REAFFIRMING CAL POLY’S WSCUC ACCREDITATION
Introduction

• The Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) is our regional accreditor.

• Universities must be accredited to be eligible for federal funding, including financial aid.

• Our accreditation was last reaffirmed in Spring 2012 for the longest possible period of ten years.

• The WSCUC commission encouraged us to stay focused on issues of diversity and the assessment of student learning; the commission also requested an interim report.
## Our Ten-Year Accreditation Cycle

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>End of previous cycle</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Submission of interim report</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Mid-cycle review</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>Submission of self-study proposal</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>Approval of self-study proposal</td>
</tr>
<tr>
<td>Fall 2021/Winter 2022</td>
<td>Submission of self-study</td>
</tr>
<tr>
<td>Winter/Spring 2022</td>
<td>Site visit</td>
</tr>
</tbody>
</table>
Thematic Pathway for Reaffirmation (TPR)

• WSCUC has developed a new, more streamlined approach and approved a select group of high-performing schools to participate; Cal Poly is one of them.

• The institutional report normally includes nine components; the TPR report only includes four: an introduction, compliance section, thematic essays, and a conclusion.

• The need for concision: the report must be no more than 60 pages.

• The themes should connect each institution’s mission, context, and priorities with the WSCUC Core Commitments, Standards of Accreditation, and Criteria for Review (CFRs).
Accomplishments So Far

• Introduction of TPR process to stakeholders, including visit by WSCUC liaison

• Development and approval of TPR proposal

• Development of governance structure consisting of TPR leadership, thematic co-chairs, and steering committee

• Development of charge sheets for each working group

• **NEXT**: constitute working groups and begin work in Fall
QUESTIONS? COMMENTS?
Theme: Promoting the Success of All Cal Poly Students While Achieving the Goals of the CSU’s GI 2025

- Cal Poly should locate its reaffirmation efforts at the intersection of student success and issues of diversity, equity, and inclusion (DEI).

- This will help us to focus on achieving the goals of the Graduation Initiative.
Subtheme: Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty

Co-chairs:

• **BETH GALLAGHER**
  Associate Vice President, Human Resources, Administration & Finance

• **BETH MERRITT MILLER**
  Assistant Vice Provost, University Advising, Academic Affairs

• **DEBI HILL**
  Associate Vice President, Student Affairs
Subtheme: Developing a Campus Culture that Is Diverse, Equitable, and Inclusive

Co-chairs:

• JULIE GARCIA
  Interim Associate Vice President, Office of University Diversity & Inclusion

• JAMIE PATTON
  Assistant Vice President for Student Affairs, Diversity and Inclusion
Subtheme: Teaching and Learning How to Live and Work in a Diverse World

Co-chairs:

• BRYAN SHON HUBAIN
  Associate Dean of Students and Director of the Cross Cultural Centers, Student Affairs

• KELLY BENNION
  Faculty Psychology & Child Development College of Liberal Arts
QUESTIONS? COMMENTS?
## Theme Relating to Cal Poly Strategic Plan

<table>
<thead>
<tr>
<th>Themes</th>
<th>Strategic Priorities and Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting the Success of All Cal Poly Students</td>
<td>1. Enhance the success of all Cal Poly students</td>
</tr>
<tr>
<td>Achieving the Goals of the CSU’s Graduation Initiative 2025</td>
<td>1D. Improve first year and transfer student graduation rates and eliminate achievement gaps to meet the goals of the CSU’s Graduation Initiative 2025</td>
</tr>
</tbody>
</table>
## Subthemes Representing Persistent Concerns

<table>
<thead>
<tr>
<th>Subthemes</th>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recruiting and Retaining a More Diverse Community</td>
<td>Demographics</td>
</tr>
<tr>
<td>2. Developing a Campus Culture that Is DEI</td>
<td>Campus culture</td>
</tr>
<tr>
<td>3. Teaching and Learning</td>
<td>Pedagogy, curriculum, and co-curriculum</td>
</tr>
</tbody>
</table>
Subthemes Relating to Cal Poly Strategic Plan

<table>
<thead>
<tr>
<th>Subthemes</th>
<th>Concerns</th>
<th>Strategic Priority 3: Enrich the Campus Culture of DEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recruiting and Retaining a More Diverse Community</td>
<td>Demographics</td>
<td>3B. Create and sustain a more diverse, equitable, and inclusive university community</td>
</tr>
<tr>
<td>2. Developing a Campus Culture that Is DEI</td>
<td>Campus culture</td>
<td>3D. Further develop a campus climate that reflects the values of DEI, as well as free inquiry and mutual respect</td>
</tr>
<tr>
<td>3. Teaching and Learning</td>
<td>Pedagogy, curriculum, and co-curriculum</td>
<td>3C. Prepare all students for the future through an education that includes diversity learning and reflects the principles of Inclusive Excellence</td>
</tr>
<tr>
<td>All subthemes</td>
<td>All concerns</td>
<td>3A. Create an aligned and cohesive focus on diversity and inclusion</td>
</tr>
</tbody>
</table>
## Subthemes Relating to Academic Affairs Strategic Plan

<table>
<thead>
<tr>
<th>AA Strategic Plan</th>
<th>Subthemes</th>
<th>CP Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2B. Develop a more diverse and culturally inclusive academic community</td>
<td>1. Recruiting and Retaining a More Diverse Community</td>
<td>3B. Create and sustain a more DEI university community</td>
</tr>
<tr>
<td>2A. Address DEI more directly in curriculum and pedagogy, including within GE</td>
<td>2. Developing a Campus Culture that Is DEI</td>
<td>3D. Further develop a campus climate that reflects DEI values</td>
</tr>
<tr>
<td>2C. Consistently communicate, coordinate, and recognize efforts in this area</td>
<td>3. Teaching and Learning</td>
<td>3C. Prepare all students for the future through an education that includes diversity</td>
</tr>
<tr>
<td></td>
<td>All subthemes</td>
<td>3A. Create an aligned and cohesive focus on diversity and inclusion</td>
</tr>
</tbody>
</table>
Compliance Section of Institutional Report

• The TPR report includes four components: an introduction, a compliance section, three thematic essays, and a conclusion.

• WSCUC provides two documents:
  – Compliance with WSCUC Standards and Federal Requirements Worksheet and Forms
  – Inventory of Educational Effectiveness Indicators

• These provide a basis for self-reflection; the results are summarized in the compliance section, and the supporting documents are included as appendices.
Compliance with WSCUC Standards and Federal Requirements Worksheet

• Provides reviewers with **ready access to evidence** that the institution complies with commission standards and federal requirements, e.g., credit-hour policy.

• Based on the 41 Criteria for Review (CFRs), divided across four WSCUC Standards of Accreditation ("broad, holistic statements that reflect widely accepted good practices in higher education")

• Of the 41 CFRs, three are directly related to issues of diversity, and nine are directly related to the assessment of student learning.
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

• Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices (CFR 1.4).
Standard 2: Achieving Educational Objectives
Through Core Functions

• Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons (CFR 2.2a).
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

- The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity to achieve the institution’s educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered (CFR 3.1).
Standard 2: Achieving Educational Objectives Through Core Functions

• The institution’s student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment (CFR 2.3).
Standard 2: Achieving Educational Objectives
Through Core Functions

• The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4).
Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

• The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and use the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology (CFR 4.4).
Inventory of Educational Effectiveness Indicators

• A broad **assessment report** submitted during the last reaffirmation and midcycle reviews

• A **worksheet** assuring that every program has a system for assessing, tracking, and improving the learning of its students

• A **set of questions** posted on three levels:
  – For the institution
  – For General Education
  – For each degree program
Inventory Questions

• Have formal learning outcomes been developed?
• Where are these learning outcomes published?
• Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree?
• Who interprets the evidence? What is the process?
• How are the findings used?
• What was the date of the last program review?
Inventory Implications

- **Unites** us by giving us a bigger picture of *where we are* as an institution and helps us determine *where to go*

- **Provides** a comprehensive overview of our institution’s assessment processes that we may use to *evaluate educational effectiveness*

- **Helps** us understand how comprehensively and successfully our institution addresses both the *quality of our students’ learning* and the *quality of the learning and assessment infrastructure*
QUESTIONS? COMMENTS?
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

• The institution’s faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution’s educational purposes and character are sustained (CFR 3.10).
Academic Senate Accomplishments during Last Reaffirmation Effort

• "Resolution on Defining and Adopting the Teacher-Scholar Model" (AS-725-11, March 2011)

• "Resolution on a Working Definition of Learn by Doing" (AS-727-11, April 2011)

• "Resolution on Posting Program Learning Objectives in the Cal Poly Online Catalog" (AS-732-11, May 2011)

• "Resolution on Coordinated Campus Assessment Efforts" (AS-735-11, May 2011)

• "Resolution on Course Learning Outcomes" (AS-739-12, January 2012)
More Recent Accomplishments

- "Resolution on Template for General Education 2020" (AS-873-19, April 2019)
- "Resolution on Subject Area Guidelines (I) for General Education 2020" (AS-879-19, June 2019)
- "Resolution on Updating USCP Review Committee Membership and Responsibilities" (AS-880-19, June 2019)
- "Resolution Establishing the Academic Senate Diversity Committee" (AS-881-19, June 2019)
- "Resolution on Updating the Diversity Learning Objectives" (AS-882-19, June 2019)
Anticipated for Fall 2019

• Resolution on USCP Objectives and Criteria

• Resolution on GE Areas C, D, and E Guidelines (i.e., educational objectives and course criteria)
Reminder

The WSCUC commission encouraged us to stay focused on issues of diversity and the assessment of student learning.
Current Challenge: 
Elevating Our Game on Diversity Learning

• The burden tends to be borne by GE and USCP.

• GE is in the process of infusing DEI outcomes throughout the curriculum.

• Would the Academic Senate encourage the departments to make a commitment in their major curricula, e.g., in the form of a DEI-related PLO?

• Would the Academic Senate support a project to revise existing USCP courses and assess diversity learning as a core competency across Academic and Student Affairs?
Current Challenge:
Elevating Our Game on Assessment

• All programs have PLOs; all courses are supposed to have CLOs.
  – Would the Academic Senate support the publication of CLOs in syllabi?

• Workshops exist to support the creation of assessment plans based on PLOs and curriculum maps.
  – Would the Academic Senate support an initiative to assure that every program has an assessment plan?

• The Academic Senate created the Academic Assessment Council to supervise assessment at the university level.
  – Would the Academic Senate support the creation of college assessment councils to do the same at that level?
What’s Next?

• **TODAY:** You will have the opportunity to contribute to the working group charges.

• **ONGOING:** The working groups will begin their thematic discussions and focused work during fall quarter and will continue through the next two years; you may want to join.

• We look forward to the Academic Senate and its committees playing an important role in the TPR process.