 1.55 times more likely to be either “Dissatisfied” or “Very Dissatisfied” with the overall climate. They were also 2.1 times more likely to report having been discriminated against compared to their non-disabled counterparts.

The DRC has conducted its own [surveys](#) over the past several years. In 2014, when asked about their level of agreement with “Overall, this campus is responsive to students with disabilities,” 31.4% chose “Strongly Agree”, 44.3% “Agree”, and 17.1% “Somewhat Agree”. In a 2017 survey, the following question was asked: “My instructors are supportive of me as a student with a disability; I feel welcomed and valued in my classes”; 59.1% of DRC students said this was “Almost always true” 26.4% said “Somewhat true”, 2.7% said “Rarely true” (11.8% did not respond to this statement).

National Survey on Student Engagement. A qualitative analysis of student responses to the National Survey of Student Engagement questionnaires from 2011, 2014, and 2017, echoed the 2019 climate survey finding that students are thinking about DEI more at Cal Poly. Our analyses revealed that 19.24% of students across the three years analyzed mentioned DEI in their response (see Appendix 8-8, Table 1). Interestingly, the open-ended prompt did not specifically ask students about DEI, rather prompt invited students to reflect on their college experiences broadly. Yet, nearly 1 in 5 students mentioned this in their response. Notably, students mentioned this much more in 2017 (22%) compared to 2011 (14%) or 2014 (13%). This was not unique to students of color; students across racial and ethnic backgrounds mentioned DEI more in subsequent years (see Table 2). When DEI was mentioned, students described DEI in mainly positive terms. Out of the 223 responses that mentioned DEI, 191 (86%) mentioned DEI in positive terms, while 10 (4%) of responses mentioned DEI in negative terms (see Table 3). Also, students across all racial and ethnic identities mentioned DEI in positive terms, except those who did not indicate their race (see Table 4).

Overall, 83% of DEI responses indicated that students perceived that Cal Poly should do more for DEI. Perceiving that Cal Poly should do more increased in each subsequent year analyzed, such that 65% of students in 2011 indicated that Cal Poly should do more, 70% of students in 2014 indicated that Cal Poly should do more, and 89% of students in 2017 indicated that Cal Poly should do more (see Table 5). Similarly, the number of students who said that Cal Poly did too much regarding DEI decreased in each subsequent year analyzed, such that 22% of students in 2011 indicated that Cal Poly did too much, 15% of students in 2014 indicated that Cal Poly did too much, and 7% of students in 2017 indicated that Cal Poly did too much (see Table 5). Students were most likely to talk about race and ethnicity when specific social identities were mentioned in responses in all three years analyzed (see Table 6). Taken together, these data demonstrate that our Cal Poly students care about DEI and want to see our university continue our efforts to improve campus climate for our historically underserved students. This sentiment might be best captured by the following student response:

I hope one day Cal Poly can be a campus of all people, where all people can feel welcomed, regardless of their race, skin color, ethnicity, economic background, and so on.

Addressing Campus Climate Issues at Cal Poly

Cal Poly has enacted a variety of strategies and initiatives to cultivate a more diverse, equitable, and inclusive campus community. Progress in this area can be identified via expanded efforts impacting the following areas: cultural center/physical spaces, campus wide committees and organizations, communication and outreach efforts, personnel changes, program development, and policies and procedures. Appendix 8-9 provides a comprehensive list of the efforts found in each of the above areas that have contributed to Cal Poly's efforts to address campus climate since our last review in 2012. The initiatives outlined are linked to CFRs 1.2, 1.4, 2.10 and 2.14. Advancements related to campus climate are tethered to the institution's essential values and its educational objectives at the institutional and programmatic level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success.

The initiatives found in this section are linked to Strategic Priority #3 of our [university strategic plan](#) to: 1) align diversity and inclusion efforts across the university, 2) create and sustain a more diverse, equitable and inclusive University community that reflects and serves the diverse people of California, 3) prepare all students for their future through an education that includes diversity learning and reflects the principles of inclusive learning, and 4) further develop a campus climate that reflects the values of diversity, equity, and inclusion as well as free inquiry and mutual respect. The university strategic plan has also outlined specific metrics to gauge progress in these areas including: campus climate survey outcomes from one period to another, university action planning, campus demographics (students, staff, and faculty) relative to the State of California, student data (enrollment, retention, and graduation rates) from under-represented, low-income, and first-generation as they relate to White, high-income, and non- first-generation students, bias incidents, and donations received for diversity and inclusion initiatives. Appendix 8-9 indicates how each effort aligns with university strategic goals. Below is a brief overview of each section and its correlating advancements.

College and Departmental Diversity Action Planning (CFRs 1.1., 1.4., 1.7, 2.11, 2.14, 3.6, 3.7). One of the seven recommendations from the final report of the 2019 Cal Poly Experience (CPX) study was for colleges and administrative entities to create DEI action plans. To date, all six of the colleges and non-college,

Academic Affairs affiliated (Library, Advising, etc.) Action Plans have been completed and implementation is underway. Student Affairs and non-academic affairs units who were asked to do action plans have completed them, and have begun the work on linking those plans with division specific evaluation programs and implementation plans. In addition, there were a few programs that were not part of the Action Plan process and since also completed plans for their units, one example is the Writing and Learning Center.

Cultural Centers/Physical Spaces (CFRs: 1.4, 2.10, 2.14). Highlights regarding advancements made to the cultural centers and physical spaces include, but are not limited to, the creation of the Dream Center that provides resources and support for undocumented students, the establishment of physical community space for the Transfer Center and Cal Poly Scholars program, residential learning and affinity communities, significant increase in space and technology for the Multicultural Center, increased staffing for the Black Academic Excellence Center, and the creation of the Multicultural Agricultural Program Center. Each of the advancements listed seek to center the needs of marginalized students and provide holistic support rooted in equity and inclusion. At present, the programs within Student Diversity and Belonging (Black Academic Excellence Center, Dream Center, Gender Equity Center, Men and Masculinities Program, Multicultural Center and the Pride Center) operate on a drop-in basis. However, we are working towards identifying ways to track participation to measure impact of programs and services.

Impacts of the increased physical spaces resulted in increased opportunities for students to find community and cultivate a sense of belonging as stated by a fourth year Business Administration Major, “The Multicultural Center is a space that allows me to feel at home, to be in community, and really feel like Cal Poly is a school where I belong” and a fourth year Architecture student “The Black Academic Excellence Center changed my life through its ability to cultivate a welcoming and diverse community on Cal Poly’s campus. It helped me blossom into the student leader and advocate I am today”. The campus continues to increase and expand physical spaces for affinity groups. In fall 2021, the university opened the Native American and Indigenous Cultural Center and will begin the process of having learning sessions to better understand the expectations of experiences that might happen in a Latinx Center.

Campus Wide Committees and Organizations (CFRs: 1.4, 2.10). Addressing campus climate related

to diversity, equity, and inclusion (DEI) requires a university wide effort to advance efforts in departments, colleges, and programs more broadly. This section highlights various efforts regarding committees and organizations that have been established or expanded with a focus specific to DEI. This includes but is not limited to: expanding diversity, equity, and inclusion committees to all six academic colleges, an interfaith campus council, a diversity committee for Academic Senate and Associated Students Inc., a Career Services diversity and inclusion liaison team, alumni associations for the Black, Asian Pacific Islander, Chicano/x and Indigenous communities, and a DEI advisory committee for the Kennedy Library. These committees and organizations elucidate an increased commitment across campus to intentionally center diversity, equity and inclusion throughout a wide range of key departments and academic units, and more specifically in areas that historically did not have structural organizations committed to the advancement of DEI in their respective areas.

Personnel Changes (CFRs: 1.4, 2.14). Changes in personnel have been a crucial strategy in advancing DEI within campus climate. In the late 2000's, Cal Poly appointed its first DEI leader, a Vice President for Inclusive Excellence. This VP worked closely with the Vice President for Student Affairs and led the University Diversity Enhancement Committee currently known as the Inclusive Excellence Council. From this model, we now have the Office of University Diversity and Inclusion where there is now a cabinet level Vice President and Chief Diversity Officer and an Associate Vice President. Both positions signify senior leadership commitment to DEI. Other significant personnel changes include an Assistant Vice President for Diversity and Inclusion in Student Affairs, Associate Dean positions for diversity and inclusion in four of six academic colleges, Multicultural Academic Advisors, an Inclusive Excellence specialist in the Center for Teaching and Learning Technologies, a coordinator for the Transfer Center, and increased staffing in the cultural centers of Student Diversity and Belonging and the Cal Poly Scholars program. These personnel changes play a pivotal role in shifting campus climate and are representative of the structural and systemic support required to advance DEI at Cal Poly.

Program Development (CFRs: 1.2, 1.4, 2.10). Program development regarding DEI has played a significant role in advancing campus climate and centering diversity, equity, and inclusion. Key program

developments include but are not limited to: the expansion of Cal Poly Scholars by more than 204% in two years, Career Services DEI employer mixers, the Creating Opportunities for Representative Engagement (CORE) program that started in 2018 with 57 students and now serves 150 annually. The Cross Cultural Experience (CCE) orientation that has expanded to over 700 participants. Both of these programs are aimed at supporting URM students in their transition to Cal Poly. We have also expanded the Intergroup Dialogues program which has increased the number of students trained by more than 50%, the creation of the Queer Studies Minor, and the College of Engineering [IDEAS](#) (Inclusivity, Diversity, and Equity Action Seed Grants) mini grant program for fostering innovating DEI initiatives in engineering. The programs listed and others like them foster a greater sense of belonging at Cal Poly and promote a campus community that is invested in diversity, equity, and inclusion. As two CCE participants share:

As someone who came from a very diverse hometown, I was nervous coming to Cal Poly where the demographics are very different. CCE allowed me to find community and I became a lot more confident attending Cal Poly after CCE WOW week. (First-year Civil Engineering major)

Because CCE put emphasis on culture and diversity, it helped create a community that resembles my hometown and felt safe. (First-year Engineering major)

Policies and Procedures (CFRs: 1.2, 1.4, 2.10). As initiatives and program development expand across campus, changes in policy and procedures have also followed. Advancements to policies and procedures include but are not limited to: the removal of “Early Decision” admission, the requirement of a diversity statement in all faculty and staff searches, the College of Liberal Arts’ introduction of Diversity learning modules, housing grants for low-income students, required DEI education for all incoming students and student leaders, the Bias Incident Response Team, and the implementation of an employee exit interview protocol. The policies and procedures implemented play a foundational role in integrating DEI into Cal Poly’s standards of excellence, accountability measures, education, and university wide operations.

Current Campus Climate Issues and Ongoing Campus Climate Goals

As we consider how to move forward on campus climate based on the data, which includes the lived experiences of our students, faculty, and staff, we offer are making the following observations and

recommendations, in some cases highlighting shorter-term, more immediate action areas as well as longer-term action areas. The areas of need presented here should not be taken as an exhaustive list, especially as issues arise and circumstances change.

Increasing Campus Diversity to More Closely Reflect California’s Demographics (CFRs 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4., 3.5, 3.6, 3.7, 3.10, 4.1, 4.2). In the next ten years, Cal Poly needs to make significant progress towards having our faculty, staff, and student populations more accurately reflect the population of California. Underrepresentation of minoritized populations creates a potentially unwelcoming environment and places an additional burden on those few individuals already here to provide support in navigating this environment. As noted in the Introduction, Cal Poly is among the least diverse of the CSU campuses. In September 2020, Cal Poly was designated as a minority-serving institution for the fiscal year - specifically serving Asian Americans, Native Americans, and Pacific Islanders, who made up ~14% of enrolled students in 2019. All other CSU campuses, with the exception of CSU Maritime, are also minority-serving institutions; Cal Poly was late to achieve this status. While this is welcome progress, additional steps are needed to recruit and support BIPOC (0.9%) and Latinx (17.6%) students; by comparison, the black and indigenous population together make up 8.1% of the population of California, and 39.4% of the [California population](#) is Hispanic.

In addition to investing into increasing the BIPOC student, faculty, and staff populations, Cal Poly will need to re-envision services to all students and map and track where our students are learning about and discussing race to prepare them for global engagement. We need to continue to deconstruct our programs, policies, and services to ensure that they do not simply benefit the interests of the majority. As our BIPOC and LGBTQ communities grow, we have to acknowledge the importance of intersectionality, multiple identities, and mixed-race backgrounds; continuing work with financially vulnerable students and with programs addressing gender-based and intimate partner violence, which intersect with other identities. All these areas should remain priorities and be resourced appropriately.

Supporting Increased Shared Governance and Greater Transparency (CFRs 1.4, 1.6, 3.6, 3.7, 3.10, 4.6). When addressing campus climate issues on a college campus, it is imperative that university leadership

works as expediently as possible to address issues. However, our desire to move quickly at times has come at the expense of shared governance, creating additional climate challenges. In 2018-19, an external consultant created, disseminated, and analyzed the instrument for our campus climate survey. Many constituents on campus felt that they were not given an opportunity to review and provide feedback on the instrument before it was disseminated, resulting in an instrument that some felt did not best capture climate issues on our campus. Also, very importantly, our campus does not have access to important qualitative data collected in that effort. We need to ensure expediency and effectiveness, but not at the expense of an open and inclusive process.

Supporting the Mission and Needs of the Office of University Diversity and Inclusion (CFRs 1.1., 1.4., 1.5, 1.7, 2.10, 2.11, 2.13, 2.14, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9). A thriving Office of University Diversity and Inclusion (OUDI) with effective leadership is key to the successful recruitment and retention of BIPOC faculty, staff, and students; to providing leadership to respond to campus climate crises (see above); and to the support for sustainable, ongoing programming and assessment. The position of Vice-President for Diversity and Inclusion/Chief Diversity Officer (VP/CDO) was added to the President's Cabinet in July 2017, consistent with recommendations from the 2014 campus climate survey and support from various campus constituents. The person holding that position left the university at the end of June 2020 and it is currently being filled by an interim vice president. Given the importance of this position, campus administration should prioritize recruiting and hiring the VP/CDO in a process that is thorough and transparent, with significant input from campus constituents.

To support the mission of the Office of University Diversity and Inclusion (OUDI), campus administration should also establish a sustainable infrastructure for the VP/CDO to work effectively towards DEI goals. The infrastructure should provide the VP/CDO with sufficient authority, support—including staff support—and resources to impact university-level decisions, actions, and programs, also enacted through thorough and transparent processes and with input from campus constituents. Current specific responsibilities of the OUDI include managing college and departmental diversity action planning, the BEACoN Mentors program, diversity and inclusion training, and the President's Diversity Awards, but

might also include the regular collection and effective dissemination of data relating to diversity and climate, including the reporting of bias incidents. Ultimately, an established infrastructure should place OUDI in a position to be proactive with respect to climate issues, rather than reactive.

Developing a Sustainable Process for Ongoing Campus Climate and Related Assessments (CFRs 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 2.10, 3.1, 3.2, 3.3, 3.4., 3.5, 3.6, 3.7, 3.8, 3.10, 4.1., 4.2, 4.3, 4.5., 4.6, 4.7). The next campus climate/diversity survey should be conducted in 2023-24 or 2024-25, which is not very far away. We assert that the regular evaluation of campus climate should be part of a proactive, forward-looking strategy. It should be a significant and meaningful part of our campus climate, not simply a reaction to negative campus events. From the experiences with past campus climate surveys, we have identified some specific areas that could be considered by the task force: survey development and administration, data ownership, and resource allocation.

Therefore, we recommend a cross-university committee be formed to develop the process of developing and implementing our own campus climate survey instrument. This will enable us to revisit shortcomings of the past surveys to ensure that the results are reflective of our campus. In addition, this also will allow us to be able to use the data to make progress in key areas.

A longer-term priority would be creating a robust, regular assessment of campus climate and related DEI issues (e.g., in the curriculum, in student affairs, in program review). This is an opportunity for Cal Poly to invest in capacity within institutional research to more broadly center assessment of DEI. This would provide support to OUDI in the assessment of its needs, initiatives, and programming; provide service and support for the assessment needs of academic programs and student affairs, and other divisions, to include expertise around DEI issues. By developing a campus assessment center, with a focus on developing and disseminating DEI best practices and procedures could allow the university to be a leader in the California State University System and beyond.

Conclusion

Cal Poly remains an institution committed to ensuring that all campus constituents—students, staff, and faculty alike—can thrive as they work towards their academic and work objectives. Campus

climate is an integral determinant of both student success and opportunity gaps. Over the past 10 years, we have examined our opportunity gaps and worked to eliminate them. Consistent DEI goals and metrics continue to be infused throughout Cal Poly and will be consistently monitored through unit level action planning and reporting to the larger campus community. In so doing, we will be able to move out of silos to examine our DEI progress and continued needs systematically.

These unified efforts also help us to address new DEI challenges as they arise. This can be exemplified in the recent challenges posed by COVID-19 and our response. The [Winter 2021 issue](#) of *Cal Poly Magazine* highlighted a number of innovative practices that emerged in the areas of hands-on learning, online teaching, and scholarship during the COVID-19 pandemic. Yet, Cal Poly needs to also be innovative in the way that it addresses the inequities that have emerged and will continue emerging as campus reopens (see [example](#), for impacts on female, BIPOC, and LGBTQIA faculty).

Mental health and financial concerns are front and center for many students. The return to campus may be impossible or at least more difficult for students who may face anti-Asian and other forms of racism (as COVID also coincided with the Black Lives Matter movement). There may be differential negative impacts from COVID on vulnerable BIPOC students due to losses of close family members, losses of income and work, and lingering effects of COVID. There may also be a sense of loss of community and an increase in stressors for students, who, because of their LGBTQIA identity, may not have been able to return home and for whom returning to campus brings additional stressors. Newer students to Cal Poly, both 2020 and 2021 transfers and new first-time students, may need additional support in transitioning to the campus environment, especially when their gaps in learning and access created by the pandemic.

While we are not where we want to be, Cal Poly is moving in a positive direction.

References

Cheryan, Sapna, Victoria C. Plaut, Paul G. Davies, and Claude M. Steele. 2009. "Ambient Belonging: How Stereotypical Cues Impact Gender Participation in Computer Science." *Journal of Personality and Social Psychology* 97 (6): 1045–60. doi:10.1037/a0016239.

- Greenberg, Arthur R. (1992). *High School-College Partnerships: Conceptual Models, Programs and Issues*. ASHE-ERIC Higher Education Report No. 5, 1991.
- Murphy, Mary C., Claude M. Steele, and James J. Gross. 2007. "Signaling Threat: How Situational Cues Affect Women in Math, Science, and Engineering Settings." *Psychological Science* 18 (10): 879–85. doi:10.1111/j.1467-9280.2007.01995.x.
- Rankin & Associates Consulting. *California Polytechnic State University, San Luis Obispo: Campus Climate Project Final Report*. 2014.
- Settles, Isis H., Lilia M. Cortina, Janet Malley, and Abigail J. Stewart. "The Climate for Women in Academic Science: The Good, the Bad, and the Changeable." *Psychology of Women Quarterly* 30, no. 1 (March 2006): 47–58. doi:10.1111/j.1471-6402.2006.00261.x.
- Walton, Gregory M., and Geoffrey L. Cohen. 2007. "A Question of Belonging: Race, Social Fit, and Achievement." *Journal of Personality and Social Psychology* 92 (1): 82–96. doi:10.1037/0022-3514.92.1.82.
- Williams, Damon A., Katrina C. Wade-Golden, Sallye McKee, and Deidra Gardner. *Embracing the Journey: The CPX Research Study Executive Report*. Center for Strategic Diversity Leadership & Social Innovation, 2019.

Endnotes.

¹ These social groups were grouped together due to the small sample size for these populations.

Component 8, Part 3:

Teaching and Learning How to Live and Work in a Diverse World

Navigating the increasingly diverse world of the campus and beyond is an essential skill. In almost all cases, our graduates will be entering a workforce and/or graduate school that is more diverse than our predominately white institution (PWI); in 2020, 74.9% of faculty, 64.5% of staff, and 53.9% of students self-reported as White. As comparisons, in 2019, 59.5% of CSU faculty reported as White, in 2020, 22.0% of CSU students and 18.2% of students at Cal Poly's WSCUC peer institutions did so.¹ Therefore, it is paramount to provide students experiences in the curriculum and co-curriculum that will help them thrive in their personal and professional lives. To address the theme of teaching and learning how to live and work in a diverse world, we focus on educational programs, activities, and experiences within the curriculum and the co-curriculum as well as the initiatives where the two intersect. Diversity-related learning in the Cal Poly curriculum has expanded considerably since our prior WSCUC accreditation. Regarding the co-curriculum, organizations both with and without DEI as their core mission contribute significantly toward students' learning and experiences with those from different backgrounds. Finally, collaborations among the curriculum and co-curriculum support faculty, staff, and students at different stages of DEI- related experience and expertise. This document contains a broad overview of achievements and recommended improvements in DEI teaching and learning, particularly regarding the need for scaffolding learning across the student experience and a centralized infrastructure.

Diversity Learning Objectives Across the Curriculum

To what extent do Cal Poly's GE, USCP, and major courses develop [Diversity Learning Objectives](#) (DLOs)-based skills, knowledge, and values? This section catalogs how these DLOs are offered, assessed, and met across different departments and colleges. Cal Poly has diversified curriculum significantly since the proposed action item of the 2009 WASC Capacity and Preparatory Review Report to "continue to build awareness and application" of the DLOs (p. 32); a DLO assessment plan is in progress to evaluate curricular

changes and determine to what extent these educational objectives are met (Appendix 8-10). (CFRs 1.2, 1.4, 2.1, 2.2a, 2.3)

Background and Context: USCP Courses and Diversity Learning Objectives

The ability to live and work in a diverse world hinges upon one’s understanding of diverse cultures, a goal Cal Poly has been focused on for three decades. In 1992, the Senate determined that, beginning with the 1994-97 catalog, undergraduates must fulfill the United States Cultural Pluralism (USCP) requirement of a single course satisfying defined criteria, such as a focus on addressing perspectives of historically marginalized groups ([AS-395-92](#)). This requirement was established as a curricular overlay; it could be fulfilled by a GE, major or support course, or free electives that had undergone the curricular review process to include the USCP designation.

In addition to USCP courses, DLOs were established in 2008 ([AS-663-08](#)) as an addendum to the University Learning Objectives (ULOs), building upon the ULO requiring all graduates to be able to “make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability” ([AS-651-07](#), p. 2). This preceded a revision of the USCP Criteria in 2009, which broadened the scope of diversity beyond racial and ethnic groups as per the Cal Poly Statement on Diversity ([AS-676-09](#)).

In 2012, the Cal Poly Educational Effectiveness Review Integration & Student Learning Working Group made the recommendation to “Align the USCP requirement with the DLOs and review USCP courses to see whether they address the DLOs” (p. 8). In 2017, Senate Resolution [AS-836-17](#) further established that USCP criteria must address the DLOs with oversight by the GE Governance Board (GEGB). Because the DLOs serve as a basis for the USCP requirement, the Diversity and Inclusion Working Group for the GEGB, the Office of University Diversity and Inclusion (OUDI), and the GEGB asserted that the DLOs needed to be updated to map better to USCP criteria, a process that finished in 2019. (CFRs 1.2, 1.4, 2.1, 2.3)

Around the same time, the Senate acknowledged the problem of “drift” for USCP courses, in which the multiple faculty teaching the course over time make different and iterative curricular choices that may

depart from original foci. This led to the revision of USCP criteria in 2019 ([AS-883-19](#)) and the creation of USCP EOs that USCP course proposals and GE recertifications as of 2021 must include ([AS-910-21](#)). A schedule for recertifying USCP courses needs to be established now that the USCP Criteria and EOs have been updated. In part because of the flux of the university GE program over the last several years, there has been no assessment of the DLOs until a Spring 2021 survey. As shown in Appendix 8-10, this will be followed by the assessment (beginning in 2023) of DEI learning as a sixth core competency.

DLOs and General Education Courses

In addition to our updated DLOs and USCP criteria, Cal Poly revised its GE template in Spring 2019 in response to CSU Executive Order 1100, which created an opportunity to embed DLOs more intentionally into the course renewal process. In the new GE requirements, most Area A, C and D subareas require the inclusion of at least one educational objective that addresses one or more DLOs. Full implementation of GE recertification is planned for the 2023-24 Catalog. (CFRs 1.2, 2.3)

In August 2020, CA Assembly Bill 1460 was signed into law, requiring all new CSU students to complete an Ethnic Studies (ES) course beginning in Fall 2021. The Chancellor's Office placed the Ethnic Studies Requirement (ESR) into GE as the new Area F. The ESR Working Group was formed in Fall 2020 to work on local ESR implementation. Students generally will complete a ES course at the lower-division and a USCP course at the upper-division. The lower-division, but not necessarily the upper-division course, will be in GE ([Course Catalog](#)). This will support students' need for a diversified curriculum; 10% of students recommended this in 2017 as "the change they would *most* like to see implemented that would improve their educational experience" (NSSE Qualitative Report).

While Cal Poly previously had tried to implement an ESR in a variety of ways, especially in response to the 2017 Collective Impact Study, those initiatives were met with resistance. Though the ESR was an unfunded legislative mandate, the Ethnic Studies Department was able to hire three tenure-track faculty and several lecturers in order to meet new demand. The present solution is to offer ten Area F sections of 120-130 students per quarter, which contrasts with typical class size convention and Learn By Doing pedagogy. (CFRs 1.4, 2.1, 2.2, 2.2a, 3.10, 4.4)

In addition to the ESR, GE courses in Areas A, C, and D are the primary way most students learn about DEI, which they recognize. For example, one student response on the 2017 NSSE survey stated, “I would like to see more academic efforts geared towards diversity and inclusion, namely in the way of required GEs” (NSSE Qualitative Report). Because of this, it is important that the GEGB reflect the diversity of the State of California as well as the research expertise and experiential knowledge of a truly diverse faculty. Historically, the majority of GEGB Chairs and other senate curriculum committee leaders have been white and male, reflecting—even magnifying—Cal Poly’s status as a PWI. With full implementation of the new GE template, including the ESR, it will be important for the campus to foster inclusive leadership by promoting a pipeline to intentionally recruit and mentor faculty of color to serve in senate leadership roles, such as the GEGB Chair position. At the same time, however, faculty of color already take on service and mentoring of students in addition to their heavy workloads teaching DEI-related courses and being called upon for their DEI expertise. To ask those same faculty – who are significantly underrepresented – to step into curricular leadership roles, such as serving on the GEGB, takes them away from doing this other important work and results in the unintended impact of further overburdening them. We must ensure Cal Poly has sufficient, qualified, and diverse faculty to support the attainment of the DLOs, particularly through GE courses because of the broad impact of GE on the overall curriculum.

DLOs, Major Courses, and the Six Colleges

Through the processes of course development and curriculum review, faculty members play an integral role in DEI teaching and learning. All course proposals, modifications, and curricular changes, such as how curriculum aligns with the DLOs, are vetted at the department, college, and university level. (CFR 4.4) Each college has made a concerted effort to evaluate and reflect on ways its undergraduate and graduate degree programs develop DLO-based skills, knowledge, and values, as do several minors; Diversity Action Plans for all six colleges ([CAED](#); [CLA](#); [OCOB](#)) highlight strategic and data-driven approaches to DEI efforts.

Importantly, each college has identified at least one person for whom advancing college DEI initiatives is a central focus. Four of the colleges have an associate dean with DEI in their title; one has an associate dean who focuses on DEI initiatives, but this is not reflected in their title; and one has a DEI faculty

fellow. In 2020-21, OUDI established an Advisory Council, who meets regularly with our DEI Associate Deans and faculty fellow. These organizational changes are a prominent example of a commitment to DEI that positively impacts college-based decisions connected to the DLOs. For example, the Associate Dean of Diversity and Curriculum of the College of Liberal Arts (CLA) spearheaded the formation of a CLA Faculty Diversity Committee, a practice that all six colleges now have. Some of the college-level diversity committees include students, while others have separate student committees. The one college that has a DEI faculty fellow should create an associate dean position for parity across colleges.

Additionally, college-based efforts to support faculty engagement in DEI initiatives reflect an increased commitment to the application of the DLOs across the curriculum. College of Science and Mathematics designed a Canvas site that serves as a repository for inclusive and culturally responsive teaching practices and has an Inclusion and Equity Committee and Fund to support activities that fulfill its mission. The College of Engineering has piloted a new program that works with faculty to open discussions on racial inequities and injustice within classes. The CLA has developed Diversity and Inclusion Resource Modules for university-wide faculty use in creating lectures on diversity-related topics. These are examples of the colleges' commitment to providing students with educational experiences that will help them thrive in a diverse world.

DLOs and Academic Support Units

Academic support units [i.e., Academic Affairs (AA) units not affiliated with a college, such as [Academic Programs and Planning](#) (APP) and University Advising] also support DLOs across the curriculum, helping students gain the skills, knowledge, and values needed to navigate our increasingly diverse world. Most notably, each of the eight academic support units have developed, or are developing, Diversity Action Plans in partnership with OUDI (Appendix 8-11) and are represented on the Academic Senate and serve on curriculum committees and task forces. Specifically, representatives from the Library, Center for Teaching, Learning, and Technology (CTLT), and APP are on the Senate Diversity Committee, playing an integral role in influencing the extent to which diversity learning and teaching occurs. Programs, services, and resources provided by these units further reflect Cal Poly's commitment to more broadly weaving the DLOs into the

fabric of the institution. An important next step is to assess how these units help prepare students to thrive in a diverse world. (CFRs 2.3, 4.4)

Co-Curricular Programming as a Way to Engage in DEI Outside the Classroom

Alongside curricular commitments to the DLOs, co-curricular programs provide students with opportunities to engage in DEI learning outside of the classroom – even in cases where DEI are not the programs’ core goals. These programs help students find communities in which they feel a sense of belonging and engage in the DLOs and [five Diversity and Inclusion priorities of Student Affairs](#) (SA). That said, there is room for improvement in ensuring the achievement of DEI goals: Co-curricular programs should more intentionally align goals with the DLOs and DEI priorities and assess their efficacy, for example, through program review. In SA, each unit is on a rotation for program review every five years (Appendix 8-12). (CFRs 1.1, 1.4, 2.11, 3.1, 4.3, 4.4)

Cal Poly boasts dozens of co-curricular organizations that have DEI as their core mission, creating culturally rich environments for students to engage outside of the classroom. Programs run by departments such as OUDI and the Disability Resource Center (Appendix 8-13) have the benefit of full-time, experienced staff members, funding, and visibility, and thus can offer students a wide array of events, resources, and education. The Multicultural Center (MCC), dedicated to the recruitment, retention, and success of historically underrepresented groups, is one of the largest centers under Student Diversity and Belonging (SDAB). One core MCC initiative is PolyCultural Weekend (PCW), an annual program that has existed since 2004, engaging SA and all six colleges. PCW connects prospective students from underrepresented groups with the cultural community, resources, and events across campus, establishing a sense of community, belonging, and confidence to succeed (SDAB annual assessment). Once students have committed to Cal Poly, they continue to engage with DEI programs. New students participate in the Mustangs for Inclusive Excellence training program as part of orientation. Incoming URM students also have the option of participating in the Cross Cultural Experience (CCE), a successful program (65% increase in participation from 260 to 430 students between 2018 and 2019) offering community for those who identify as URM. We recommend that programs like PCW, CCE, and SLO Days develop specific DEI programs for transfer

students instead of a condensed version or a joint program with FTF. The consistency in co-curricular programming, beginning even before new students arrive, ensures that students can regularly engage in DEI training and discussion. Promoting continuity and decreasing turnover among professional staff would enhance institutional memory and improve DEI programming.

Within AA, there has recently been a great rise in research mentoring opportunities for URM students through programs such as BEACoN, Louis Stokes Alliance for Minority Participation in STEM (LSAMP), and the Access, Community, Equity (ACE) Program (Appendix 8-14). The BEACoN Research Mentoring Program, for example, pairs URM students with faculty mentors, providing \$3000 in funding for the student to do research for 10 hours a week across two quarters, in addition to attending professional development workshops and presenting at an annual symposium. One BEACoN Research Scholar states: “BEACoN is such a great opportunity for underrepresented students like myself to really show Cal Poly what we have to offer... this program really gave me a voice. It gave me a platform to separate myself from any anxiety and surround myself with peers and faculty that are rooting for my success” (See [video testimonies](#)). Importantly, these funded opportunities provide access for low-income students; obtaining greater funding for such programs is an essential goal. (CFR: 2.5)

Importantly, several departments across SA and beyond [e.g., Fraternity and Sorority Life (FSL), University Housing, and the Center for Service in Action (CSA)] have made great strides in advancing DEI, despite not having “diversity” explicitly in their title ([Departments and Programs](#)). Many of these organizations have DEI tenets on their websites and others have created Diversity Action Plans with OUDI; all SA units will soon complete Diversity Action Plans. Additionally, racist incidents have served as a wake-up call to expand DEI services and resources. For example, following a 2018 incident in which a student donned blackface for a fraternity event, FSL created more learning opportunities around race, power, privilege, equity, and inclusion, began requiring an annual diversity action plan of all 35 chapters, hired a full-time equity coordinator, and added DEI to the foundational pillars of FSL. These are incredibly positive changes, but it is imperative for all of campus to focus on a more proactive (versus reactive), sustainable approach in the future. (CFRs 2.11, 3.1, 3.4)

In addition to co-curricular events and programs hosted by departments, recognized student organizations (RSOs), student-led governing organizations, and Faculty-Staff Associations (FSAs) crucially support DEI priorities and DLOs. Notably, student leadership groups like Inter Housing Council and Associated Students, Inc. act as student advisory bodies for campus leadership, participate in staff and faculty committees (including the Academic Senate), and pass resolutions that prompt positive change across campus. Other clubs and student unions contribute to areas of advocacy and belonging (e.g., Black Student Union, Transgender and Queer Student Union). Additionally, DEI-focused academic clubs bring together and support URM students as they pursue their degrees (e.g., National Society of Black Engineers, Society of Hispanic Professional Engineers). As they are peer-led, student clubs and organizations are in a unique position to extend SA DEI priorities and DLOs into students' daily lives. Identity-based FSAs provide community-building opportunities not just for faculty and staff, but for students too. The Asian Pacific Islander Desi American (APIDA) FSA, for example, offers scholarships to students who have made contributions to APIDA communities. The organization recently won a President's Diversity Award in 2021 for their extensive work, from APIDA book circles to APIDA heritage month programming. Taken together, non-departmental groups led both by staff and students play a critical role in lifting student voices and acting as a catalyst for social change.

Though programs often have their own DEI mission statements and offerings, Cal Poly would benefit from more collaboration among programs to facilitate the sharing of resources, reduce the number of similar, often competing events, enable events to be better attended and tracked, and allow for more time to assess programs' efficacy. While co-curricular programs regularly overlap with some or all of the five SA DEI priorities, it is often because they happened to align with each organization's goals, not intentional design. Further, SA and AA leadership should connect and explicitly map the DLOs with SA DEI priorities, which would promote ongoing collaboration and identify opportunities for scaffolding. (CFRs 2.11, 3.1, 3.4)

Curricular and Co-Curricular Collaborations: Need for Scaffolding across DEI Learning

As Cal Poly enacts the DLOs and SA DEI priorities, it will be essential to expand DEI trainings, resources, and curricular and co-curricular collaborations (Appendix 8-15). To promote students' DEI

learning, faculty and staff will be key players in developing, leveraging, and implementing programming. Intentional investment in staffing and compensation is required to scale, sustain, and scaffold these efforts university-wide. (CFRs 1.2, 1.4, 2.3, 2.11, 3.1)

DEI Training Opportunities for Faculty, Staff, and Students

Since 2012, there have been numerous opportunities for faculty and staff to pursue co-curricular collaborations and training opportunities at a range of levels of DEI knowledge and expertise. However, these opportunities have tended to be decentralized and under-resourced, and there have generally been more opportunities for faculty than staff. While faculty sometimes receive a stipend to participate in DEI trainings and workshops (e.g., via CTLT), this is not the case for staff, and some opportunities are uncompensated for all. Often, faculty are expected to participate in DEI opportunities in addition to other teaching, research, and/or service commitments and many staff are expected to use their personal time (e.g., lunch hour) for DEI trainings and workshops. Some of this may be due to HR policy, but whether participation in DEI trainings and workshops is encouraged or allowed varies greatly across classifications for both faculty and staff, and therefore, there is likely greater demand for DEI opportunities than is currently apparent and/or available. There may also be a pattern in which engagement in DEI trainings comes predominantly from those who are already active in DEI efforts, whereas the goal would be for the entire campus to hold this as a priority.

One important source of DEI co-curricular collaborations and training opportunities is the CTLT, which primarily focuses on faculty (vs. staff). Since 2013, the CTLT has had a dedicated staff member (Inclusive Excellence Specialist or Assistant Director for DEI in Teaching) responsible for coordinating faculty DEI professional development opportunities and an Instructional Designer and Accessibility specialist since 2017. Due to these positions, and in conjunction with collaborations with OUDI and other units, the CTLT has developed several DEI workshops, including the Teaching for Inclusion, Diversity, and Equity (TIDE) program launched in 2016, which supports faculty in using inclusive teaching practices and infusing DEI into their curriculum consistent with the DLOs. In addition to TIDE, the CTLT offers a range of DEI

and accessibility workshops, consultations, and services that reach hundreds of faculty each year, and is developing a Certificate Program in DEI Teaching and Learning (Appendix 8-16).

In addition to the CTLT, DEI-focused co-curricular collaborations and training opportunities for faculty and staff have been created in and/or are currently overseen by units such as OUDI, DRC, Employee and Organizational Development (EOD), and the [Dream Center](#), which offers a safe, inclusive space and resources for undocumented students. Filling the need of more staff DEI training will be three new OUDI staff fellow positions effective AY 2021-2022. One staff fellow, in conjunction with OUDI's Interim Associate Vice President for AA, will be developing a new faculty and staff DEI certificate program. Another staff fellow will focus on better understanding the types of bias incidents that typically occur to determine what DEI education is needed and offer trainings, events, and facilitate dialogue. Finally, a third staff fellow will focus on building connections between AA and SA. This position was motivated by a collaboration between OUDI and SDAB that resulted in a highly successful new course, Asian American Activism, taught by two full-time MCC staff in Winter 2021.

In addition to formalized, department-run initiatives, staff and faculty have identified campus needs and developed training and programming to address them. This was the case with the UndocuAlly Working Group (formed in 2014 with undocumented students) and the UndocuAlly Training Program (first offered in 2015). Additional examples of DEI workshops and trainings established since 2012 include workshops on implicit bias, microaggressions, and related areas of concern; the DRC Disability Tapas program, weekly presentations since 2018 on disability-related topics; the Teach-In/Teach-On events, first launched by CLA in 2018; and the newly established Disability Ally Training Program (Appendix 8-16). Some opportunities have been designed with some aspects of scaffolding, as is especially the case in multi-session workshops and trainings (e.g., TIDE, the UndocuAlly Training Program).

Students also have several opportunities for DEI learning. Each summer since 2017, SLO Days (the first of a two-part orientation experience for admitted students and their supporters) has included “Mustangs for Inclusive Excellence” and “One Community” sessions. Since 2018, along with Sexual Violence and Alcohol and Drug Prevention programs, approximately 20,000 newly admitted students have completed

“Diversity.Edu: Building Bridges,” an online DEI training program. Two new software programs that enable DEI learning are being piloted: “Ally” is a Canvas-integrated tool that identifies for faculty inaccessible course materials and provides guidance for improvements and “GivePulse” is being used by the CSA to manage service-learning opportunities with plans to expand into courses that have a service-learning component.

While there are ample optional opportunities for DEI learning, one recommendation is to require DEI trainings that are intentionally scaffolded throughout one’s Cal Poly career. This recommendation is supported by NSSE data, which show a 5% decrease in frequency of “Discussions with Diverse Others,” regarding race and ethnicity, across students’ time at Cal Poly. In 2014, 72% of first-year students (FY) reported that they Very Often or Often had discussions with “people from a race or ethnicity other than [their] own,” but only 67% of seniors (SR) responded similarly in 2017 (Appendix 8-17). While such a decrease is on par with our polytechnic peers (based on NSSE peer groups), students across the CSU system on average show an increase in discussions with people from a race or ethnicity other than their own. Cal Poly students report significantly fewer such discussions than students CSU-wide both during their first year and senior year. Orientation programming may account for more frequent “Discussions with Diverse Others” early in students’ careers, but despite an orientation foundation, there is not a formalized pathway for ongoing and scaffolded DEI learning. One promising step in creating this pathway is the requirement of both a lower-division and upper-division GE course with a DEI focus effective Fall 2021. This would remedy student concerns, as indicated by NSSE qualitative data: “Cal Poly classes should include education on its biggest flaw: diversity. Students should take classes that broaden their world view and teach them how to interact and respect people who are different than them” (NSSE Qualitative Report).

In addition to students reporting fewer discussions with diverse others, NSSE data indicate that students perceive a decreased emphasis on attending events that “address important social, economic, or political issues” throughout their Cal Poly career. For example, in 2014, 40% of FY reported that the institution emphasized these types of events Very Much or Quite a Bit while 31% of SR responded similarly in 2017 (a 9% decrease). These numbers are significantly lower than both our polytechnic peers and CSU-wide, due in part to the siloed six-college structure: how does a department or college organizing a DEI-

focused event alert the campus? One suggestion is to utilize OUDI as a clearing house; all organizers submit events to OUDI and OUDI disseminates the information. Additional exploration is required to determine if OUDI is the appropriate entity for this responsibility, which other campus partners should be engaged, and what resources are necessary to grow this effort.

Recommendations

One great need, which would require a substantial campus investment of financial and human resources, is intentional scaffolding across curricular and co-curricular DEI learning opportunities, guided by OUDI, CTLT, SDAB, the associate deans of DEI of each college, and related units that focus on this work. Within AA, some colleges compared their Program Learning Objectives (PLOs) to their DLOs to identify overlap and to revise objectives such that every department had at least one PLO that aligned with at least one DLO. Next, the departments identified in which classes this PLO was achieved. The ongoing Student Engagement Survey will help determine if students perceive they are achieving the DLOs, and if so, how (e.g., in which classes or co-curricular experiences). While this is one example of a scaffolded approach to DEI teaching and learning, Cal Poly currently lacks any position dedicated to training faculty and staff in DEI core competencies. Staff are especially under-resourced; the upcoming OUDI staff fellow positions are one promising step in offering staff DEI trainings with greater, more intentional scaffolding. It will also be important to remove barriers for staff who seek participation in these optional DEI training opportunities, such as through the EOD and CTLT. Currently, as there is great variability in whether staff members are permitted to participate in DEI workshops, policies that address staff involvement are needed.

Scaffolding of DEI learning for students, faculty, and staff would benefit from the scaling up of campus-wide DEI events offered by SA (Appendix 8-18). (CFRs 3.1, 3.4) To implement such recommendations, the campus would need to dedicate additional resources to the many units currently engaged in DEI efforts. Particularly, Cal Poly should establish a university-wide task force of faculty, staff, and students to design this scaffolding and its implementation.

Conclusion

It is important to highlight the efforts of the many faculty, staff, and students involved in teaching and learning how to live and work in a diverse world. When comparing DEI teaching and learning to that of our prior WSCUC accreditation, the improvement is impressive. That said, one must acknowledge that much of this work is done by a relatively small number of individuals and that DEI teaching and learning needs to be better resourced, coordinated, and prioritized at the institutional level. To foster a more DEI-conscious and committed faculty and staff and to more intentionally and effectively train students to become inclusive and equity-minded leaders, campus trainings and resources need to be expanded and more readily available, with increased scaffolding and far more substantial and sustainable support.

Endnotes

¹ Cal Poly 2020 Fact Book, <https://ir.calpoly.edu/2020-factbook>; “Full-Time Faculty by Rank, Gender and Race/Ethnicity: Fall 2019 and Fall 2014,” The California State University, <https://bit.ly/CSUFacProfile>; “State-Supported Enrollment,” The California State University, <https://bit.ly/CSUEnrollDash>.

Component 9

Conclusion: Reflection and Plans for Improvement

To be completed in Fall 2021 following discussions with campus stakeholders.

Format suggested by WSCUC:

In this concluding component, the institution assesses the impact of the self-study, reflects on what it has learned in the course of the self-study, and discusses what it plans to do next.

- What issues have emerged from the investigation of the theme?
- Were the original goals and outcomes described in the “Theme Submission Guide” achieved?
- What will be the next steps to address what has been learned?
- How will momentum be sustained?
- What changes have occurred in the institution as a result of this self-study?

Appendix 1-2a: Capacity and Preparatory Review (CPR) Action Items, WASC 2012

CFR Reference	Proposed Action Item	Action Taken
<i>Learn by Doing</i>		
1.1, 1.6, 3.10	<p>1. Establish a working definition of learn-by-doing. Based on the findings of the self-study, the Academic Senate should adopt a statement on learn-by-doing that is specific enough to be meaningful and inclusive enough to account for the variety of disciplines, venues, and ambitions that comprise a comprehensive polytechnic university.</p>	<p>https://digitalcommons.calpoly.edu/senateresolutions/728/</p>
1.4, 2.7, 2.10, 2.11, 4.1, 4.3, 4.4, 4.5	<p>2.A. Investigate the educational effectiveness of learn-by-doing. B. Investigate the impact of learn-by-doing experiences on major satisfaction and change-of-major decisions. C. Begin to survey alumni and employers on the long-term impact of learn-by-doing. D. Analyze Housing's data to assess the impact of its diversity awareness programs. E. Use program review to assess the effectiveness of specific learn-by-doing practices.</p>	<ul style="list-style-type: none"> • A Cal Poly team attended a WSCUC Workshop on integrative learning with the intention of developing a Learn by Doing rubric, based on the Senate resolution. The team developed a rubric, but was not able to answer the question of assessing whether Learn by Doing was a product or a process, i.e., an <i>artifact</i> or a <i>performance</i>. We were reacting to a specific direction that we got from the team to the effect that we should pay attention to the effectiveness of Learn by Doing and realized that it is not practical to separate Learn by Doing from the pedagogy. We've come to the conclusion that the way we assess Learn by Doing is by assessing the products. (i.e., we could assess pedagogy or assignment design, but decided that the best way to assess it was by assessing the product, not the process.) We therefore ask programs to address Learn by Doing in the program in their self-studies. This can be found in Section II.C of the template in Program Review. • Alumni Discovery Project: Alumni Relations created a program whereby students were hired during the summer term to interview alumni. Some of the assigned questions asked for feedback on the alumnae's experience of Learn by Doing. • Consult with Housing on this issue.
1.1, 1.6, 2.1, 2.2a, 2.3, 2.4, 2.6, 2.7, 2.12, 3.1, 3.5, 3.10, 4.3, 4.4, 4.7	<p>3.A. Strengthen Learn by Doing as our signature pedagogy. B. Consider ways to address the perceived imbalance between Learn by Doing in GE and the major, including the weak link with diversity learning. C. <i>Ensure that, in all programs, the senior project or thesis is truly a Learn by Doing experience that integrates the broad sweep of advanced learning.</i> D. Provide sufficient resources to allow programs to support this type of culminating experience.</p>	<ul style="list-style-type: none"> • More than a Motto - book by Cal Poly faculty • GE PLO #3. • New Sr. Project Policy: emphasis on defining the capstone experience. Learn by Doing is indirectly addressed in the forms and examples. • Course-based Sr. Projects address the question of insufficient resources. • DEI is infused throughout GE as part of the revision. • GE task force recommendation on Learn by Doing in GE.

CFR Reference	Proposed Action Item	Action Taken
<i>Teacher Scholar Model</i>		
1.1, 1.5, 2.8, 2.9, 3.1, 3.2, 3.3, 3.10, 4.3, 4.4	1. Encourage the Academic Senate to Formally Endorse the Teacher-Scholar Model as Defined in this Self-Study. At the same time, the Senate should be encouraged to define scholarship in Boyer's terms to include discovery, application, integration, and teaching/learning.	https://digitalcommons.calpoly.edu/senateresolutions/726/
1.3, 2.9, 3.1, 3.2, 3.3, 3.6, 3.10	2.A. Make the RPT Process More Clear and Consistent. B. Implement AS 690-09 Resolution on Promotion and Tenure Focus Group and AS-691-09 Resolution on Research and Professional Development. C. Consider establishing a university-level RPT committee.	https://digitalcommons.calpoly.edu/senateresolutions/752/
1.3, 2.8, 3.2, 3.3, 3.5	3.A. Track Scholarship More Effectively. B. Provide greater access to the results of scholarly activities at Cal Poly by supporting the DigitalCommons framework and encouraging faculty to participate. C. Continue to explore the use of software such as Digital Measures that protects the confidential process of RPT and yet is linked to a publicly accessible system such as DigitalCommons.	<ul style="list-style-type: none"> • Continuous expansion of Digital Commons. • RPT is now an electronic workflow system.
3.4, 3.5, 3.7, 4.6, 4.7	4.A. Provide the Library with an Appropriate Level of Resources. B. Work with the provost to increase the allocation of funds to the library in order to expand its ability to support scholarship. Over the next ten years, resources in support of scholarship should be brought up to the levels found at identified peer institutions, measured on a per-FTE basis. Sources of revenue are likely to include student fees, research overhead funds, donations, and/or state allocations, reflecting a university-wide commitment to fund "common goods" essential to the health of all colleges and other units.	<ul style="list-style-type: none"> • Providing the Library with resources continues to be a challenge

CFR Reference	Proposed Action Item	Action Taken
1.1, 2.8, 2.9, 2.10, 3.2, 3.3, 4.1, 4.4	<p>5.A. Develop a “Creativity Contract” embodied by the Professional Development Plan at Cal Poly. This should recognize and reward various forms of scholarship as appropriate in various disciplines and at various stages in a faculty member’s career. It should also allow for flexibility in the balance of time allocated to teaching, professional development, and service activities.</p> <p>B. Identify exemplary instances of the teacher-scholar model at Cal Poly so that there are consistent RPT expectations for faculty at the same level of promotion across the university.</p> <p>C. Assess the impact of existing mentoring programs across campus.</p> <p>D. Survey faculty who utilize CTL programs and library resources.</p> <p>E. Enhance support of those programs, services, and resources that most effectively support the teacher- scholar model.</p>	<ul style="list-style-type: none"> • The Orfalea College of Business has different categories of faculty, based on the weighting of scholarship. • The Distinguished Scholarship Awards. • There remains some inconsistency in RPT expectations. • CTLT surveys faculty clients.

CFR Reference	Proposed Action Item	Action Taken
<i>Integration and Student Learning</i>		
2.1, 2.3, 2.4, 2.7, 2.11, 2.12, 3.2, 4.3, 4.4, 4.6	<p>1. Integrate program review. The process is integrated in the sense that it seeks to assess learning across a broad range of venues—GE, the major, and the co-curriculum—for students within a program; structured work experiences like co-ops and internships should be added to the mix. The process may still be silo-ed to the degree that individual results are not aggregated. Program review should be used to assess learning at the university level and to ask university-level questions about the senior project, Learn by Doing, etc.</p>	<ul style="list-style-type: none"> • The curriculum map addresses required courses in the major and GE areas. However, the programs have found it difficult to think synthetically about the result. • The Program Review template does address co-curricular experiences.
1.1, 1.2, 2.1, 2.3, 2.4, 2.6, 2.8, 2.10, 4.1, 4.3, 4.4	<p>2.A. Integrate the university's intellectual capacity.</p> <p>B. Revise the mission statement to include staff as partners with students and faculty in the educational enterprise.</p> <p>C. Revise the syllabus policy to include the provision of course outcomes, with reference to ULOs and program goals.</p> <p>D. Revise the course form to include reference to ULOs among the course outcomes.</p> <p>E. <i>Revise the senior project policy to insure that the project is truly integrative and can be used to assess the broad sweep of senior-level learning.</i></p> <p>F. Make the educational effectiveness of the senior project a focus of EER.</p>	<ul style="list-style-type: none"> • The mission statement was revised to include staff. • While course outcomes have been adopted in many areas, at this point, the syllabus policy does not require course outcomes. • The course form does include reference to ULOs. • The Sr. Project policy was revised. • The Sr. Project was a focus of the EER and the Program Review in the ensuing years.

CFR Reference	Proposed Action Item	Action Taken
<p>1.2, 1.6, 2.1, 2.2, 2.2a, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11, 2.12, 2.13, 2.14, 3.5, 3.7, 3.10, 4.3, 4.4, 4.6, 4.7</p>	<p>3.A. Integrate student learning and advising. B. Reaffirm our commitment to providing Cal Poly students with the opportunities to develop their skills in depth and breadth (the major and GE). C. Reaffirm the General Faculty's responsibility for GE within the curricular purview of the Academic Senate. D. Simplify the curriculum review process for GE courses. E. Continue to build awareness and application of the ULOs, DLOs, and SLOs. F. Make student work, especially on-campus employment and internships, an intentional and reflective learning experiences that is integrated with other academic experiences. G. Make the educational effectiveness of student work a focus of EER. H. Make the educational effectiveness of academic advising a focus of EER and the establishment of campus-wide advising standards an outcome. I. Help students to be more intentional and reflective about their learning by implementing the e-portfolio across campus. J. Integrate the e-portfolio into program review.</p>	<ul style="list-style-type: none"> • The idea of CP as a comprehensive polytechnic was intended to reinforce the depth and breadth of student of student learning. • The revision of GE governance acknowledged the general faculty's responsibility for GE. • The ULOs and the DLOs are addressed in course proposals and in Program Review. • The DLOs have been revised. • The USCP policy has been revised to address the DLOs. • The Senate has recently established a USCP committee and a Diversity committee. • The Sustainability committee continues to promote implementation of the SLOs. • The SUSCAT is a catalog listing of courses that meet the SLOs. • We do not have an effective university policy on internships. • Campus-wide advising outcomes were established. • E-portfolios have been implemented in programs such as Honors. • The new LMS incorporates an e-portfolio.

A	B	C	D
1	Appendix 1-2b: Educational Effectiveness Review (EER) Action Items, WASC 2012		
2	CFR Reference	Proposed Action Item	Action Taken
3	<i>Student Learning</i>		
4	2.3, 2.4, 2.5, 2.6, 2.10, 2.11, 2.12, 2.13, 2.14, 3.5, 3.10, 4.3, 4.4, 4.6	<p>1.A. Ensure that Cal Poly juniors and seniors continue to improve their writing skills (p. 4, 5).</p> <p>1.B. Coordinate efforts with the University Writing and Rhetoric Center to develop and raise awareness of outreach programs that target upper-division students.</p> <p>1.C. Identify upper-division students who struggle with writing before their senior year, especially ESL students, and offer additional upper-division writing courses for these students.</p> <p>1.D. Coordinate efforts with the CTL and the WINGED (Writing in Generally Every Discipline) program to offer workshops and develop learning communities for faculty members who teach upper-division, writing-intensive courses in GE and the major.</p> <p>1.E. Emphasize the value of writing in every discipline by identifying non-GE, upper-division, writing-intensive courses in the majors and across colleges; if such courses are difficult to identify, work with departments to develop discipline-specific, advanced writing courses, possibly tied to the senior project.</p> <p>1.F. Actively support Cal Poly's acquisition of an e-portfolio and assessment management system so that students can document and assess their own progress as writers.</p>	<ul style="list-style-type: none"> • There has been an expansion of the University Writing and Rhetoric Center, which has been renamed the Office of Writing and Learning Initiatives (OWLI). This equals an expansion of assistance to all Cal Poly students. • There has been a continuous effort to ensure that all Cal Poly students have taken the GWR no later than their Junior year. Along with that, there has been an effort to expand the number of GWR courses. • We hired a writing specialist in the Center for Teaching, Learning, and Technology (CTLT) who is developing specialized programming and working with OWLI and the English department. • There has been an effort to identify courses - both GE and non-GE - that satisfy the GWR expansion. The GWR Expansion is imagined to be a prelude to a WID/WAC program (Dianna). • The CSU sponsored a Portfolium pilot which involved the Honors Program. In addition, Portfolium is now an integral part of Canvas. We have not yet invested in an Assessment Management System because we have made a commitment to first developing an assessment culture.
8			

2	A CFR Reference	B Proposed Action Item	C Action Taken
10		2.A. Align learning experiences so that GE, the GWR, and the senior project form a coordinated assessment of writing skills at the beginning, developing, and mastery levels (5).	
11	2.3, 2.4, 2.5, 2.6, 2.10, 4.3, 4.4	2.B. Develop a single expository writing rubric for use by GE or GWR-designated courses, the WPE, and the senior project.	<ul style="list-style-type: none"> • We developed an expository writing rubric and used it for a cohort of programs undergoing a review and then used that in the assessment of the Senior Project. It is still widely used across campus. (Gary, Dawn, Brenda H.)
12		2.C. Require Cal Poly undergraduates to satisfy the GWR as juniors, i.e., as soon as possible after completing ninety units, so that they can receive additional writing instruction if necessary before attempting the senior project.	<ul style="list-style-type: none"> • OWLI - this is an ongoing effort • Has not been done; talk with Dawn
13		2.D. Make the WPE a formative assessment. The exam should be repurposed so that it becomes a formative tool for improvement rather than a summative gatekeeper to graduation.	
14	2.3, 2.4, 2.5, 2.6, 3.10, 4.3, 4.4, 4.6	3. Identify areas of the curriculum outside the GE oral communication requirement in which the Communications Studies faculty can partner with other faculties to develop students' oral communication skills (p. 6).	<ul style="list-style-type: none"> • We assessed oral communication as a Core Competency. We involved various departments to have them work with the Oral Communication faculty, but unfortunately, it has not become standard. (Michael and Shannon) Faculty question about this ULO.
15	2.3, 2.4, 2.5, 2.10, 4.3, 4.4	4. Complete the ULO Project on Oral Communication by collecting data on upper-division student performance and making a value-added comparison to lower-division results (6).	<ul style="list-style-type: none"> • Done (Michael and Shannon) • We have learned that you cannot do a value-added comparison when you have two different assessments.
16		5.A. Coordinate diversity learning across the curriculum and co-curriculum to create a scaffold for the development of DLO-based skills (p. 8).	<ul style="list-style-type: none"> • Done or in progress: The DLOs were added to the USCP policy and reviewing the USCP courses in re the DLOs. • Check the Senate Resolution on the USCP
16		5.B. Align the USCP requirement with the DLOs and review USCP courses to see	

A	B	C	D
	CFR Reference	Proposed Action Item	Action Taken
2			
17	1.4, 2.1, 2.3,	whether they address the DLOs.	<ul style="list-style-type: none"> • Check with the Service Learning Programs in AA and SA
18	2.4, 2.5, 2.10,	5.C. Align service learning policies with the DLOs and review service learning courses to see whether they address the DLOs.	<ul style="list-style-type: none"> • Done in the Strategic Plan and part of the CPX action planning process. The College of Liberal Arts has asked each program to develop a PLO. The CLA programs have mapped the curriculum, and mapped the PLOs to the DLOs.
19	2.11, 3.1	5.D. Challenge every major to develop an upper-division experience that addresses the DLOs.	<ul style="list-style-type: none"> • The template for course proposals asks for course learning outcomes to be aligned with the
20	2.3, 2.4, 3.10,	6. Complete the ULO Project on Ethics, taking into account the need to align the instrument with the learning outcomes of ethics courses (p. 10).	<ul style="list-style-type: none"> • Not done, owing to a change in the university assessment plan
21	4.3, 4.4	7. Place institutional assessment within a comprehensive plan describing assessment at all levels.	<ul style="list-style-type: none"> • Core Competency Assessment Plan
21	2.3, 2.4, 2.6,	8. Ensure that institutional assessment of the ULOs uses a consistent approach that yields comparable results: rubrics contain the same number of points; expected levels of performance are clear and reasonable; sample sizes are adequate; the method of statistical analysis is standardized across traits, colleges, and class levels; recommendations are targeted for implementation and assessment.	<ul style="list-style-type: none"> • We created the Core Competency Assessment Plan and have continued to improve our methods with every cycle of assessment.
22	2.7, 2.8, 2.9,		<ul style="list-style-type: none"> • This office became institutional research and has been reorganized. Need to talk to Dave Dobis, but we do believe the staff has increased.
23	2.10, 4.3, 4.4	9.A. Expand Cal Poly's capacity for institutional research.	
24	4.1, 4.2, 4.3	9.B. Increase staff in Institutional Planning and Analysis to give that office the ability to conduct statistical analyses of assessments at all levels.	<ul style="list-style-type: none"> • Assessment analysis is handled in Academic Programs and Planning. Since this time we have hired a Director of Assessment and an ASC for Assessment support.
25		9.C. Provide faculty and staff with professional development opportunities on how to design assessments as well as understand and use the results.	<ul style="list-style-type: none"> • Developed a scaffolded series of assessment workshops in Center for Teaching, Learning and Technology

2	A CFR Reference	B Proposed Action Item	C Action Taken
26	1.8, 2.1, 2.3, 2.4, 2.7, 4.3, 4.4, 4.6	10. Use the results of the ULO Project to inform future efforts at institutional assessment, keeping in mind the proposed WASC requirements for the assessment and benchmarking of core competencies; in this regard, address the apparent omission of quantitative skills from the ULOs.	<ul style="list-style-type: none"> • Replaced the ULO project with a an assessment plan in accordance with the WASC core competencies. We have completed an assessment at foundation and graduation levels.
27	2.1, 2.2, 2.3, 2.4, 2.6, 2.7,	11.A. Review all university- and program-level senior project policies to ensure their currency and to ensure that all programs understand and implement these policies (p. 14).	<ul style="list-style-type: none"> • We revised the Senior Project policy (find Senate resolution) Will provide a link to the policy on our webpage: AS-860-19
28	2.10, 3.10, 4.1, 4.4	11.B. Ensure that all programs provide their students with a written policy on the senior project that includes expected learning outcomes.	<ul style="list-style-type: none"> • We think the idea of a written policy is obsolete. Senior projects have migrated to class-level Senior Projects, hence there is a syllabus provided to students. The new senior project policy does not require a department-level senior project policy.
29		11.C. Ensure that all programs design their senior projects to have a reasonable size and scope.	
30	2.1, 2.2a, 2.3, 2.4, 2.5, 2.6,	12.A. Revise the Senior Project Policy to clarify the nature of the capstone experience in relationship to the ULOs, using the evidence provided by the EER report (15). 12.B. There are some ULOs that, because of their importance and pervasiveness, the university should expect every program to address in its senior project; these include disciplinary expertise, writing, critical thinking, and lifelong learning.	<ul style="list-style-type: none"> • All of this is addressed by the new Sr. Project policy. In retrospect it was not considered necessary to conduct the EER student survey.
31	2.10, 3.10, 4.3, 4.4, 4.6	12.C. Develop the idea of the capstone as a bridge between an undergraduate education and a student's later personal and professional life.	<ul style="list-style-type: none"> • We have administered the IEEL (renamed the Survey of Assessment, Practice and Culture) at intervals as required by WSCUC and have committed to administering the CLA+ and NSSE surveys on a regular basis.
32		12.D. Conduct the EER Student Survey at regular intervals to provide a campus benchmark for improvement.	
33			

2	A CFR Reference	B Proposed Action Item	C Action Taken
34		13.A. Promote greater consideration by the academic programs of the less highly ranked skills—creative thinking, oral communication, contextual understanding, group work, and reasoned decision-making on the basis of shared values—in the senior project and in the curriculum at large (17).	
35	1.2, 2.3, 2.4, 2.5, 2.6, 2.12, 2.14, 3.10, 4.3,	13.B. Promote a campus conversation on integrative learning that addresses the contribution of GE to the senior project.	<ul style="list-style-type: none"> • Our core competency assessment plan involves the departments in assessment of oral communication critical thinking. We are contemplating assessing diversity learning as a core competency. There was a short-lived attempt to create a Learn by Doing rubric as a form of integrative learning
36	4.4, 4.5, 4.6, 4.7	13.C. Develop a campus version of the Integrative Learning VALUE Rubric and revise the program review guidelines to promote its use.	<ul style="list-style-type: none"> • There is a proposal to institute GE pathways that will serve as a capstone experience in GE
37		13.D. Develop a GE capstone experience as a way for all students, both native freshmen and community-college transfers, to integrate and apply what they have learned about “the larger world of the arts, science, and technology” before they undertake their senior projects; an e-portfolio could be the appropriate vehicle.	
38		14.A. Retain an institutional focus in program review on the demonstration of highly-developed or mastery-level skills in the senior project (18).viii	
39		14.B. Encourage programs to improve their senior projects as a central artifact of assessment using the WASC capstone rubric as a guide.	
39	2.1, 2.3, 2.4, 2.5, 2.6, 2.7,	14.C. Ask programs to explain the contribution of their senior projects to their overall assessment plans.	<ul style="list-style-type: none"> • We made the assessment of the senior project the subject of university interest for an entire cycle (6 years) and programs were encouraged to review their senior projects for writing and critical thinking skills during this time.

A	B	C	D
	CFR Reference	Proposed Action Item	Action Taken
2			
40	2.10, 2.11, 2.12, 2.13, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	14.D. Offer the EER Student Survey as a benchmarking instrument to be used at the program level. • Continue to investigate the data presented in this chapter.	<ul style="list-style-type: none"> • Undergraduate programs have generally been encouraged to rely on their senior project as an important part of their assessment plans. Graduate programs have been encourage to do the same with their culminating experiences.
41		14.E. Analyze the relationship between senior project form and the activities related to high-impact educational practices, contribution to ULO achievement, and integrative learning as described in the survey.	<ul style="list-style-type: none"> • It is generally understood that the senior project as a capstone experience is a high impact practice that is required of all Cal Poly students.
42		14.F. Analyze the representativeness of respondents in terms of GPA.	
43		14.G. Ask programs to explain the contribution of their senior projects to their overall assessment plans.	
47			
48		<i>Student Success</i>	
49	1.2, 1.4, 2.3, 2.4, 2.5, 2.10, 2.12, 2.13, 2.14, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	1. Investigate the cause of achievement gaps in retention and graduation between URM and non-URM students and devise appropriate responses (p. 22).	<ul style="list-style-type: none"> • GI 2025 • Cal Poly Scholars is a program that has been specifically developed to support URM students. The gaps are being tracked at the department level and the colleges are developing inclusive excellence action plans and those plans address under represented students, staff, and faculty. We are devoting an essay devoted to retention issues in the Self-Study. • The CSU has developed sophisticated dashboards to help the campuses investigate these gaps at every level. There is a dashboard called the Equity Gaps Dashboard for the achievement gaps among students, contained in the Student Success Dashboards from the CSU.

2	A CFR Reference	B Proposed Action Item	C Action Taken
50	2.10, 2.12, 2.13, 2.14, 4.1, 4.2, 4.3, 4.4	2. Study the impact on student success of the new policies described in this chapter, including their impact on the number of super-seniors (22).	<ul style="list-style-type: none"> • We have continued to improve the Change of Major, Academic Probation/Disqualification (APDQ) and EAP (?) policies.
51	1.4, 2.10, 2.11, 2.12, 2.13, 2.14	3. Expand the Freshman Success Program beyond first-year students (24).	
52	1.4, 2.10, 2.11, 2.12, 2.13, 2.14, 4.3, 4.4	4. Integrate FYE programs to create unifying experiences for first-year students (25).	<ul style="list-style-type: none"> • We have a robust first year experience, particularly in the dorms • University Advising is working on UNIV 101 - style courses • NOTE: we have the Summer Institute for underserved students. There is a Summer program in Extended Ed - Quarter Plus. • Our Week of Welcome (WOW) has a pre-WOW experience focused on URM students.
53	1.2, 1.4, 2.10, 4.1, 4.3	5. Assess campus climate on a regular basis using a valid survey instrument and other appropriate means (26).	<ul style="list-style-type: none"> • The Campus Climate Survey (2014) and the Cal Poly Experience - Diversity (CPX)
54	1.2, 1.6, 1.7, 2.1, 2.2, 2.10, 2.11, 2.12,	6.A. Continue to investigate and address impediments to recruitment, retention, and graduation (27). 6.B. Seek the resources needed to make Cal Poly more competitive in offering scholarships and other forms of financial aid to admitted students; specifically, encourage an organization independent of the university to raise funds and administer	<ul style="list-style-type: none"> • GI2025 and the Self-Study • Cal Poly Scholars and CPOG = LSAMP.

2	A	B	C	D
	CFR Reference	Proposed Action Item	Action Taken	
55	2.13, 2.14, 3.5, 4.1, 4.3, 4.5, 4.6, 4.7	a scholarship program targeted at admitted URMs. 6.C. Continue and, if possible, expand participation in programs such as LSAMP that assist targeted groups of students in achieving academic success. Seek involvement in additional externally funded programs with similar objectives, such as the McNair Scholars Program.	<ul style="list-style-type: none"> • CalPoly.edu under Jane Lehr. • Also ask Jane about McNair Scholars. • BEACoN 	
57		7.A. Continue and coordinate diversity training/learning for students, staff, and faculty (29).	<ul style="list-style-type: none"> • This has been a major focus of the Office of University Diversity and Inclusion (OUDI) and the CTLT, where a diversity specialist was hired. 	
58	1.4, 2.8, 2.9, 2.11, 3.1, 3.3, 4.3, 4.5	7.B. Use Aaron Thompson's "Staircase Model" to integrate campus efforts to expand cultural competence among students.	<ul style="list-style-type: none"> • The diversity specialist in CTLT helps faculty implement the DLOs. 	
59		7.C. If justified by the results of the pilot, implement the Intergroup Dialogues program in a sustainable manner throughout the campus.	<ul style="list-style-type: none"> • Teaching Diversity and Inclusion Everywhere (TIDE). 	
60		7.D. Build on the "Training of Trainers" initiative to further develop Inclusive Excellence awareness and skills among staff and faculty.	<ul style="list-style-type: none"> • The intergroup dialog continues to be implemented PSY304 (Jennifer Terramoto Pedrotti) 	
61		<i>Organizational Learning</i>		
62	1.2, 2.1, 2.2a, 2.3, 2.4	1. Complete the implementation of the GE Focused Learning Objectives and clarify their relationship to the Educational Objectives and Criteria (p. 32).	<ul style="list-style-type: none"> • Development of new GE PLOs. The meaning of objectives in criteria have been clarified in the context of GE2020 	
63	4.1, 4.3	2. Ensure that campus surveys are well designed and coordinated to promote program improvement and that the results are analyzed and communicated to their intended audiences (31).	<ul style="list-style-type: none"> • Establishment of Campus Survey Committee. • The Academic Assessment Director is a psychologist with expertise in surveys. 	

2	A CFR Reference	B Proposed Action Item	C Action Taken
64	1.8, 2.3, 2.4, 3.10, 4.1, 4.3, 4.4	3. Revise the inventory survey to reflect past experience and current priorities, pretest it thoroughly, and continue to administer it annually (31).	<ul style="list-style-type: none"> • The redesign of the IEEI survey to make it a more meaningful experience that yields more accurate results. • Renaming the survey - Survey of Assessment, Practice and Culture and adding questions intended to investigate assessment culture and diversity learning. • We decided not to administer annually, but periodically.
65	1.2, 2.1, 2.3, 2.4, 2.6, 3.10, 4.4	4. Revise academic policies to ensure that all courses have current, faculty-approved learning outcomes that are aligned with the program learning objectives and communicated to students (32).	<ul style="list-style-type: none"> • The resolution on Course Learning Outcomes
66	2.11, 4.3, 4.5, 4.6, 4.7	5. Develop a comprehensive schedule for program review in Student Affairs (p. 33).	<ul style="list-style-type: none"> • The Student Affairs assessment director has developed a schedule. Ask Kevin Grant for info
67		6.A. Evaluate the program review process in Student Affairs after all departments have undergone review (p. 33).	
68	2.11, 4.3, 4.5, 4.6, 4.7	6.B. Apply the WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews to provide a basis for aligning program review across divisions.	<ul style="list-style-type: none"> • Academic Affairs has hired an Assessment Director with experience in Student Affairs assessment
69		6.C. Compare the review processes in Student Affairs and Academic Affairs to discover what the two divisions can learn from each other regarding program improvement and possible integration of the review processes.	<ul style="list-style-type: none"> • Ask Kevin Grant and Michael Nguyen.
70	1.2, 2.2a, 2.2b, 2.3, 2.4, 2.7, 3.10, 4.3, 4.4	7. Clarify the responsibility of academic programs for assessing student attainment of all PLOs during a single program review cycle and revise the program review guidelines accordingly (p. 32).	<ul style="list-style-type: none"> • We are planning to revise the section on assessment in the program review template. Rather than stressing the assessment of all PLOs during a single cycle, we are stressing the need for long-term plans that provide for regular annual assessments.

A	B	C	D
	CFR Reference	Proposed Action Item	Action Taken
2			
71	1.7, 1.8, 3.2, 3.7, 3.10, 4.3, 4.4, 4.5, 4.6	8.A. Over time, find ways to address the themes of the university's self-study more directly in program review (36). 8.B. Ask programs to respond to the new senate-approved definitions of Learn by Doing and the teacher-scholar model.	<ul style="list-style-type: none"> • We ask programs to review Learn by Doing and teacher-scholar model in the template • As part of GI2025, we ask colleges to address the achievement gaps between different groups of students.
72		8.C. Ensure that all programs undergoing review provide clear, direct, non-anecdotal evidence regarding the level of academic success for under-represented students.	<ul style="list-style-type: none"> • As part of GI2025, we ask colleges to address the achievement gaps between different groups of students.
73		9.A. Find ways to make the process of program review both more summative and more forward-looking (36-37).	<ul style="list-style-type: none"> • The Strategic Action Plan has been developed as a more forward-leaning document (explain further)
74	3.7, 3.10, 4.3, 4.4, 4.5, 4.6, 4.7	9.B. The self-study template should conclude with a synthetic section that encourages programs to summarize lessons learned and describe aspirations for the future.	<ul style="list-style-type: none"> • Provide a link to the Template that Angela is working on
75		9.C. The action plan should include a formative section that moves the program toward the aspirations described in the self-study.	<ul style="list-style-type: none"> • Did that - add a link to our template
76		10.A. Formalize and strengthen the connection between academic planning, resources, and program review (37).	
77	1.7, 3.2, 3.7, 3.10, 4.3, 4.4, 4.5, 4.6, 4.7	10.B. Action plans tend to be statements of intent by the faculty. The final step in program review should be to memorialize an understanding between the faculty, the dean, and the provost within the context of strategic planning.	<ul style="list-style-type: none"> • The action plan process ends with a meeting between the dean and the departments and the dean is asked to indicate support by signing the action plan
78			

2	A CFR Reference	B Proposed Action Item	C Action Taken
79	1.7, 1.8, 2.5, 4.3, 4.4, 4.5, 4.6, 4.7	11. Consider ways to strengthen the role of students in the assessment process and make them "respected partners" in the process of academic program review as suggested by the WASC rubric on program review; revise the guidelines accordingly (37, 38).	<ul style="list-style-type: none"> • He(a)rd - Kevin Grant's project to run focus groups with students. • We use the WSCUC rubric in Program Review. • We encourage programs to consult with students as stakeholders in the program review process.
80 81 82	1.7, 3.7, 3.10, 4.3, 4.4, 4.5, 4.6	<p>12.A. Improve feedback to the programs and the university (37, 38).</p> <p>12.B. Implement annual action plan reporting by the programs, as required by the guidelines, with the expectation that there will be written responses from the deans.</p> <p>12.C. Clarify the relationship between the annual action plan reporting and the annual assessment of student learning, both of which are expectations of the guidelines.</p> <p>12.D. Organize an annual focus group of program leaders who have completed program review; the results should help to improve the process.</p>	<ul style="list-style-type: none"> • We have implemented annual action plan updates along with annual reports on assessment and annual program data. • The associate deans review the reports and provide summaries to Academic Programs and Planning • Program Review learning communities have been established
84 85 86 87	2.7, 2.8, 3.10, 4.1, 4.4	<p>13.A. Provide better support for program review through appropriate means, including the Center for Teaching and Learning (p. 37).</p> <p>13.B. Continue to provide workshops on the assessment of student engagement, learning, and success.</p> <p>13.C. Explore the possibility of providing a workshop on student development.</p> <p>13. D. Initiate a professional learning community for leaders of programs undergoing review.</p>	<ul style="list-style-type: none"> • The Assessment and CTLT directors have developed a coordinated series of assessment workshops • Not yet • Did that

A	B	C	D
	CFR Reference	Proposed Action Item	Action Taken
2			
88	1.7, 1.8, 3.7, 3.10, 4.3, 4.5, 4.6	14. Provide more detailed guidance to reviewers on WASC, university, college, and program expectations. They should expect that program self-studies take the form of not only an inventory but also an inquiry (37).	<ul style="list-style-type: none"> We provide a set of prompts for the reviewers to consider while they are conducting their review and to guide the structure of their report
89	3.7, 3.10, 4.3, 4.5, 4.6	15. Ensure that accredited academic programs satisfy both the external expectations of accreditation and the internal expectations of program review by implementing the process described in the guidelines (p. 38).	<ul style="list-style-type: none"> We meet with program leaders to identify issues that are not addressed in the accreditation report and that will be addressed in an addendum
90	1.2, 2.1, 2.2a, 2.2b, 2.3, 2.4, 2.6, 2.7, 2.10, 2.11, 3.7, 4.3, 4.4, 4.5	16.A. Clarify the responsibility of academic programs for ensuring student attainment of the ULOs and revise the program review guidelines accordingly (38).	<ul style="list-style-type: none"> The program review templates ask programs to map their PLOs to the ULOs and their required courses to their PLOs.
91		16.B. Programs should assess the extent to which required major courses contribute to ULO attainment and make improvements based on the results.	<ul style="list-style-type: none"> College of Liberal Arts departments are also asked to map their courses to the DLOs
92		16.C. Programs should map all required courses and co-curricular experiences to the ULOs, evaluate the ability of a student's whole education—in GE and the major, in the curriculum and the co-curriculum—to promote ULO attainment, and work with other programs and departments to make improvements based on the results.	<ul style="list-style-type: none"> The university's assessment plan engages a select group of departments in the assessment of core competencies as achieved in the major
93	2.1, 2.2a, 2.2b, 2.3, 2.4, 2.6, 2.7, 2.12, 3.7, 3.10, 4.1, 4.3, 4.4, 4.6	17.A. Use the program review process to ensure that learning objectives/outcomes are aligned and published at all levels and that course information is current and accurate (38).	<ul style="list-style-type: none"> The campus is considering a course renewal process that would require each department to update its course documents on a periodic basis.
94		17.B. Self-studies should include revised course outlines, syllabi, and/or proposals. Programs can use these documents to inform students, staff, and faculty; the registrar can use them to update catalog information. An alternative would be to build this kind of review into the curriculum cycle by establishing a sunset date for all courses.	
96		<i>Our Polytechnic Identity</i>	

2	A CFR Reference	B Proposed Action Item	C Action Taken
97	1.1, 1.6, 2.1, 2.2, 2.9, 3.10, 4.4, 4.5, 4.6	1. Continue to assess the educational effectiveness of Learn by Doing practices across campus by developing and implementing a university-wide rubric based on the working definition (41).	<ul style="list-style-type: none"> • An attempt was made to develop a rubric by a team attending an AAC conference on integrative learning. The attempt foundered because it was unclear whether the rubric should assess the process or the product of Learn by Doing. • On a campus where Learn by Doing is so prevalent, all assessment of student learning, especially as it nears graduation, is essentially an assessment of Learn by Doing.
98	1.6, 1.7, 2.3, 2.4, 2.7, 3.10, 4.3, 4.4, 4.6	2. Encourage an explicit emphasis in program review on the connections between Learn by Doing, PLOs, planning, and budgeting (41).	Departments also include historical financial information in their self-studies. We have been developing a more strategic and forward-leaning approach to action planning as a result of Program Review.
99	1.4, 2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.12, 3.1, 4.1, 4.3, 4.4, 4.6	3.A. Use Learn by Doing practices, perhaps through joint student, staff, and faculty research projects to: 3.B. Assess the long-term career and personal benefits of Learn by Doing by means of systematic, longitudinal studies of specific student cohorts (41).	<ul style="list-style-type: none"> • The graduate status report is the closest we get to the systematic, longitudinal studies of specific student cohorts. The graduate report provides some cohort-based information (specify). • Admissions; specifically recruitment practices?
100		3.C. Investigate and develop Learn by Doing's potential for recruiting and retaining students, staff, faculty, and administrators from under-represented groups (42).	
101	2.8, 2.9, 3.2, 3.3, 3.5, 3.10, 4.1, 4.3, 4.4	4. Further define progress indicators for the teacher-scholar model, set targets, and assess progress toward their achievement (p. 43).	<ul style="list-style-type: none"> • Metrics have been identified and will be tracked as part of the University Strategic Plan. (Strategic Priority #1)

2	A CFR Reference	B Proposed Action Item	C Action Taken
103	2.8, 2.9, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4	5. Continue to work toward an electronic workflow solution to the problem of tracking RSCA more effectively through the RPT process; to provide more current data, consider requiring annual reports at least of departments (43).	<ul style="list-style-type: none"> • A workflow has been developed for RPT: Interfolio. We asked departments to periodically report scholarship as part of their Program Review self-studies. • Digital Commons provides a place for faculty to post scholarly work and receive statistics about access. • Some departments use online citation trackers as part the RPT process.
104	2.7, 2.8, 2.9, 3.2, 3.3, 3.5, 4.3, 4.4	6. Revise the program review guidelines to request both the documentation of RSCA at the program level and the assessment of its contribution to student learning (43, 45).	<ul style="list-style-type: none"> • The faculty section of the Program Review template asks departments to provide a bibliography of faculty work during the period under review. • Teacher/Scholar model in the Program Review. The template asks depts to explain their approach to the Teacher/S cholar model
105	2.8, 3.5, 4.3, 4.7	7. Channel new funds to protect and expand access to scholarly and professional information through Kennedy Library (43).	<ul style="list-style-type: none"> • Ask Adriana. (The Library budget is under constant stress.)
106	1.2, 2.2, 2.8, 3.5, 4.3	8. Promote greater student and faculty participation in Digital Commons by developing a campus-wide policy to encourage students to submit their senior projects to Digital Commons and faculty members to retain their copyrights when publishing RSCA (44).	<ul style="list-style-type: none"> • Ask Adriana.
107	2.8, 2.9, 3.10, 4.3, 4.4	9. Establish a university-level RPT committee to ensure that RPT procedures and policies for each college reflect the teacher-scholar model as described in AS-725-11 and to provide consistent interpretation and implementation of RPT guidelines including the use of professional development plans across all colleges (44).	<ul style="list-style-type: none"> • A university-level RPT committee was never established. The faculty affairs committee has been revising the university RPT document and the departments will be required to bring their documents into alignment.
108	1.2, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.10, 4.3, 4.4	10. Encourage all programs to have PLOs contributing to each of the ULOs at some level (p. 46).	<ul style="list-style-type: none"> • The Program Review process does this by requiring the PLOs to be mapped to the ULOs.

2	A CFR Reference	B Proposed Action Item	C Action Taken
109	2.3, 2.4, 2.5, 2.6, 2.13, 3.5, 4.3, 4.4	11. Promote student metacognition by implementing an e-portfolio and revising the Senior Project Policy to include a written, reflective component (47).	<ul style="list-style-type: none"> E-portfolio pilots have been established in certain programs, e.g. the Honors Program. Canvas, the new LMS, will incorporate an e-portfolio tool. The Sr. Project was recently revised to encourage, but not require, a written reflective component. (ask Dawn)
110	1.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11,	12.A. Promote whole-student thinking across all divisions of the university (48).	<ul style="list-style-type: none"> The current self-study has been specifically designed to encourage a renewed collaboration between Academic Affairs and Student Affairs. In the area of assessment, we have Assessment Directors in both divisions.
111	2.12, 2.13, 2.14, 4.1, 4.3, 4.4, 4.5, 4.6,	12.B. Connect student learning to student development theory through the vehicle of programming in the Center for Teaching and Learning.	<ul style="list-style-type: none"> We have WSCUC-trained assessment directors who can cross the boundaries between the two divisions
111	4.7	12.C. Leverage Learn by Doing by using high-impact practices to organize intentional student engagement and integrated learning experiences.	<ul style="list-style-type: none"> Ask CTLT.
112			<ul style="list-style-type: none"> The University Strategic Plan has a goal of providing one more high impact goal per student.
113	1.6, 1.7, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 3.10, 4.3, 4.4, 4.5, 4.6, 4.7	13. Foster respectful, sustained, inter-divisional collaboration by examining the leadership structure of the university and making changes to foster collaboration. (pp. 19-20).	<ul style="list-style-type: none"> Ask the Cabinet

Appendix 1-2c: Cal Poly 2015 Interim Report goals

CFR Reference	Proposed Action Item	Actions Taken
1.2, 1.4, 2.3, 2.4, 2.6, 2.7, 2.10, 3.3, 3.5, 4.1, 4.3, 4.4	<p>Continuous improvement</p> <p>1.A. Develop the institution's capacity at all levels to assess student learning, including more professional development and better technology to support assessment.</p> <p>B. Implement diversity and inclusion as a university interest in academic program review.</p> <p>C. Continue to implement the core competency assessment plan at the university level.</p>	<p>New assessment directors in Academic Affairs and Student Affairs, and a half-time Administrative Support Coordinator II have been appointed since 2017. These assessment directors are collaborating on many initiatives, including the design of a university-wide exit survey pilot. Assessment leaders continue to experiment with OneDrive and our Learning Management Systems (Moodle and now Canvas) to manage campus assessment efforts.</p> <p>Section VI of the Program Review Self-Study Template asks programs to consider several different questions about diversity, equity, and inclusion in their program:</p> <p>Students: How diverse is the student body of the program in relation to those of the college and university? Is the program becoming more or less diverse over time?</p> <p>Faculty and Staff: Describe the department's efforts to recruit and hire a diverse faculty and staff. If the department has conducted a faculty or staff search over the period under review, what steps did the department take to ensure a diverse pool of candidates? How successful were these efforts? How successful have efforts to retain a diverse faculty and staff been?</p> <p>Inclusive Environment: What has the department done to help achieve President Armstrong's ambition (from Vision 2022) to create "an enriching, inclusive environment where every student, faculty, and staff member is valued"?</p> <p>Diversity Learning: Consider the university's Diversity Learning Objectives (DLOs). How are the DLOs currently addressed in the program? What opportunities exist within required major and support courses for students to increase their understanding of diversity? Do all students have equitable access to educational opportunities in the curriculum and co-curriculum?</p> <p>DEI efforts are at the heart of our current Thematic Pathway for Reaffirmation. The basis for our institutional report is the theme "Promoting the Success of All Cal Poly Students While Achieving the Goals of the CSU's Graduation Initiative 2025." Specifically, we will focus on the following three sub-themes:</p> <ul style="list-style-type: none"> · Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty · Developing a Campus Culture that Is Diverse, Equitable, and Inclusive · Teaching and Learning How to Live and Work in a Diverse World <p>In Cal Poly's direct assessment efforts, all five core competencies are addressed at foundation level and at/near graduation level as part of the current university assessment plan. Each of the five core competencies goes through a three-phase cycle of research, evaluation, and improvement for both lower-division and upper-division evaluations, with evidence collected in both General Education (GE) and program/discipline-specific courses. In addition, there is currently discussion on whether Diversity Learning should be considered as a core competency in future university assessment plans.</p>
1.4, 1.6, 2.10, 3.1, 3.6, 4.1, 4.2, 4.3, 4.7	<p>Campus climate</p> <p>2. Conduct another survey in Winter 2019.</p>	<p>Cal Poly partnered with Dr. Damon Williams and his Center for Strategic Diversity Leadership and Social Innovation team to administer the Cal Poly Experience (CPX) survey in Fall 2019 as part of a longer-term diversity, equity, and inclusion initiative.</p>

 1.4, 1.6, 2.1, 2.8, **Employee recruitment**

2.9, 3.1, 3.6, 3.7,

3.10, 4.3, 4.7

3.A. Expand diversity recruitment efforts to include all faculty, staff, and management positions.

3.B. Faculty profile by tenure status: 75% by 2022.

The Academic Personnel document "Procedure for Recruiting Tenure-Track Faculty" (rev. 2018) explains several ways in which an emphasis on diversity and inclusivity is mandated:

- All Cal Poly vacancy announcements must include an approved university diversity and inclusivity statement (in long, short or abbreviated form). (p.14)
- Recruitment plans must list one or more recruitment sources meant to broaden the diversity of the applicant pool, including advertising in a journal or website targeted to underrepresented groups. (p.16)
- Recruitment plans must include a description of how the search committee will represent or support diversity and inclusivity, and at least one applicant screening question focused on the candidates' ability to successfully teach a diverse group of students. (The document also includes eight sample diversity screening questions, five teaching-specific diversity and inclusion questions, two research-specific diversity and inclusion questions, and three service-specific diversity and inclusion questions.) (pp.16-17)
- Prior to inviting candidates to an on-campus interview, approval must be obtained from the Dean, and OUDI must verify that the recruitment plan was followed and complete. For each candidate the search committee must provide an explanation of how the candidate will support and enhance diversity at Cal Poly. (p. 23)

Cal Poly carried out a university-wide cluster hire of tenure-track faculty in 2018-19. Through this effort, we successfully hired 16 new assistant professors across several departments in five colleges, who will contribute to the university's diversity and inclusion goals in their departments and colleges, the university and the community. This university-wide cluster hire grew out of the College of Liberal Arts's own successful Diversity Cluster Hire in 2017-18, designed to attract a diverse group of academics invested in inclusive teaching and dedicated to scholarly contributions in this area.

Through the participation of the Employment Equity Facilitators (EEFs) in each recruitment search, Cal Poly ensures that equal employment opportunities exist for all applicants. This includes oversight of the recruitment process by the participating EEF. A key EEF role is to ensure that recruitment committee members become familiar with the State of California Pre-Employment Inquiry Guidelines, and that these guidelines are followed with regard to questions asked of applicants. At the end of each recruitment, the EEF submits a written report regarding the search to the Director of Equal Opportunity to ensure that any problems that may have compromised the fairness of the search are reported. Cal Poly employees wishing to serve as an EEF must take the appropriate training through the online Cal Poly Learning Hub; EEF training must be renewed every two years in order to remain on the Active List.

Item VI.B. of the Program Review Template asks each department several questions about their work to recruit, hire, and retain a diverse faculty and staff: "If the department has conducted a faculty or staff search over the period under review, what steps did the department take to ensure a diverse pool of candidates? How successful were these efforts? Describe the department's efforts to retain a diverse faculty and staff. How successful have these efforts been?"

The new Human Resources management system PageUp provides several features that will help with enhancing Cal Poly's DEI efforts:

- an Onboarding module that enables timely, targeted communication and activities related to DEI for new hires
- a Candidate Relationship Management module that enables us to build and maintain pipelines of diverse applicants
- access to real-time data that enables us to determine our most effective methods of outreach (advertising, employee referral, direct sourcing) for generating a diverse applicant population.

As the Interim Report states (p. 24), Cal Poly's president has established the goal of reaching 75% tenured and tenure-track of the whole faculty by 2022. An untitled report on tenure density and student-faculty ratios, 2009-2018 (authored by Academic Human Resources, CSU Office of the Chancellor, November 2018) shows that Cal Poly's tenure density ratio as of 2018 was 64.4%, compared to a CSU average of 55.9%, and second-highest in the CSU. The CSU Legislative Report on "Graduation Initiative 2025 Progress: Student Success Activities and Opportunities" (January 16, 2020) affirmed the hiring of additional tenure-track faculty as an important part of the effort to raise graduation rates, support the CSU's diverse student population, and narrow equity gaps. The Cal Poly Academic Affairs Strategic Plan (September 2019) included as Goal 4C to "Improve tenure density while maintaining instructional capacity."

 1.2, 1.4, 1.6, 2.3, **Student success**

2.4, 2.6, 2.7,

2.10, 2.14, 3.1, 4. Bridging the achievement gap between

3.5, 4.1, 4.2, 4.3, male/female URM/non-URM

4.4, 4.5, 4.6, 4.7

In 2015, the California State University (CSU) launched Graduation Initiative 2025, its ambitious plan to increase graduation rates, eliminate equity gaps in degree completion and meet California's workforce needs. The graduation rate goals for the CSU system are: 40% graduation in four years and 70% in six years for first-year students, and 45% graduation in two years and 85% in four years for transfer students.

The Oracle Interactive Dashboards, most of which Cal Poly faculty and staff have to apply for access to, provide robust views of retention and graduation data. These dashboards allow the user to view First-Time Freshmen (FTF) or New Transfers (NTR) student cohorts from 2006 to 2018, College, Department, and Major (and by Persistence Year in "Multi-Cohort"), and then to refine further by the seven categories: Gender, Federal Ethnicity, Avenue Of Admission, Geographic Area, Underrepresented Minority Flag, IR Tuition Residency, and CSU First Generation.

The program review and action planning process requires departments to examine and analyze disaggregated student success is examined annually. Updated graduation rates (4- and 6- year for entering freshman cohorts and 2- and 4-year for transfer cohorts) is made available to each department every fall for analysis in the action planning / GI 2025 process. At the time of program review, departments are asked to analyze in more depth several disaggregated data sets: persistence and graduation rates, high failure rate courses, and student demand.

In 2018 the "Data Champions Initiative" was established in conjunction with the Graduation Initiative 2025 and in order "to promote the use of data-informed decision-making to support student success in partnership with Academic Affairs, Student Affairs, and Administration and Finance." This data then has helped inform the following Diversity and Inclusion Action Initiatives on campus:

- Offering financial aid to students with the highest need
- Providing mentoring programs for students from underserved populations
- Building a comprehensive network of diversity and inclusion leaders across campus
- Creating programs, clubs and organizations to foster inclusion and a sense of community
- Fostering university-wide engagement around diversity and inclusion
- Implementing additional training programs and learning opportunities across campus
- Conducting a campus climate assessment and develop associated action plan
- Removing barriers so students from underrepresented backgrounds accept Cal Poly's offer to attend at a higher rate

Cal Poly has a team of 14 campus leaders who participate in the CSU Certificate Program in Student Success Analytics, an innovative and interactive professional development experience at the intersection of equity and evidence. It provides faculty, staff, and administrators with a set of strategies to better understand data on student success, achievement gaps, and the goals of the CSU Graduation Initiative 2025. This group meets twice a year in person, and holds online video meetings every 2 weeks.

The CSU Student Success Dashboard, which requires campus login, includes an Equity Gaps Dashboard that allows the user to find data, by student type (FTFR or transfer), cohort, college, and major, to answer the following questions:

- What Does the Equity Gap Look Like on My Campus?
- Which Early Academic Behaviors Help Most with Closing the Gap?
- Do Students Achieve Junior Status at Equitable Rates?
- Once Students Achieve Junior Status, Do They Graduate at Equitable Rates?
- Which Courses Have the Largest GPA Equity Gaps?
- Are There Overlooked Equity Gaps?

These data sets allow campus users to see how equity gaps work on a very local level vis-à-vis URM, Pell-eligible, and 1st-Generation students. The CSU Chancellor's Office will also be holding a day-long retreat this spring for department heads and chairs on the use of data visualization in closing these gaps.

The Cal Poly Scholars Program seeks to recruit and retain high-achieving, low-income students from California schools while providing support through financial, academic, career, housing, and community resources. Currently, CP Scholars span across all six academic colleges at Cal Poly and are actively pursuing degrees from 30+ majors. As of Fall 2019, a new Cal Poly Opportunity Fee has been assessed on out-of-state students in order to expand the Cal Poly Scholars Program.

ENGAGE, or Engineering Neighbors: Gaining Access, Growing Engineers, is a partnership between Cal Poly and two local community colleges: Allan Hancock College in Santa Maria, and Cuesta College in San Luis Obispo. A \$5 million National Science Foundation award announced in September 2019 will help increase diversity in engineering by strengthening the pipeline from two area community colleges to Cal Poly's College of Engineering. The grant will increase access to engineering careers for 100 low-income, academically talented students with a demonstrated financial need each year.

Cal Poly provides some preference in the admissions process to students from the Partner Schools program, which includes area high schools participating in the National School Lunch Program. The Rex and Margaret Fortune Early College High School (ECHS), which opened in Sacramento in 2017, is also among Cal Poly's diversity inclusion initiatives. ECHS includes a dual enrollment model in partnership with the Cosumnes River College in Elk Grove. Students earn a high school diploma and an associate of arts degree in just four years and are meant to be "Cal Poly-ready" when they graduate. Cal Poly faculty and staff work

Appendix 1-3: Campus Facilities Opened 2012-2019

Facility #	Facility	Occupancy	Gross Sq. Ft.
043-0	Recreation Center	2012	99,882
180-0	Baker Center	2013	188,372
371-B	University Housing Depot	2013	6,040
074-M	Building 74 Modulares (M064, M065)	2014	5,472
026-M	Graphic Arts Modular (M063)	2014	1,200
092-M	Poly Grove Trailer Park (M066, M067, M068)	2014	4,080
055-M	Beef Cattle Evaluation Center Modular Residence	2015	1,440
043-C	Shake Smart	2017	437
032-A	Equine Center Pavilion	2018	42,320
032-D	Equine Center Foaling Barn	2018	3,589
032-M	Equine Center Stallion Barn	2018	3,839
172-0	yak?ityutyu Housing Complex	2018	375,225
172-A	tsitkawayu Hall	2018	55,743
172-B	elewexe Hall	2018	49,446
172-C	tilhini Hall	2018	55,743
172-D	tšilkukunitš Hall	2018	60,742
172-E	nipumu? Hall	2018	37,066
172-F	tsitqawi Hall	2018	55,743
172-G	tsitpxatu Hall	2018	60,742
172-H	Welcome Center & yak?ityutyu Hall	2018	24,940

From “Facility/Building Size & Occupancy Date List (updated 5/31/2019),” document available at “Space Management,” Administration & Finance, <https://afd.calpoly.edu/facilities/planning-capital-projects/space-management/>.

Appendix 1-5: Planning Documents and Priorities

Alignment between the priorities of several important university planning documents is illustrated with color coding below.

Planning Document	Priorities
Cal Poly Strategic Plan 2019-2024	<ol style="list-style-type: none"> 1. Enhance the success of all Cal Poly students 2. Cultivate the excellence of all employees 3. Enrich the campus culture of diversity, equity and inclusion* 4. Strengthen our portfolio of academic programs 5. Create an engaged, vibrant and healthy community for students 6. Leverage data and technology to support the institution's mission 7. Secure our future by improving finances, facilities and systems
*Strategic Plan Priority #3, expanded out and aligned with Diversity and Inclusion Action Initiatives and Collective Impact recommendations ¹	<ol style="list-style-type: none"> 1. Create an aligned and cohesive diversity and inclusion focus across the university that will enable Cal Poly to advance its mission of Inclusive Excellence. 2. Create and sustain a more inclusive, equitable and diverse university community that is reflective of the state of California. 3. Prepare all students for their future through an education that includes diversity learning and reflects the principles of Inclusive Excellence. 4. Further develop a campus climate that reflects the values of diversity, equity and inclusion.
Academic Affairs Strategic Plan (2019)	<ol style="list-style-type: none"> 1. Strengthen our Academic Programs, including General Education, to ensure they are current, distinctive, and mission driven 2. Enrich the campus culture of diversity, equity, and inclusion 3. Fulfill the goals of the Graduation Initiative 2025 4. Champion excellence in teaching and scholarship 5. Increase capacity of data and technology to inform decision making 6. Establish a robust advancement effort within Academic Affairs
Student Affairs Strategic Plan, 2017-22 ²	<ol style="list-style-type: none"> 1. Engage and include every student in the Cal Poly experience 2. Promote student success 3. Commit to continuous improvement and innovative change 4. Engage partners to ensure future success
Diversity and Inclusion Initiatives (2018) ³	<ol style="list-style-type: none"> 1. Offering financial aid to students with the highest need 2. Providing mentoring programs for students from underserved populations 3. Building a comprehensive network of diversity and inclusion leaders across campus 4. Creating programs, clubs and organizations to foster inclusion and a sense of community 5. Fostering university-wide engagement around diversity and inclusion 6. Implementing additional training programs and learning opportunities across campus 7. Conducting a campus climate assessment and develop associated action plan 8. Removing barriers so students from underrepresented backgrounds accept Cal Poly's offer to attend at a higher rate

¹ “University Statements on Diversity and Inclusion,” Office of University Diversity and Inclusion, 2018, <https://diversity.calpoly.edu/university-statements-on-diversity-and-inclusion>.

² “2017-22 Student Affairs Strategic Plan,” Cal Poly Student Affairs, Office of University Diversity and Inclusion, <https://studentaffairs.calpoly.edu/strategic-planning/division-wide-goals>.

³ “Diversity and Inclusion Initiatives,” Office of University Diversity and Inclusion, 2018, <https://diversity.calpoly.edu/initiatives/>.

Appendix 1-6: General Education Task Force Recommendations, October 2018

Based on continued discussions and feedback collected during 18 months of deliberations, 36 campus meetings, and four public design charrettes, the GETF proposed this final list of eleven (11) recommendations for the university General Education program:

I. Curriculum Structure

1. Reevaluate and redesign the GE subject area educational objectives.
2. Require learning related to diversity and inclusion in all GE subject areas.
3. Establish a single GE curriculum that (as far as is possible) is consistent for all Cal Poly students.

II. Pathways and Integration

4. Integrate interdisciplinary learning opportunities and experiences into GE to address contemporary issues and real-world problems at the lower- and upper-division levels.
5. Create combinations of 2-7 linked GE courses in different subject areas to provide students with opportunities to make more coherent and meaningful connections, and to provide students with opportunities to complete formal pathways and/or minors.

III. Pedagogy and Course Design

6. Champion and support the broad application of Learn By Doing pedagogies and high-impact learning practices in GE.

IV. Message and Outreach

7. Incorporate content and/or advising into foundational, lower-division GE courses to foster student learning related to GE mission, objectives, structure, value, and experiences.
8. Redesign advising tools (e.g., curriculum sheets, degree flowcharts, PolyProfile, dashboards, DPR, etc.) to illustrate and promote an integrative, meaningful, and connected GE curriculum.
9. Rename the Cal Poly “General Education” Program to better reflect its goals, objectives, and strengths, and have all campus materials refer to GE subject areas and subareas by their names (rather than letters and numbers).
10. Select and mentor GE liaisons, ambassadors, advocates, or advisors (students, faculty, and staff) in each campus program, department, and college.

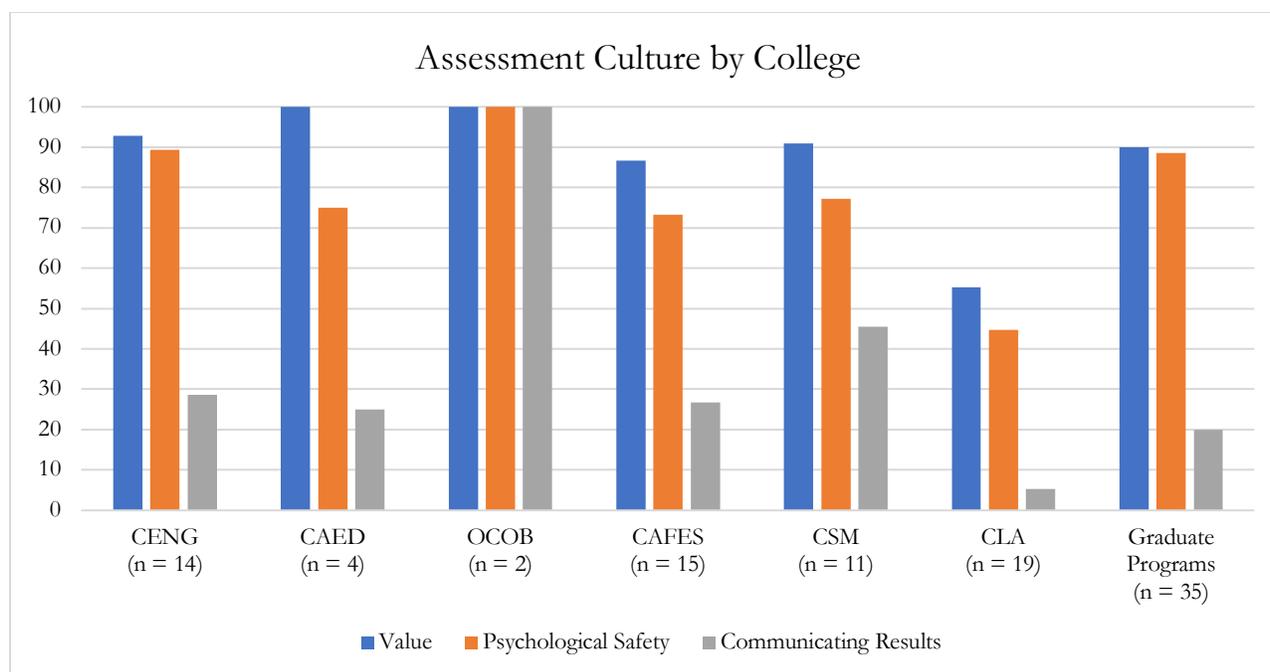
V. Program Management and Assessment

11. Provide the GE Program with the resources necessary to support a full-time director/chair, a staff member, and office space, thus allowing for the appropriate expansion of administrative responsibilities under the GE Program (e.g., redesign of GE subject areas, development and management of pilot initiatives, advocacy efforts, course renewal, enrollment management, scheduling, space and learning environment issues, innovative and sustainable assessment, etc.).

Excerpted from “General Education Task Force Report and Recommendations: Creating a Student-Focused and Distinctive Program at Cal Poly,” October 2018, <http://bit.ly/PolyGETF18>, p. 6.

**Appendix 2-3: Assessment Culture by College
(Value, Psychological Safety, Communicating Results)**

Question	CENG (n = 14)	CAED (n = 4)	OCOB (n = 2)	CAFES (n = 15)	CSM (n = 11)	CLA (n = 19)	Graduate Programs (n = 35)
Value: Assessment is an organized, coherent effort within my college	92.86%	100%	100%	80%	81.82%	47.37%	88.57%
Value: Assessment is valued in my college	92.86%	100%	100%	93.33%	100%	63.16%	91.43%
Psychological Safety: There is pressure to reveal only positive results from assessment efforts	7.14%	25%	0%	13.33%	0%	52.63%	14.29%
Psychological Safety: The majority of colleagues in my program are afraid of assessment	14.29%	25%	0%	40%	45.45%	57.89%	8.57%
Continuous Learning: The majority of my colleagues see assessment as focused on compliance requirements	92.86%	75%	100%	86.67%	81.82%	94.74%	68.57%
IEEI: As a result of assessment efforts, we have improved curriculum	100%	75%	100%	53.33%	63.64%	52.63%	57.14%
IEEI: As a result of assessment efforts, we have improved teaching practices	64.29%	75%	100%	33.33%	27.27%	15.79%	37.14%



Appendix 8-1: Graduation Initiative 2025 Funding Summary

One-Time Funding	2016-17	2017-18	2018-29
Faculty one-time to offer bottleneck courses	\$249,330.00		\$10,590.00
Faculty assigned time for special projects (data driven decisions task force, GE task force, enrollment mgmt., Early Start, CP Scholars, college support for new faculty release time)		\$111,871.00	\$190,523.50
Staff one-time for student support (Advising, Registrar, CANVAS implementation, Men of Color, Poly Weekend, BAEC, Dream Ctr, Cross Cultural experience, BEACON Mentoring)	\$120,375.00	\$161,900.00	
Special Projects (Offer additional sessions of Grad Writing Exam, move and expand writing center, CORE for incoming under-represented students, new permanent program start-up costs)	\$47,046.50	\$43,263.81	\$20,154.00
Micro grants for students (\$2000 each)	\$60,000.00	\$60,000.00	\$60,000.00
Software & Equipment – one-time (computer lab library, data driven decision software tool, HighPoint Degree software, ITS mobile app and software dev)		\$89,800.00	\$50,000.00
CTLT one-time for workshops		\$118,500.00	
One time	\$476,751.50	\$585,334.81	\$331,267.50

Permanent (Base) Funding			
Faculty new tenure-track positions			\$825,000.00
Staff new perm positions (Registrar, Advising)			\$295,000.00
New Perm Programs (tutoring center, transfer center - includes new positions)			\$228,872.00
Software licenses to support students			\$130,000.00
Micro grants for students (\$2000 each)			
Base (Perm)	\$0.00	\$0.00	#####

Total GI25 expenditures per year \$476,751.50 \$585,334.81 #####

\$401,834 in remaining GI25 perm base to be allocated in 2021-22 for newly hired ternure-track faculty pc

2019-20	2020-21
\$467,327.30	
\$360,000.00	
\$65,500.00	
made perm	
\$427,058.00	
#####	\$0.00

Total one-time
#####

#####	\$825,000.00
\$337,500.00	
\$44,000.00	
\$60,000.00	
#####	\$825,000.00

Total Perm Base
#####

\$825,000.00

positions

Appendix 8-2: Cal Poly Scholars Program Size, 2018-24

Cal Poly Scholars	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
New FTF Scholars	90	234	307	575	779	782
New NTR Scholars	--	40	79	101	137	138
Total Scholars	260	464	790	1400	2236	2892
Yearly Increase	--	78.5%	70.3%	77.2%	59.7%	29.3%



CAL POLY

ACTIVE/NOT ENROLLED STUDENTS
2017-2018 AY SUMMARY

Presented by:

Beth Merritt Miller, Assistant Vice Provost, University Advising

Matt Carlton, Faculty, Statistics

Kevin Grant, Director of Assessment and Research, Division of Student Affairs

Charlotte Rinaldi, Retention Specialist, University Advising

Contributions by: Christine Seely, Office of the Registrar

I. INTRODUCTION

The Active/Not Enrolled (ANE) Initiative is a project established by Cal Poly's Office of the Registrar in fall 2015 and now managed by University Advising in order to understand why students are not enrolled in any given term. ANE analysis is in service of our long-term, CSU Graduation Initiative 2025 goals to "Cultivate data-driven decision making", "Develop integrative models for both student advising and academic support" and "Remove or reduce barriers to graduation". Significantly, this project allows the campus community a means for providing time-sensitive support to at-risk students, identifying campus systems contributing to attrition and providing targeted recommendations for improving retention and graduation rates.

Analysis was conducted on the results of outreach to 908 students who had a status of "Active in Program" but were enrolled in zero units during the 2017-18 Academic Year. Demographic, academic and self-reported details related to this group of students are provided below.

Significant Outcomes of 2017-18 ANE Efforts:

- Retention Specialists and Advisors made one-on-one contact with 684 Active/Not Enrolled students offering support, connection to campus resources and services, and essential information to facilitate students' return to Cal Poly.
- A number of administrative barriers were identified through this process. Related efforts are outlined in Recommendations section.
- Important questions were clarified: The Active/Not Enrolled population does not appear to reflect findings presented in the Fall 2017 Freshman and Sophomore Retention Analysis. This report indicated a number of factors increasing the likelihood of student persistence. Risk factors identified in the Retention Analysis report included High School GPA <3.5, being from a Partner school, URM status and out-of-state residency. These factors were not over-represented in the ANE population. This warrants a closer look.

Project Developments/Improvements:

- A responsive survey was developed and is sent quarterly to all students not enrolled after first-round registration to gather data and connect students with timely assistance and resources. Following the survey, phone calls are made to students who have not responded. Calls are then placed to all additional Active students not enrolled as of the quarterly census date. This system allows for a variety of engagement approaches as well as the opportunity to identify students who withdraw from the term after previously registering for classes.
- A campus-wide student outreach plan was developed and launched to contact targeted ANE students. The college advisors were asked to reach out to ANE seniors. Student support programs' staff (DRC, EOP, SI, CP Scholars, TRiO Achievers, BAEC) were asked to reach out to their respective ANE participants, updating shared documents in the process. Further refining established Office of the Registrar practices, these outreach efforts were intended to engage the colleges and support programs in the ANE process through manageable systems while establishing relationships with the ANE students to support them in achieving their academic goals.
- ANE outreach is now recorded in 1Stop to ensure continuity of support.
- A BI Publisher report was built by ITS during summer term 2018 to improve the usefulness of ANE queries and the speed with which outreach can be deployed to students enrolled for 0 units. This report is being utilized for 2018-19 AY Active/Not Enrolled efforts.

II. PROCESS

Upon close of first round registration each quarter, a query was run to pull all students with a Status of “Active” and registration units of zero. The following groups of students were removed from the contact list:

- Active-Not Enrolled students from preceding term
- Students who have submitted a University Departure Form or a Request for Leave of Absence
- Discontinued and Completed (graduated) students
- Students suspended through the Office of Student Rights and Responsibilities
- Students already being served as part of the Dean of Students’ caseload

Each remaining student’s records were reviewed for recent situations documented and those of unknown circumstances or in-need of assistance were called; key student services advisors (DRC, SAS, CP Scholars, TRiO, BAEC) contacted affiliated students and remaining seniors and non-seniors were contacted directly either by College advisors or Retention Specialists based on Associate Dean preferences. Beginning spring term, a proactive survey was sent to these students which allowed for two-way communication with campus entities and the opportunity to enter reasons for non-attendance. Students who did not respond to the survey were called as described above.

Following the quarterly census date, the ANE query was run again and the above process (sans survey) was completed and callers’ notes were recorded, coded and entered into 1Stop.

III. FINDINGS

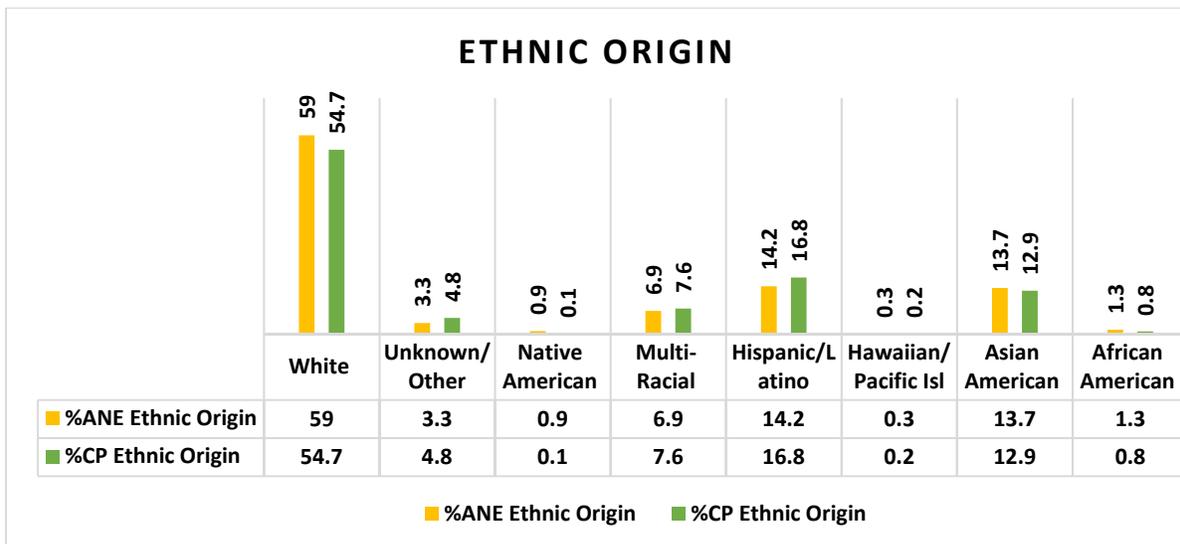
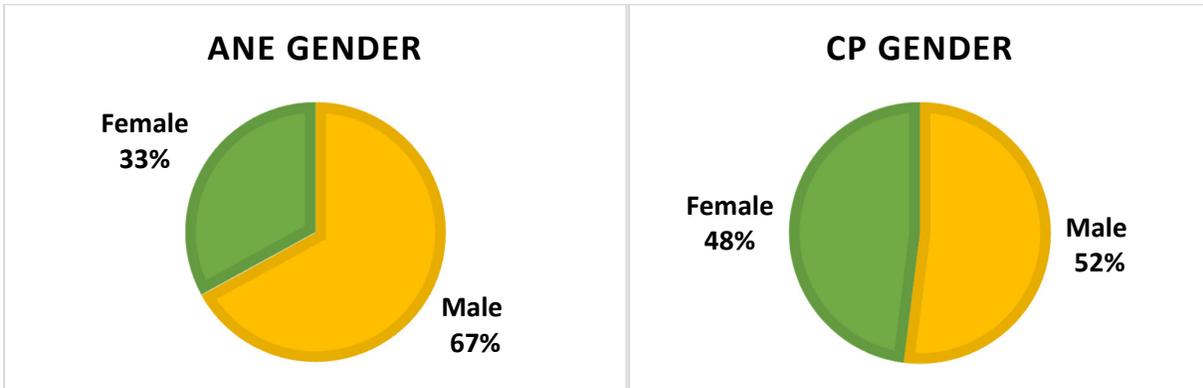
Summary of Notable Findings:

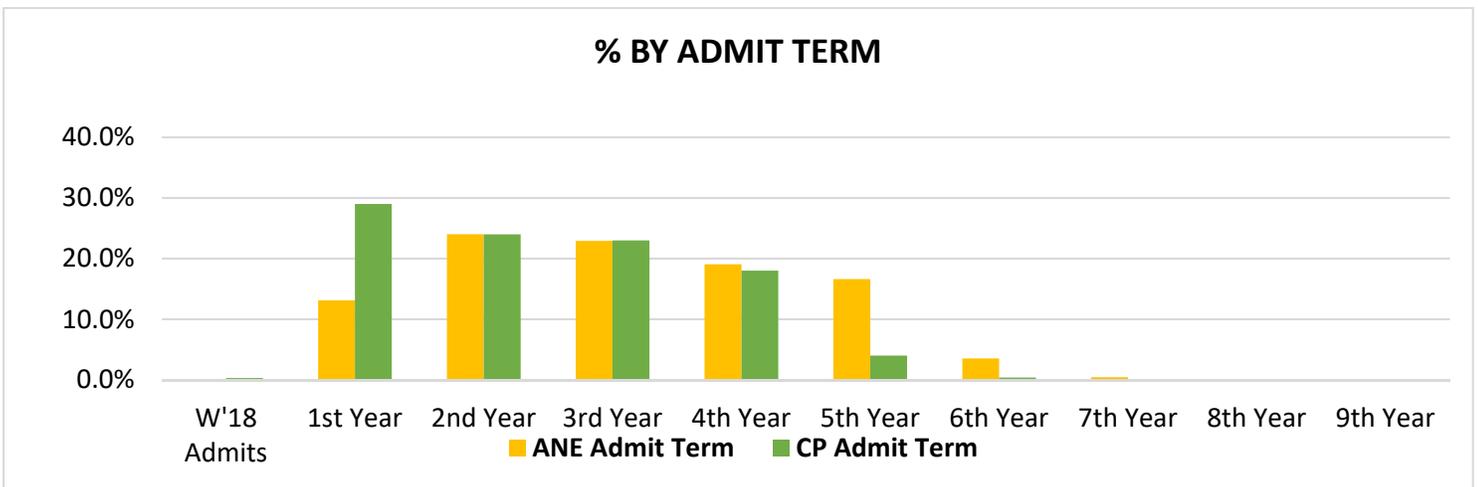
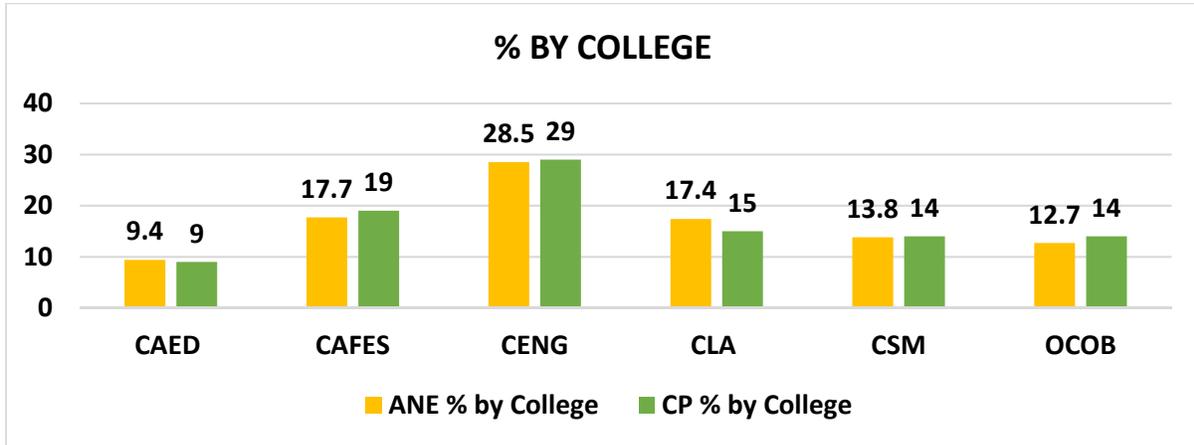
- Of all students reported as Active/Not Enrolled in queries run, 41-47% are subsequently enrolled in classes by census date of the target term.
- Of the remaining 53-59%:
 - 18-20% have the status of Discontinued by census
 - Approximately 2% are Dismissed as of census
 - Approximately 12% are on the Dean of Students’ caseload
 - EOP, TRiO, Summer Institute, CP Scholars, BAEC and Partner school students are not overrepresented
 - African American (1.3% compared to .8% at-large), Native American (.9% compared to .1% at-large), White (59% compared to 54.7% at-large) Asian American (13.7% compared to 12.9% at-large) students are slightly to notably overrepresented in the ANE group. Hispanic/Latino (14.2% compared to 16.8% at-large) students were underrepresented.
 - Males outnumber females in the ANE cohort 3 to 2 or 62% to 38% while Cal Poly’s population is 52% Male and 48% female
 - Out-of-state students are only slightly overrepresented at 16% compared to 15% University-wide
 - Transfers represent 11% of the ANE population and 9% University-wide
 - Only 2% of ANE students failed ICMAAs while 19% have successfully completed ICMAAs
 - A majority of ANE students came to Cal Poly with High School GPAs at or above 3.5
 - 7% of ANE students have Higher Education GPAs below 2.0 compared to 2% campus-wide
 - CLA is the only college slightly overrepresented at 17% of ANE and 15% of the at-large population
 - By far, the reason given most frequently by ANE students was “personal” at 23% – this includes medical concerns

In an effort to uncover factors likely to influence student attrition, information associated with students who were Active/Not Enrolled during the 2017-18 academic year was analyzed for both objective and subjective themes. These themes are presented in the graphics below, providing a snapshot of this cohort via demographics, associated factors, eventual return to, or discontinuance from Cal Poly and reasons given or identified which led to an interruption in the educational path of our students.

Active/Not Enrolled Students 2017-18 AY:

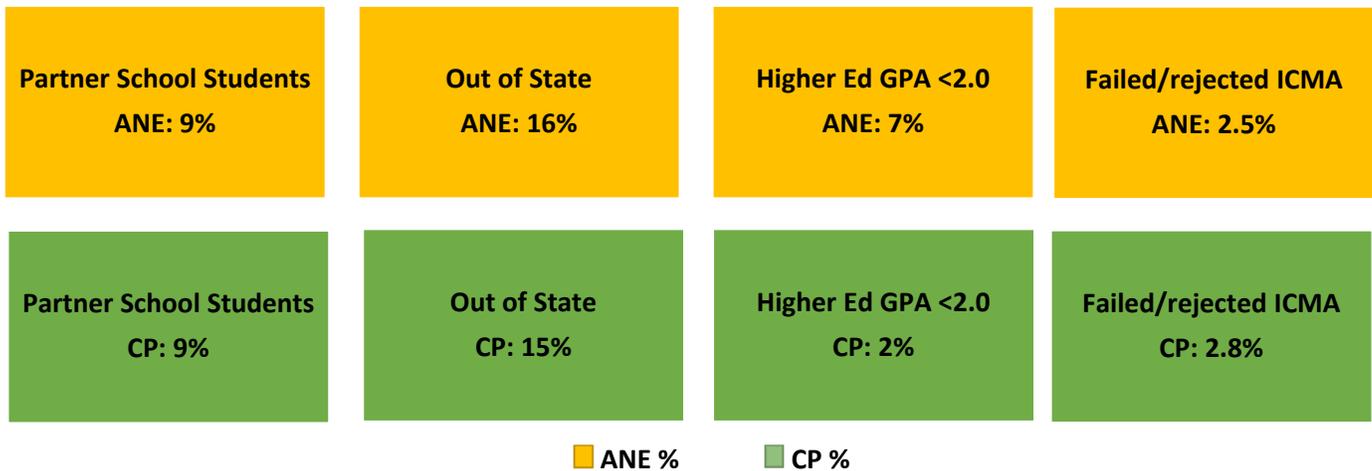
Demographics:



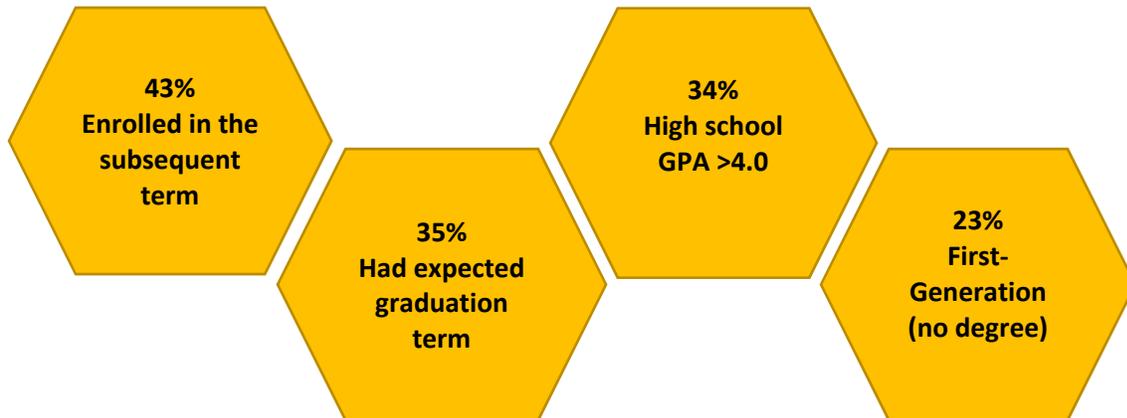


Presenting Factors:

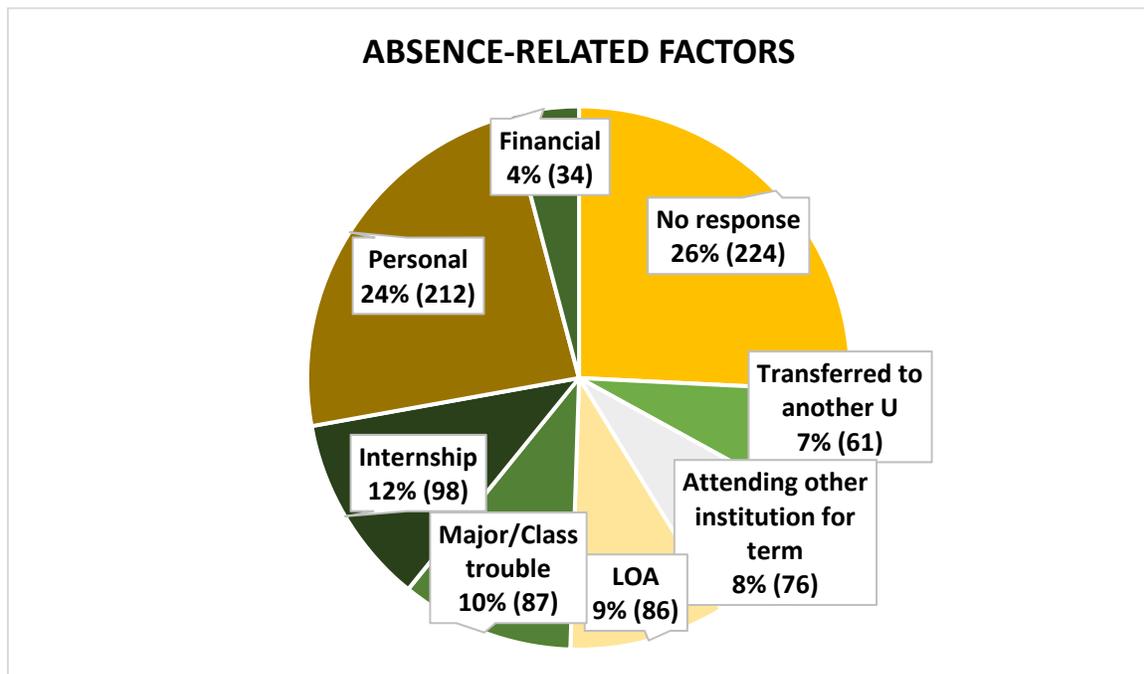
Factors thought to be more prevalent in students *who leave* Cal Poly are represented below. Only one of these often-referred-to characteristics are notably overrepresented in our ANE cohort.



Additional factors of interest in Active/Not Enrolled student profile:



Many factors were reported by students as contributing to their absence from campus. Personal reasons, including medical concerns, are the most prevalent.



A deeper look at themes:

Efforts to examine Active/Not Enrolled student activity have, in part, been conducted to understand more about the approximate 5% of students who leave Cal Poly with no notification or explanation. As can be seen from the diagrams above, there were broad categories into which a majority of influencing factors fell. After accounting for internship, study abroad, and dismissal, the most common factors associated with students' temporary or permanent departure were personal (including medical) (212), transferring to another school (61), major/academic challenges (87), and financial concerns (34). While it is tempting to make generalizations from these results, the complexity of students' decisions to take a break from, or leave, Cal Poly became evident upon review of 1Stop notes, details provided via phone conversations and cross-referencing student responses with individual records including GPA, units completed, academic standing, etc. Each category is more clearly defined below.

Personal/Medical (212)

Although 212 students attributed personal reasons to their temporary or permanent leave, almost half of them qualified that as medical-related (94). Among the remaining students, only major/academic trouble was a salient theme (22/212) with a closer look showing situations ranging from uncertainty regarding academic interests to confusion around the registration process, difficulty getting necessary classes, medical issues interfering with coursework and campus climate impacting students' ability to focus. Twelve of these students (12/212) were experiencing financial challenges and fourteen (14/212) transferred to another university.

Transfer to another School (61)

Of the 61 students transferring to another school, 14/61 indicated a specific college, 13/61 referenced adjustment or financial issues along with a desire to be closer to home and 17/61 were challenged by the inability to change majors, lack of a specific major at Cal Poly or a lack of academic (major) clarity.

Academic/Major Related (87)

Looking at *all* students who indicated academic or major related trouble as an influence on absence or departure (87/908), twenty of them (20/87) specifically mentioned being unhappy with their major, unable to switch or unsure about what they want to study. Forty-seven students (47/87) reported struggling academically or having difficulty navigating University systems around academic processes. Of these 47 students, three (3/47) were trying to navigate APDQ with registration, six (6/47) were trying to navigate financial complications with the registration schedule, six (6/47) reported struggling with the academic rigor of Cal Poly and nine (9/47) referenced personal struggles leading to academic difficulty. Notably, sixteen (16/47) were experiencing confusion or frustration related to navigating the registration process, Office of the Registrar paperwork or lack of course availability.

Financial Barriers (34)

For those students with financial barriers (34/908), 10/34 referenced the need to take time off to work and save money, (5/34) had financial situations that changed including parents' income going up/down and exhausting financial aid and (10/34) decided to move closer to home and/or attend a community college to save money.

Converging factors:

It is often the case that our students are dealing with multiple challenges simultaneously, making it complicated to call out single factors to be addressed by the University. This draws attention to the complexity of students' lives and the need to be thoughtful in our conclusions regarding institutional improvements and intervention. Below are notes from just a few ANE students though many had similar overlapping priorities.

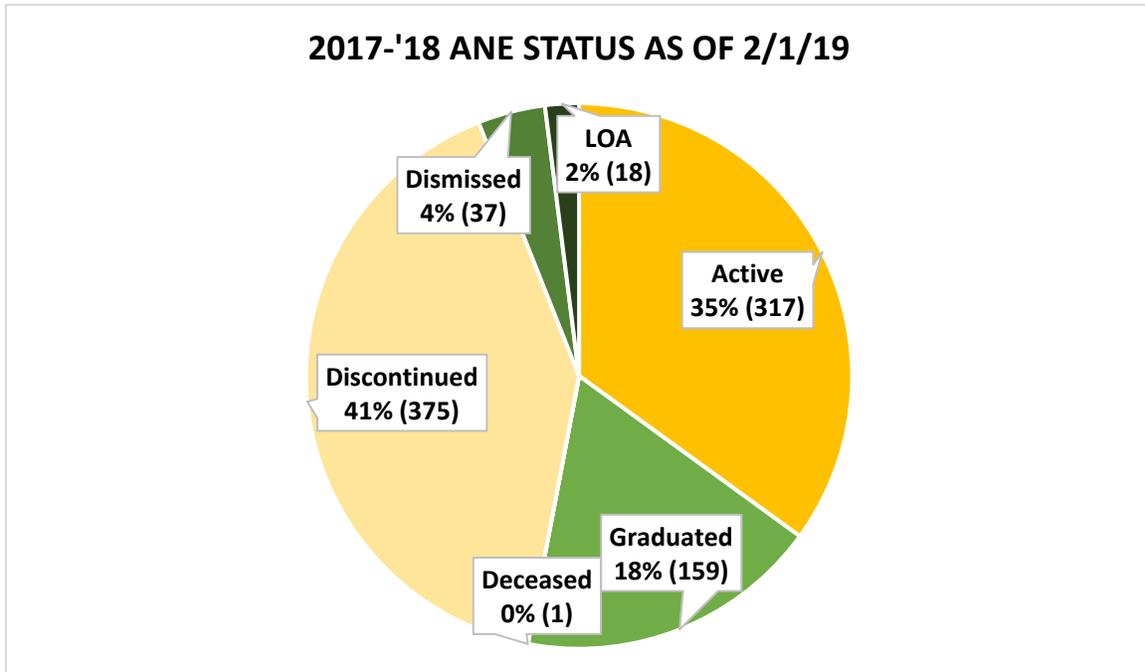
Unable to change to desired major/adjustment issues/personal struggles/mental health concerns/
Academic difficulties, taking short term break to complete courses at cc/financial difficulties/unable to get
classes/Withdrew from Spring Quarter

Student is from out of state and is taking time off to work and consider a different college and/or a
different major. Out of state tuition is a consideration as well. Has not made a firm decision as to whether
or not he may return to Cal Poly.

Unable to change to desired major. Transferring to Allan Hancock College. Wanted to change majors into
Political Science but felt it wasn't possible due to grades. Student had an ICMA from Biochem to Bio
cancelled due to inactivity 3/7/17. COSAM hold because didn't follow up on AP requirements and has not
been enrolled since Spring 17. Registered for F17 classes but ended up dropping them.

Student Outcomes:

A look at our ANE population to see if there are trends related to Program Status provides interesting implications regarding the connection between taking time away from campus and likelihood of attrition.



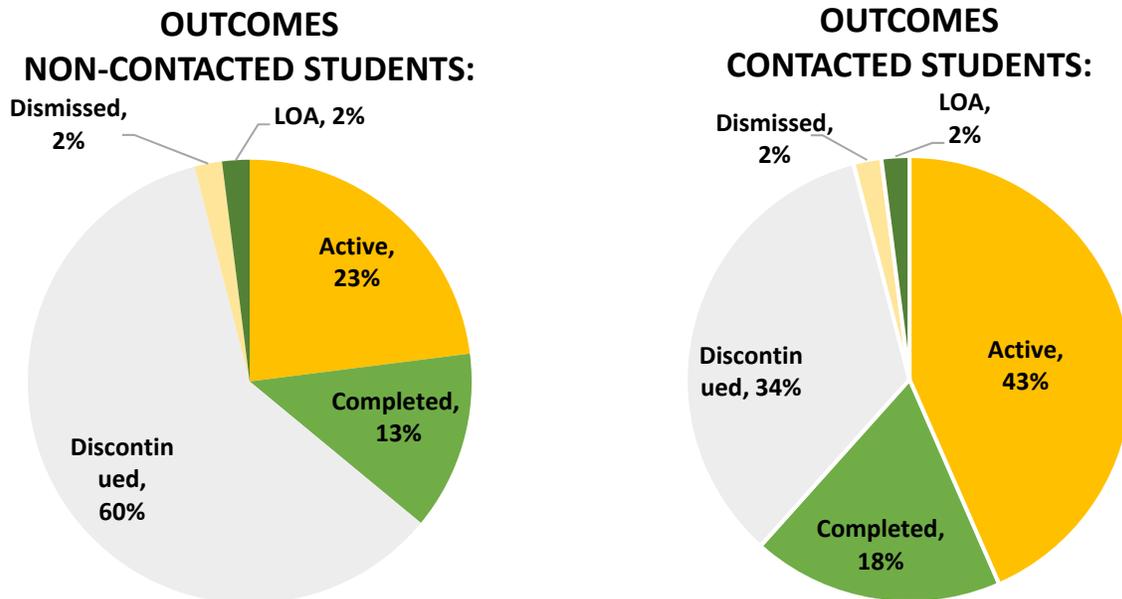
2017-'18 ANE STATUS AS OF 2/1/19 – BY TERM

Status as of 2/1/19	Fall '17		Winter '18		Spring '18		2017-'18	
Active	95	30%	117	34%	105	43%	317	35%
Completed	61	19%	54	15%	44	18%	159	18%
Deceased	0	0%	0	0%	1	0%	1	0%
Discontinued	129	41%	169	48%	77	32%	375	41%
Dismissed	26	8%	7	2%	4	2%	37	4%
LOA	5	2%	2	1%	11	5%	18	2%

Overall, we “lost” 45% of Active/Not Enrolled students we reached out to during the 2017-18 academic year (908 students). It should be noted that there are over 125 students who are on the Dean of Students’ caseload who were not part of this analysis.

Another look at Outcomes:

The chart below outlines the outcomes of our Active/Not Enrolled population distinguishing between those students we made contact with compared to those we were unable to reach (winter '18 and spring '18 only due to tracking method variance).



In total, 56% of winter and spring ANE students had positive outcomes in terms of Status (Active, Graduated, Leave of Absence) and 44% were not retained (590 students). When taking into consideration whether or not students were reached by retention or advising staff, 64% of contacted students (421) had positive outcomes versus 38% of those we did not interact with (170). It may be that students who still feel a connection to Cal Poly are also more likely to respond to our communications and subsequently to return.

Student Messages:

The following excerpts pulled from email communication with ANE students show the range of questions and challenges this at-risk population faces as well as the positive impact our outreach can have in reengaging them.

"I would love to register for classes but my amazing department has given me a hold because they really enjoy keeping me hostage and ruining my life. Then again I suppose that is a school wide policy as is evident by all the great student-friendly policies that put over 3.0 students on AP and don't allow people to change majors despite having straight As in their target major's classes because of arbitrary HS grades...I really like how I'm unwanted from the top-down at this school, have a dean that won't reply to an email, have a department that blatantly doesn't care, and the department I'd want to change to doesn't want me either. I could try to change to another major, but they would just reject me too like everyone else at this school has done. Not to mention taking easily a year more to complete than the one I actually want to do. ... Maybe I could get a leave of absence, but oh wait, you can't get one of those while you're on an outstanding academic probation."

Note: Our Retention Specialist coached this student through his frustration to develop an appeal to the OCOB and was accepted into his major of choice

"Hello!...we talked last week about how I may not be able to attend Cal Poly any longer, and I know you gave me some information about Leave of Absence and linked me to the site that has more information

on it but I am unsure if I would qualify for the Educational Leave of Absence that would allow me to miss more than the two quarters that I have already missed. If I am, how should I get in contact with the appropriate advisors/department heads? Thank you for your time and your help!"

"...I decided I would complete a retroactive withdrawal...for Winter quarter and I could continue at Cal Poly in Fall 2018. I am working on it right now and I decided I would send in some evidence that I was at the E.R. during Winter Quarter and that my family was going through some rough patches because my Father had lost his job previously. I was just wondering if you could give me a second opinion on if this evidence was sufficient enough to get my retroactive withdrawal approved. I was also wondering if you could tell me how I could complete this retroactive withdrawal and turn it in on time even though I am not near Cal Poly because on the instructions it said that I needed to get a signature from the head of Department. And I had one other question which is how would I prove that my father lost his job because I only have access to limited documents."

"Hi..., thank you for reaching out. I will be returning to Cal Poly in the Spring. I actually do have one question regarding moving back into the dorms. I put myself on the interest list for housing next quarter but have not heard anything from anyone yet. Will I receive information soon? Thanks!"

"Thank you so much for answering all my questions it helps so much! I have a couple more questions about the Poly Planner though... I just got an email this morning about a PolyPlanner reminder, and it says I have up until 04/11 to fill out my PolyPlanner and I went onto my PolyPlanner and it's letting me delete/add classes. Does this mean I am compliant or do I still have to submit an exception for non-compliance request? Thanks for the all the help!"

"I got both signatures on Thursday so I'm hoping that the LoA goes through. I appreciate the help. Everyone was very helpful in the process while I was up at school. Thanks for your assistance again!"

"Hello, I just wanted to quickly update you and thank you again. I am signed up for classes for the Winter quarter (yay), and wanted to make sure there isn't any more I have to do, since I had to petition to be reinstated and all that after academic probation. I know I was approved, but I just wanted to make sure there aren't any further steps I need to take, other than excel in my planned courses. Thank you again so much for your help"

IV. RECOMMENDATIONS

Although initially imagined as a means for learning why students fail to enroll in classes for one or more terms, the Active/Not Enrolled project has revealed many opportunities for retaining and reengaging students in support of our Graduation Initiative goals. ANE efforts have revealed policies (both published and assumed) and procedures which have seemed reasonable in the past but which, given CSU mandates to graduate more students, now manifest as unnecessary barriers for them to navigate.

Information gathered from students and staff conducting outreach through ANE efforts was combined with solicited feedback from students, peer-advisors and advising staff, as well as best practices outlined in EAB's Administrative Barriers audit tool to uncover suggestions for improving services, communication, policies and procedures.

1. Clarify, and improve communication around options for temporary absences from campus.
 - a. Consolidate all types of disengagement (drops/withdrawals/LOA/University Departure) into one page on the Office of the Registrar website and include "things to consider before", processes and timelines increasing the likelihood that students seek campus support to explore options and decreasing the likelihood of them being unnecessarily discontinued or penalized.
 - b. Implement denial/approval notification procedure and timeline for LOA. Include the student and all signees on communication.

- c. Improve retention function of LOA by allowing students on AP to use leaves to improve circumstances leading to poor grades (whether reasons are personal, financial, academic, etc.) and expanding use of LOA for personal reasons.
 - d. Improve reengagement function of LOA by implementing outreach to students during leave and in the quarter preceding their scheduled return to communicate our concern for their well-being and to ease their return by providing registration and personal support.
 - e. Educate advising, faculty, staff and student communities regarding policies around short-term leaves including “requirement” to update PolyPlanner using the “leave a message” feature and selecting Study Abroad, Leave of Absence, Not Attending this Term or Internship/Co-op, thus preventing PolyPlanner non-compliance and loss of advantageous registration window.
 - f. Communicate appropriate use of Notice of University Departure form to faculty and staff, encouraging use of form and increasing data collection regarding students’ decision to permanently leave Cal Poly.
 - g. Establish follow-up system for University Departure form submissions to convey support and increase data collection around barriers to retention and graduation.
2. Increase availability of mental and physical health services/support
 - a. Reasons given by students for both temporary leaves (Active/Not Enrolled) and discontinuation (University Departure form) most often include personal and medical challenges. It is recommended to further partner with Campus Health and Wellbeing to provide additional forms of support for at risk students.
 3. Establish (LOA) and continue (ANE) efforts to reengage students taking temporary leaves from campus.

In summary, 2017-'18 Active/Not Enrolled efforts allowed for campus-wide collaboration in providing time sensitive support to at-risk students, identification of campus systems contributing to unnecessary student attrition and development of data-informed recommendations for improving retention and graduation rates. While initial analysis of ANE data tells us that long-held assumptions about attrition may not be true, a second full-year of gathering information will help to clarify the narrative. Regardless of what annual numbers tell us, it is clear that our outreach conveys to students that they matter to us, provides them with valuable information and support and contributes to retention.

For further information, contact:
Charlotte Rinaldi, Retention Specialist
crinaldi@calpoly.edu
805-756-5720

Appendix 8-4: Faculty All Headcount by Ethnicity and Gender, 2016-2020

2016	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
Female	79	24.4%	67	39.0%	88	45.6%	9	18.4%	27	29.3%	379	50.7%	649	41.2%
Male	245	75.6%	105	61.0%	105	54.4%	40	81.6%	65	70.7%	368	49.3%	928	58.8%
Total	324		172		193		49		92		747		1577	
	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
URM	25	7.7%	15	8.7%	14	7.3%	5	10.2%	1	1.1%	50	6.7%	110	7.0%
Asian	31	9.6%	20	11.6%	20	10.4%	1	2.0%	7	7.6%	19	2.5%	98	6.2%
Multi-racial	6	1.9%	1	0.6%	1	0.5%	0	0.0%	1	1.1%	6	0.8%	15	1.0%
Non-Hispanic White	244	75.3%	128	74.4%	144	74.6%	41	83.7%	74	80.4%	632	84.6%	1263	80.1%
Unknown	18	5.6%	8	4.7%	14	7.3%	2	4.1%	9	9.8%	40	5.4%	91	5.8%
Total	324		172		193		49		92		747		1577	

2017	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
Female	89	25.1%	62	38.8%	102	47.4%	10	20.0%	31	31.0%	386	50.1%	680	41.2%
Male	265	74.9%	98	61.3%	113	52.6%	40	80.0%	69	69.0%	385	49.9%	970	58.8%
Total	354		160		215		50		100		771		1650	
	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
URM	26	7.3%	15	9.4%	14	6.5%	7	14.0%		0.0%	41	5.3%	103	6.2%
Asian	34	9.6%	22	13.8%	20	9.3%	1	2.0%	7	7.0%	21	2.7%	105	6.4%
Multi-racial	6	1.7%	1	0.6%		0.0%	0	0.0%	1	1.0%	6	0.8%	14	0.8%
Non-Hispanic White	270	76.3%	115	71.9%	164	76.3%	41	82.0%	85	85.0%	650	84.3%	1325	80.3%
Unknown	18	5.1%	7	4.4%	17	7.9%	1	2.0%	7	7.0%	53	6.9%	103	6.2%
Total	354		160		215		50		100		771		1650	

2018	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
Female	95	27.9%	54	35.8%	102	48.1%	12	24.0%	31	32.0%	343	50.0%	637	41.4%
Male	246	72.1%	97	64.2%	110	51.9%	38	76.0%	66	68.0%	343	50.0%	900	58.6%
Total	341		151		212		50		97		686		1537	
	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
URM	26	7.6%	15	9.9%	14	6.6%	7	14.0%	1	1.0%	34	5.0%	97	6.3%
Asian	34	10.0%	20	13.2%	22	10.4%	1	2.0%	7	7.2%	21	3.1%	105	6.8%
Multi-racial	5	1.5%	1	0.7%	0	0.0%	1	2.0%	1	1.0%	4	0.6%	12	0.8%
Non-Hispanic White	257	75.4%	109	72.2%	160	75.5%	40	80.0%	79	81.4%	583	85.0%	1228	79.9%
Unknown	19	5.6%	6	4.0%	16	7.5%	1	2.0%	9	9.3%	44	6.4%	95	6.2%
Total	341		151		212		50		97		686		1537	

2019	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
Female	93	26.2%	54	35.5%	106	49.3%	18	34.0%	42	31.3%	335	51.3%	648	41.5%
Male	262	73.8%	98	64.5%	109	50.7%	35	66.0%	92	68.7%	318	48.7%	914	58.5%
Total	355		152		215		53		134		653		1562	
	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
URM	24	6.8%	12	7.9%	18	8.4%	7	13.2%	4	3.0%	36	5.5%	101	6.5%
Asian	38	10.7%	18	11.8%	25	11.6%	5	9.4%	10	7.5%	21	3.2%	117	7.5%
Multi-racial	5	1.4%	1	0.7%	3	1.4%	1	1.9%	1	0.7%	4	0.6%	15	1.0%
Non-Hispanic White	267	75.2%	116	76.3%	152	70.7%	39	73.6%	109	81.3%	543	83.2%	1226	78.5%
Unknown	21	5.9%	5	3.3%	17	7.9%	1	1.9%	10	7.5%	49	7.5%	103	6.6%
Total	355		152		215		53		134		653		1562	

2020	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
Female	95	26.8%	69	40.1%	93	47.9%	17	33.3%	39	32.8%	317	50.0%	630	41.3%
Male	260	73.2%	103	59.9%	100	51.5%	34	66.7%	80	67.2%	317	50.0%	894	58.6%
Non-binary	0	0.0%	0	0.0%	1	0.5%	0	0.0%		0.0%		0.0%	1	0.1%
Total	355		172		194		51		119		634		1525	
	Professor	% of Total	Associate Professor	% of Total	Assistant Professor	% of Total	Department Head/Chair	% of Total	Lecturer FT	% of Total	Lecturer PT	% of Total	Total	% of Total
URM	26	7.3%	17	9.9%	16	8.2%	4	7.8%	5	4.2%	40	6.3%	108	7.1%
Asian	38	10.7%	22	12.8%	31	16.0%	5	9.8%	7	5.9%	24	3.8%	127	8.3%
Multi-racial	4	1.1%	1	0.6%	3	1.5%	0	0.0%	2	1.7%	6	0.9%	16	1.0%
Non-Hispanic White	266	74.9%	126	73.3%	125	64.4%	40	78.4%	94	79.0%	523	82.5%	1174	77.0%
Unknown	21	5.9%	6	3.5%	19	9.8%	2	3.9%	11	9.2%	41	6.5%	100	6.6%
Total	355		172		194		51		119		634		1525	

Requested by Academic Senate Diversity Committee, February 2021.

Data is from Affirmative Action reporting and represents all active, on leave, on work break, and FERP faculty in the entire fiscal year.

Appendix 8-5: Staff Headcount and Full-Time Equivalent (FTE) by Ethnicity and Gender, 2016 & 2020

Staff	2016		2020	
Ethnicity	#	%	#	%
Hispanic/Latinx Headcount	266	18.9%	263	20.2%
Hispanic/Latinx FTE	205	18.5%	242	20.8%
African American Headcount	29	2.1%	19	1.5%
African American FTE	24	2.2%	18	1.5%
Native American Headcount	10	0.7%	9	0.7%
Native American FTE	8.8	0.8%	9	0.8%
Hawaiian/Pacific Islander Headcount	5	0.4%	3	0.2%
Hawaiian/Pacific Islander FTE	2	0.2%	2	0.2%
Asian American Headcount	76	5.4%	70	5.4%
Asian American FTE	62.2	5.6%	65	5.6%
Multi-Racial Headcount	26	1.8%	33.0	2.5%
Multi-Racial FTE	20	1.8%	29.0	2.5%
White Headcount	934	66.3%	838	64.5%
White FTE	745.8	67.3%	746.4	64.2%
Other (NonRes, Unk) Headcount	63	4.5%	64	4.9%
Other (NonRes, Unk) FTE	40.7	3.7%	52	4.5%
Total Headcount	1409	100.00%	1299	100.00%
Total FTE	1108.5	100.00%	1163.4	100.00%

Staff Headcount and Paid Full-Time Equivalent (FTE) by Ethnicity

<https://ir.calpoly.edu/2020-staff-profile>

Staff	2016		2020	
Gender	#	%	#	%
Men Headcount	656	46.6%	591	45.6%
Men Instructional FTE	499.6	45.1%	532.9	45.9%
Women Headcount	753	53.4%	706	54.4%
Women Instructional FTE	608.8	54.9%	628.4	54.1%
Total Headcount	1409	100.00%	1297	100.00%
Total FTE	1108.4	100.00%	1161.3	100.00%

Staff Headcount and Paid Full-Time Equivalent (FTE) by Gender

<https://ir.calpoly.edu/2020-staff-profile>

Appendix 8-6: Management Headcount by Ethnicity and Gender, 2016 and 2020

Management	2016		2020	
Ethnicity - Headcount	#	%	#	%
Hispanic/Latinx	23	8.8%	25	8.6%
African American	10	3.8%	13	4.5%
Native American	2	0.8%	2	0.7%
Hawaiian/Pacific Islander	1	0.4%	4	1.4%
Asian American	12	4.6%	13	4.5%
Multi-Racial	4	1.5%	4.0	1.4%
White	200	76.3%	222	76.6%
Other (NonRes, Unk)	10	3.8%	7	2.4%
Total Headcount	262	100.00%	290	100.00%

"Management Headcount and Paid Full-Time Equivalent (FTE) by Ethnicity"

<https://ir.calpoly.edu/2020-management-profile>

Management	2016		2020	
Gender - Headcount	#	%	#	%
Men	134	51.1%	146	50.3%
Women	128	48.9%	144	49.7%
Total Headcount	262	100.00%	290	100.00%

"Management Headcount and Paid Full-Time Equivalent (FTE) by Gender"

<https://ir.calpoly.edu/2020-management-profile>

Appendix 8-7: Cluster Hires

College of Liberal Arts Cluster Hire, 2017

Department	Specialty of Tenure-Track Hire
Psychology & Child Development	Multicultural Psychology (2 hires)
Communication Studies	Mediated Representations of Race and Gender
English	Ethnic American Literature Queer Studies
History	Middle Eastern History
Sociology	Diversity in the Workplace

University-Wide Cluster Hire, 2019

College	Department	Specialty of Tenure-Track Hire
College of Architecture and Environmental Design (1 total hire)	Architecture	Architecture History and Theory
Orfalea College of Business (1 total hire)	Marketing	Marketing Communication and Consumer Choices
College of Engineering (1 total hire)	Mechanical Engineering	Social Justice in Engineering Design
College of Liberal Arts (5 total hires)	English	Global Anglophone Literature
	English	Indigenous Literature
	History	African American History
	Psychology & Child Development	Diversity and Organizational Behavior
College of Science and Math (5 total hires)	Sociology	Criminology and Gender
	School of Education	Education Leadership and Administration in Multilingual Education
	School of Education	Elementary Science Education for Linguistically Diverse Learners
	Kinesiology and Public Health	Psychology and Sociology of Physical Activity, Exercise, and Sport (2 hires)
	Kinesiology and Public Health	Public Health (focus on health disparities)

Appendix 8-8: Analysis of National Survey of Student Engagement Student Comments from 2011, 2014, and 2017

Table 1. Percentage and frequency of students mentioning diversity, equity, and inclusion (DEI) in open-ended responses by year.

Year	DEI Mentioned		DEI Not Mentioned		Total	
	#	%	#	%	#	%
2011	37	14.23	223	85.77	260	22.34
2014	20	13.07	133	86.93	153	13.14
2017	167	22.24	584	77.76	751	64.52
Total	224	19.24	940	80.75	1164	100.00

Table 2. Percentage and frequency of students mentioning diversity, equity, and inclusion (DEI) in open-ended responses by race and ethnicity by year.

Racial/ethnic background where each student is represented only once	DEI Mentioned	Data Set Year						Total	
		2011		2014		2017		#	%
American Indian or Alaska Native	Yes	1	20.00	0	0.00	0	0.00	1	20.00
	No	3	60.00	0	0.00	1	20.00	4	80.00
	Total	4	80.00	0	0.00	1	20.00	5	100.00
Asian	Yes	2	2.30	2	2.30	20	22.99	24	27.59
	No	10	11.49	9	10.34	44	50.57	63	72.41
	Total	12	13.79	11	12.64	64	73.56	87	100.00
Black or African American	Yes	1	20.00	1	20.00	2	40.00	4	80.00
	No	1	20.00	0	0.00	0	0.00	1	20.00
	Total	2	40.00	1	20.00	2	40.00	5	100.00
Hispanic or Latino	Yes	9	8.04	4	3.57	26	23.21	39	34.82
	No	17	15.18	12	10.71	44	39.29	73	65.18

	Total	26	23.21	16	14.29	70	62.50	112	100.00
White	Yes	14	1.94	7	0.97	86	11.91	107	14.82
	No	152	21.05	86	11.91	377	52.22	615	85.18
	Total	166	22.99	93	12.88	463	64.13	722	100.00
Other	Yes	1	7.14	0	0.00	0	0.00	1	7.14
	No	6	42.86	3	21.43	4	28.57	13	92.86
	Total	7	50.00	3	21.43	4	28.57	14	100.00
Multiracial	Yes	4	2.90	4	2.90	28	20.29	36	26.09
	No	11	7.97	11	7.97	80	57.97	102	73.91
	Total	15	10.87	15	10.87	108	78.26	138	100.00
I prefer not to respond	Yes	5	7.14	1	1.43	4	5.71	10	14.29
	No	23	32.86	8	11.43	29	41.43	60	85.71
	Total	28	40.00	9	12.86	33	47.14	70	100.00
Total	Yes	37	3.21	19	1.65	166	14.40	222	19.25
	No	223	19.34	129	11.19	579	50.22	931	80.75
	Total	260	22.55	148	12.84	745	64.61	1153	100.00

Table 3. Valence with which students mentioned DEI in open-ended responses by year.

Year	Positive		Negative		Neutral		Total	
	#	%	#	%	#	%	#	%
2011	27	72.97	8	21.62	2	5.41	37	16.59
2014	16	80.00	3	15.00	1	5.00	20	8.97
2017	148	89.16	11	6.63	7	4.22	166	74.44
Total	191	85.65	22	9.87	10	4.48	223	100.00

Table 4. Valence with which students mentioned DEI in open-ended responses by student race and ethnicity by year.

	2011				2014				2017				Total				
	Pos	Neg	Neu	Total	Pos	Neg	Neu	Total	Pos	Neg	Neu	Total	Pos	Neg	Neu	Total	
American Indian or Alaska Native	#	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1
	%	100	0	0	100	0	0	0	0	0	0	0	0	100	0	0	100
Asian	#	2	0	0	2	2	0	0	2	17	0	3	20	21	0	3	24
	%	100	0	0	100	100	0	0	100	85	0	15	100	88	0	13	100
Black or African American	#	1	0	0	1	1	0	0	1	2	0	0	2	4	0	0	4
	%	100	0	0	100	100	0	0	100	100	0	0	100	100	0	0	100
Hispanic or Latino	#	8	0	1	9	4	0	0	4	25	0	1	26	37	0	2	39
	%	89	0	11	100	100	0	0	100	96	0	4	100	95	0	5	100
White	#	11	2	1	14	5	2	0	7	78	6	1	85	94	10	2	106
	%	79	14	7	100	71	29	0	100	92	7	1	100	89	9	2	100
Other	#	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
	%	0	100	0	100	0	0	0	0	0	0	0	0	0	100	0	100
Multiracial	#	3	1	0	4	2	1	1	4	25	2	1	28	30	4	2	36
	%	75	25	0	100	50	25	25	100	89	7	4	100	83	11	6	100
I prefer not to respond	#	1	4	0	5	1	0	0	1	1	3	0	4	3	7	0	10
	%	20	80	0	100	100	0	0	100	25	75	0	100	30	70	0	100
Total	#	27	8	2	37	15	3	1	19	148	11	6	165	190	22	9	221
	%	73	22	5	100	79	16	5	100	90	7	4	100	86	10	4	100

Table 5. Perception of DEI activity at Cal Poly by year.

	2011		2014		2017		Total	
	#	%	#	%	#	%	#	%
Need more	24	64.86	14	70.00	147	88.55	185	82.96
Too much	8	21.62	3	15.00	11	6.63	22	9.87
Neutral	5	13.52	3	15.00	8	4.82	16	7.17
Total	37	100.00	20	100.00	166	100.00	223	100.00

Table 6. Specific social identities mentioned by year.

	2011		2014		2017		Total	
	#	%	#	%	#	%	#	%
General	12	24.49	8	22.86	117	44.83	184	33.83
Race/Ethnicity	18	36.73	10	28.57	47	18.01	140	25.74
Ability	2	4.08	1	2.86	5	1.92	15	2.74
Sexual Orientation	1	2.04	1	2.86	14	5.36	21	3.83
First Gen	0	0.00	0	0.00	2	0.77	2	0.37
SES	4	8.16	4	11.43	21	8.05	49	8.92
Gender	1	2.04	3	8.57	17	6.51	32	5.80
Transfer	1	2.04	2	5.71	1	0.38	12	2.16
Students w dependents	0	0.00	0	0.00	1	0.38	1	0.18
Religion	3	6.12	2	5.71	8	3.07	25	4.56
Culture	2	4.08	1	2.86	14	5.36	24	4.39
Commuter	2	4.08		0.00	2	0.77	8	1.48
International	0	0.00	0	0.00	1	0.38	1	0.18
Mental health	1	2.04	0	0.00	8	3.07	11	2.03
Not listed	0	0.00	1	2.86	1	0.38	5	0.89
Nontraditional students	2	4.08	2	5.71	2	0.77	16	2.90
Total	49	100.00	35	100.00	261	100.00	545	100.00

Appendix 8-9: University-Wide Diversity, Equity, and Inclusion Efforts

CULTURAL CENTERS/PHYSICAL SPACES				
Campus Initiative	Who the Program Serves	Highlights & Notes	Connected to Strategic Goal	CFR(s)
<u>Black Academic Excellence Center</u>	Black students and Black student groups on campus	Increased staffing and student leadership opportunities. Strengthened partnerships with Black Alumni chapter and Fortune schools.	3B	1.4, 2.11, 2.13
<u>Cal Poly Scholars Program</u>	High-achieving undergraduate students from California from low-income backgrounds	Created physical space for Scholars to gather and build community.	3B	1.4, 2.11, 2.13
<u>Center for Military-Connected Students</u>	Students who are veterans and dependents	Initially established as the Veterans Success Center and changed name to be more inclusive of dependents of military families.	3B	1.4, 2.11, 2.13
<u>Dream Center</u>	Students who are undocumented, from mixed-status families and their allies	This center came as a direct result of advocacy from the UndocuAlly Working Group.	3B	1.4, 2.11, 2.13
<u>Lois Stokes Alliance for Minority and Underrepresented Student Participation</u>	Undergraduate students who face or have faced social, educational, and/or economic barriers to careers in STEM fields.	The California State University-Louis Stokes Alliance for Minority Participation (CSU-LSAMP) is a statewide program dedicated to broadening the participation of underrepresented minority (URM) students in science, technology, engineering, and mathematics (STEM) disciplines.	3A	1.4, 2.10, 2.11, 2.13
<u>Meditative reflection room in Kennedy Library</u>	All campus community members	Established in 2017 as a place for students, faculty, and staff a dedicated non-denominational space to engage in meditation and faith-based practices.	3B	1.4, 2.13

Multi-Cultural Agricultural Program Center	Undergraduate students of all cultural backgrounds in the College of Agriculture, Food and Environmental Programs	The mission of the Multicultural Agriculture Program (MAP) is to provide academic and personal support to undergraduate students of all cultural backgrounds in the College of Agriculture, Food, and Environmental Sciences with a peer-based structure that cultivates student achievement and a sense of community.	3A	1.4, 2.10, 2.11, 2.13
Multicultural Center	Students who and underrepresented and/or have multiple identities	Expanded the physical space to increase its reach on campus.	3B	1.4, 2.11, 2.13
Residential Learning Communities & Affinity Communities	Open to all first-year students who reside on campus.	Specific programs that have residential learning communities are Cal Poly Scholars, Educational Opportunity Program and TRiO Achievers. Additional affinity communities include BIPOC and gender inclusive learning communities	3B	1.4, 2.11, 2.13
Transfer Center	Undergraduate transfer students	Program, space, and professional staff dedicated to building community and serving transfer students. The transfer center and coordinator not only give students a place to come for support and community, but also allows there to be a specific advocate for transfer students and transfer initiatives in campus wide discussions.	3B	1.4, 2.13, 2.14

Committees/Clubs/Organizations

Campus Initiative	Who the Program Serves	Highlights & Notes	Connected to Strategic Goal	CFR(s)
-------------------	------------------------	--------------------	-----------------------------	--------

<u>Academic Senate Diversity Committee</u>	Faculty	The Academic Senate Diversity Committee identifies strategies for ensuring diversity, equity, and inclusivity at Cal Poly. The committee informs and makes recommendations to the Academic Senate on these issues, evaluates related university policies and procedures, and collaborates with stakeholders across campus, including the Office of University Diversity and Equity, Academic Affairs, and appropriate student groups.	3A, 3D	1.4, 3.10
<u>ASI: Associated Students, Inc.</u>	<u>ASI Diversity & Inclusion Committee - Serving underrepresented minority students</u>	Responsible for ensuring that Student Government serves as an inclusive environment to serve the needs and address concerns of underrepresented minority students. This committee may make recommendations to the board, hosts town halls, and pursue and complete trainings about diversity, equity, inclusion, and ally-ship issues. This knowledge is then applied to all committees student leaders serve on to ensure Student Government is considering all matters relating to diversity and inclusion.	3A	1.4
<u>Black Alumni Chapter (through the Cal Poly Alumni Association)</u>	Alumni and students seeking to network	The Black Alumni Chapter was chartered on January 25, 2014 and provides a connection with current Black students and the alumni community. The BAC co-hosts several events with the Black Academic Excellence Center each year.	3A	1.4
<u>Career Services Inclusion Commitments and Diversity Liaison Teams</u>	Students	Diversity and Inclusion Committees advance student engagement and open up student diversity talent pipelines to employers.	3A	1.4

<u>College of Agriculture, Food and Environmental Sciences (CAFES) Diversity, Equity, and Inclusion Committee</u>	Students, Staff, and Faculty	The CAFES Diversity, Equity and Inclusion Committee is a standing committee focused on diversity, equity and inclusion initiatives in the college. The committee serves as an advisory body to the Dean's Office and develops diversity related goals, strategies for achieving those goals, and methods for measuring progress. The committee is comprised of staff and faculty that represent all of the college's nine departments.	3A, 3D	1.2, 1.4, 2.10
<u>College of Architecture and Environmental Design (CAED) Student Committee on Diversity & Inclusion</u>	Student, Faculty	Created a Student Committee on Diversity and Inclusion to help advise the college from the perspective of students. A faculty committee on diversity and inclusion was also formed to work with and mentor students.	3A, 3D	1.2, 1.4, 2.10
<u>College of Liberal Arts Student Diversity Committee</u>	Students, Staff, and Faculty	CLA Student Diversity Committee identifies issues; recommends goals; advocates for initiatives and programs that advance the college toward its vision	3A, 3D	1.2, 1.4, 2.10
<u>College of Liberal Arts Faculty Diversity Committee</u>	Faculty	The committee will develop diversity related goals, strategies for achieving those goals, and methods for measuring progress	3A, 3D	1.2, 1.4, 2.10
<u>Fraternities & Sororities Diversity & Inclusion Commitments</u>	Undergraduate students who engage in recruitment and who are selected by Greek organizations	Each chapter created positions to focus on diversity and inclusion, and established a Diversity & Inclusion Education Plan. Pillar 6 of their 6 Pillar Plan is Diversity and Inclusion.	3A	1.4, 2.13

Interfaith Campus Council	Students	The Interfaith Campus Council consists of members of structured partnerships with local Central Coast faith communities that coordinate and provide staff or volunteers for various college ministries spanning across four major world religions.	3A	1.4, 2.13
Kennedy Library DE&I Advisory Committee	Students, Staff, and Faculty	Created an Advisory Committee on Diversity and an Education Outreach Program (EOP)/Outreach Student Position in Kennedy Library to provide advice and recommendations to the Library Management Team on matters relating to building and sustaining a library-wide culture of inclusion	3A	1.4
Orfalea College of Business (OCOB) Diversity, Equity, & Inclusion Initiatives	Students, Staff, Faculty	<u>Overview of OCOB Diversity, Equity, and Inclusion Initiatives</u> Formation of a DEI Committee, consisting of students, faculty, and staff.	3A, 3D	1.2, 1.4, 2.10

Communication and Outreach

Campus Initiative	Who the Program Serves	Highlights & Notes	Connected to Strategic Goal	CFR(s)
Cultural Heritage /Affinity Month Celebration & Education Emails	All campus community	In recognition of cultural heritage months the Office of University Diversity and Inclusion, Student Affairs and Student Diversity and Belonging collaborate to provide curricular and co-curricula events throughout the academic year.	3D	1.4
Partners Program & Partners Ambassadors (through the Office of Admissions)	Prospective students in California at schools serving communities with substantial numbers of first-generation or low-income students and families.	Our focus is to provide California with outreach and access services for schools serving communities with substantive numbers of first generation or economically disadvantaged students and	3A	1.4

		families. Through statewide school partnerships, Cal Poly will increase the number of qualified students from these communities admitted to the University. This will be done by establishing a strong supportive relationship between Cal Poly and Partner School constituents.		
Fortune School Visits	Cal Poly is the only CSU to engage Fortune school students beginning at the 5 th grade level in effort to foster their leadership and relationship to Cal Poly and its academic excellence at an early age.	Since 2013, each spring Future Cal Poly students loving science visit the "Learn By Doing Lab" for a 2-day experience on campus. The Fortune Schools network was established in California with the goals of closing the African American achievement gap and preparing children for college at an early age.	3B	1.4

Personnel				
Campus Initiative	Who the Program Serves	Highlights & Notes	Connected to Strategic Goal	CFR(s)
Associate Deans for Diversity & Inclusion in each College	Academic Colleges	Incorporates specific and significant responsibility regarding diversity and inclusion,	3C	1.4, 3.6
<u>Diversity of Faculty in the CSU System</u>	Retention of STEM Faculty of Color	National Science Foundation (NSF) 2.7 million grant.	3B, 3D	1.4, 3.1, 3.7
<u>Inclusive Excellence Specialist (CTLT)</u>	Faculty	Enhance the campus climate for inclusion and diversity through instruction by working with faculty to create more inclusive learning experiences for all students.	3A	1.4, 3.6, 3.7

Multicultural Advisor (CLA)	Students in the College of Liberal Arts	For the purpose of creating a diverse and inclusive educational community, this advisor helps to create a sense of belonging and support by connecting students to resources designed for personal, academic and professional success.	3B	1.4, 3.6
<u>Program Coordinators (SDAB)</u>	All students who identify as BIPOC, LGBTQ+, womxn, undocumented and other marginalized or underserved students on campus	Since 2012 the staffing within the collective centers of SDAB has increased from four full time staff positions to nine full time positions not including two Americorps positions and from thirteen student paid positions at 10 hours a week to over thirty positions at 10 hours a week or over twenty positions at 15 hours including graduate assistants. The centers have also built a robust ambassador and intern program which includes roughly 20 high impact student volunteers across all centers.	3A	1.4, 2.11, 3.6, 3.7
<u>Vice President & Associate Vice President for OUDI</u>	All students, staff and faculty	Leads and coordinates diversity and inclusion efforts on campus	3A	1.4, 3.6, 3.7
<u>Student Affairs Staffing— Assistant Vice President for Student Affairs – Diversity and Inclusion Director for Student Well-being and Equity Assistant Director for University Housing – Diversity</u>	All students and student affairs staff.	Leaders that coordinate diversity, equity and inclusion efforts for students and staff within student affairs.	3A	1.4, 3.6, 3.7

Cluster Hires	Faculty	Cal Poly strongly values diversity, equity and inclusion, especially in the classroom and among its areas of study. To promote inclusive teaching strategies across the university and increase curricular coverage of areas related to diversity and inclusion, a university-wide cluster of tenure-track faculty search was launched. Through this effort, we successfully hired sixteen new assistant professors across several departments in five colleges in 2019-2020, and seven faculty in the College of Liberal Arts in 2017-2018. These faculty will contribute to the university's diversity and inclusion goals in their departments and colleges, the university and the community.	3B, 3C, 3D	1.4, 3.1, 3.7
-------------------------------	---------	---	------------	---------------

Programs				
Campus Initiative	Who the Program Serves	Highlights & Notes	Connected to Strategic Goal	CFR(s)
Cal Poly Scholars Program	High-achieving undergraduate students from California from low-income backgrounds	The program expanded enrollment by more than 204% in two years (2018/19 to 2020/21), and anticipating over 1000% growth by 2023/24.	3B	1.4, 2.9, 2.10, 2.11, 2.13, 2.14, 4.7

<u>Career Services - Diversity & Inclusion Commitments</u>	Students, faculty, staff, campus community - DFC financially supports events that increase understanding of diversity and inclusion on our campus.	Career Services created Inclusion Commitments, Diversity Liaison Teams, and a Diversity Student-Employer Networking Reception. The American College Personnel Association (ACPA) nationally recognized Cal Poly Career Services with the Career Services Commitment to Social Justice Award, March 2020. Also, since 2016, the Career Partners Program redistributes 10% of all corporate sponsorship monies to fund campus diversity and inclusion events through the Diversity Funding Committee (DFC)	3A	1.4, 2.11
CENG IDEAS - Engineering Inclusivity, Diversity, and Equity Action Seeds	CENG Faculty, Staff, and Students	CENG has developed a call for proposals to apply for this funding named Engineering IDEAS Grants (Inclusivity, Diversity, and Equity Action Seed Grants). This resource is open to all Faculty, Staff, and Students of CENG who want to make a difference with creative and innovative solutions to foster welcoming initiatives. These mini-grants are intended for small projects ranging from \$200.00 to \$1,000.00, with exceptions up to \$2,500.00 in special cases. We are also interested in hearing IDEAS to make the online learning environment more inclusive.	3C, 3D	1.4

CLA Multicultural Scholars Program	College of Liberal Arts students from historically underserved populations, including Black/African American, Native American/American Indian, Hispanic/Latinx/Chicanx, Asian/Pacific Islander, LGBTQ+, First-Generation, Undocumented, and Low-Income	Components include: 1) Multicultural Scholars Program Orientation Course 2) Academic Advising and Campus Resources 3) Professional Development Workshops 4) Underrepresented Students Network	3B	1.4, 2.11, 2.13
Cross-Cultural Experience	Incoming students who identify as a member of an underrepresented group on campus	Collaboration between Student Diversity & Belonging (SDAB) and New Student & Transition Programs (NSTP)	3B	1.4, 2.11, 2.13
Expansion of Intergroup Dialogues	Students	College of Liberal Arts and Students for Diversity & Belonging co-run this program.	3C	1.4, 2.11, 2.13
NSF ADVANCE grant focused on recruitment and retention of women and marginalized faculty in STEM disciplines	Faculty	Launching Academics on the Tenure-Track: An Intentional Community in Engineering (LATTICE) is a four-and-a-half-year NSF ADVANCE project that will create two professional development programs for early career women. The first program will be designed for women in electrical and computer engineering; the second will be for underrepresented women in engineering.	3B	1.4
Queer Studies Minor	Students	Students learn how constructions, experiences, and expressions of sexuality – including the invention of homo/heterosexuality and ab/normality, intimacy, kinship networks and embodiment – change over time and are lived in relation to interlocking systems of race,	3C	1.4, 2.2a

		ethnicity, religion, class, nation, age, dis/ability and gender.		
<u>Multicultural Business Program</u>	Students	Multicultural Business Program seeks to increase the enrollment, retention, and graduation of traditionally underserved students in higher education and business.	3B	1.4, 2.11, 2.13
CORE	Students	Pre-WOW experience targeting first-generation URM students. Leadership development and community building.		1.4, 2.11, 2.13

Policies and Procedures				
Campus Initiative	Who the Program Serves	Highlights & Notes	Connected to Strategic Goal	CFR(s)
<u>Housing Grant for Low-Income Students</u>	Students	The University Housing department began giving grants to low-income students in 2018. The housing grants are automatically given to students with an estimated family contribution of \$6,000 or less and are distributed through Financial Aid.	3B	1.4
"Data Champions" Initiative	Students	Established to promote the use of data-informed decision-making to support student success in partnership with Academic Affairs, Student Affairs, and Administration and Finance.	3B	1.2, 2.10, 3.7, 4.2, 4.6
Academic Support Network	Students	Provides equal access to free academic support services for all students.	3B	1.4, 2.11, 2.13
<u>Bias Incident Response Team</u>	Support and provide resources to those who report and/or witness acts of bias in the campus community	The Bias Incident Response Team (BIRT) works to support and provide resources to those who report and/or witness acts of bias in our campus community.	3A	1.4, 3.7

<u>COSAM- Solidarity with Black Lives</u>	Students and Faculty	<ul style="list-style-type: none"> - Training faculty on inclusive teaching practices - Revising college policies to remove barriers to success for students, faculty and staff from historically marginalized backgrounds - Granting funding for faculty-led inclusion and equity initiatives - Investing in student clubs, events and organizations that promote awareness and success of students from historically marginalized groups - Listening and learning from students, staff and faculty from historically marginalized groups 	3C, 3D	1.4
Diversity & Inclusion Fellowship Awards	Faculty	Offered through the Orfalea College of Business	3B	3.2, 3.10
Diversity & Inclusion woven into all student leader training	Students	Piloted in the Orfalea College of Business and New Student and Transitions Programs.	3D	1.4
Diversity Learning Modules	Faculty	Within the College of Liberal Arts	3C	1.4, 3.3, 3.10
Diversity Learning Objectives considered in any new course and diversity- related course requirement s in many majors	Faculty and Students	Piloted in the College of Liberal Arts	3C	1.4, 2.2a, 3.3, 3.10

Diversity Statement Required of all Faculty Recruitments	Faculty	All tenure track candidates are required to submit a diversity statement where they include how they attend to diversity, equity, and inclusion in their teaching, research, and/or service.	3B	1.4, 3.2
Eliminated "Early Decision"	Creates more equality for all applicants, regardless of income	This policy ended in 2016, resulting in yielding a more diverse incoming class the following year .	3B	1.4
Exit interview protocol	Staff	Third party operation led by Human Resources	3B	
General Education (GE) redesign with greater emphasis on diversity and inclusion **GE Area F - ethnic studies req. added to GE curriculum starting w/ the 2021-22 catalog	Students	Infuse outcomes related to diversity and inclusion throughout the GE curriculum. Program Learning Outcomes (PLO's)/Course Learning Outcomes in every degree program to assure that students learn about diversity and inclusion in the disciplines and professions.	3C	1.4, 2.2a
Revised faculty recruitment procedures	Faculty	Tenure track job ads are required to include a plan to attract a diverse set of candidates, and now require candidates to submit a diversity statement to ensure that we hire faculty with multicultural competencies.	3B	1.4, 3.2
Scholarships to assist low-income students in attending WOW.	Students		3B	1.4, 2.13

Selection of Diversity & Inclusion thematic pathway for reaffirmation of WASC accreditation	Campus-Wide	After consulting with various campus constituencies that included student, faculty and staff groups, we selected diversity and inclusion as our theme for reaccreditation.	3C	1.4, 3.2
Update of Diversity Learning Objectives and United States Cultural Pluralism course requirements	Students	All students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions based on a respect and appreciation for diversity.	3C	1.4, 2.2a, 3.3, 3.10

Appendix 8-10. Diversity Learning Objective (DLO) Assessment Plan (August 2021 draft).



CAL POLY CORE COMPETENCY ASSESSMENT TIMELINE

Cal Poly's university-wide assessment efforts are centered on five core competencies, which have been defined by our accrediting body (WASC Senior College and University Commission). Each competency goes through a three-phase cycle of research, evaluation, and improvement for both lower-division and upper-division evaluations. Evidence may be collected via General Education, discipline-specific courses, or external surveys or exams (e.g., the Collegiate Learning Assessment, National Survey of Student Engagement, or other university-developed surveys). Below is a guide for these when Cal Poly will organize university-wide **course-based assessments** of these competencies.

Please note: This calendar does not indicate additional core competency assessments conducted via senior exit surveys, the National Survey of Student Engagement, nor the Collegiate Learning Assessment.

2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Written Communication	Written Communication	Written Communication		Written Communication	Written Communication	Written Communication			Synthesis
Oral Communication	Oral Communication	Oral Communication		Oral Communication	Oral Communication	Oral Communication			
	Critical Thinking	Critical Thinking	Critical Thinking		Critical Thinking	Critical Thinking	Critical Thinking		
	DEI	DEI	DEI		DEI	DEI	DEI		
		Information Literacy	Information Literacy	Information Literacy		Information Literacy	Information Literacy	Information Literacy	
		Quantitative Reasoning	Quantitative Reasoning	Quantitative Reasoning		Quantitative Reasoning	Quantitative Reasoning	Quantitative Reasoning	

Definitions



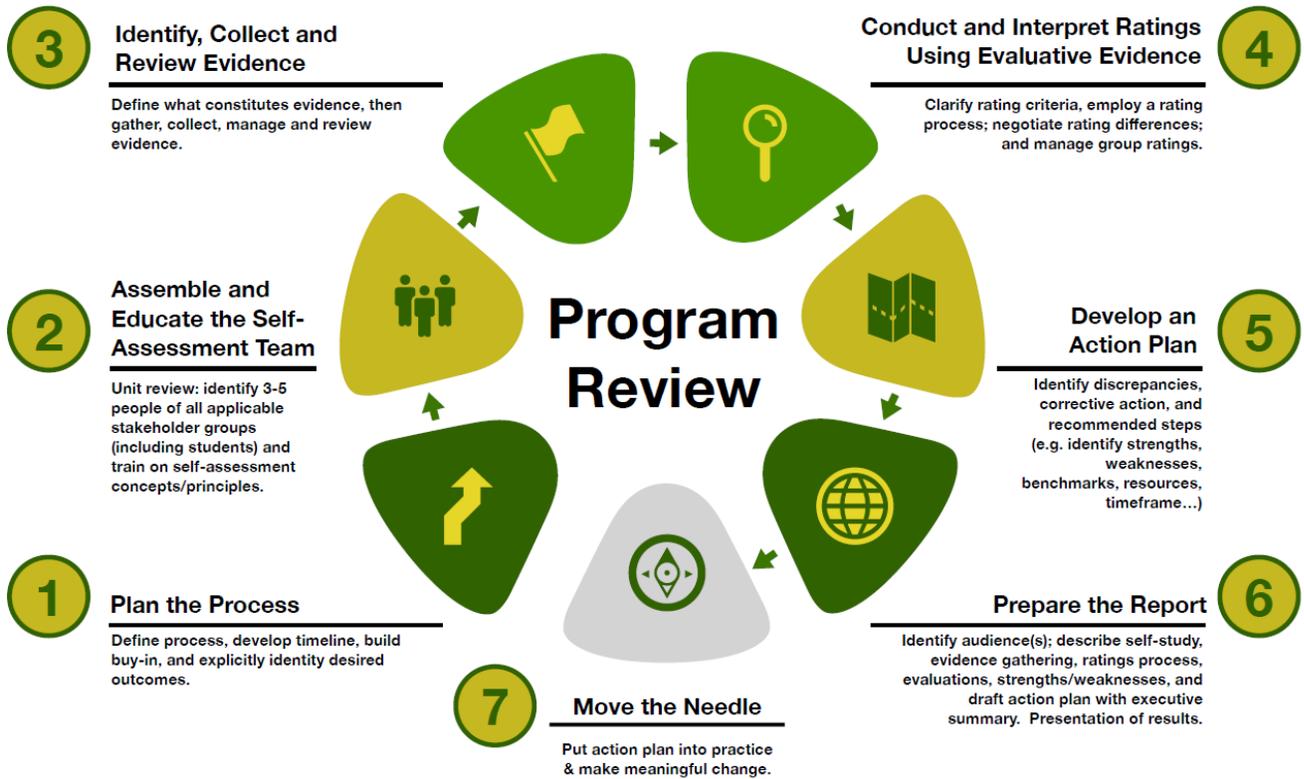
Phase 1: Research and Development	<ul style="list-style-type: none"> Organize learning community with disciplinary and assessment experts Develop research question(s) for the assessment Create assessment timeline Review prior assessment efforts, results, recommendations, and results of action items Review current literature on the competency or assessment best practices Identify key courses/departments/colleges/signature assignments Consider assignment design revisions Revise rubric as needed Create process document at conclusion of the phase
Phase 2: Evaluation and Communication	<ul style="list-style-type: none"> Collect artifacts Organize scoring session (e.g., norming, evaluation, etc.) Communicate initial results with learning community Brainstorm action items based on findings Create process document at conclusion of the phase
Phase 3: Education and Improvement	<ul style="list-style-type: none"> Share results with departments, colleges, and key university stakeholders Discuss action plan within departments/colleges/university Finalize report, including recommendations for next core competency assessment, action plan reassessment, and continued improvement efforts (i.e., closing the loop) Update website with results and recommendations Consider publication, presentation, and workshop options Create process document at conclusion of the phase

Important Cal Poly Accreditation Dates:

Spring 2022 – End of previous accreditation cycle (based on WSCUC Commission Action)
Spring 202# – Submission of proposal for next self-study
Spring 20## – Accreditation visit

Appendix 8-11. Diversity Action Plans for Each of the Academic Support Units. *(forthcoming)*

Appendix 8-12. Student Affairs Co-curricular Program Review.



University Strategic Alignment



Appendix 8-13. Descriptions of Co-curricular DEI-focused Programs.

Office of University Diversity & Inclusion

[The Office of University Diversity & Inclusion \(OUDI\)](#) leads efforts to build diversity and promote inclusion through a collective impact framework that connects with partners and aligns university-wide efforts in order to achieve inclusive excellence; attract and respond to a diverse campus community; and nurture a respectful and inclusive campus climate. Cal Poly aims to ensure all graduates leave campus more prepared to tackle future challenges and have the competencies needed to live and work in a diverse and global society. OUDI takes a leadership role in a variety of projects and programs at Cal Poly, including the BEACoN Mentors Program, the collective impact process, several diversity and inclusion trainings, and the President's Diversity Awards.

- [BEACoN Mentors Program](#)

The BEACoN is a program funded by the Office of University Diversity & Inclusion to mentor diverse students across the Cal Poly Campus. BEACoN exists to educate and empower underrepresented students and advocate for them as they aspire to successfully complete their Cal Poly education. Mentors work collaboratively with all members of the campus community to increase success and retention of underrepresented or underperforming students.

Student Diversity & Belonging (SDAB)

[Student Diversity & Belonging](#) is a collective of campus resource centers supporting and empowering students experiencing marginalization through intersectional advocacy and cultural connections to build a more just and equitable Cal Poly community.

- [Black Academic Excellence Center \(BAEC\)](#)

BAEC supports the advancement and excellence of Black students and Black student groups within the Cal Poly community by fostering an inclusive environment, providing academic support, and connecting students to resources on campus. Their mission is to retain and graduate Black Cal Poly students while actively engaging with Black history and culture.

- [Dream Center](#)

The Dream Center is a student and ally-initiated effort, that provides an equitable space on campus that continuously uplifts, empowers, and defends the undocumented student voices at Cal Poly. As such, they are committed to establishing resources and programming that promotes the academic, professional, and personal development and success of all undocumented students, mixed status families, and allies at Cal Poly.

- [Gender Equity Center](#)

The GEC supports students of all marginalized genders, inclusive of all those who are womxn, feminine-of-center, trans, and nonbinary. support and empower all womxn-identifying students, faculty, and staff by creating strong community and offering resources to explore feminist, womxnist, and mujerista movements through an intersectional lens.

- [LGBTQ Campus Life \(PRIDE\)](#)

LGBTQ Campus Life provides a space that is radically inclusive of all sexualities, gender identities, and expressions. They provide affinity and support groups to students and trainings and resources to the entire campus community. They support gender-affirming care and advocacy for students navigating health concerns.

- [Men & Masculinities](#)

Men & Masculinities has a goal of ending sexual assault by engaging men and the culture of masculinity on campus to elevate campus safety and culture. They launched the Men of Color Success Initiative which supports and advances the potential of undergraduate men of color by empowering students with integral skills, community, and knowledge to foster success. The

initiative focuses on increasing retention and graduation rates for men of color; identity exploration and holistic development; establishing a support network of mentors; and strengthening the sense of community among all students who self-identify as men of color.

□ [Multicultural Center \(MCC\)](#)

Rooted in values of equity and justice, the MCC is dedicated to the recruitment, retention, and success of historically underrepresented student groups. As an educational space that is committed to serving the needs and holistic development of our campus' student body, they provide programs and services that center and celebrate the voices and experiences of underrepresented students, and cultivate a sense of belonging through community building, mentorship, and intersectional learning.

[College of Liberal Arts - Access, Community and Equity \(ACE\) Program](#)

The ACE Program helps remove barriers and improve access by providing stipends of up to \$1,000 to first-generation or low-income students specifically so they can participate in high- impact experiences such as; undergraduate research, global learning, service learning, internships and special projects. In addition, recipients receive mentoring and a community of support to help them take full advantage of their experience.

[Disability Resource Center](#)

The Disability Resource Center (DRC) cultivates an accessible and inclusive community where students with permanent and temporary disabilities have an equal opportunity to participate in all aspects of campus life. We facilitate student learning and access through partnerships with students, faculty, and staff.

In keeping with [CSU's Accessible Technology Initiative](#) (ATI), Cal Poly strives to make information technology resources and services accessible to all students, faculty, staff, and the general public regardless of disability status. Toward that effort, the provost announced in Spring 2021 that Cal Poly's Canvas learning management system has integrated "Ally", a tool assisting faculty to learn about course materials' accessibility. The purpose of Ally is to identify for faculty the instructional materials that need attention to improve accessibility and then provide guidance for improvements.

[LSAMP](#)

The California State University-Louis Stokes Alliance for Minority Participation (CSU-LSAMP) program is a statewide program dedicated to broadening the participation of URM students in STEM disciplines and improving graduation rates. The program also aims to significantly increase the persistence and quantity of underrepresented minority students who successfully complete a baccalaureate degree program in STEM fields.

[TRIO Achievers](#)

TRIO Achievers program is funded by a grant from the U.S. Department of Education and provides assistance to at least 258 active students every year. Students come from every academic department and major on campus and meet eligibility guidelines that are based on household income, parent's education, or student disability. Services provided to students include academic advising, tutoring, career information, help with financial aid concerns, workshops, and help understanding academic policies and procedures.

Appendix 8-14. BEACoN Research Mentoring Program Growth.

Year	Student Applications	Faculty Applications	Pairings Funded
2017-18	165	49	15
2018-19	304	70	21
2019-20	437	79	43
2020-21	500	92	38

Appendix 8-15. 2019-2020 Student Affairs and Academic Affairs Collaborations.

2019/20 Student Affairs and Academic Affairs Collaborations

Unit	Initiatives and Programs
Assessment and Research	<ul style="list-style-type: none"> • Moving forward with Student Affairs hosting a university survey calendaring source at locations where all large-scale surveys will be housed in terms of purpose, scope, audience, duration. • Member of GI2025 Data Champions <ul style="list-style-type: none"> ○ Leading Student Voice subgroup (closing the achievement gap: specific targets URM, URM Men & Men). Emergence of the CPX study has temporarily paused these efforts. ○ Participated in interview week of new CP Director of AA Assessment and regularly serve on the Academic Assessment Council • Partnered with Professor Heather Smith's statistics course in the piloting and market research of the WITH US Bystander Intervention Benchmark Study. • Involved in the planning and administration of the BCSSE and NSSE administrations, representing Student Affairs • Collaborated with Mustang Success Center towards assessment planning and provided evaluation tools for Transfer Day event • Involved in the Faculty in Residence Assessment and running the focus groups (already mentioned in list)
Cal Poly Scholars	<ul style="list-style-type: none"> • University Advising conducts all academic advising meetings with Cal Poly Scholars. Currently MSC meets with all Year 1 & 2 Scholars (required) and academic colleges meet with Year 3+ Scholars (optional) • Liaisons from each college advising center collaborate with the program to offer “College Connections” to bring together Scholars and professional representatives in each college. • Liaisons from each advising center assist with one or more of the following: meeting with Scholars whose term GPA falls below 2.3, reviewing participation submissions, attending quarterly Programming Committee meetings, hosting workshops for Scholars

	<ul style="list-style-type: none"> • The Cal Poly Scholars Leadership Group includes Mary Pedersen (Interim Provost), Beth Merritt- Miller (University Advising), Debi Hill (Student Affairs), and Alexis Melville (Cal Poly Scholars); focusing on long-term collaborative planning and budgets. • A universitywide joint Task Force was created to look at the best ways to expand this flagship program. Task Force is co-chaired by Debi Hill (Student Affairs) and Gregg Fiegell (Honors College). • Faculty and staff participated in the CSU Middle Leadership Academy initiative which focused on best practices and student engagement for Scholars.
<p>Campus Health and Wellbeing</p>	<ul style="list-style-type: none"> • College of Engineering/STEM Vista Award - approved for 4 -year program. The overall intent and goal of this VISTA project is to fully integrate wellness programming within the College of Engineering, through collaborative public health and behavioral wellness strategies. Some of the major goals and outcomes are (1) stigma reduction in students accessing Campus Health and Wellbeing services and engaging in self-help resources, (2) continuity of care between Faculty and CH&W staff in recognizing warning signs of health and mental health distress, and (3) development of long-term emotional resilience playbook for students who participate in the program intervention. One new strategy to explore and develop are comprehensive student well-being policies that ensures students who need to seek treatment for any medical necessity, has amnesty and support of the university. Ensuring campus policies are helping students to return to college for their overall success and retention. • Kinesiology - Plans to partner with KINE 434. Christine's class would do a comprehensive needs assessment for both staff in the Health Center and students to identify needs and recommend a plan of action to support LGBTQ+ health. • Collaboration (early stages) with CTLT on mental health training for faculty - workshop format. • Safer, specifically Assistant Director of Wellbeing Kara Samaniego, and Dr. Christine Hackman of Kinesiology & Public Health serve as co-Directors for the implementation of the Department of Justice Office on Violence Against Women Campus Programs Grant. A multi-disciplinary Coordinated Community Response Team (CCRT) that includes members across Student Affairs, Academic Affairs, including the Office of Equal Opportunity, students and community members provides guidance on prevention education and survivor advocacy services to campus.

	<ul style="list-style-type: none"> • Wellbeing Services and Health Education collaborates closely with a number of Academic Affairs departments including Kinesiology & Public Health, Psychology & Child Development, Women & Gender Studies, International Center and more on curriculum development and delivery of comprehensive public health & prevention education • Communication with various colleges during public health concerns (communicable disease) • Ana Cabezas along with Dr. Gillis or Dr. Menendez (Counseling Services staff) co-teach a first- generation students of color course. Technically it's an academic course, though it's co-taught with other student affairs professionals. • Counseling Services offers a therapy groups specifically for transfer and graduate students. • Counseling Services, specifically Staff Counselor Noah Chalfin, is a consultative and direct referral resource for Academic Advising. • Counseling Services staff collaborates with First-Year Success Program to support the mental health needs of first-year students, including those on academic probation. • Counseling Services provides training to Advising staff regarding identifying and supporting students in distress. • Supporting and maintaining the physical and emotional health of our shared students is our charter. As far as special projects with academic affairs- we respond to requests for information, for interviews, and provide the odd panel member for discussions. We have a team member on the academic senate. We provide notes to support student requests for accommodation when they do not attend classes. We assist faculty and staff with their student health related questions.
Career Services	<ul style="list-style-type: none"> • Graduate Status Report (GSR) outcome data reports are distributed to academic departments and colleges for assessment, program review, or accreditation purposes. • EPortfolio resources through Portfolium are available for faculty to use with their courses. Partnering with CTLT and the Honors Program specifically to provide Portfolium support and resources. • Developed an online faculty toolkit to allow faculty easy access to Career Services.

	<ul style="list-style-type: none"> • Developed a Career and Life Success Model with input from College Deans. e attachment with model overview and learning outcomes). • Collaborate with faculty representing all six colleges to implement presentation of career-related topics to classes. • Include faculty as panelists on Emerging Markets panels (SSF funded program) • Partner with University Advising and select advising centers to deliver general and targeted Change of Major workshops. • Career Services' career counseling structure is set up with a college specialist liaison for each academic college. This allows each college specialist career counselor to establish relationships with faculty and have a deeper knowledge of the college's curriculum, associated career paths, and employment and graduate school opportunities. • Offer a campus-wide fellowship education program to increase awareness about fellowships as viable options, creating bridges to other stakeholders (faculty in particular) who support fellowship applicants, and advise students in applying for fellowships. • Set-up departmental working groups in the College of COSAM that includes Career Counselor, Employer Relations Specialist, Faculty liaison and student club leader. The purpose is to further support the departmental professional development needs. • Collaborated with the College of Liberal Arts Dean's Office to host CLA Career Month (February) and CLA Career Series, which is Career Services, Dean's Office and department professional development events for all CLA students. • An Employer Relations Specialist participates on the GRC Silicon Valley Advisory Council. • Employer Services team is collaborating with CENG to launch a pilot program for promoting Cal Poly research opportunities via MustangJOBS powered by Handshake. • Hosted Employee of the Future Summit in conjunction with our Career Services Advisory Council. Invited staff, faculty and leadership from each of the colleges. In attendance were Deans and/or Associate Deans from COSAM, OCOB, and CAFES. • Produce and share an annual report for each College. Executive Director meets with each Dean to review report.
--	---

	<ul style="list-style-type: none"> ● Partner with CS, OCOB, and CLA faculty to host an annual Cybersecurity event hosted by ITS and Career Services ● Track Career Services engagement with faculty for annual report. ● Partnering with OCOB, CAFES, COSAM, CENG, Alumni Engagement, and Student Affairs IT to implement new Alumni-Student Mentoring Platform (PeopleGrove). ● Partnership with Accounting Dept. for Accounting Recruiting Programs. ● Career Fair partnerships with CM, CAED, Education, and Packaging. ● Executive Director discuss Career Services' initiatives with the Associate Dean's Council upon request. ● Executive Director attends the CASS Joint Councils meetings. ● Faculty have the option to request student view accounts through MustangJOBS (job-internship- fellowship-career fair posting platform powered by Handshake). ● Academic Departments and Student Clubs have the opportunity to apply for Diversity Funding through the Career Partners Program.
Communications	<ul style="list-style-type: none"> ● Collaborated with AA communications staff in Spring and Fall 2019 on the timely dissemination of key campus wide messages and events for the Cal Poly Experience (CPX) initiative. ● Hold biweekly meetings with AA communications staff and other campus communicators to discuss/share upcoming events/collaborations, ongoing initiatives. ● Ongoing collaboration on coronavirus-related messaging to campus, including the creation and maintenance of the university's coronavirus website. Collaborative efforts include working together on creating/updating virtual learning information and resources for students, sharing and dissemination of key coronavirus-related messages by the Provost and VPSA (via newsletters, email, social media, etc.), developing messaging for future initiatives.
Disability Resource Center	<ul style="list-style-type: none"> ● Provide ongoing consultation to ensure that students are provided their appropriate classroom accommodations per the ADA. This includes 1:1 consultations and departmental faculty training. ● Offer weekly Disability TAPAS workshops to educate interested faculty and staff on disability topics of interest. These were created in response to faculty requests for more information.

	<ul style="list-style-type: none"> ● Conduct facilities consultations to ensure that classrooms are ADA-compliant and work towards implementing universal design throughout campus. ● Mediate disputes between students and faculty members around disability-related issues. ● Act as a resource for faculty and staff who have their own questions about disability-related issues. ● Provide direction on captioning and other legally mandated services in consultation with ITS, CTLT and other campus partners. Work to educate and ensure that CSU Executive Orders are followed (e.g. EO111).
Diversity and Inclusion	<ul style="list-style-type: none"> ● Dream Center: Provides Drop-in Academic Advising for students in the Dream Center. College of Engineering, College of Liberal Arts, College of Science and Mathematics, and the Mustang Success Center are currently providing these services. ● Black Academic Excellence Center: Drop-in Advising once a week from the College of Engineering and the Mustang Success Center. ● Partner with CLA to provide the InterGroup Dialogues Course and the annual Teach-In Program. ● Regular co-curricular programming partnerships with Ethnic Studies. ● Financial support for the CORE Program through the GI2025. ● Center Internships with the Psychology Department.
New Student and Transition Programs	<ul style="list-style-type: none"> ● Open House Admitted Students Preview Day activities is coordinated by NSTP and representatives from each of the colleges— includes working with admin coordinators, associate deans, academic advisors. Includes scheduling facilities and placing session times ● SLO Days programming includes coordinating the presentations to new students and supporters on their “Journey to Academic Success” facilitated with NSTP student leaders and advisors from Mustang Success Center (MSC). ● MSC also consults on a “road map” one sheet that contains key dates and deadlines for the first year students. ● NSTP director is a member of the transfer student workgroup and was instrumental in hiring a Transfer Coordinator and establishing a transfer center.

	<ul style="list-style-type: none"> • NSTP director coordinates with each college advising team for Transfer SLO Days programming. Includes scheduling facilities and placing session times. • Week of Welcome (WOW) works with the provost's team to coordinate programming for College Connections Academic Day activities. Also includes a day for new students advising sessions and various breakout sessions during WOW. Includes scheduling facilities and placing session times. • NSTP director sits on the Registration and Scheduling committee, and the Collaborative Council for Student Success committee.
Student Academic Services	<ul style="list-style-type: none"> • EOP Summer Institute: We collaborate with the College of Liberal Arts to offer Ethnic Studies 112 to SI students. We also collaborate with Dawn Janke to offer the Engl 150 course (Writing Seminar) and the University Library for the Research Seminar component of SI. • EOP: We offer an EOP cohort-based course for students in the Fall and spring quarters in partnership with the College of Liberal Arts • Upward Bound: UB partners with the College of Education to hire instructors for the Upward Bound Summer Academy. Over the past 2-3 years, UB has collaborated with CESAME to apply and receive a grant that provides academic support/instruction for Upward Bound students. • Academic Skills Center: Collaborates with the College of Science and Mathematics to offer supplemental workshops in Math and Science courses for all Cal Poly Students • TRIO Achievers: Hosted a first-gen faculty panel event for students in the spring quarter. Students heard from first-gen faculty members on campus about their experience being first-gen while learning how to navigate college.
University Housing	<ul style="list-style-type: none"> • <u>Faculty in Residence Program (FiRs)</u> <ul style="list-style-type: none"> o Three faculty members live within University Housing with the goal of promoting student learning outside of the classroom, increasing faculty presence within Housing and providing mentorship of students. We will move into year three of the program in 2020-21 and have worked collaboratively with Academic Affairs to select one new FIR to replace someone moving on. The applicants were from throughout the Colleges and we look forward to the final selection soon. Students from OCOB worked with a faculty member to do an

assessment of the program as part of their senior project resulting in several recommendations to improve the program and its metrics.

- Academically-Based Residential Learning Communities (RLC) connected with each College
 - A learning community is assigned to each academic college. Special events offered within these communities include study groups, review sessions, field trips, Honors Banquets, office hours, mentorship, etc. Events are created in collaboration with faculty and staff from each of the associated Colleges.
- Two-Year Housing Requirement
 - University Housing has implemented a two-year live-on requirement that is being implemented over the next 3-5 years CAED and CAFES students entering Fall 2020 will live on campus two years.
- Residential Learning Communities Advisory Boards
 - Every learning community (RLC) has an Advisory Board composed of College Librarians, Mustang Success Advisers, Associate Deans and College Career Advisors. They meet on a quarterly basis to discuss student needs and related programming to best meet those needs. For those communities that do not have an academic college connection (PRIDE, Culture & Identity, Transfer, Sophomore, and Continuing Success), connections are made with faculty and staff from across campus who currently work or have a passion associated with those communities.
- Cal Poly Downtown LOFTS/iCommunity
 - Collaboration with OCOB and the Center for Innovation and Entrepreneurship (CIE).
 - Students involved in CIE or other entrepreneurial ventures can apply and live in the Cal Poly Downtown LOFTS beginning their junior year. We have struggled with the academic connection due to turnover in CIE staff every year and hope to reestablish this next year. iCommunity is our on-campus entrepreneurial community for first- and second-year students.
- RLCs focused on Student Academic Services (Cal Poly Scholars, Trio, EOP)

	<ul style="list-style-type: none"> ○ Partnering with faculty who teach classes for these programs to have office hours, review sessions, and faculty mentors in the buildings. CP Scholars has a two-year housing requirement. ● <u>Library Satellite Space(s)</u> <ul style="list-style-type: none"> ○ University Housing is in the planning stage of a collaboration with the Library to have a satellite library with resources and staff in a residential location. ● <u>University Housing Committees</u> <ul style="list-style-type: none"> ○ Faculty members participate in various Housing committees including Gender Inclusive, Culture and Identity and Strategic Planning. ● <u>Inter Housing Council (IHC)</u> <ul style="list-style-type: none"> ○ IHC is the Student Government for University Housing. Faculty have attended to bring ideas, projects, research, etc. ● <u>Overnight Programs with Colleges</u> <ul style="list-style-type: none"> ○ Various departments and organizations provide overnight programs for prospective students. Current academically-related programs include Society for Women in Engineering (SWE) & Women in Business. ● <u>Annual Faculty/Staff Appreciation Banquet & Awards</u> <ul style="list-style-type: none"> ○ Recognition event for faculty and staff who have partnered with University Housing in a variety of ways during the academic year as listed above (paused for Spring 2020). ● <u>Academic Affairs Committees</u> <ul style="list-style-type: none"> ○ University Housing staff members serve on the following Academic Affairs committees ● Associate Dean's Council ● Enrollment Management Data Champions: Student Voice and Transfers ● Thematic Pathway for Reaffirmation
--	---

2019/20 Dean of Students and Academic Affairs Collaborations

Assistant Deans of Students for Student Support, Success and Retention			
Program	Faculty/Staff	Departments	Partnerships/Committees
Crisis Management	Associate Deans, Academic Advising	All Colleges	Referrals both ways – ADOS are assigned to three colleges and build close relationships and generate referrals to support students.
	Ombuds, CPPD, Mustang Success Center	All Colleges	Weekly Student of Concerns Meetings.
	Associate Deans, Academic Advising	All Colleges	College-based SOC meetings.
Meal Vouchers	Academic Advisors Associate Deans	All Colleges	Administer meal voucher program for students experiencing food insecurity.
Cal Poly Cares Grants	Financial Aid, Academic Advisors	All Colleges	Oversee emergency grants for students in financial crisis.
Bias Incident Response Team	Associate Deans, CPPD, Title IX, Ombuds	All Colleges	Review bias incidents, support students and others impacted, and make recommendations to the university.
Associate Deans Council	Associate Deans	All Colleges	Associate Deans of Students participate in Academic Affairs Associate Deans Council meetings.
Basic Needs Task Force	Faculty, Administrators	All Colleges	Associate Dean co-chairs task force with faculty member. Task force coordinates programs and services related to basic needs across multiple areas on campus.
COVID Task Force	Administrators	All Colleges	Associate Dean participates in COVID task force related to academic issues and concerns.

Commencement			
Program	Faculty/Staff	Departments	Partnerships/Committees
Commencement Operations Committee	Associate Deans, Program Directors/Faculty	All Colleges	Planning all operations for commencement.
Policy Committee	Deans, Associate Deans, Faculty	All Colleges	Work on policy recommendations to the President.
College and department events	Faculty	All Colleges	Assist colleges with timelines, scheduling, facilities, classroom technology; Host open forum for all colleges regarding commencement.
Outreach	Academic Advisors	All Colleges	Present to academic advisors with deadlines for commencement.
Day of Event	Faculty participating Marshals and two Grand Marshals Faculty attending	All Colleges	Facilitate regalia rental and instructions; walk through; communication. Develop instructions and walk through. Tickets.
Outstanding Seniors	Deans	All Colleges	Create questionnaire; send email to colleges; collect names and information; develop and deliver awards; send VIP invitations and communications.

Cultural Commencements	Faculty	All Colleges and FSAs	Partner with faculty and event coordinators to arrange logistics; communicate with campus administration; arrange rentals, décor; budget.
Degrees and Posthumous degrees	Registrar	Registrar	Timing of messaging to graduates; list of graduates. Generate and shepherd posthumous degrees.
Honorary Degrees	Deans Office	All Colleges	Selection and stewardship of Honorary Degree recipients.
Sustainability	Students, Faculty	OCOB	Working towards zero waste events.
Graduate	Graduate Office		Identify Academic Excellence; facilitate graduates completing application for graduation; send VIP invitations and communications.
Archives	Library	Library	Provide DVDs and printed programs of commencement ceremonies to library; submit archive requests for marketing and communications.
Spring Commencement	Schedulers	University Scheduling	Partner college and department events .
Both Commencements	General	Evaluations	Evaluations creates list of eligible graduates.

Cross Cultural Centers			
Program	Faculty/Staff	Departments	Partnerships/Committees
Academic Advisors provide office hours in CCC	Academic Advisors	Advisors from MEP Advisors from CLA	Office Hours in Centers.

		(Advisors COSM – being developed)	
Tutoring	Faculty (Stan)	COSM	Offers tutoring
State of Diversity Events	Faculty	All Colleges	Panelists and extra credit.
InterGroup Dialogues	Jennifer Pedrotti	CLA	CCC staff teaches academic course.
PolyCultural Weekend	Faculty and Associate Deans Provost Office and College	All Colleges All Colleges	Provide tours of colleges, diverse representation from college-engaged students, attend Parent Brunch. Financial support of breakfast.
Students of Color Summit	Faculty All Colleges	All Colleges	Present workshops and advise students who are developing workshops. Financial Support.
Cross Cultural Experience Orientation Leads	Academic Advisors, Faculty	All Colleges	Host educational workshops on leadership and diversity.
Gender Equity Center	Jane Lehr	CLA	Advising on content of Gender Equity Movement training.
MLK	All Colleges		Financial support.

CulturalFest	All Colleges		Financial support.
Pride Month	Pride Faculty Staff Associations	All Colleges	Sponsor, host and participate in events.
	Faculty	All Colleges	Attend events.
Chicanx/Latinx Convocation	CLFSA	All Colleges	Event co-sponsor.
Dia De Los Muertos	Faculty and Staff	All Colleges	Make event alters and participate in event.
Internships	Students	Graphic Communications, GWS	Serve as interns.
All Programs	Students	Ethnics Studies	Senior projects, class assignments.
			Write a paper/proposal to support initiative.
Outreach and Education	CP Scholars	All Colleges	CCC staff teaching classes.
	Faculty		CCC staff teaches faculty about reporting gender identity and inclusive practices. Faculty attend and assist with college tours.
Graduate Student Assistants	Graduate Students	HECSA	Offer graduate student assistant positions.
Consulting/Grant writing	Jane Lehr	LSAMP	Faculty consult with CCC regarding retention grant for community college transfer student in CENG.
Cross Cultural Advocates	Faculty, Students	Residential Living Community committee	Provide input to identity-based community committees, build curriculum for community.
Faculty in Residence	Faculty	All Colleges	CCC Representative serves on committee.
Men & Masculinity	Jennifer Pedrotti, Denise Isom, Camille O'Bryant, Jane Lehr, Julie Garcia, Marney Goldenberg, Keri	Psychology, WGS, Kinesiology, CLA, CAFES, COSM	Internship, curriculum development (faculty give feedback on M&M workshops), research projects. Faculty speak at M&M events/panels.

	Schwab, Andrew Lacanieta		M& M speaks in classes.
Men & Masculinity - Guyland	Jane Lehr	WGS	Faculty guest speakers and curriculum development.
Men & Masculinity – Manifest	University Art Gallery	Art & Design department	Collaborative event.
Men & Masculinity – Speakers series	Denise Isom	Ethnic Studies	Faculty guest speakers.

Center for Leadership			
Program	Faculty/Staff	Departments	Partnerships/Committees
Student Leadership Institute	Marni Goldenburg, Faculty	CAFES	Facilitated a session.
	Faculty	All Colleges	Offer extra credit to students in their classes.
	Oscar Navarro, Faculty	CSM, School of Education	Past Keynote speaker.
	Ronda Beaman, Faculty	OCOB	Past Keynote speaker.
Applied Speakers Series	Faculty	All colleges	Planning to offer one speaker per quarter in partnership with academics. Most recent/first speaker was Doug Young from Northrup Grumman. Event co-sponsored by CENG. Working with Hunter Francis from CAFES to develop next offering.

Center for Service in Action			
Program	Faculty/Staff	Departments	Partnerships/Committees (how do we work together?)
Service learning	Faculty CTLT	CAFES, CLA, OCOB, CENG, CSM/School of Ed.	Curriculum-based community service. Faculty fellows. Carnegie Certification.
Change the Status Quo: Social Justice Leadership Conference	Faculty (Jennifer Prentice) Faculty BeACON Mentors Faculty	RPTA 420 – Conference and Festival Event Planning UnDocuAlly group OUDI All colleges	Student interns planning CSQ conference - chair and committee roles. Present UnDocAlly series/workshops. Present workshops. Facilitate conference breakout sessions/workshops.
CSQ Monthly Speaker Series	Faculty	All colleges	Lead CSQ Speaker Series workshops.
AmeriCorps	Students	Social Science	Recruit graduates at Career Fair.

Fraternity & Sorority Life			
Program	Faculty/Staff	Departments	Partnerships/Committees (how do we work together?)
All	Faculty	Varies	Faculty serve as advisors of Greek organizations.
All	Varies	All Colleges	Scholarship chair focused on academics.
All	Faculty advisors	Varies	Chapter review.

All	Faculty	Varies	CAS Program Review.
All	Registrar	Office of Registrar	Quarterly grade checks; retention data.

Clubs/Club Sports			
Program	Faculty/Staff	Departments	Partnerships/Committees
Recognition	Gregg Fiegel	CENG-Civil & Environmental Eng & Honors	Provides advising support for LEAD Awards.
Clubs	Faculty, Sheri Boscaro Faculty Advisors Dale Clifford: CAED- Architecture, Design Village; Brian Kennelly: CLA-World Languages & Culture, PCR Keli Moore: CLA- Journalism, Nightcap Garrett Forbes: CAFES-	OCOB All colleges	Building alumni networks for all clubs; Strategic plan initiative. Faculty serve as advisors of academic clubs.

	<p>BioResource & Ag Engr, Tractor Pull Andrew Byrne: CSM-School of Education, eSports Alejandra Cebreros: CLA- College of Liberal Arts, Mujeres Foaad Khosmood: CENG-Comp Sci & Software Eng, SLO Hacks Garrett Hall: CENG-Civil & Environmental Eng, SCE, Eric Mehiel-College of Engineering Student Council</p>		
Academic Clubs	<p>All majors</p> <p>All majors</p>	<p>All colleges/Admissions</p> <p>All colleges</p>	<p>Clubs promote academic programs during Open House and Orientation, demonstrate and promote Learn by Doing.</p> <p>Clubs draw recruiters and industry to campus to employ and fund; host career fairs.</p>

Office of Student Rights and Responsibilities – Student Conduct			
Program	Faculty/Staff	Departments	Partnerships/Committees
Academic Integrity (prevention)	Faculty	All Colleges	Annual faculty meeting presentations.
Academic integrity (response)	Faculty	All Colleges	Respond to reports of academic integrity violations.
Committees			
Accommodations	Faculty and Deans	All Colleges	CAP - Refine definition of cheating and plagiarism Fairness Board. Academic subcommittee for curriculum development
Adjudications	Faculty	All Colleges/Title IX	Work directly with faculty on individual accommodations for students related to Title IX and DHR.
General	Title IX	Title IX	OSRR provides sanctioning.
General	Maureen Muller	Registrar	Late term withdrawals, update student status (disciplinary probation).
Mandatory Trainings – Not Anymore	Carrie Vanderkar	International Center	Disciplinary checks for study abroad students.
Alcohol and other drugs	Kristi Zohla	Registrar	Bulk updates for holds.

Parent and Family Programs			
Program	Faculty/Staff	Departments	Partnerships/Committees (how do we work together?)
General Communications	Terrance Harris/online form	Admissions	Request data for incoming parents.
Move-In	Deans	All Colleges	Deans attend Gathering on the Green and Evening with the President.
Mustang Family Weekend	Deans and Department Heads	All Colleges and Departments	Colleges host events throughout campus for Mustang Family Weekend.
	Faculty/Staff	All colleges	First Gen family picnic.
Parent Advisory Council	Parent liaisons Deans/Associate Deans	All colleges	Two meetings per year; parent liaisons serve as links between colleges and PAC.
Parent newsletter	Colleges/departments	All Colleges	Colleges submit stories for the Parent newsletter.
Local Connections	Faculty/staff	All Colleges	Faculty and staff volunteer as Local Connections sponsors.
PolyCultural Weekend Parent breakfast	Faculty/staff	All Colleges	Invite faculty to attend breakfast with parents.
Yield Reception in Salinas	Counselors	Admissions	Coordinate event; reach out to parents; sponsor/fund event; serve on panel with deans and faculty.

Veterans Success Center			
Program	Faculty/Staff	Departments	Partnerships/Committees (how do we work together?)
Veterans Success Center	Faculty	College of Engineering (Computer Science and Computer Engineering)	Research study, survey on student support and success.
	Academic Advisors	All	Communicate on advising (i.e., students need to declare minor, change majors).

With Us			
Program	Faculty/Staff	Departments	Partnerships/Committees
With Us	Dr. Christine Hackman	Kinesiology	Curriculum development (best practices for bystander intervention).

Other			
Program	Faculty/Staff	Departments	Partnerships/Committees (how do we work together?)
Dean of Students/OSRR	Christine Hackman and Title IX office	DOJ Grant- gender based violence prevention	DOS and OSRR work collaboratively with Dr. Hackman and Title IX on the Core 7 committee that is the steering body for the grant.

Observations/Feedback

- 1) Collaborations with Academic Affairs are happening in all DOS areas
- 2) In some areas, DOS provides support that brings in funding and other resources to Academic Affairs (but not DOS). For example, several DOS areas provide in-kind contributions or contributions of time on grants and research projects.
- 3) In some areas, DOS staff are teaching classes or providing consultation to instructors with none to varying degrees of compensation.
- 4) Some areas were surprised by how many academic partnerships they had when we discussed the scope of work in their areas.
- 5) Overall recommendations to strengthen academic partnerships for all areas include:
 - a) More visibility of all DOS areas at Fall Conference – focus on partnership (beyond being a resource) for faculty

Appendix 8-16. Co-Curricular Collaborations and Training Opportunities.

Cal Poly has a number of co-curricular collaborations and training opportunities between Academic and Student Affairs. These include, but are not limited to, the UndocuAlly Training Program, Hidden/Implicit Bias Trainings, Disability Resource Center (DRC) Disability Tapas, DRC Do-It-Yourself Captioning Trainings (COVIDEO), Disability Ally Training, the Teach- In/Teach-On, University Development and Alumni Engagement (UDAE), and numerous resources from the Center for Teaching, Learning, and Technology (CTLT). In addition to all existing programs and resources, several more are in development, such as the CTLT Certificate Program in DEI Teaching and Learning and Poly Publishing.

UndocuAlly Training Program

One of the most highly regarded examples of co-curricular training programs on DEI matters that has been run at Cal Poly since 2012, is the UndocuAlly Training Program, a three-part workshop designed to increase awareness on issues pertaining to undocumented students at Cal Poly and to provide participants with the opportunity to become better equipped to support individuals of all statuses in our current socio-historical contexts. After attending all three sessions, participants received a certificate of completion. Created by the UndocuAlly Working Group (established in November 2015 as a result of initial conversations generated by undocumented students on campus in 2014), the workshop series was open to students, staff, faculty, and administrators, with sessions often including a mix of attendees. Workshops within the three-part series were clearly scaffolded for participants, with the second and third sessions building upon content and knowledge development in the first and second.

The online [UndocuAlly Directory](#) lists the names of approximately 275 Cal Poly employees who completed the training program to receive certification, with 81 of these being instructional faculty and lecturers (though the lists on the website include some individuals who have left and/or retired from Cal Poly, so these numbers may not be up-to-date). It is important to note here that, initially, these workshops were run by faculty and staff who volunteered their time and did not receive any compensation for their efforts, just as participants attended the sessions voluntarily and without compensation. Trainings began in 2015 and continued through 2019.

Relatedly, Cal Poly's Dream Center hired its current Coordinator, Vania Agama Ramirez, in Fall 2020, and she reports that the initial training provided in 2015 was a "train the trainer" session run by Elena Macias for "a small group of allies, [who] adopted the trainings and began facilitating UndocuAlly trainings at Cal Poly in March 2016" (quoting from an email from Ramirez). The most recent UndocuAlly Trainings were held on campus in late 2019, and Ramirez is currently (as of Spring 2021) working to update the trainings.

Hidden/Implicit Bias Trainings

Since 2012, OUDI has also offered a number of trainings on implicit bias for faculty and/or staff. For instance, beginning in May 2017, OUDI began offering the Exposing Hidden Bias workshop, which was designed to both familiarize participants with hidden bias and provide strategies and resources so that participants could better respond to hidden bias in their day-to-

day experiences at Cal Poly. Participant feedback led to the development of a second workshop on Responding to Hidden Bias, first offered in Spring 2018. OUDI also developed the Unconscious Bias in Recruitment trainings, focused on faculty recruitment and offered to faculty members serving on search committees. Additional DEI opportunities focused on hidden/implicit bias and related topics offered by OUDI include: “Inclusion Starts with Me” Diversity Overview sessions, the Unmasking Microaggressions workshop, and a range of OUDI Book Circles (among many others). Some scaffolding existing across some of these workshops and programs (e.g., Responding to and Exposing Hidden Bias workshops; some further discussion of related content in the Unconscious Bias in Recruitment trainings), though there are opportunities for further scaffolding within and across these and related programs.

Below are data provided by Lanaya Gaberel, Director for Employee and Organization Development at Cal Poly:

All Participants		Unique Participants	
Exposing Hidden Bias Workshops offered: 62 Total participants: 1449	Responding to Hidden Bias Workshops offered: 16 Total participants: 248	Exposing Hidden Bias Workshops offered: 62 Total participants: 1000	Responding to Hidden Bias Workshops offered: 16 Total participants: 188
Grand total 78 workshops, 1697 participants		Grand total 78 workshops, 1188 participants	

DRC Disability Tapas

The Disability Resource Center (DRC) has provided trainings for faculty and staff to support DEI efforts. Since Fall 2018, on-going weekly presentations (September through June) have been provided on a variety of disability topics. Although geared toward faculty, about 95% of attendees have been staff and students (averaging 5 attendees per event). Attendance has been greater for the DRC's training on DIY captioning; beginning November, 2020, 10 training opportunities have been provided with approximately 127 faculty and staff attending.

DRC DIY Captioning Support “COVIDEO”

(Case Study for DRC staff, faculty and student collaboration)

The DRC created and implemented “COVIDEO”, a pilot captioning project run during Spring 2021. The goal was to meet the increased need for captioned recorded lecture material given the increased need brought about by the pandemic and move to virtual instruction. COVIDEO provided opportunities for departments to train their own student assistants to be captionists, a unique “Learn by Doing” opportunity (21 faculty participated). Results from a faculty feedback survey found that the COVIDEO form was easier to complete than the form used with an outside vendor, faculty received more direct support with COVIDEO (more personable), and costs were about the same, but COVIDEO turn-around time was longer. Given those findings, the campus

continues to be in need of a more supportive way to assist faculty and staff in navigating the captioning process with our existing outside captioning vendor.

Disability Ally Training

Over the past year, the Disability Ally Workgroup, consisting of student, staff, and faculty members, created and presented a training aimed at improving disability inclusion on campus. Two presentations have been completed, with approximately 125 attendees in total. Learning objectives include the following: understanding what it means to be a "Disability Ally; recognizing the differences between the social and medical models of disability; being able to define ableism and common microaggressions; and list three ways that allies can help dismantle ableism and promote greater access and inclusion for disabled people.

Teach-In/Teach-on

The Teach-In/Teach-On events, created by CLA in 2018, consisting of a day-long (in the case of the Teach-In) or quarter-long (in the case of the Teach-On) series centered around inspiring equity and social justice that has expanded to involve the entire campus, including all six colleges. The Teach-In attracted over 5,000 attendees in 2021.

University Development and Alumni Engagement (UDAE)

Upon recommendations from the division's Inclusive Excellence Council's subcommittee, UDAE's Interim VP encouraged staff to attend DEI-themed presentations at a CASE (Council for Advancement in Support of Education) conference. Two presentations were specified: "If You Build it, They Will Come: Institutionalizing DEI in Advancement" and "Race, Sex, Politics & Privilege: Uncomfortable Encounters with Donors and Strategies to Manage Them." As of spring 2021, UDAE's IEC subcommittee is compiling additional DEI resources and training for divisional staff that is industry-specific to fundraising and donor/alumni engagement.

CTLT Resources

Since 2013, the University's Center for Teaching, Learning, & Technology (CTLT) has had a dedicated staff member (Inclusive Excellence Specialist or Assistant Director for Diversity, Equity, and Inclusion in Teaching) responsible for coordinating faculty professional development opportunities in the areas of diversity, equity, and inclusion in teaching and learning. The CTLT has also had an Instructional Designer and Accessibility specialist focused on accessibility since 2017. These two positions, along with collaborations across the University, and especially with the Office for University Diversity and Inclusion, have allowed the CTLT to offer several new and expanding programs to support faculty in DEI learning.

In 2016, the CTLT, in partnership with OUDI, launched the Teaching for Inclusion, Diversity, and Equity (TIDE)⁴⁴; this professional development opportunity is designed for to support Cal Poly educators in incorporating inclusive teaching practices and infusing DEI into their curriculum consistent with the campus's [Diversity Learning Objectives \(DLOs\)](#). The program contributes to progress on two of Cal Poly's university-wide diversity imperatives: (1) "enhance

[the] campus climate” and (2) “exemplify inclusive excellence in Learn by Doing, scholarship, teaching, and learning.” Since 2016, 80 faculty participants have participated in the program with representation from all colleges, as well as participants from all faculty ranks. Completion of the program represents a significant time commitment to professional development activities; in its most recent iteration in person, the program consisted of four full days of programming in June, two full days of programming in August, as well as several optional meetings during the fall quarter. In addition, faculty must demonstrate significant changes made to at least one course, and at the close of the program faculty submit: a) a diversity statement; 2) a revised syllabus and course materials reflecting infusion of inclusive teaching practices; and 3) an “Inclusive Instruction Technique”—a reflection of a substantial change in either teaching techniques or curriculum that demonstrates the participant’s learning as part of TIDE. *[Appendix will be modified with specific examples of the changes faculty have made to their courses.]*

In addition to TIDE, the CTLT offers a range of additional workshops, consultations, and services related to diversity, equity, inclusion, and accessibility. Since 2018, over 100 faculty have taken part in extended workshops (28-40 hours each) related to accessibility [“Creating Accessible Course Materials” (completed by 74 faculty)] and Universal Design for Learning [“Inclusive Course Design: Implementing the UDL guidelines” (completed by 29 faculty)]. The workshops introduce faculty to skills and best practices related to accessibility, with a focus on students with disabilities, and Universal Design for Learning. The CTLT’s Assistant Director for DEI in Teaching, also leads additional workshops in the CTLT and in departments ranging from Addressing Microaggressions in the Classroom, to Transparent Teaching for Equity and Inclusion, and Providing Equitable Academic Support. The CTLT also supports numerous individual consultations related to accessibility and DEI in teaching, provides extensive online resources, and regularly offers book circles to supplement faculty learning.

Looking Ahead: Programs in Development

A number of programs that will contribute to, expand, and enhance DEI efforts on campus in the coming years are in development. Some examples of these include:

CTLT Certificate Program in DEI Teaching and Learning

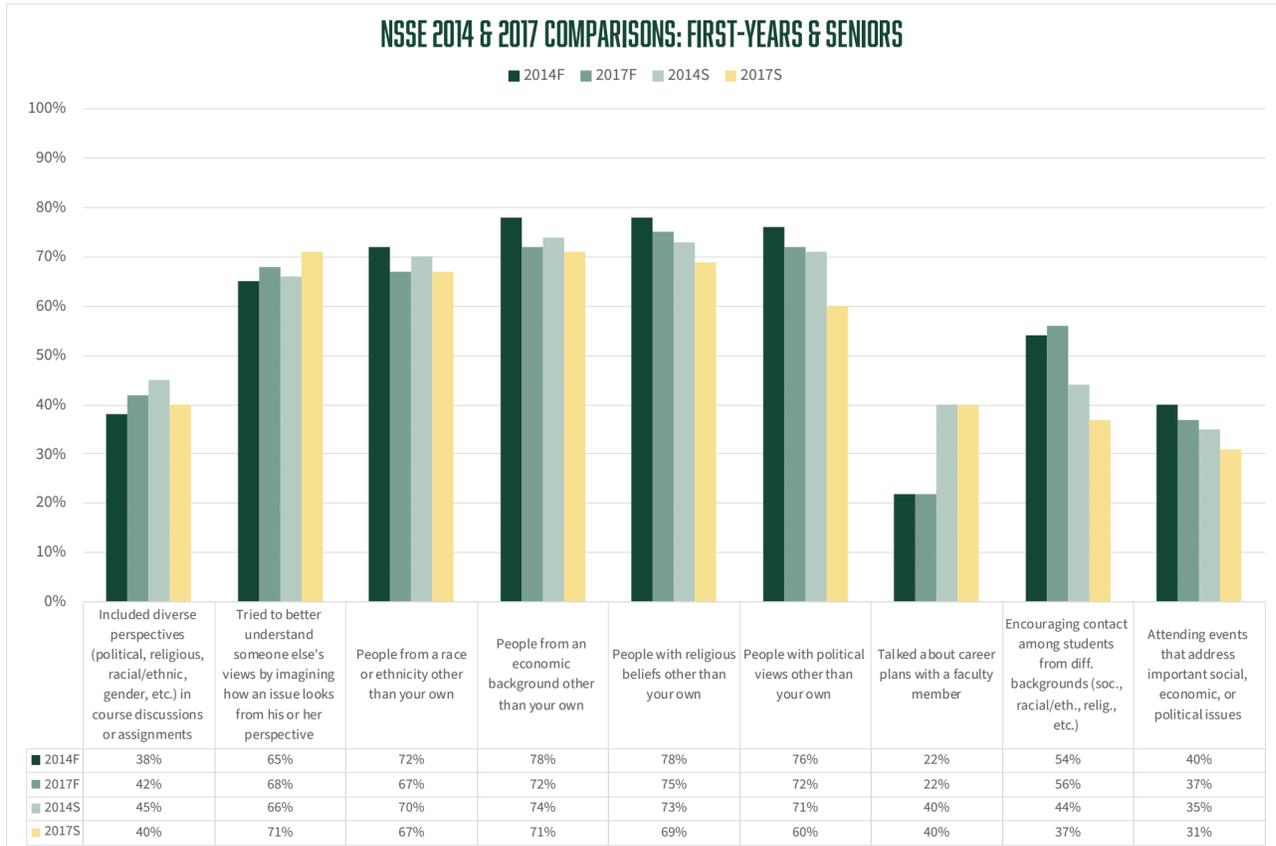
Looking forward, CTLT is working to expand, scaffold, and scale its offerings in the area of DEI in teaching. As part of an effort to build a certificate program for DEI in teaching and learning, the CTLT has been piloting the Introduction to Equitable and Inclusive Teaching program during academic year 2020-2021. This program utilizes an EdX course created by CornellX, Teaching & Learning in the Diverse Classroom, along with synchronous cohort meetings over 5 weeks to introduce faculty to best practices in inclusive teaching. Eventually, this 5-week program will be an introductory course that will be supplemented by additional learning opportunities (such as short workshops, book circles, and trainings offered by partners around campus) and final deliverables that will culminate in a certificate of DEI in teaching and learning. This certificate program will utilize many already existing learning opportunities on campus.

Poly Publishing Program

Developed in the Creative Works unit at Kennedy Library, [Poly Publishing](#) aims to raise visibility and enhance access to Cal Poly scholarship via an immersive, interactive digital project and publishing interface. This program rethinks approaches to presenting and disseminating academic scholarship with a focus on the ways that such work can serve, foster, and/or expand campus DEI initiatives and goals. The program focuses on accessibility, collaboration, and recognition of structural inequities and their impacts on academic scholarship, using inclusive and equitable practices to center historically underrepresented identities, perspectives, and creative practices in scholarly publishing and creative work. By creating an innovative pathway for disseminating scholarly and creative work, Poly Publishing plays an active role in strengthening Cal Poly's scholarly profile and its Teacher-Scholar Model, with a commitment to amplify underrepresented topics and voices.

▣ This title reflects the most recent (2020) iteration of the program, which has had various titles since its inception, including IDEA, Diversity in the Curriculum, and TIDE.

Appendix 8-17. NSSE 2014 & 2017 Comparisons: First-Years & Seniors.



Appendix 8-18. Student Affairs Campus-Wide DEI Events.

Event Name	History	Attendance between 2012-2021	Learning Outcomes	Learnings from COVID-19 adjustments
Student Leadership Institute hosted by the Center for Leadership	Launched in 2018	<ul style="list-style-type: none"> • Jan 2018: 156 registrants (no specific number on attendees) • Jan 2019: 147 attendees • Oct 2019: 110 attendees • 2020: 138 registrants, at least 90 of those actually attended 	<p>As a result of participating in the Student Leadership Institute, students will:</p> <ul style="list-style-type: none"> • Identify two or more leadership skills they can incorporate into their leadership style • Understand that leadership is positional and non-positional • Recognize the inherent relationship between social justice, equity, diversity and inclusion, and leadership • Articulate three ways they plan to be a leader upon participating in SLI 	<ul style="list-style-type: none"> • Students still appreciated having a dedicated lunch break • About 50% of respondents did not feel like they got to connect with other student leaders during the virtual format; this is something we would absolutely need to adjust if we're in a virtual or hybrid format this coming fall.
Change the Status Quo hosted by the Center for Service in Action	Started in 2003	<ul style="list-style-type: none"> • Attendance for 2012 - 2015: ~150-300 • Attendance for 2016: ~200 • Attendance for 2017: ~175 • Attendance for 2018: ~300 • Attendance for 2019: ~250 • Attendance for 2020: 700 	<ul style="list-style-type: none"> • Conferees will integrate understanding of diverse perspectives • Conferees will think critically and connect seemingly disparate social justice issues • Conferees will engage in greater critical thinking around service and social justice 	<ul style="list-style-type: none"> • With the conference's online format, there was the ability to host a keynote speaker from New Zealand. • Overall, there was a larger turnout from community members interested in the event in the virtual format.

		<ul style="list-style-type: none"> Attendance for 2021: 527 		<ul style="list-style-type: none"> Workshops were able to be recorded and thus a greater database of information and resources for future references could be collected and shared.
Students of Color Summit hosted by the Multicultural Center	TBD	TBD	TBD	TBD
Global Accessibility Awareness Day (GAAD)	<p>Since May 2016, the DRC has led a campus-wide effort to celebrate GAAD, an annual global event “that shines a light on digital access and inclusion for people with disabilities.”</p> <p>The event includes keynote speakers, panelist presentations, the latest on assistive technology, and includes interactive activities.</p>	<p>Faculty, staff and students are encouraged to attend. Attendance at each event has varied (e.g., keynote attendance has ranged from 100 to 426).</p>	<p>To engage & learn about digital access and inclusion of people with various disabilities.</p>	<p>Events were easier to attend via Zoom.</p>