

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**

Submitted February 16, 2022



CAL POLY

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* [submitted separately to WSCUC](#)

Component 1

Introduction to the Institutional Report

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.”¹ 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).² 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.³

In 1913, Cal Poly changed to a four-year secondary-level curriculum,⁴ and in 1916 added a college preparatory Academic Department.⁵ However, this curriculum and a Junior College Division established in 1927 were abandoned in 1932 under the pressures of the Great Depression, as Cal Poly became strictly a two-year secondary-level vocational and technical school.⁶

In 1940, Cal Poly was authorized by the state to offer B.S. degrees, and began doing so in 1942.⁷ In 1942, 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 1946.⁸ In 1947, the school’s name was changed to California State Polytechnic College, although it continued to offer two-year vocational certificates in agriculture and engineering.⁹ In 1952, a required General Education (GE) curriculum of 68 units was introduced.¹⁰ Not long after, Cal Poly became part of the new California State Colleges system established by the Donahoe Higher Education Act of 1960; this system grew to be the 23-campus California State University (CSU).

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.¹¹ In October 1966 this southern campus was separated from Cal Poly’s administration and converted into California State Polytechnic College, Kellogg-Voorhis (to be renamed California State Polytechnic University, Pomona, in 1972).¹²

Following State Assembly Bill No. 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 1972-73.¹³ That fall, California Polytechnic State University's enrollments totaled 12,136 students in seven schools.¹⁴ In 1992, the university's academic units were reorganized into the six present colleges: College of Agriculture, Food, and Environmental Sciences (CAFES); College of Architecture and Environmental Design (CAED); Orfalea College of Business (OCOB); College of Engineering (CENG); College of Liberal Arts (CLA); and College of Science and Mathematics (CSM). The one change since that time is that the University Center for Teacher Education became the College of Education in 2004, and then the School of Education in 2009, administered by CSM.¹⁵ (Please see appendix 1-1 for a list of Cal Poly-specific acronyms used throughout this report.)

Cal Poly was accredited by WASC for the first time in 1951, earning a series of five-year affirmations (with interim visits and institutional reports) until 1980. The university 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).¹⁶

Capacity, Infrastructure, Operations. Cal Poly's campus consists of 168 major buildings with 6.4 million square feet of space; the size of the main campus is 1,321 acres, of which 155 are the campus core. (An interactive campus map is available [here](#).) Including the San Luis Creek Ranches (adjacent to the campus), the Western Ranches (not contiguous to the campus), and the Swanton Pacific Ranch in Santa Cruz County, Cal Poly owns 9,178 acres and is the second largest landholding 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.¹⁷ Cal Poly acknowledges that the university campus is located on the original homelands of the yak titvu yak tilhini Northern Chumash Tribe of San Luis Obispo.

Cal Poly offers 66 bachelor's degrees, 34 master's degrees, 89 minors, and 14 credentials.¹⁸ The university primarily provides a traditionally residential undergraduate experience; this emphasis is reflected in the student population: as of October 2021, Cal Poly's 21,869 students included 21,093 undergraduates (96.5% of the total) and 776 graduate students (3.5%). During the 2020-21 academic year, the university awarded 5,415 bachelor's degrees and 590 master's degrees. During fall quarter 2020, Cal Poly had 964 full-time faculty members and 495 part-time faculty members, for a headcount of 1,459 and a full-time equivalent of 1,136.9.¹⁹ The student-to-faculty ratio is 19:1.²⁰ As of fall quarter 2020, there were 1,299 staff members, with a full-time equivalent of 1,163.3.²¹ Cal Poly is one of seven CSU campuses at which all

undergraduate programs are impacted (i.e., the number of applications received from qualified applicants exceeds the number of available spaces).²²

Unique Qualities of the Cal Poly Educational Experience (CFRs 1.1, 2.2, 2.2.a, 2.5, 2.8, 2.9, 3.10, 4.6). Cal Poly's statement of its mission and values was adopted in 2006 and revised in 2010 to be more inclusive of staff.²³ 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.²⁴

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 six colleges. The earliest appearance of this identity came in the 1993 Strategic Plan, which included a description of Cal Poly as "a predominantly undergraduate, comprehensive, polytechnic university serving California."²⁵ 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 achieve the strategic vision of becoming "the nation's premier comprehensive polytechnic university."²⁶ This goal 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.²⁷ 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.²⁸

This comprehensive polytechnic identity is also reflected in the university's early and consistent commitment to a robust GE program, as noted on page 1. Most Cal Poly baccalaureate degree programs require 180 quarter units (the equivalent of 120 semester units), while several externally accredited programs require more. The GE program consists of 72 units (48 semester units) and therefore constitutes 40% of most Cal Poly undergraduate students' overall curriculum. This means that, alongside the depth of their major field, all students gain significant breadth in the six areas of Communication and Critical Thinking;

Scientific Inquiry and Quantitative Reasoning; Arts and Humanities; Social Sciences; Lifelong Learning and Self-Development; and Ethnic Studies.

The last half of the period under review has been a time of significant change for the GE program. 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. One unfortunate result of this change, as mandated by the CSU, was the loss of Cal Poly’s unique upper-division technology elective, which was meant to allow students to examine science and technology from advanced ethical, social, ecological, political, and/or economic perspectives. After the August 2020 passage of [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 (USCP) requirement.

Cal Poly’s most distinctive educational quality, and primary means of achieving its comprehensive polytechnic mission, is its 120-year-old commitment to the philosophy of “Learn by Doing.” One of its earliest 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.”²⁹ 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.³⁰

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.”³¹ 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.³²

Contributions to the Public Good (CFR 1.4). 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."³³ More than a century later, Cal Poly continues to contribute uniquely to the CSU system'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."³⁴

One of Cal Poly's most crucial tasks and challenges at this moment is to articulate 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, which includes this statement:

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.³⁵

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 for Cal Poly to become a campus increasingly defined by diversity, equity, and inclusion. The student body is the least diverse in the CSU. Under-represented minorities (URM, defined at Cal Poly as students "whose race/ethnicity is Hispanic, African American, Native American, Hawaiian/Pacific Islander, or multi-racial with at least one of those four ethnicities") constitute only 22.4% of the undergraduate population and 20.6% of the graduate student population as of fall quarter 2021.³⁶ This is a source of regret and concern for many on campus, especially students; a May 2021 article in the student-run *Mustang News* lamented the fact that "Cal Poly is the whitest university and serves the smallest percentage of first-generation students out of all CSUs and UCs."³⁷ 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 59%, while 63% of instructional faculty identify as male, compared to a WSCUC peer institution average of 57%. Meanwhile, 68% of Cal Poly non-instructional staff are white, compared to a WSCUC peer institution average of 42%.³⁸

Still, URM students who do come to Cal Poly have among the highest four- and six-year graduation rates in the system, as explained on pages 23-24. Their success will define the university's own success in meeting the goals of the CSU's [Graduation Initiative 2025](#) (GI 2025). This systemwide effort—an “ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps”—established specific goals for each campus, based on a comparison with a national set of 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.³⁹ 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 subsequently were selected.

Histories of Institutionalized Racism and Sexism (CFR 1.7). Two important Cal Poly legacies should be introduced here. 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.⁴⁰ The official ban on women's enrollment was lifted in 1937,⁴¹ 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.⁴²

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%).⁴³ 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 2021 made up just 0.1% of Cal Poly's undergraduate enrollment, and Black students just 0.7%.⁴⁴ The university was designated by the Department of Education in 2020 as a minority-serving institution (Asian

American-, Native American-, and Pacific Islander-serving).⁴⁵ However, these histories of racial and ethnic inequity and gender inequity present much for the university to grapple with and remedy.

Review of Most Recent Team Report and Commission Action Letter (CFRs 1.4, 1.7, 1.8, 2.8, 2.9, 3.10). 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.⁴⁶ Two reports—a *Capacity and Preparatory Review Report* (2010) and an *Educational Effectiveness Review Report* (EER, 2012)—were submitted, and two site visits were held.⁴⁷ WSCUC reaffirmed Cal Poly's accreditation for ten years, while asking for an interim report in 2015.

In its 2012 action letter, the Commission emphasized two areas for development: "promoting diversity and inclusive excellence" and "assessing and improving undergraduate learning." Regarding the first area, 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 second area, 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."⁴⁸

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." The letter reiterated the Commission's ongoing interest in Cal Poly's progress in two areas: diversity and inclusive excellence, and the assessment of undergraduate student learning.⁴⁹

Much of the campus's energy since 2012 has been directed toward the issues raised during the process of the self-study and the Commission's responses to the three institutional reports. These reports generated dozens of specific action items, as well as many key policies approved by the Academic Senate. The list of Senate resolutions passed in 2011 and 2012 addressing these items demonstrates that Cal Poly subsequently has pursued these important directions effectively and in good faith.⁵⁰

Significant Changes since the Last Accreditation Review (CFRs 1.4, 2.8, 2.9, 2.12, 2.14, 3.5).

Other than the series of GE revisions, significant developments since the last review have included the institution and expansion of several data-driven student success measures. These included advising services and functions; block scheduling, course demand analysis, and timely transfer articulation by the Office of the Registrar; four-year degree flowcharts for every major, also by the registrar; an Expected Academic Progress policy with implications for registration priority; and a mandatory First Year Success Program for students on academic probation.⁵¹ Also important was the May 2016 decision to suspend Cal Poly's early admission option for applicants, effective that fall, in the interests of equality and fair access. These steps taken between 2012 and 2016 anticipated and aligned with the principles of GI 2025. Component 8, Part 1 will expand much more on the student success efforts that GI 2025 has inspired and the improvements that they have contributed to at Cal Poly.

Another recent significant change has been the university's sudden and ongoing transition to virtual learning that began in March 2020 with the onset of the COVID-19 pandemic. Curricular and pedagogical innovation instituted by Cal Poly faculty was supported by investments in faculty development by the [Center for Teaching, Learning and Technology](#) (CTLT), in the appointment of Faculty Technology Fellows to support their colleagues in the transition to virtual instruction, and in 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 effective online experience in all programs during this emergency.⁵²

In terms of new facilities since the last review, there are three examples that align most closely with the institution's mission. In 2018, a new student housing complex of seven residential halls for first-year

students opened. Named *yakʔitʔutʔu*, which means “our community” in the *yak titʔu yak tilhini* Northern Chumash language, the complex was dedicated in honor of Cal Poly’s relationship with the Northern Chumash peoples of the Central Coast. The [yakʔitʔutʔu complex](#) has helped realize President Armstrong’s ambition for all students to spend their first two years living on campus — a student success measure intended to promote persistence. It also 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.⁵³

Two other important major academic 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.⁵⁴ The William and Linda Frost Center for Research and Innovation will open in fall quarter 2022 adjacent to the Baker Center. This \$125 million, 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.⁵⁵ A list of other new facilities opened since the last review is attached in appendix 1-2.

As noted on page 2, Cal Poly is the second largest landholding 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 engage in hands-on learning of agriculture and natural resource management techniques. Unfortunately, the CZU Lightning Complex wildfires that began in August 2020 destroyed much of Swanton Pacific Ranch and its structures.⁵⁶ 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 exemplar of forestry and rangeland management.⁵⁷

The most significant recent change regarding institutional finances was the 2020 conclusion 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 in the

largest fundraising initiative in CSU history, and tripling the success of the previous Centennial Campaign (\$264.4 million, 2001-04).⁵⁸

TPR Theme and Subthemes (CFRs 1.4, 3.7, 4.6). 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 and Accreditation Liaison Officer (ALO), and Dr. Bruno Giberti, Associate Vice Provost and current ALO, made presentations to various campus stakeholders, including the President's Cabinet; the [Office of University Diversity and Inclusion](#) (OUDI); the Associated Students, Inc. (ASI) [Board of Directors](#); the [Academic Senate](#); the Provost's Council of deans; the Associate Deans Council; and the [Student Affairs leadership](#). These presentations included 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 well as a commitment to student success as represented by GI 2025. 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 collaborative process involving multiple divisions and shared governance 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—which align with commitments already made in the [Cal Poly Strategic Plan](#), the [Academic Affairs Strategic Plan](#), and the [Collective Impact](#) project—provide a multi-dimensional perspective on the work of student success and that of diversity, equity, and inclusion (DEI); these closely related efforts must and will continue at Cal Poly. The alignment of these subthemes with existing efforts and initiatives is explained in the section that follows.⁵⁹

In spring quarter 2019, a governance structure was established to include a leadership team representing four divisions (Academic Affairs, Student Affairs, OUDI, and Administration & Finance), a steering committee representing a broad range of campus stakeholders, 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 collaboration 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 (see appendix 1-3) that specified topics to be explored, questions to be answered, evidence to be consulted, and outcomes to be achieved by the time of the site visit and beyond.⁶⁰

Current DEI Priorities and Plans (CFRs 1.4, 4.6). The three TPR subthemes had 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 Initiatives](#), which in turn shaped Strategic Priority #3 of the university strategic plan, “Enrich the campus culture of diversity, equity and inclusion.” 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.⁶¹ 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.⁶² 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.⁶³

Component 8 of this report includes essays by each of these three TPR working groups. Part 1 on “Recruiting and Retaining” investigates the issues of recruitment and retention of students, faculty, and staff from historically underserved backgrounds at Cal Poly. Part 2, on the topic of “Campus Culture,” will address the ways in which campus and community climate influences students’ decisions to apply to Cal Poly, accept an admission offer, and persist to degree completion. This essay also examines the effects of campus culture on staff and faculty with respect to length of employment and promotion rates. Finally, Part

3 on “Teaching and Learning” covers the educational 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.

In short, the themes of this institutional report closely align with and are defined by DEI efforts followed at Cal Poly for the past several years. Just as the previous self-study was crucial in redefining and institutionalizing key Cal Poly concepts like Learn by Doing, the Teacher-Scholar Model, and the university’s identity as a comprehensive polytechnic, the goal of this current self-study 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.”

Component 2

Compliance with the 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 / Survey of Assessment Practices and Culture (appendices 2-2 through 2-5). The worksheet and federal forms were compiled by the office of [Academic Programs and Planning](#) (APP), with considerable and valuable assistance from the TPR working group co-chairs, TPR Steering Committee members, and units from across the university. These different colleagues and constituencies contributed a wide range of perspectives and expertise about every kind of university operation. Sections of the completed worksheet were sent to many of these key stakeholders 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 worksheet and the federal forms; this exercise brought several of the university's strengths and challenges into clear relief.⁶⁴ The evidence presented under Standard 1 (Defining Institutional Purposes and Ensuring Educational Objectives) shows that Cal Poly has made a strong and consistent commitment to diversity, equity, and inclusion, even though there is still much work to do (CFR 1.4). The university remains committed to closing the gaps that still exist between the graduation rates of students based on URM, first-generation, and Pell Grant status, as well as the underlying gender gap (CFR 1.2). It is also clear that many overlapping DEI efforts can be better aligned and coordinated between divisions; this is a distinct goal of the present self-study (CFR 1.4). 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 California high schools and the two local community colleges (Cuesta and Allan Hancock), continuing to implement focused cluster hires dedicated to DEI objectives, and finding ways to routinize DEI-based uses of Institutional Research data (CFRs 1.2, 1.4, 1.6). It is also clear that there must be a collective effort, championed and supported by university leadership in collaboration with the campus community, to support a culture of evidence and inquiry, empowering faculty to use the process of program review to serve the causes of diversity, equity, and inclusion (CFRs 1.4, 1.6).

The evidence presented under Standard 2 (Achieving Educational Objectives Through Core Functions) demonstrates the university's many efforts and achievements in areas inherent to the institutional mission. The work done by faculty and staff to design and map several types of learning objectives has been closely aligned with, and to some degree inspired by, WSCUC standards (CFRs 2.2, 2.2.a, 2.2.b, 2.11). Substantial planning and investment in the value of professional advising at all levels, guided in part by GI 2025, has made a notable difference in student success and equity issues (CFRs 2.11, 2.12). This investment of energy and resources 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, to reach full equity for transfer students (CFR 2.14). Program assessment is becoming more commonly understood by faculty and staff as a basic element of program improvement and an important way to evaluate progress on DEI and student success issues. Recent progress in the culture and practice of assessment is welcome, and also makes it clear that the campus will need to make further progress in this area (CFRs 1.4, 2.6). As a result of recent innovations in program review and program-level planning and data analysis, every degree program submits action plan updates in fall, essential program data reviews in winter, and academic assessment reports in spring. These materials are reviewed by APP and the appropriate associate deans; this system should also allow more progress toward the institutional mission (CFRs 2.7, 2.10, 4.1).

The response to Standard 3 (Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability) demonstrates that university organizational structure and processes are characterized by transparency. The demographics of faculty and staff are regularly updated and are widely accessible, disaggregated by categories like rank, gender, ethnic origin, and age. 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 (CFRs 1.4, 3.1). Personnel policies and resources of all kinds are widely available, and the division of Administration & Finance operates with great transparency, with different budgets, statements, and reports clearly posted online (CFRs 3.2, 3.3, 3.4). Information Technology Services, CTLT, and the Robert E. Kennedy Library play important roles in providing technological services, information resources, and professional training (CFR 3.5). Faculty governance

procedures, roles, rights, and responsibilities are widely observed and shared (CFR 3.10), and organizational structures at the university and system levels are clearly outlined (CFRs 3.6, 3.7, 3.8, 3.9).

The response to Standard 4 (Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement) presents evidence of an extensive assessment infrastructure operating 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 Survey of Assessment Practices and Culture (SAPC), which was attached to the 2020 completion of the Inventory of Educational Effectiveness Indicators, as explained in the section below, 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 Office of Institutional Research's contribution is crucial to processes of institutional planning, communication, and data analysis. Student Learning Action Item #9 from the 2012 Educational Effectiveness Review Report called for an increase in Cal Poly's capacity for institutional research in order to allow the university to meet its mission and obligation to its students (CFR 4.2).⁶⁵ The inclusion of Institutional Research in the new division of Strategic Enrollment Management should be the occasion to address this need. The university's external stakeholders continue to play a very important role in helping to guide, assess, and accredit many educational programs (CFR 4.5). The 2019 CPX survey was an important diversity and inclusion effort meant to support long-term institutional change. This process, led by an external diversity and inclusion expert, provided much important data about the campus climate, but (as explained on page 47) this arrangement also limited Cal Poly access to this data and the campus community's ability to use it for future university initiatives (CFRs 1.4, 4.3, 4.6).

Inventory of Educational Effectiveness Indicators (CFRs 2.6, 3.10, 4.1, 4.3, 4.4). At the start of the 2019-2020 academic year, APP developed a timeline to administer the Inventory of Educational Effectiveness and Indicators (IEEI) during spring 2020. The Director of Academic Assessment, the Administrative Support Coordinator for assessment, and a graduate student in the Higher Education Counseling / Student Affairs program, in conjunction with the university's Academic Assessment Council (AAC), developed a survey that combined the required IEEI questions with the new SAPC, a complementary set of questions that would allow for greater reflection and insight as to the values, practices,

and beliefs related to assessment within each unit and program. These responses were scaffolded to focus on department, college, and institutional practices.

The SAPC measured value, psychological safety, orientation to continuous learning and improvement, and strength of communication as related to assessment practices; these results were analyzed in conjunction with IEEI items when appropriate. For example, beyond learning if formal Program Learning Objectives (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.⁶⁶ 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 the understanding of 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](#) (DLOs), 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 forthrightness 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/SAPC 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 and Student Affairs collaborated to administer a comprehensive COVID-19 survey to faculty, staff, and students at the end of spring quarter 2020. Then, invitations for the IEEI/SAPC 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, the faculty in 86 programs had completed the IEEI/SAPC survey. To ensure that faculty in the remaining 15 programs completed the task, the survey was abridged to focus only on the IEEI and select SAPC items. The faculty in 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. The IEEI component also detailed the frequency with which various assessment measures were used and the variety of faculty, staff, and administrators who support assessment projects. Within the last four years, course-based assessments have been used by 70% of programs, with rubric-based questions (51%) and questions embedded 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 since they typically represent a high-impact activity to reinforce Learn by Doing pedagogy, it is encouraging to see the high percentage of programs that look at this moment in their student's education as an exemplar of their learning.

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. SAPC results were used to generate cultural profiles of each college, using constructs like values, attitudes, and psychological safety. 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 ($N = 101$) participated in the completion of IEEI/SAPC.⁶⁷ Undergraduate programs ($n = 66$) and graduate and credential programs ($n = 35$) were analyzed separately. (Graduate programs were omitted from the analysis of their respective colleges at the request of the associate deans because of the present cultural differences between Cal Poly's undergraduate and graduate programs.) 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 merely related to compliance, there are still opportunities in these programs to commit more decisively toward continuous learning and improvement. All programs reported that assessment results are not being effectively shared across Cal Poly or across colleges; this provides an immediate opportunity to improve the institutional culture of assessment. 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, but still include wide variation between the value for assessment held by different programs. Appendix 2-6 provides a college-level summary of the full survey data.

In CENG, undergraduate programs ($n = 14$) indicated high psychological safety in conducting assessment, with high levels of comfort in sharing negative results of assessment when needed. This result is in line with this college's emerging strength in addressing issues identified by assessment, 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, a feedback process common to the field of engineering.

Undergraduate programs ($n = 5$) in 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. As in 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 demands of the accreditation process. The format and venue of feedback will also be adjusted to mimic the format of a “crit,” a feedback process common to all five CAED majors, in which students present their work to a jury of academics and practitioners.

Undergraduate programs ($n = 3$) in OCOB 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. The B.S. in Business Administration, for example, has nine robust concentration programs within the major. To better understand and respond to the culture of this college, future iterations of SAPC will treat these concentrations as distinct programs.

In CAFES, undergraduate programs ($n = 15$) indicated a positive 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 SAPC will include questions that better illuminate disparities between value and psychological safety. This college primarily conducts assessment to improve student learning, but mainly focus on methods of assessment rather 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 CSM indicated that they value assessment and are successful at sharing results across the college. However, CSM programs requested additional resources such as time, assessment tools, and personnel to further assessment efforts, and in several CSM programs a

majority of CSM faculty reported apprehension at how assessment results were used. These issues will be examined in future iterations of SAPC.

In 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. 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 includes reorienting to what the college does value. CLA culture places a strong value on 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; this should initiate a culture of continuous learning and improvement.

Graduate and credential programs ($n = 35$) across the six colleges, including the School of Education, responded differently from their undergraduate counterparts. Graduate programs are more oriented to continuous learning and improvement than undergraduate programs, and thus 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. Some 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. Graduate programs also need flexibility in defining their assessment needs.

The results from the SAPC survey explain 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 APP to align priorities and reduce duplicative or competing efforts and requirements between Cal Poly and accrediting agencies. 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 SAPC 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. This survey is amongst the first of its kind in higher education. As such, there are no peer benchmarks with which to compare results. However, plans are being made to administer this survey at Sacramento State and CSU San Bernardino, as will be presented at the April 2022 WSCUC ARC conference. (This is one of six ARC 2022 presentations directly related to topics covered in this institutional report.) Additionally, this survey will be readministered—excluding the IEEI-related questions—to determine what progress has been made and where attention still needs to be focused. The trend toward increasingly positive and productive collaboration between the colleges, the Academic Senate, the AAC, and APP all point toward welcome and significant advances in the assessment of Cal Poly students' learning.

Component 8, Part 1

Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty (CFR 1.4)

Graduation Initiative 2025, introduced by the CSU in 2016, aligned with previous student retention efforts and has focused the campus on a clear set of goals. Cal Poly's first-time first-year (six-year 85.4%, four-year 61.2%) and transfer four-year (85.4%) graduation rates are among the very best in the CSU and compare favorably to those at WSCUC peer institutions. Good progress has been made on closing URM and Pell graduation gaps and increasing the transfer two-year graduation rate, but these are important areas in which to improve in terms of equity. Compared to its CSU peers, Cal Poly is a relatively expensive institution to attend, but innovations like Cal Poly Scholars and a proposed College Based Fee plan are designed to help solve this problem of access. While several recent commitments have begun to help diversify the faculty, progress likely to be slower than with students.

Students: GI 2025 (CFRs 1.2, 1.4, 1.6, 2.10, 2.14, 4.2, 4.6, 4.7). In 2015, the California State University attempted a CSU Peer Benchmarking project, using 2000-2008 cohort data from College Results Online to provide nationwide samples of 15 peers for each CSU campus. Cal Poly's 2008 six-year FTFY graduation rate was 75%, 13th highest in its 16-campus peer group of mainly R1 institutions. Cal Poly's change in this rate between 2000 and 2008 was +1.0%, fifth best in the group, and the institution's URM student population of 15.8% was sixth highest in this group.⁶⁸ This initial peer benchmarking project showed that Cal Poly was achieving relatively high graduation rates while not being able to employ the same level of resources towards student success that these R1 institutions could, but also that there were many opportunities for improvement.⁶⁹

The most impactful change driving increases in student retention and graduation rates has been the CSU's GI 2025, launched in September 2016. This initiative—which clearly aligns with Strategic Priority #1 of the Cal Poly Strategic Plan: “Enhance the success of all Cal Poly students”—established ambitious, campus-specific goals to facilitate CSU students' path to a high-quality college degree and committed each campus to eliminating graduation rate gaps between historically underrepresented students and their peers. Using data from a new peer institution comparison group compiled by College Results Online, the CSU

system also set aggressive four- and six-year graduation rate goals for FTFY students, and two- and four-year graduation rate goals for transfers.⁷⁰

The CSU identified six operational priorities for campuses to address as part of GI 2025: academic preparation, enrollment management, student engagement and wellbeing, financial support, data-informed decision making, and the elimination of administrative barriers. During the 2017-18 fiscal year, the state began allocating funds to the CSU to support the initiative, specifically by funding systemwide priorities of tenure-track faculty hiring, increasing 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, other amounts determined by the proportion of Pell Grant recipients among the student body, and special yearly strategies.⁷¹ The yearly distribution of these funds at Cal Poly is described in appendix 8-1.

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 graduation and persistence figures are slightly different from those produced by Cal Poly.⁷² This discussion uses CSU and University of California figures, which, like the WSCUC Key Indicators and Dashboard figures cited throughout this essay, come from the Integrated Postsecondary Education Data System (IPEDS).⁷³

Table 8.1: GI 2025 Graduation Rates and Goals

Category	2015 Rate or Gap	2021 Rate or Gap	2021 Interim Goal	2025 Goal
FTFY 4-Year Graduation	47.3%	61.2%	60.8%	71.0%
FTFY 6-Year Graduation	78.7%	85.4%	87.9%	92.0%
NTR 2-Year Graduation	33.8%	37.6%	41.1%	45.0%
NTR 4-Year Graduation	87.2%	85.4%	89.0%	93.0%
Pell (FTFY 6-Year) Gap	8.5	5.1	3.7	0
URM (FTFY 6-Year) Gap	11.5	5.5	4.6	0

Table 8.2 shows a comparison on Cal Poly's 2021 graduation rates and gaps to the five WSCUC peer institutions—Cal Poly Pomona, San José State, University of California-Davis, University of California-Santa Barbara, and University of California-San Diego—and their averages.

Table 8.2: Graduation Rates and Gaps, Cal Poly and WSCUC Peers, 2021

	FTFY 4-Year	FTFY 6-Year	NTR 2-Year	NTR 4-Year	Pell Gap	URM Gap
CAL POLY	61.2%	85.4%	37.6%	85.4%	5.1	5.5
Cal Poly, Pomona	29.1%	70.2%	33.1%	79.3%	3.0	14.2
San José State	30.0%	68.8%	34.9%	79.9%	4.4	13.7
UC Davis	68.5%	86.7%	60.3%	88.5%	1.0	5.3
UC San Diego	75.1%	89.7%	60.8%	88.0%	1.3	7.1
UC Santa Barbara	73.0%	85.2%	62.3%	87.5%	1.8	8.2
Average of 5 Peers	55.1%	80.1%	50.3%	84.6%	2.3	9.7

As table 8.1 demonstrates, Cal Poly has made significant progress on its four-year FTFY graduation rate and its six-year URM point gap. The institution's four-year graduation rate of 61.2% exceeds the 2021 interim goal of 60.8% and suggests that Cal Poly can reach the GI 2025 goal. As table 8.2 shows, it also compares favorably to the 55.1% average four-year graduation rate of Cal Poly's WSCUC peers. Cal Poly's URM six-year graduation gap has been halved in the last six years. At 5.5 points, it is short of Cal Poly's 2021 interim goal of 4.6 points, but it is tenth lowest in the CSU and is ahead of this WSCUC peer group average URM graduation gap of 9.7 points.⁷⁴

Six-year FTFY graduation rates are improving more slowly at Cal Poly, in part because of the number of students who transfer out or withdraw. The improvement of these rates thus depends on more effective retention of FTFY students. Still, Cal Poly's 85.4% six-year rate is by far the highest in the CSU and exceeds the WSCUC peer institution average of 84.6%.⁷⁵ The WSCUC Key Indicators Dashboard shows that Cal Poly's 82% six-year graduation rate in 2019 also far exceeded the WSCUC average (62%) and the national average (63%).⁷⁶ However, this rate does still leave the institution slightly off pace to reach its GI 2025 goal of 93.0%.

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, Cal Poly's 37.6% rate ranked 19th in the 23-campus CSU system in 2021, lower than the CSU average (44.3%) and far lower than the WSCUC peer group average (50.3%).⁷⁷ 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. The resulting curriculum has students beginning intensive work in most majors in their first year

and completing GE in their fourth. This has historically been referred to as an “upside-down” curriculum, although it is actually side-by-side in the way that students complete major and GE coursework in parallel and reinforcing schedules. Unfortunately, this curriculum 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 2021 was 79.9%,⁷⁸ and that by their fourth year, Cal Poly transfer students graduate at rates exactly equal to FTFY students. The current project of conversion to a semester schedule will require much attention to this curricular issue of equity for all of Cal Poly’s incoming students.

Cal Poly’s Pell Grant recipient six-year graduation rate in 2021 was 81.1%, a rate that was best in the CSU and was higher than the WSCUC peer average of 78.7%. However, at the same time, Cal Poly’s Pell graduation rate gap of 5.1 is higher than the WSCUC peer group average of 2.3 points (if still much lower than the CSU average of 10.2). This 2021 rate gap fell short of the institution’s interim goal of 3.7 points and is an important reminder of the work left to do in order to meet the 2025 goal.⁷⁹ Another significant challenge for Cal Poly is to raise its low number of Pell Grant recipient students, which declined steadily and slightly from 20% of the overall student population in 2013 to 18% in 2019. This trend aligns with the also declining (but still much higher) WSCUC peer average (41% to 40%), WSCUC average (40% to 38%), and national average (38% to 34%) over the same period.⁸⁰

These Pell Grant data also align with IPEDS figures on the Cal Poly student population receiving student federal loans. This percentage declined steadily from 35% in 2013 to 29% in 2019; this is close to the also declining WSCUC peer group average (42% to 30%), but is again considerably lower than the WSCUC average (55% to 46%) and national average (52% to 42%) over the same period.⁸¹ Together, the Pell and student loan figures present a picture of this institution’s student body as relatively privileged. Cal Poly students paid university fees of \$9,943 in 2019, an increase of 14.0% since 2013 (compared to averages of \$11,710 and a 7.2% increase for Cal Poly’s peers).⁸² 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. In response, the university has developed the [Cal Poly Scholars](#) program, which (as described more thoroughly on pages 28-29) provides financial, academic, and community resources to support and retain high-achieving students from California schools and low-income backgrounds. Another response being considered as this report is completed (and explained in worksheet

CFR 4.7) is the new “Cal Poly College Based Student Fee Aid and Learn by Doing Plan,” which was proposed in October 2021 to address the problem of being (depending on family income) the most expensive public university in California. This funding, which could be implemented in fall 2022, would allow Cal Poly to offer more competitive financial aid and scholarships and preserve a cost that is less than 90% of the cost of attendance for residential undergraduates enrolled in the University of California.⁸³

Students: Admissions (CFRs 1.4, 2.2, 3.9). The number of FTFY 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 applications for fall 2020, likely because of the COVID-19 pandemic. For fall 2021, there were 54,570 applications, almost returning Cal Poly to the 2018 peak. This was third most in the CSU (surpassed only by the much larger campuses of CSU Long Beach and San Diego State); Cal Poly was also one of the few CSU campuses with an increase in applications for fall 2021 (countering a systemwide decrease).

The selection rate was between 28.4 and 34.6% from 2015 to 2019, but increased to 38.4% for fall 2020 (an artificially high figure due to the pandemic, because it included 4,032 students added from the waitlist). The selection rate returned to 33.0% in fall 2021, lowest in the CSU. 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 and in line with national trends), and rose to 27.1% in fall 2021, highest in the CSU.⁸⁴ Table 8.3 illustrates several specific trends in FTFY admissions to be explained below.

Table 8.3: FTFY Admissions Application, Selection, and Yield Data, 2015-2021

		2015-2019 Avg.	2020	2021
Applications				
	Overall	50,461	52,371	54,570
	URM (as % of total)	15,139 (30.0%)	15,095 (28.8%)	15,533 (28.5%)
	Non-URM	35,322	37,276	39,037
	Partner School (as % of total)	7,571 (15.0%)	8,606 (16.4%)	8,695 (15.9%)
Selection Rate				
	Overall	30.7%	38.4%	33.0%
	URM	21.4%	29.0%	29.4%
	Non-URM	34.7%	42.2%	34.4%
	Partner School	32.5%	39.0%	45.5%
Yield Rate				
	Overall	30.4%	23.8%	27.1%
	URM	27.5%	21.8%	24.1%
	Non-URM	31.1%	24.3%	28.2%
	Partner School	23.6%	20.1%	22.7%

Table 8.3 also illustrates the differentials that still exist among different student populations. In 2020 and 2021, URM applications made up 28.8% and 28.5% of Cal Poly's total FTFY applications, a slight decrease from the share of 30.0% between 2015 and 2019. The selection rates for URM applicants have increased in 2020 (29.0%) and 2021 (29.4%), up from the 2015-19 share of 21.4%, but these are still less than the non-URM selection rates for 2020 (42.2%) and 2021 (34.4%). Recent URM yield rates have been 21.8% (2020) and 24.1% (2021), also down from the 2015-19 figure of 27.5%. These are also lower than the recent non-URM yield rates of 24.3% (2020) and 28.2% (2021).⁸⁵

Cal Poly's NTR admissions profile shows that the university is not as conducive to transfer applicants. The fall 2021 total of 11,041 applications was tenth most in the CSU. The selection rate of 17.7% was lowest in the CSU, but the 43.5% yield was fourth highest (behind San Diego State, CSU Fresno, and CSU Northridge). Among Cal Poly's transfer students, the yield gap between URM and non-URM students actually disappears: URM yields between 2016 and 2021 were 48.1%, while non-URM yields were 47.6%. Yet an examination of the San Diego State, CSU Fresno, and CSU Northridge statistics does reveal that their superior yield rates can be attributed in large degree to their higher Hispanic/Latino yields (53.1%, 53.9%, 46.0%, compared to Cal Poly's 43.5%). It is clear that increased attention to the state's transfer population will be key to improving access, equity, and diversity on the Cal Poly campus.⁸⁶

One element of Cal Poly's strategy to address the campus's lack of diversity has been the Partner School program. As part of this program, Cal Poly has identified 520 California high schools that meet defined criteria and serve first-generation or economically disadvantaged students and families.⁸⁷ Research demonstrates that partnerships between K-12 and higher education institutions significantly increase student graduation rates because they build social capital (i.e., resources provided through social relationships and structures) and organizational capital (i.e., resources, power, influence, authority, derived from an organization).⁸⁸ 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, rose to 16.4% in 2020, and decreased slightly to 15.9% in 2021 (see table 8.3). The selection rate of partner school student applications, which was 32.5% between 2015 and 2019, rose to 39.0% in 2020, and then to 45.5% in 2021. These figures were higher than the 38.4% (2020) and 33.0% (2021) overall selection rates, and significantly higher than the URM selection rates of 29.0% (2020) and 29.4% (2021) —both of which comparisons speak to the

success of partner school outreach. The yield rate between 2015 and 2021 has been 22.8% for partner school students, compared to an overall yield of 28.7%. The yield gap narrowed to a low of 3.7 points for 2020, and increased to 4.4 points in 2021, although partner school students made up 18.4% of the fall 2021 FTFY cohort, the highest figure on record.⁸⁹ These improvements are heartening, and at the same time, the economics of Cal Poly's relatively expensive residential education—especially compared to the other more commuter-oriented CSU campuses and to the more highly-resourced University of California campuses—continue to constitute an obstacle for California's first-generation and economically disadvantaged students.

Another important innovation is a technology upgrade designed to remove obstacles faced by transfer applicants. For fall 2020, some 2,383 transfer applicants (22% of the total) failed to complete the application process because of the required supplemental application. A 2021 technology investment allowed transfer students to no longer face this extra requirement; with this improvement all 11,047 transfer applications could be reviewed. The six colleges also now have access to an overall transfer student analysis; the intention is that this information be used to improve course articulations and students' ability to meet admissions requirements in an equitable fashion.

To actively recruit and support low-income students, President Armstrong proposed in winter 2018 the creation of the [Cal Poly Opportunity Fee](#) to be assessed on all non-resident undergraduates. Since their cost of attendance was significantly under market value compared to the university's competitors, specifically the UC campuses, this 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 and increasing yearly to \$8,040 in 2022. The funds are split with a commitment to provide 50-70% for the Cal Poly Scholars program, 15-25% for direct support services and advising, and 15-25% for hires of tenure-line faculty with an emphasis on diversity. Since the hiring of regional admissions representatives in 2018, the number of non-resident students who pay this fee (and thus help to support the education of their California peers) has increased from 737 first-year non-residents to 1,077 in fall 2021.

The implementation of the Cal Poly Opportunity Fee has thus allowed Cal Poly to develop much more fully the Cal Poly Scholars program, which provides comprehensive financial, academic, and campus community support and resources to California resident students with the greatest financial need. FTFY

students live on campus in a residential learning community during their first two years, with access to proactive advising and academic support services, peer mentoring, and participation in a one-unit course supporting successful student transition to Cal Poly. The Cal Poly Scholars program, which began with a small cohort of 14 students in the College of Engineering in 2012, reached 1,400 scholars in fall 2021 and is projected to reach 2,892 in fall 2023. Graduation rates for the program are excellent; 83.3% of 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%. This growth is possible only due to a campuswide commitment to collaboration, including units like University Housing, Financial Aid, and University Advising.

Another significant change that should affect the admissions process is the CSU Trustees' January 2022 recommendation that Title 5 be amended to discontinue the requirement of standardized examinations for undergraduate admissions.⁹⁰ This decision was based in part on the experience of fall 2021, when, because of the pandemic, test scores were not used in the admissions process, and in part on recent research showing that the SAT examination is a poor predictor of first-year college GPA and second-year persistence rates for students enrolled in the CSU and UC systems.⁹¹ This systemwide change, in combination with the local measures described here, are expected to help Cal Poly serve the state's population in a more equitable fashion.

Students: Recruitment (CFR 1.4). Important points of Cal Poly 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 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 every spring since 2004, 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 2020 expansion allowed for 293 students to participate in that spring's PCW event.

In 2017, as a part of the Week of Welcome (WOW) new student orientation, the [Cross Cultural Experience](#) (CCE) was created as an option for students who identify as a member of an underrepresented group as defined by race and ethnicity, gender identity, citizenship, sexual orientation, 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 provide leadership opportunities for underrepresented first-generation students before engaging in WOW. In 2020, CORE served 172 students after starting with 57 in 2018. Finally, new incoming students are expected to complete Diversity.EDU, an online training program on critical diversity and inclusion topics.

Students: Retention Initiatives (CFRs 1.2, 1.4, 2.10, 2.11, 2.12, 2.13, 2.14). In response to GI 2025, Cal Poly established five strategic goals in order to meet the CSU's operational priorities for academic preparation and data-informed decision-making:

1. Develop integrative models for student advising and academic support
2. Remove or reduce barriers to graduation
3. Build a more supportive campus community for students, staff, and faculty
4. Develop specific measures to eliminate four- and six-year achievement gaps
5. Cultivate data-driven decision making

Measures taken toward all five of these goals are outlined below.

To achieve goal #1, the institution committed to providing proactive advising and to develop analytic methods of predicting which students could be helped most by these advising efforts. In 2019, the university established the [Office of Writing and Learning Initiatives](#) (OWLI) as a hub for academic support, offering a comprehensive menu of programs and resources centered around collaborative learning and designed to eliminate opportunity gaps, optimize learning, and increase graduation and retention rates. These include: Early Assessment, which helps prospective and newly-admitted students bridge the gap between high school standards and college expectations; Academic Preparation and Placement, which provides additional support concurrent with college-level writing and mathematics coursework; the Writing and Learning Center, which offers peer-to-peer tutoring on assignments, writing projects, and exams; the Academic Skills Center, which provides supplemental math and science workshops and study sessions for

challenging entry-level STEM courses; and the Graduation Writing Requirement, a CSU-mandated program that requires students to achieve and demonstrate a level of writing proficiency expected of college graduates.

Measures accomplished toward GI 2025 goal #2, removing or reducing barriers to graduation, include the expansion of block scheduling. Incoming FTFY students are given a full-time schedule in fall quarter and a partial schedule in winter and spring. This close and detailed enrollment management collaboration between the Registrar, University Advising, and the six colleges has allowed for a stronger and more direct role in keeping students on track for timely graduation. Other measures taken include minimizing the impact of financially related holds on registration, expanding classroom space utilization, changing the registration waitlist process, updating course planning tools, and expanding the [Cal Poly Cares](#) program. This latter program provides limited financial assistance to currently enrolled Cal Poly students who cannot meet immediate, essential expenses because of temporary hardships. Micro-grants help students pay for 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, a total of 1,694 students were granted \$902,739. Increased funding was derived from the federal Cares Act, CSU Graduation Initiative 2025, and private donors. Most recently, the state Budget Act of 2021 provided Cal Poly with \$478,000 in one-time funding to support emergency financial grants for low-income students and student mental health needs.⁹²

Goal #3 of building a supportive campus community has received much attention over the last decade. One recent step toward this goal, as mentioned in the introduction to this report, was the opening of the [Yak?itvutvu](#) student housing complex in 2018 and the two-year residential experience that it provides. Much of the crucial work of student engagement and wellbeing is performed by [Student Diversity and Belonging](#) (SDAB), 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](#) (GEC), [LGBTQ Campus Life](#) (PRIDE), [Men and Masculinities](#) (M&M), the [Black Academic Excellence Center](#) (BAEC), [Dream Center](#), [Multicultural Center](#) (MCC), and the [Native American and Indigenous Cultural Center](#). Discipline-specific experiences

are provided by CENG's longstanding and successful [Multicultural Engineering Program](#), by OCOB's [Multicultural Business Program](#), and by CAFES' [Multicultural Agriculture Program](#).

Another part of this work was the 2020 launching of the [Transfer Center](#), which addresses issues of academic preparation, enrollment management, student engagement, and administrative barriers. Even though it had to be developed in a virtual environment during the COVID-19 pandemic, 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 prospective and incoming new transfer students.

The most important measure taken to achieve goal #4—developing specific measures to eliminate graduation gaps—was the rapid and large-scale expansion of the aforementioned Cal Poly Scholars program providing financial, academic, and community support to California resident students with the greatest financial need. Two additional retention specialists have also been hired in order to carry out proactive and targeted retention efforts. One such project aimed at improving six-year rates is a collaboration between the Evaluations unit and the college advisors, where all students scheduled to graduate in the current and subsequent terms who are missing graduation requirements are contacted to facilitate completion of those requirements.

Other specific student groups have benefited from intentionally targeted advising and support programs. For example, Cal Poly was recently named by *U.S. News and World Report* as the best campus in the West for veterans. This is a group that is culturally diverse and largely consists of first-generation students who are supported by the [Center for Military-Connected Students](#).⁹³ Attention to the academic status of the university's 530 student-athletes (as of Spring 2021) has been strengthened by the staffing of three full-time, student-athlete advisors in the Mustang Success Center. Their effectiveness is evidenced by the fact that, 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. In addition, some 34% of student-athletes made the Dean's List that quarter, while 71% achieved GPAs of over 3.0.

Goal #5, the cultivation of data-informed decision making, has been significantly advanced by the establishment of the new Division of Strategic Enrollment Management. This division oversees Admissions & Financial Aid, the Office of the Registrar, Data Management, Institutional Research, and Institutional

Effectiveness, and is led by a vice president who serves on the President's Cabinet and reports to the provost. Beginning in 2018, Data Champions workgroups studied instructional demand and capacity, student success, transfer students, and student voices, using various types of quantitative and qualitative data to understand retention issues much more deeply than before. One practice resulting from this effort is that retention specialists reach out to all active students who are not enrolled in any given term, and place additional calls to URM and first-generation students who are not enrolled for fall classes by the start of summer term. A 2018 study of these "active not enrolled" students (see appendix 8-2) provided valuable data on how to identify campus systems contributing to attrition, to provide time-sensitive support to at-risk students, and to remove or reduce barriers to graduation. College advising centers and the Office of the Registrar's Evaluations team now collaborate closely and share information to decrease the number of students denied graduation and to help students resolve obstacles and graduate in a timely fashion. Another important intervention currently being implemented is a joint project that aims to eliminate equity gaps at the course level by focusing on student Drop / Fail / Withdraw (DFW) outcomes. CTLT is focusing on the ways that instructional practices can influence student success, while OWLI is embedding tutoring programs within upper-division courses with high failure rates. According to Cal Poly's *Mustang News*, recent data shows a significant drop in DFW frequency, from 17.2% of the student body in fall 2019 having at least one of these outcomes to 11.0% in fall 2021; aligning efforts should bring even better results for Cal Poly students.⁹⁴

One recent discovery that illustrates the importance of data-driven enrollment management relates to the specific GI 2025 goal of eliminating the URM graduation rate gap. Data derived from the CSU Student Success Dashboard have illuminated two important facts about the way this URM gap develops over a student cohort's time at Cal Poly. Of the 2018 FTFY cohort, 81.0% of URM students earned junior status within two years, compared to 86.5% of their non-URM peers.⁹⁵ Meanwhile, data collected on the 2014 and 2015 FTFY cohorts shows that for those students who did earn junior status in 2017, the four-year graduation point gap disappeared. In fact, it was reversed, with URM students graduating at a 24.2% rate, compared to 23.3% of non-URM students.⁹⁶ A reading of both of these data sets thus suggests that a focused project to ensure that URM students earn junior status within two years would be an effective step toward campus equity; this should thus be a focus of future advising and retention work.

Employee Demographics (CFRs 1.4, 3.1, 4.2). Institutional Research also produces and publishes disaggregated data on the ethnicity and gender of the institution's employees. As can be seen in appendices 8-3 and 8-4, Cal Poly is still an institution characterized by non-Hispanic white and male majorities in the faculty and management ranks. Among the faculty, 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 8-3 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.⁹⁷

A comparison to data collected by the CSU system and IPEDS provides another reminder of the progress to be made. As of 2019 and those organizations' most recent available data, Cal Poly's faculty is less female-identifying than CSU or national public four-year institution faculty at each rank, as shown in Table 8.4.

Table 8.4: Percentages of Female-Identifying Faculty by Rank: Cal Poly, CSU, and National Public Four-Year Institutions, 2019⁹⁸

Faculty Rank	Cal Poly	CSU	National
Full	26.2%	40.6%	33.3%
Associate	35.5%	48.0%	45.8%
Assistant	49.3%	49.8%	51.8%
Lecturer	47.9%	52.3%	56.2%

Cal Poly's gender gap is substantial at the full and associate ranks. Only in the female-identifying assistant and lecturer groups do the university's figures approach CSU and national norms; one expects that this will result in a more female professoriate over time.

CSU and IPEDS data can also be employed to measure the ethnic diversity of Cal Poly's faculty. Table 8.5 shows the percentages of non-white faculty by rank at Cal Poly, in the CSU, and in degree-granting postsecondary institutions in 2018 and 2019. This data indicates that Cal Poly's faculty ethnic diversity approaches national postsecondary standards, but is further from CSU norms.

Table 8.5: Percentages of Non-white Faculty by Rank: Cal Poly (2019), CSU (2019), and National Degree-Granting Postsecondary Institutions (2018)⁹⁹

Faculty Rank	Cal Poly (2019)	CSU (2019)	National (2018)
Full	18.9%	33.0%	20%
Associate	20.4%	38.3%	25%
Assistant	21.4%	41.4%	27%
Lecturer	9.7%	29.4%	21%

As of November 2020, Cal Poly staff is 64.5% white by headcount, down from 66.3% in 2016. The Black staff population has decreased over that same time, from 2.1% to 1.5%, while the biggest increase is in Hispanic/Latinx staff (from 18.9% to 20.2%). Staff members identifying as women make up 54.4% of the total, compared to 53.4% in 2016 (see appendix 8-5). Meanwhile, university management is 76.6% white, up slightly from 76.3% in 2016. Management 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 49.7% female-identifying, up from 48.9% in 2016 (see appendix 8-4).

Employee Recruitment Processes and Practices (CFRs 1.4, 3.1, 3.2). 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 the implementation of the Human Resources PageUp software platform, improved hiring procedures, and faculty cluster hires.

The PageUp applicant tracking system has had a multifaceted impact on Cal Poly's ability to attract and hire diverse applicants since 2019. 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 to reduce bias and increase equity in the hiring process. The procedure document for recruiting tenure-track faculty includes a statement noting the importance of diversity for higher education and Cal Poly's commitment to diversifying campus student, staff, and faculty populations. Furthermore, the job announcement must be approved by OUDI. This office also reviews and approves the recruitment plan, which must list one or more recruitment sources to garner a diverse applicant pool. Finally, all job postings must include a diversity statement.

Search committees are encouraged to diversify their membership by allowing tenure-line faculty from other departments to serve on the committee. Committee members are required to ask each candidate the same initial questions, with the potential for unscripted follow-up questions. Additionally, committee members are instructed to refrain from asking questions regarding a candidate's social identities. During the screening interview, committees are required to ask at least one question regarding the candidate's experience with and plans to work with students, staff, and faculty of diverse backgrounds. Committees can choose among a set of pre-approved DEI-related questions or develop their own, which OUDI must approve. Additionally, before candidates are invited for an on-campus interview, the list of screened candidates and finalists, as well as a screening summary, 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 informs the other committee members about the expectations and responsibilities regarding the hiring process, and is 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 Civil Rights & Compliance Office at the conclusion of each search.

Another important move to diversity the faculty has been the university's [DEI-Focused Cluster Hires](#). In 2016-17, the College of Liberal Arts (CLA) ran the first of these, focused on increasing curricular coverage of DEI-related topics. Departments were asked to submit proposals to compete for seven tenure-track lines and were chosen for inclusion based on the ability of the new hire to teach DEI-related topics in their field. When advertising for these positions, this expectation was specified in the recruitment language. As shown in appendix 8-6, seven successful hires were subsequently made in five departments. Applicant pools were much more diverse than 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 effort, the Provost's Office received modest funding from the CSU to scale up the practice into a university-wide effort in 2018-19. Departments across the university submitted proposals to the Cluster Hire Steering Committee, and 13 hires were made across five colleges and nine departments. Each hire was given \$10,000 in start-up funds to support their DEI work, developing a plan with their deans to utilize these funds to contribute to university DEI efforts. Mentors were provided for all

candidates in both iterations of the cluster hires, and professional development and opportunities for community gatherings were offered. Retention across both cluster hires at present is 19 out of 20, and curricular coverage of DEI subjects has increased in the respective academic programs. Additional benefits to the university have included increased DEI expertise in university committees, the dissemination of DEI-related research across the university; increased numbers of speakers focused on DEI topics; and increased participation in the [BEACoN \(Believe, Educate & Empower, Advocate, Collaborate, Nurture\) Research Program](#) (see Component 8, Part 3). A third cluster hire including nine DEI-focused positions is being conducted in CLA during 2021-22 (see appendix 8-6 for details on all three cluster hire efforts).

A more recent effort to diversify the faculty and its work is the three-year institutional change effort known as Aspire: The National Alliance for Inclusive & Diverse STEM Faculty, which Cal Poly joined in fall 2020. The Association of Public and Land-grant Universities leads this effort, which is funded by the National Science Foundation. 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 the 19 other universities participating in the third Aspire cohort began their work in 2020-21 with a self-assessment of current practices and assets. These institutions 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, Cal Poly aims to apply its lessons across campus.

Beginning in 2015, staff recruitment processes were updated through a series of kaizen improvement workshops, the adoption of industry-agnostic best practices (e.g., behavioral and situational interview questions; the background, action, and result interviewing method; etc.), technology enhancements, 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 participants.

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. 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 three 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 Veterans Center, and the county Office of Education to ensure that local applicants are aware of opportunities with the university. Since 2016, Cal Poly has utilized external market data in its compensation analyses to develop hiring ranges. This 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 assistance for specific, hard-to-fill staff-level positions, thereby expanding the pool of potential, well-qualified applicants from diverse socio-economic backgrounds. Finally, Student Affairs has been named one of the “Most Promising Places to Work in Student Affairs” by ACPA-College Student Educators International and *Diverse: Issues in Higher Education* five times since 2017.¹⁰⁰

Conclusions:

- Cal Poly students of every type continue to graduate at high rates that are atop the CSU and largely match those of the university's WSCUC peers. The challenge remains to improve NTR two-year rates and decrease and ultimately close equity gaps.
- The Cal Poly Scholars program has expanded rapidly and has been successful in making a more diverse and equitable campus.
- In admissions, there are still yield gaps that will provide lasting challenges, but recent data show the success of several recruitment measures.
- Faculty diversity is changing more slowly than that of the student body, but diversity cluster hires have been a success in many ways. Steps also have been taken to ensure that the staff and faculty hiring process is more equitable.
- The Cal Poly Opportunity Fee is supporting the hiring of a diverse tenure-track faculty.

Component 8, Part 2

Campus Climate and the Development of a Campus Culture

That is Diverse, Equitable, and Inclusive (CFRs 1.4, 2.10, 4.3)

During the period under review, Cal Poly administered two campus climate surveys. Although the surveys were created independently, the results were comparable. During this time, Cal Poly has also administered the National Survey of Student Engagement (NSSE) and its companion surveys on a three-year basis. An innovative campus project involved a content analysis of the NSSE survey by two psychology professors and their students. Cal Poly has enacted a variety of DEI initiatives that exhibit a close collaboration between Academic Affairs, Student Affairs, and OUDI, and that are linked to Strategic Priority #3 of the Cal Poly Strategic Plan: “Enrich the campus culture of diversity, equity, and inclusion.” Efforts to improve the campus climate are inextricable from efforts to improve DEI for the entire campus community.

Campus climate—the collective experience of students, staff, and faculty on a college campus—has become a powerful metric to ascertain the quality of an educational environment.¹⁰¹ 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, do well academically, and experience higher psychological well-being.¹⁰²

Campus Climate Surveys (CFR 4.6). In 2014, Rankin & Associates Consulting carried out a campuswide [Cal Poly Campus Climate Survey](#), which had 6,366 total student, staff, and faculty respondents, for an overall response rate of 29%.¹⁰³ In 2019, under the leadership of former Vice President for Diversity and Inclusion and Chief Diversity Officer (VP/CDO) Jozi De Leon, the Atlanta-based Center for Strategic Diversity Leadership and Social Innovation was hired to conduct the [CPX Research Project](#). There were 10,770 total respondents to the survey, representing 41% of students, 60% of staff, and 61% of faculty.¹⁰⁴ These two campus climate surveys are important direct measures of how students, staff, and faculty experience campus climate, even though they were conducted by different external consultants

using different instruments. While it should be noted that methodological errors were discovered in the 2014 data set, it still contains meaningful conclusions.¹⁰⁵

Both the 2014 and 2019 surveys indicated that Cal Poly students perceived the campus climate as generally positive. The 2014 survey revealed that 85% of undergraduate student respondents ($n = 3,964$) and 80% of graduate student respondents ($n = 209$) reported that they were “comfortable” or “very comfortable” with the climate.¹⁰⁶ Of the students ($N = 8,747$) responding to the 2019 campus climate survey, approximately 50% reported being “satisfied” or “very satisfied” with the overall climate at Cal Poly within the past 12 months. Because the two surveys operationalized experiences with campus climate differently (“comfort” and “satisfaction”), direct comparisons between the findings are, by definition, imprecise. Yet it is still important to note a large reduction in perceptions of a positive climate between 2014 and 2019.

In the 2019 survey, DEI climate was perceived less positively (mean = 3.2) than the general climate (mean = 3.6, on a scale from 1 = “very dissatisfied” to 5 = “very satisfied”). Students across all social identity groups, including white students, thus recognized Cal Poly’s DEI challenges.¹⁰⁷ 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. When campus climate survey results are disaggregated by race and other social identity groupings, consistent differences emerge. Examining these differences in perceptions of campus climate can partially explain gaps in student success and graduation rates.

Both campus climate surveys found that particular social identity groups have consistently indicated dissatisfaction 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. It is important to note, however, that the data did not allow further analysis of intersections among group identities.

Race and Ethnicity. Consistently, both the 2014 and 2019 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%).¹⁰⁸ The 2019 campus climate survey indicated that African American (mean = 2.9) and Latinx (mean = 2.9) students were least likely to feel that they were 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 white (15%); Multiracial (27%); Native American, Middle Eastern, North African, and Hawaiian or other Pacific Islander (34%); and Asian American (39%) students.¹⁰⁹ In fact, a multivariate regression analysis revealed that African American students were 6.46 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 ($p < .001$). This 2019 survey also examined perceptions of climate in the surrounding community. White (87%); Multiracial (74%); and Native American, Middle Eastern, North African, and Hawaiian or other Pacific Islander (64%) students stated that they were treated fairly in San Luis Obispo. However, African American (44%), Latinx (47%), and Asian American (57%) students were significantly less likely to do so.¹¹⁰

Socioeconomic Status. The 2014 survey indicated that low-income students were less comfortable with the campus climate and the classroom climate than their non-low-income peers.¹¹¹ 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 survey asked respondents about their financial status. “Financially stable” responses were “I do not have to worry about money” and “I have extra money after paying bills,” while “financially struggling” responses were “I am breaking even,” “I am barely making it,” and “I cannot make ends meet.” Financially struggling students 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. In particular, financially struggling 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 than their financially stable peers (65.6% to 82.3%). Financially struggling faculty and staff reported similar dissatisfaction with campus climate.¹¹²

Transfer Status (CFR 2.14). The 2014 climate survey indicated that 85% of student respondents who started as first-year students ($n = 3,283$) were “very comfortable” or “comfortable” in the classroom, compared to 80% of the respondents who started as transfer students ($n = 406$).¹¹³ (The 2019 climate survey did not distinguish between undergraduate FTFY, NTR, or graduate students.¹¹⁴) Despite this relatively small difference in comfort levels, there has been a concerted effort to make improvements in a variety of transfer-specific areas. Historically, orientation programs were geared toward traditional FTFY students, but the university recently has added unique experiences specifically for transfer students. In addition, as described throughout Component 8, Part 1, GI 2025 work has included multi-faceted efforts to improve equity for transfer students and to remove administrative roadblocks to their success. This concern will remain at the forefront of the current semester conversion project.

Gender. Survey results from both years reflect that female-identifying students have poorer perceptions of their treatment at Cal Poly than male-identifying students. In 2014, a much higher percentage of women (44%) than men (18%) reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct based on their gender identity.¹¹⁵ The 2019 survey revealed that women were 31% more likely to report being dissatisfied or very 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 men. However, there was no significant difference in perceptions of fair and equitable treatment in San Luis Obispo—with 75% of men and women reporting fair treatment.¹¹⁶ These data thus indicate that female students experience greater bias on campus compared to the surrounding community, which escalates the need to continue to provide more training and discussions about gender bias. Unfortunately, both the 2014 and 2019 surveys only provided two options—male and female—to classify participants, and therefore could not capture the experiences of nonbinary or gender non-conforming students.

Sexual Orientation. The members of the LGBTQIA+ community at Cal Poly consistently and disproportionately struggle as compared to their heteronormative counterparts. Once again, differences between the 2014 and 2019 survey instruments limit the comparisons that can be made across this five-year period. In 2014, 58% of lesbian, gay, bisexual and queer respondents reported exclusionary conduct based on their sexual identity, compared to only 8% of heterosexual respondents and 15% of those who identified as asexual/other.¹¹⁷ In the 2019 survey, which used the category “LGBTQIA” and referenced

transgender respondents, members of this community (15% of students) reported 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.” The 2019 survey further revealed that LGBTQIA students were 2.19 times more likely to report being dissatisfied or very dissatisfied with the overall climate, and 2.01 times more likely to report that they had been discriminated against in the past year at Cal Poly, compared to heterosexual students.¹¹⁸ One positive development in this area of campus climate is that as of November 2021, all Cal Poly students are able to provide the university with their preferred names and [personal pronouns](#) through the campus data systems.

Ability (CFR 2.13). Cal Poly’s [Disability Resource Center](#) (DRC) works to provide an equitable environment for students with disabilities. It currently serves the roughly 9% of the student population seeking accommodations; services are provided for a variety of disabilities such as ADHD, dyslexia, low vision, low hearing, mobility limitations, autism, and depression. Both surveys have illuminated the fact that members of the Cal Poly community with disabilities exhibit less satisfaction with campus climate than do others. In the 2014 survey, approximately 73% of student, staff, and faculty respondents with disabilities were “comfortable” or “very comfortable” with the overall climate, compared to approximately 83% of respondents without disabilities.¹¹⁹ 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 2.10 times more likely to report having been discriminated against compared to their non-disabled counterparts.¹²⁰ The DRC has conducted its own [surveys](#) over the past several years; these suggest a higher level of satisfaction. In 2014, when asked about the statement, “Overall, this campus is responsive to students with disabilities,” 31.4% of accommodated students chose “strongly agree,” 44.3% “agree,” and 17.1% “somewhat agree”—a total of 92.9% in some form of agreement.¹²¹ In a 2017 survey, the following statement was provided: “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,” while 26.4% said “somewhat true,” for a total of 85.5%.¹²²

National Survey of Student Engagement. Two Cal Poly psychology professors, Kelly Bennion and Julie Garcia, and four of their students conducted a qualitative analysis of student written responses to the 2011, 2014, and 2017 NSSE. This study revealed that 19% of students across these three years

mentioned DEI in their responses to open-ended prompts inviting students to reflect on their college experiences. Notably, students mentioned this much more in 2017 (22%) than in 2011 (14%) or 2014 (13%). These comments were not unique to students of color; students across racial and ethnic backgrounds mentioned DEI more in subsequent years. Out of 223 responses mentioning DEI, 191 (86%) did so in positive terms, while ten (4%) cited it in negative terms. Students across all racial and ethnic identities mentioned DEI in positive terms, except those who did not indicate their race.

Overall, 83% of DEI responses indicated that students perceived that Cal Poly should do more in this area. This perception increased in each subsequent year analyzed: 65% of students in 2011, 70% in 2014, and 89% in 2017. Similarly, the number of students who said that Cal Poly did too much regarding DEI decreased in each subsequent year analyzed: 22% in 2011, 15% in 2014, and 7% in 2017. Students were most likely to talk about race and ethnicity when specific social identities were mentioned in responses in all three sets. Taken together, these data demonstrate that Cal Poly students increasingly care about DEI and want to see the university continue efforts to improve campus climate for 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.” (Appendix 8-7 includes this entire report.)

Addressing Campus Climate Issues at Cal Poly (CFR 4.6). In order to cultivate a more diverse, equitable, and inclusive campus community, Cal Poly has enacted a variety of initiatives that are linked to Strategic Priority #3 of the Cal Poly Strategic Plan: “Enrich the campus culture of diversity, equity, and inclusion.” These initiatives are summarized below; appendix 8-8 provides a more detailed outline of how they have aligned with the university’s strategic goals.

Diversity Action Planning (CFR 4.6). The 2019 CPX final report recommended that colleges and major administrative units create DEI action plans.¹²³ To date, all of the six colleges and four other units ([International Center](#); [Kennedy Library](#); [Research, Economic Development and Graduate Education](#); and [University Advising](#)) have completed [action plans](#) with the support of OUDI, and implementation is underway. Some units in Student Affairs have also completed action plans and have begun to link them to division-specific evaluation programs and implementation plans; all have racial justice efforts in progress

or complete. A diversity action plan, aligned with the university strategic plan, should be an expectation for all divisions and units, but it will require consistent leadership to accomplish this goal.

Cultural Centers/Physical Spaces (CFRs 2.11, 2.13, 2.14). Advancements made to the cultural centers and physical spaces include the creation of the Dream Center (which provides resources and support for undocumented students), the establishment of physical community space for the Transfer Center and the Cal Poly Scholars program, the development of residential learning and affinity communities, a significant increase in space and technology for the MCC, increased staffing for the BAEC, and the creation of the [Multicultural Agriculture Program](#). Each of these advancements seeks to center the needs of marginalized students and provide holistic support rooted in equity and inclusion. (See appendix 8-8 for a comprehensive list of university-wide DEI efforts.)

The increased space devoted to these centers has resulted in more opportunities for students to find community and cultivate a sense of belonging. As a fourth-year Business Administration major stated, “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.” Likewise, a fourth-year Architecture student explained: “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 institution continues to expand spaces for such affinity groups and has begun planning for a Latinx Center, which will open in May 2022.

Campuswide Committees and Organizations (CFRs 2.11, 2.13, 3.10). Groups that have been established or expanded with a focus on DEI include diversity committees in all colleges, as well as the Academic Senate and ASI; an interfaith campus council; a Career Services diversity and inclusion liaison team; Black, Asian Pacific Islander, Chicano/x, and Indigenous alumni associations; and a DEI advisory committee for the Kennedy Library. These groups represent an increased commitment across campus to intentionally center diversity, equity and inclusion in a wide range of units.

DEI Leadership (CFR 3.10). OUDI has traced diversity and inclusion in Cal Poly’s culture since the 1990s in a rich timeline that begins with a 1994 report to WASC asserting, “Diversity is one of Cal Poly’s highest priorities.” In 1997, a President’s Diversity Award was established, and in 1998 the Academic Senate adopted resolutions on “The Academic Value of Diversity” and the “Cal Poly Statement on Diversity.”

Cal Poly's first dedicated diversity leadership group, the University Diversity Enhancement Council (UDEEC), was founded in 1999 and charged with addressing climate issues, increasing cultural competence, and making recommendations to the President's Office on diversity and inclusion in university curricula.¹²⁴ In 2009, Cal Poly appointed its first chief diversity officer, the Associate Vice President for Inclusive Excellence. This individual reported to the president and led the Inclusive Excellence Council (formerly the UDEEC). In 2010, the Office of University Diversity and Inclusivity was established. The position of VP/CDO was added to the President's Cabinet in July 2017, consistent with recommendations from the 2014 campus climate survey. Now known as the Office of University Diversity and Inclusion, OUDI includes both the VP/CDO and the Associate Vice President for Academic Affairs, signifying an expanded senior leadership commitment to DEI. Other significant personnel additions include the Assistant Vice President for Diversity and Inclusion in Student Affairs; associate dean positions for diversity and inclusion in four of six colleges (see page 53); multicultural academic advisors; the Accessibility Specialist and Assistant Director for DEI in Instruction, both in CTLT; and increased staffing in the cultural centers of SDAB and Cal Poly Scholars.

Program Development (CFR 2.11, 2.13). Key developments aimed at supporting URM students in their transition to and sense of belonging at Cal Poly include the expansion of the Cal Poly Scholars, CORE and CCE programs (as described on pages 28-30) and the creation of the CLA Queer Studies Minor and the [IDEAS: Inclusivity, Diversity, and Equity Action Seed Grants](#) program for fostering DEI initiatives in engineering. One CCE participant shared, "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 WOW week." Another participant had a similarly positive experience: "Because CCE put emphasis on culture and diversity, it helped create a community that resembles my hometown and felt safe."

Ongoing Campus Climate Goals. In the next ten years, Cal Poly intends to make significant progress towards assuring that our faculty, staff, and student populations more accurately reflect the population of California. Underrepresentation of minoritized populations creates a potentially unwelcoming campus climate and places an additional burden on those few individuals who are already here, representing those populations, to provide support in navigating this environment. In September 2020, Cal Poly was designated a minority-serving institution, specifically serving Asian Americans, Native Americans,

and Pacific Islanders, who made up 13.6% of enrolled students in 2020. While this is welcome progress, additional steps are needed to recruit and support BIPOC and Latinx students, who respectively made up 0.9% and 17.6% of the Cal Poly student population; by comparison, the Black and Indigenous population together make up 8.1% of the state population, while 39.4% of the population is Hispanic. Indeed, Cal Poly has the opportunity to re-envision services for all students and to ensure that they support principles of equity and inclusion.

Supporting OUDI (CFR 3.7). A thriving office with effective leadership is key to the successful recruitment and retention of BIPOC students, staff, and faculty; to providing leadership to respond to campus climate crises; and to supporting sustainable, ongoing programming. The first VP/CDO left the university at the end of June 2020 and the position is currently being filled by a professor of Ethnic Studies as Interim Vice President. OUDI will be best enabled to work toward its mission within a sustainable infrastructure providing the VP/CDO with sufficient authority, support, and resources to impact university-level decisions and programs. OUDI's current responsibilities include managing college and departmental diversity action planning, the BEACoN program, diversity and inclusion training, and the President's Diversity Awards; they might also include the regular collection and effective dissemination of data relating to diversity and campus climate, including the reporting of bias incidents. This work should be carried out within an ongoing dialogue with national best practices.

Supporting Increased Shared Governance and Use of Climate Data (CFRs 2.10, 4.6). When addressing campus climate issues, it is imperative that the university moves expediently as possible. However, the desire to move quickly can also come at the expense of adequate consultation, creating additional climate challenges. In 2018-19, as noted on page 15, an external consultant was invited to create, disseminate, and analyze the CPX survey instrument and data. In the process, many campus constituents felt that they were not given an opportunity to review or provide feedback on the instrument before it was disseminated. The result was a survey that did not best capture climate issues. Also, very importantly, Cal Poly personnel do not have access to important qualitative data arising from the survey.

The regular evaluation of campus climate and DEI issues should be routinized, part of a forward-looking strategy, and a significant and meaningful part of campus culture. As described on page 58, the campus has recently launched its first DEI/DLO survey, and the next campus climate survey is due to be

conducted in 2024. A university-wide committee should be formed soon, in order either to develop and implement a more nuanced homegrown campus climate survey, or to adopt a national survey that would provide comparative results from peer institutions. In either case, the administration of a climate survey should be accompanied by robust, regular DEI assessment in Student Affairs, the curriculum, and academic program review). This would provide support to OUDI in the assessment of its needs, initiatives, and programming.

COVID-19 and the Campus Climate (CFR 4.7). The efforts proposed throughout this chapter will help the institution address new DEI challenges as they arise. This institutional resilience is exemplified by Cal Poly's response to COVID-19, the most pressing recent such challenge. The Winter 2021 issue of *Cal Poly Magazine* highlighted innovative practices that emerged in the areas of hands-on learning, online teaching, and scholarship during the pandemic.¹²⁵

Mental health and financial concerns are front and center for many students. The return to campus may be more difficult for students who may face anti-Asian and other forms of racism. There may be differential negative impacts from COVID-19 on vulnerable BIPOC students due to the illness or death of close family members, the loss of income and work, and the lingering effects of the disease. There may also be a diminished sense of community and an increase in stress for students who, because of their LGBTQIA+ identity, may not have been able to return home. Newer students to Cal Poly may need additional support in transitioning to the campus environment, especially with regard to gaps in learning and access created by the pandemic. In this context, it is worth noting that in 2013, the institution had a student-to-counselor ratio of 2,800:1; at present it is roughly 1,000:1. Cal Poly thus remains an institution committed to ensuring that all campus constituents—students, staff, and faculty alike—can thrive as they work towards their academic and employment objectives.

Conclusions:

- Climate surveys administered in 2014 and 2019 show a generally positive campus climate but also wide recognition of DEI climate challenges. There was little difference in the experience of campus climate between FTFY and NTR students, but the surveys did reveal important differences in the

experience of campus climate according to race, ethnicity, gender, sexual orientation, socioeconomic status, and ability.

- The two surveys provided valuable information but also were limited in ways that suggest the appropriateness of alternative formats. The campus should begin work to design and/or adapt a climate survey that can be repeated and that also can provide valuable comparison data from peer institutions.
- DEI goals and metrics continue to be adopted throughout Cal Poly and will be consistently monitored through unit-level action planning and reporting.
- An innovative analysis by Cal Poly faculty and students of NSSE data also illuminated students' increasing concern for DEI issues even though fewer students reported engagement with campus members of diverse origins.
- There is excitement about the imminent appointment of a new VP/CDO and this renewed opportunity for strong OUDI leadership going forward.

Component 8, Part 3

Teaching and Learning How to Live and Work in a Diverse World (CFR 1.4)

The institution has steadily developed opportunities for students to acquire DEI-related knowledge, skills, and values in its curriculum via the Diversity Learning Objectives as well as the United States Cultural Pluralism and Ethnic Studies requirements. Continuous change in this curriculum originating on campus, in the CSU, and in the state legislature has made it difficult to assess the effectiveness of these educational experiences. However, assessment of DEI in the curriculum is proceeding via a new campuswide survey and the innovative plan to assess DEI as a sixth core competency. The co-curriculum is full of rich DEI experiences, but it has faced similar challenges in terms of assessment. Research mentoring opportunities have provided undergraduates with research experience, a high-impact practice.

Navigating the increasingly diverse world of the campus and beyond is an essential skill. Almost all Cal Poly graduates will enter a firm, institution, or graduate program that is more diverse than this predominately white institution; at Cal Poly in 2020, 53.9% of students, 64.5% of staff, and 74.9% of faculty self-reported as white, compared to 22.0% of CSU students and 59.5% of CSU faculty (the latter in 2019).¹²⁶ Therefore, it is paramount to provide students with DEI experiences in the curriculum and co-curriculum that will help them thrive in their personal and professional lives.

Diversity Learning Objectives Across the Curriculum (CFRs 1.2, 2.1, 2.2, 2.2.a, 2.3, 2.4, 3.10, 4.3, 4.4). Cal Poly has diversified its curriculum significantly since the 2009 WASC Capacity and Preparatory Review Report proposed as an action item to “[c]ontinue to build awareness and application” of the DLOs.¹²⁷ This section sets out the history of diversity learning on campus and investigates the extent to which the DLOs are addressed, assessed, and met across different curricula.

In 1992, the Academic Senate determined that, beginning with the 1994-97 catalog, undergraduates must fulfill the [USCP](#) requirement of a single course satisfying defined criteria, such as a focus on addressing perspectives of historically marginalized groups.¹²⁸ 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. The Academic Senate established [Diversity Learning Objectives](#) (DLOs) in 2008 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.”¹²⁹ This preceded the Senate’s revision of the USCP Criteria in 2009, which broadened the definition of cultural diversity beyond racial and ethnic groups as per the [Cal Poly Statement on Diversity](#).¹³⁰

Between 2008 and 2011, Cal Poly carried out the [ULO Project on Diversity Learning](#) in an attempt to measure the effectiveness of the DLOs. Because the project found that the USCP requirement was of limited success in terms of students’ diversity learning, the Cal Poly Educational Effectiveness Review report made the recommendation in 2012 to “align the USCP requirement with the DLOs and review USCP courses to see whether they address the DLOs.”¹³¹ The Academic Senate resolved in 2017 that USCP criteria must address the DLOs and that USCP courses would be subject to further review for compliance with the revised criteria.¹³²

Since 2017, a number of campus, CSU, and statewide measures and decisions have combined to greatly reshape the profile of diversity learning at Cal Poly, including:

- September 2017: The CSU revises [Executive Order 1100: “CSU General Education Breadth Requirements”](#)
- Spring 2019: Cal Poly GE Governance Board (GEGB) completes revision of university GE policy and template in response to EO 1100 revisions
- May 2019: Cal Poly Academic Senate updates USCP committee membership and responsibilities, establishing the USCP Committee as a university committee independent from GEGB with the curricular autonomy to review and evaluate USCP course proposals¹³³
- May 2019: Senate resolves to revise the DLOs¹³⁴
- October 2019: Senate resolves to revise USCP criteria¹³⁵
- August 2020: State Assembly Bill No. 1460 signed into law, requiring all new CSU students to complete an Ethnic Studies requirement (ESR) in new GE Area F, effective fall 2021
- February 2021: Senate updates USCP educational objectives to provide courses with upper- and lower-division learning outcomes more specific than the DLOs¹³⁶
- Spring 2021: “Where Do We Grow From Here?” DLO/DEI Survey distributed

- October 2021: CSU Chancellor Joseph Castro calls for Cal Poly to adopt semester system by 2025-26

The USCP Committee has not yet established a schedule for recertifying USCP courses, in part because of the continuing revisions to CSU GE policy. Semester conversion planning will provide an opportunity to institute this recertification process, at which point USCP courses, along with Ethnic Studies courses in GE Area F, can be assessed. This effort will align well with the assessment of DEI learning as a sixth core competency, which will begin in 2023-24 and will recognize DEI learning as a form of critical thinking of equal importance as the five WSCUC-defined core competencies.

DLOs and GE Courses (CFRs 1.2, 2.2.a, 2.3, 3.10). The recent GE revisions noted above created an opportunity to embed DLOs more intentionally into the course recertification process. In the new [GE template](#), all subareas of Area A, English Language Communication and Critical Thinking, require courses to address issues of diversity and inclusion; most subareas of Area C, Arts and Humanities, include an educational objective addressing issues of diversity and inclusion; and most subareas of Area D, Social Sciences, explicitly address diversity as an objective or as a more general requirement. Full implementation of GE recertification, which was meant to be completed for the 2023-24 catalog, can now be folded into the semester conversion process, to be completed by winter 2024.

The university moved quickly in fall 2020 in response to Assembly Bill No. 1460 and the resulting ESR. By fall 2021, this requirement was fully implemented.¹³⁷ Although the ESR was an unfunded mandate, the university was able to provide the Ethnic Studies Department with the resources to hire three new tenure-track faculty and several lecturers to meet the demand for courses in 2021-22. (They will also hire two more tenure-track faculty for the 2022-23 academic year.) The department currently offers ten Area F sections of 120-130 students per quarter — not an ideal size by any measure, but a start toward a comprehensive DEI experience. Now, students complete a lower-division ES course within GE and an upper-division USCP course.¹³⁸ This combination will support students' need for a diversified curriculum; 10.1% of Cal Poly NSSE respondents recommended this in 2017 as “the change they would *most* like to see implemented that would improve their educational experience” (see appendix 8-7).

In addition to the ESR, GE courses in Areas A, C, and D are the primary curricular site of most students' DEI learning. In order to make this curriculum fully successful, it will be important for the university

to maximize the faculty's research expertise into, and experiential knowledge of, diversity. It is thus crucial that faculty leaders at all levels—including leaders of senate and curriculum committees—reflect the diversity of the State of California, and that the campus foster inclusive leadership by intentionally recruiting and mentoring faculty of color to serve in these roles.

DLOs, Major Courses, and the Six Colleges (CFRs 1.2, 2.2.a, 2.3, 2.4, 3.10). 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 by faculty at the department, college, and university level. 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 have several minors.

Importantly, each college has identified at least one person for whom advancing college DEI-related initiatives is a central focus. Four of the colleges have associate deans with DEI in their titles, and the other two have associate deans who focus on DEI initiatives even though this is not reflected in their titles.¹³⁹ This group meets regularly via an advisory council established by OUDI in 2020-21. This commitment to DEI has positively impacted college-based decisions connected to the DLOs. For example, the CLA Associate Dean of Diversity and Curriculum spearheaded the formation of a college-level Faculty Diversity Committee, a practice that all six colleges now have followed.

Additionally, college-based efforts to support faculty engagement in DEI-focused initiatives reflect an increased commitment to the application of the DLOs across the curriculum. CLA, for example, has developed [Diversity and Inclusion Resource Modules](#) for university-wide faculty use in creating lectures on diversity-related topics. CSM designed a Canvas site that serves as a repository for inclusive and culturally responsive teaching practices and has formed the Inclusion and Equity Committee and Fund to support college DEI activities. CENG has piloted a new program that works with faculty to open discussions on racial inequities and injustice within classes.¹⁴⁰ As part of CAED's focus on diversity in the curriculum, each department is developing curricular maps with three courses that introduce, develop, and reinforce issues of DEI in the built environment. The OCOB DEI committee supports college faculty to enhance DEI engagement by offering twice-annual, six-week training programs on Equitable and Inclusive Teaching, and two DEI financial awards/grants for distinguished research and teaching in this field. And the CAFES DEI

committee has called for each department to map all of their required courses to the Cal Poly Diversity Learning Objectives.

Co-Curricular Programming (CFRs 1.2, 2.5, 2.8, 2.9, 2.11). Alongside curricular commitments to the DLOs, co-curricular programs provide students with opportunities to engage in DEI learning outside of the classroom. These programs help students find communities in which they feel a sense of belonging as they engage the DLOs and Student Affairs' five [Diversity and Inclusion \(D&I\) priorities](#).

New students begin to engage with these DEI considerations and activities as soon as they arrive on campus, participating in the “Mustangs for Inclusive Excellence” training program as part of their orientation to the campus and college life. Incoming URM students also have the option of participating in CCE, a popular program (described on page 30) that offers community for those who identify as URM. Cal Poly boasts dozens of co-curricular organizations that have DEI as their mission, creating culturally rich environments for students outside of the classroom. Programs run by units such as OUDI and the Disability Resource Center have the benefit of full-time, experienced staff members as well as the funding and visibility to offer students a wide array of events, resources, and education. The MCC, dedicated to the recruitment, retention, and success of historically underrepresented groups, is one of the largest centers under SDAB.

Several other Student Affairs units have made great strides in advancing DEI, despite not having “diversity” explicitly in their title. Many of these organizations have DEI tenets on their websites and others have created Diversity Action Plans with OUDI; all Student Affairs units will soon complete such 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, Fraternity and Sorority Life 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 unit's foundational pillars.¹⁴¹

Student leadership groups, recognized student organizations (RSOs), and faculty-staff associations (FSAs) provide crucial support for the DLOs and D&I priorities. Notably, leadership groups like the Inter Housing Council and ASI 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 like the Black Student Union and the Transgender and Queer Student Union contribute to areas of advocacy and belonging. Additionally, DEI-focused academic clubs bring together and support URM students as they pursue their degrees (e.g., the National Society of Black Engineers; Society of Hispanic Professional Engineers). These peer-led organizations are in a unique position to extend the DLOs and DEI priorities into students' daily lives. For their part, 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 its extensive work, from book circles to heritage month programming. Taken together, non-departmental groups led by students, staff, and faculty play a critical role in lifting student voices and acting as a catalyst for social change.

These ideas are not limited to the Cal Poly campus. The [Center for Service in Action](#) works with the [Service Learning](#) program in Academic Affairs to connect students with meaningful community service opportunities that complement their educational experience and strengthen their understanding of diversity and social responsibility. And in January 2022, Cal Poly was named as one of 45 higher education institutions joining the statewide #CaliforniansForAll College Corps program, which will address statewide challenges in climate action, K-12 education, and food insecurity.¹⁴² This initiative is a collaboration between Academic Affairs and Student Affairs.

In Academic Affairs, there has recently been a great rise in research mentoring opportunities for URM students through initiatives such as BEACoN, the CSU [Louis Stokes Alliance for Minority Participation in STEM](#), and the [Access, Community, and Equity](#) (ACE) program. BEACoN was established in 2014 as a professional mentoring experience and began providing research stipends for underrepresented students in 2017. The program 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. 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, some 89 faculty, including nine from the 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 — nearly double the participation from the prior year. One BEACoN 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.

(For other accounts, see past BEACoN scholars' video testimonies [here](#).) These funded opportunities provide access for low-income students; obtaining greater funding to expand such programs is an essential goal. Several Instructionally Related Activities—which are defined as opportunities outside the classroom that provide enrichment to students, enhance their learning, and are paid for with student fees, also make contributions to DEI learning. These include several types of campus experiences, such as the [Women's Business Leadership Academy](#), [Sprinkle: Journal of Feminist and Queer Studies](#), and Pilipino Cultural Night.¹⁴³

DEI Training for Students, Staff, and Faculty (CFRs 2.11, 2.13, 3.3, 3.5). Since 2012, there have been numerous opportunities for faculty and staff to pursue training at a range of levels. One important source of DEI training is the CTLT, which primarily focuses on faculty development and supports diverse, equitable, and inclusive instruction by faculty and staff. Starting in 2013, the CTLT has included a DEI specialist, who is responsible for coordinating development opportunities, and, since 2017, an instructional designer who is an accessibility specialist. In collaboration with OUDI and other units, the CTLT has developed several DEI workshops, including the Teaching for Inclusion, Diversity, and Equity (TIDE) program, which launched in 2016 and supports faculty in using inclusive teaching practices and infusing DEI into the 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 members each year; the center is also developing a Certificate Program in DEI Teaching and Learning (see appendix 8-9).

In addition to the CTLT, DEI-focused training for faculty and staff has been developed by units such as OUDI, DRC, [Employee and Organization Development](#) (EOD), and the Dream Center. Filling the need for more staff training will be three new OUDI staff and faculty fellows effective 2021-2022. One fellow, in conjunction with OUDI's Interim Associate Vice President, will be developing a new faculty and staff DEI certificate program. Another fellow will focus on better understanding bias incidents to determine what DEI trainings and campus responses are needed. A third fellow will focus on building connections between

Academic Affairs and Student Affairs, and between the university and the local community. This latter position grew out of a collaboration between OUDI and SDAB that resulted in a new course, Ethnic Studies 270: 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](#), which was established in 2015 and became a part of OUDI in 2016. Comprised of students, staff, faculty, and administrators dedicated to creating an “UndocuFriendly” Cal Poly and supporting undocumented students on campus, the group also has offered the [UndocuAlly Training Program](#) since 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 (see appendix 8-9).

Students also have several opportunities for DEI training. 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 programs on sexual violence and alcohol/drug abuse prevention, approximately 20,000 newly admitted students have completed “Diversity.Edu: Building Bridges,” an online DEI training program.

While there are ample optional opportunities for students to experience DEI learning, NSSE data shows a 5% decrease in frequency of “Discussions with Diverse [racial and ethnic] Others.” This suggests that students are not taking advantage of these opportunities. Specifically, in 2014, 72% of first-year students 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 responded similarly in 2017. Such a decrease is on par with their NSSE polytechnic peers, as determined by Cal Poly. However, the CSU peer figures (77% and 80%, respectively) show an increase in such discussions, and significantly more of them than Cal Poly students report both during their first year and senior year.¹⁴⁴ Orientation programming may account for more frequent “Discussions with Diverse Others” early in Cal Poly students’ careers, but, despite this foundation, there has not been a formalized pathway for ongoing and scaffolded DEI learning. One promising step is the requirement, effective in fall 2021 and noted on page 52, of both a lower-division GE course in ethnic

studies and a USCP course, usually at the upper-division level. This requirement of two DEI-focused courses should help to remedy student concerns, as indicated by the NSSE qualitative data analyzed in appendix 8-7. As one student wrote, “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.”

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” during their Cal Poly careers. For example, in 2014, 40% of first-year students reported that the institution emphasized such events “very much” or “quite a bit,” while 31% of seniors responded similarly in 2017—a 9% decrease. These figures are both 9 to 12 percentage points lower than those reported by Cal Poly’s polytechnic and CSU peers.¹⁴⁵ There appears to be an excellent opportunity for intentional scaffolding across curricular and co-curricular DEI learning, guided by OUDI, CTLT, SDAB, the associate deans of DEI of each college, and related units that focus on this work. One such project, which has been completed by CLA and is under way in CSM and CAFES, is to have all degree programs map their PLOs to the DLOs, ensuring that the programs each have at least one PLO that aligns with a DLO, and identifying in which courses this PLO is achieved. At the university level, the ongoing “Where Do We Grow From Here?” DLO/DEI Survey will help determine if students perceive they are achieving the DLOs, and, if so, in which curricular or co-curricular experiences. Scaffolding of DEI learning for students, faculty, and staff would benefit from the scaling up of campus-wide DEI events offered by the four divisions. In general, as outlined above, DEI teaching and learning needs to be better resourced, coordinated, and prioritized at the institutional level in order to more intentionally and effectively train students to become diversity-, inclusion-, and equity-minded leaders.

Conclusions:

- A series of curricular changes during the period of review has provided a more coherent and developed framework for DEI learning in the Cal Poly curriculum.

- Cal Poly currently has the opportunity to develop more fully scaffolded experiences for students across the major, GE, USCP, and the co-curriculum. This implies the possibility of continued collaboration between OUDI, Academic Affairs, and Student Affairs.
- The appointment of two assessment directors in Academic Affairs and Student Affairs provides a clear opportunity for collaboration that will (1) promote the quality of assessment in both divisions, (2) provide the capacity to assess scaffolded DEI experiences, and (3) result in better assessment of the co-curriculum in both Academic Affairs and Student Affairs.
- The experiences of NTR students will benefit from additional attention in assessment work.
- CTLT provides a wealth of DEI development opportunities, mostly for faculty. There is an opportunity to provide an equivalent set of experiences for staff, through CTLT or some other entity. These could be intentionally scaffolded across one's Cal Poly career.
- The new DEI/DLO survey and the plan to assess DEI as a sixth core competency will ensure continued focus on the effectiveness of all of the curricular and co-curricular changes described throughout this report.

Component 9

Conclusion: Reflection and Plans for Improvement (CFRs 1.8, 2.14, 3.5, 4.4, 4.7)

Ten years ago, in the letter extending Cal Poly's accreditation for ten years, the WSCUC Commission asked the university to maintain its focus and make further progress in two specific areas: "assessing and improving undergraduate learning" and "promoting diversity and inclusive excellence." This institutional report, which reflects the multi-year process of self-study, has demonstrated that the university has been faithful to this charge in the face of unanticipated and challenging circumstances.

Cal Poly welcomed the renewed emphasis on the five core competencies, quickly making them the basis of the university's ten-year assessment plan, which targeted lower-division foundation-level courses in GE and upper-division courses in the majors. Each iteration provided the university with an opportunity to improve the process of assessment, while making curricular and pedagogical improvements. Toward the end of the period under review, the appointment of two assessment directors, one in Academic Affairs and one in Student Affairs, each with their own staff support, signaled a significant increase in the capacity to build effective relationships with stakeholders and to improve the culture of assessment from the grassroots up. At the same time, the experience of the self-study has demonstrated the persistence of a certain capacity-mindedness, which focuses on the accounting of inputs/resources at the expense of demonstrating output/effectiveness.

Cal Poly has not shied away from the demographic challenge of cultivating a more diverse body of students, staff, and faculty, while providing additional student support and growing professional development opportunities to promote equity and inclusion on campus and in the classroom. This is in spite of certain structural challenges, which include the university's location away from major population centers and a system of fees that were intended to support Learn by Doing but have had the unintended consequence of making Cal Poly more expensive for many students than its UC peers. Significant efforts like the Partner Schools and Cal Poly Scholars programs are intended to create a pathway for a more diverse group of students to reach Cal Poly and to provide ongoing support once they arrive. The current effort to increase College Based Fees could present an opportunity to build on these efforts by establishing a new source of financial aid that would lower the cost of attendance for students with the greatest need.

This complex effort has been aided by the design of the CSU's Graduation Initiative, which has provided a set of articulate priorities and evidence-based benchmarks. It is true that the onset of the COVID-19 pandemic and the diversion of attention and other resources that it entailed posed a significant distraction, but the GI 2025 leadership took seriously the provost's instruction to maintain its level of performance and to make progress where possible. As a result, the overall and disaggregated graduation rates and equity gaps have improved during the pandemic with one exception: the NTR four-year rate, which declined from 87.3% in 2020 to 85.4% in 2021. The rapid conversion to virtual instruction, which could have been an obstacle to student achievement, was made with a success that no one could have anticipated, and the enforced experience of online modalities has left the faculty with more knowledge, experience, and wisdom in the uses of instructional technology.

Cal Poly has always been proud of its students and their ability to complete their degree programs in a timely fashion. This attitude extends to URM, Pell Grant recipient, and First Generation students, whose success outranks almost all of their CSU peers. Still, GI 2025 has shone a bright light on areas of concern and opportunities for improvement. These include FTFY six-year graduation rates, which are impacted by the number of students who choose to leave Cal Poly before completing their degree programs, and the two-year rates of new transfer students, who find it difficult to enter the university as true juniors, given the first-year orientation of most curricula. Beneath these overall metrics, there is a population of high-failure-rate courses whose existence is brought to light in Cal Poly and CSU dashboards. Addressing these courses via faculty development and student support will be a priority for the campus and the system.

Semester conversion, that long expected necessity, has arrived at Cal Poly, in tandem with the new legislative mandate represented by Assembly Bill 928 for the three systems — the California Community Colleges, the CSU, and the University of California — to adopt a single GE pathway. The process of rebuilding quarter-based programs that have been designed primarily to serve first-year students as semester-based programs that are accessible to a more diverse population of transfer students is a historical opportunity for Cal Poly to deeply reimagine itself on terms that are more diverse, equitable, and inclusive. This process will be challenging, especially since the nature of the GE pathway has yet to be elaborated, but it holds out the possibility of truly achieving the overall goals of the self-study: "Promoting the Success of All Cal Poly Students While Achieving the Goals of the CSU's Graduation Initiative 2025."

Endnotes

Endnotes follow a modified *Chicago Manual of Style* format. All hyperlinks are current as of February 2022.

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⁶¹ “Initiatives,” OUDI, <https://diversity.calpoly.edu/initiatives/>. Cal Poly’s commitment to inclusive excellence dates back to 2009 and AS-682-09, “Resolution on Making Excellence Inclusive at Cal Poly,” May 26, 2009, <https://digitalcommons.calpoly.edu/senateresolutions/683/>.

⁶² Damon A. Williams, et al., *Embracing the Journey: The CPX Research Study Executive Report* (Center for Strategic Diversity Leadership & Social Innovation, 2019), page 32.

⁶³ “Action Plans,” OUDI, <https://diversity.calpoly.edu/cpx/action-plan>.

⁶⁴ Many of the ideas here are expressed in expanded form in the “Synthesis/Reflections” section at the end of the Compliance with WSCUC Standards and Federal Requirements Worksheet.

⁶⁵ Cal Poly, *Our Polytechnic Identity in the 21st Century: WASC Educational Effectiveness Review Report* (January 2012), page 11.

⁶⁶ 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, the term “Program Learning Objectives” is used to encompass all iterations of this type of standard.

⁶⁷ 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/SAPC are included in the appendix but not reflected here as the analysis focused on the degree-conferring programs.

⁶⁸ Cal Poly’s cohort group included Baylor University, Clemson University, James Madison University, North Carolina State University-Raleigh, Stony Brook University, SUNY-Binghamton, University of California-Davis, University of California-Santa Barbara, University of Connecticut, University of Delaware, University of Maryland-College Park, University of Massachusetts-Amherst, University of Pittsburgh-Pittsburgh Campus, University of South Carolina-Columbia, and University of Virginia-Main Campus. “CSU Peer Benchmarking,” CSU Student Success Dashboard, <https://dashboard.csuprojects.org/csu-peers/barchart3.html#chart>.

College Results Online posts data through 2017 comparing Cal Poly to a different group of nine peers: Brigham Young University-Provo, Clemson University, North Carolina State University-Raleigh, University of Connecticut, University of Maryland-College Park, University of Massachusetts-Amherst, University of Pittsburgh, University of Washington-Seattle, and University of Wisconsin-Madison. Cal Poly’s 2017 six-year graduation rate was 79.1%, ninth highest in this 10-campus group, its URM student population of 17.0% was second highest in this group, and its Pell Grant recipient first-year student population of 13.8% was seventh highest in this group. “California Polytechnic State University-San Luis Obispo,” College Results Online, <http://www.collegeresults.org/search1b.aspx?institutionid=110422>.

⁶⁹ Cal Poly's educational and general expenditures per total FTE were \$20,019, second lowest in the group, and compared to a group mean of \$43,767 and median of \$40,818. "Compare Colleges Results: Funding and Faculty," College Results Online, <https://bit.ly/CROcp2017peers>.

⁷⁰ This GI 2025 peer comparison group of 16 institutions was slightly different from the previous year's Peer Benchmarking cohort; it included Appalachian State University, Clemson University, James Madison University, North Carolina State University-Raleigh, Stony Brook University, University of California-Davis, University of California-Irvine, University of California-Santa Barbara, University of Connecticut, University of Delaware, University of Maryland-College Park, University of Massachusetts-Amherst, University of Michigan-Ann Arbor, University of Pittsburgh-Pittsburgh Campus, and University of South Carolina-Columbia. In this group, Cal Poly ranked 16th in four-year overall graduation rate, 12th in six-year overall graduation rate, 16th in four-year URM graduation rate, 14th in six-year URM graduation rate, 2nd in four-year URM graduation rate gap, and 14th in six-year URM graduation rate gap.

⁷¹ 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.

⁷² This is for two reasons: Institutional Research 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).

⁷³ "What Are Our Historical Persistence and Graduation Rates?" CSU Student Success Dashboard, <https://csusuccess.dashboards.calstate.edu/public/csu-by-the-numbers/graduation-rates>.

⁷⁴ "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>. UC figures and the UC system URM definition are at: "Undergraduate graduation rates," UC System Infocenter, <https://www.universityofcalifornia.edu/infocenter/ug-outcomes>.

⁷⁵ "Are We On Track To Meet Our Goals?"; "Undergraduate graduation rates."

⁷⁶ "Six-Year IPEDS Graduation Rate for First-Time Full-Time Students (FTFT)," WSCUC Key Indicators Dashboard, <https://wscuc.force.com/amp/s/ki-dashboard>.

⁷⁷ "Are We On Track To Meet Our Goals?"; "Undergraduate graduation rates."

⁷⁸ "What Are Our Historical Persistence and Graduation Rates?"

⁷⁹ "Are We On Track To Meet Our Goals?"; "Undergraduate graduation rates."

⁸⁰ "Percent Receiving Pell Grants," WSCUC Key Indicators Dashboard.

⁸¹ "Percent of Students Receiving Federal Student Loans," WSCUC Key Indicators Dashboard.

⁸² "Tuition and Fees," WSCUC Key Indicators Dashboard.

⁸³ "The Cal Poly College Based Fee Student Aid and Learn by Doing Plan," Administration & Finance, January 2022, <https://afd.calpoly.edu/cbf/objective-statement>.

⁸⁴ Jacquelyn Elias, "How the Onset of the Pandemic Affected the 2020 Admissions Season," *Chronicle of Higher Education*, November 8, 2021, <https://www.chronicle.com/article/how-the-onset-of-the-pandemic-affected-the-2020-admissions-season>.

⁸⁵ "Cal Poly Profile: First-Time Freshmen Selection and Yield Rates," Institutional Research, December 2020, pages 1-7; "Cal Poly First-Time Freshmen Profile: Selection and Yield Rates," Institutional Research, December 2021, page 1; "New Students Applications, Admissions, & Enrollment, Fall 2021," The California State University, <https://bit.ly/CSUAppIF21>.

⁸⁶ "New Students Applications;" "Cal Poly New Transfer Profile: Selection and Yield Rates," Institutional Research, December 2021, page 1.

⁸⁷ Cal Poly's partner high schools meet one or more of the following criteria: (1) The school or program is part of the College Preparation Partnership Program introduced in State Senate Bill No. 1697 (1997-98). (2) The school or program supports First Generation students' efforts to attend college (i.e., Gaining Early Awareness and Readiness for Undergraduate Programs, Upward Bound, and TRIO). (3) The school or program has a two-thirds or higher student population eligible for the state free or reduced lunch program.

⁸⁸ Thurston Domina and Erik Ruzek, "Paving the Way: K-16 Partnerships for Higher Education Diversity and High School Reform," *Educational Policy* 26.2 (March 2012): 243-267; Marilyn J. Amey, Pamela L. Eddy, and Timothy G. Campbell, "Crossing Boundaries: Creating Community College Partnerships to Promote Educational Transitions," *Community College Review* 37.4 (April 2010): 333-347.

⁸⁹ "Cal Poly Profile: First-Time Freshmen Selection and Yield Rates" (2020); "Cal Poly First-Time Freshmen Profile: Selection and Yield Rates" (2021).

⁹⁰ "Undergraduate Admissions and Standardized Tests," The California State University, <https://www.calstate.edu/apply/Pages/undergraduate-admissions-and-standardized-tests.aspx>.

⁹¹ Michal Kurlaender and Kramer Cohen, *Predicting College Success: How Do Different High School Assessments Measure Up?* (Policy Analysis for California Education, March 2019), page 1.

⁹² CSU Office of the Chancellor, "2021-22 One-Time Allocations," Coded Memo B 2021-03, August 18, 2021, Attachment A.

⁹³ Jay Thompson, "Cal Poly Ranks as Best Campus for Veterans in the West — Thanks to Hard Work from Center for Military-Connected Students," *Cal Poly News*, November 5, 2021, <https://www.calpoly.edu/news/cal-poly-ranks-best-campus-veterans-west-thanks-hard-work-center-military-connected-students>; Jay Thompson, "Soldiering Onward at Cal Poly," *Cal Poly News*, November 9, 2021, <https://www.calpoly.edu/news/soldiering-onward-cal-poly>.

⁹⁴ Emily Tobiason and Owen Mastalir, "Cal Poly student GPA jumped 7.8% during a virtual year," *Mustang News*, May 21, 2021, <https://mustangnews.net/cal-poly-student-gpa-jumped-7-8-during-a-virtual-year/>.

⁹⁵ "Do Students Achieve Junior Status at Equitable Rates?" CSU Student Success Dashboard, <https://csusuccess.dashboards.calstate.edu/public/student-diversity/earning-junior-status>.

⁹⁶ "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>.

⁹⁷ The *Fact Book* includes only the categories "women" and "men" for faculty and management, adding "unidentified" for staff.

⁹⁸ Appendix 8-3; "Full-Time Faculty by Rank, Gender and Race/Ethnicity: Fall 2019 and Fall 2014," The California State University, <https://bit.ly/CSUFacProfile>; "Table 7. Number and adjusted 9-month average salaries of full-time instructional staff at Title IV degree-granting institutions, by academic rank, control and level of institution, and gender: United States, academic year 2020-21," National Center for Education Statistics (NCES), <https://bit.ly/IPEDSrank>.

⁹⁹ Appendix 8-3; "Full-Time Faculty by Rank;" "Fast Facts: Race/ethnicity of college faculty," NCES, <https://nces.ed.gov/fastfacts/display.asp?id=61>.

¹⁰⁰ "Cal Poly Earns Fifth 'Most Promising Place to Work in Student Affairs' Honor," *Cal Poly News*, February 7, 2022, https://calpolynews.calpoly.edu/news_releases/2022/february/ACPA%20award.

¹⁰¹ Isis H. Settles, 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* 30.1 (March 2006), pages 47–58.

¹⁰² Sapna Cheryan, Victoria C. Plaut, Paul G. Davies, and Claude M. Steele, "Ambient Belonging: How Stereotypical Cues Impact Gender Participation in Computer Science," *Journal of Personality and Social Psychology* 97.6 (2009), pages 1045–60; Gregory M. Walton and Geoffrey L. Cohen, "A Question of Belonging: Race, Social Fit, and Achievement," *Journal of Personality and Social Psychology* 92.1 (2007), pages 82–96; Mary C. Murphy, Claude M. Steele, and James J. Gross, "Signaling Threat: How Situational

Cues Affect Women in Math, Science, and Engineering Settings,” *Psychological Science* 18.10 (2007), pages 879–85.

¹⁰³ Rankin & Associates, Consulting, *California Polytechnic State University, San Luis Obispo: Campus Climate Project Final Report*, 2014, pages i-ii.

¹⁰⁴ Damon A. Williams, 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), page 1.

¹⁰⁵ According to Professor Gary Laver of the Cal Poly Psychology and Child Development Department, many of the analyses in the 2014 campus climate study were flawed, rendering its conclusions unreliable. The most serious problems were the mingling of missing data with valid responses in the analyses and the violation of assumptions in the statistical procedures they used.

¹⁰⁶ Rankin & Associates, page 51.

¹⁰⁷ Williams, et al., *Executive Report*, pages 13, 25-26; Damon A. Williams, Katrina C. Wade-Golden, Sallye McKee, and Deidra Gardner, *Embracing the Journey: The CPX Research Study Student Technical Report* (Center for Strategic Diversity Leadership & Social Innovation, 2019), pages 3, 9.

¹⁰⁸ Rankin & Associates, page vi.

¹⁰⁹ The group “Native American, Middle Eastern, North African, and Hawaiian or other Pacific Islander” was created to address the small sample size of each of these populations.

¹¹⁰ Williams, et al., *Executive Report*, pages 29-34.

¹¹¹ Rankin & Associates, page 69.

¹¹² Williams, et al., *Executive Report*, pages 13, 31, 33, 48-49.

¹¹³ Rankin & Associates, page 54.

¹¹⁴ Williams, et al., *Student Technical Report*, page 3.

¹¹⁵ Rankin & Associates, page 80.

¹¹⁶ Williams, et al., *Executive Report*, pages 28, 33.

¹¹⁷ Rankin & Associates, page 81.

¹¹⁸ Williams, et al., *Executive Report*, pages 30, 32.

¹¹⁹ Rankin & Associates, page 64.

¹²⁰ Rankin & Associates, page 32.

¹²¹ DRC, “New Summary Report - 30 June 2014,” question 13 ($N = 140$), <https://bit.ly/DRC2014survey>.

¹²² DRC, “New Summary Report - 19 June 2017,” question 3 ($N = 110$).

¹²³ Williams, et al., *Executive Report*, page 53.

¹²⁴ “Cal Poly’s History of Diversity and Inclusion,” OUDI, <https://diversity.calpoly.edu/cal-polys-history-diversity-and-inclusion>; AS-505-98, “Resolution on the Academic Value of Diversity,” June 9, 1998, <https://digitalcommons.calpoly.edu/senateresolutions/506/>; AS-506-98, “Resolution on The Cal Poly Statement on Diversity,” June 9, 1998, <https://digitalcommons.calpoly.edu/senateresolutions/507/>.

¹²⁵ Robyn Kontra Tanner, “A Surge in Scholarship,” *Cal Poly Magazine* (Winter 2021), <https://magazine.calpoly.edu/winter-2021/a-surge-in-scholarship/>.

¹²⁶ Cal Poly 2020 Fact Book, <https://ir.calpoly.edu/2020-factbook>; “Full-Time Faculty by Rank,” “State-Supported Enrollment,” The California State University, <https://bit.ly/CSUEnrollDash>.

¹²⁷ Cal Poly, *Our Polytechnic Identity in the 21st Century: WASC Capacity and Preparatory Review Report* (December 2009), page 32.

¹²⁸ AS-395-92, “Resolution Relating to a Cultural Pluralism Requirement,” December 1, 1992, <https://digitalcommons.calpoly.edu/senateresolutions/395/>.

¹²⁹ AS-663-08, “Resolution on Diversity Learning Objectives,” March 11, 2008, <https://digitalcommons.calpoly.edu/senateresolutions/664/>; AS-651-07, “Resolution on Cal Poly Learning Objectives,” January 23, 2007, page 2, <https://digitalcommons.calpoly.edu/senateresolutions/652/>.

¹³⁰ AS-676-09, “Resolution on United States Cultural Pluralism Requirement,” February 10, 2009, <https://digitalcommons.calpoly.edu/senateresolutions/677/>.

¹³¹ Cal Poly, *Our Polytechnic Identity*, page 8.

¹³² AS-836-17, “Resolution on Aligning USCP Criteria to Diversity Learning Objectives with Oversight by GE Governance Board,” June 6, 2017, <https://digitalcommons.calpoly.edu/senateresolutions/829/>.

¹³³ AS-880-19, “Resolution on Updating United States Cultural Pluralism (USCP) Committee Membership and Responsibilities,” May 14, 2019, <https://digitalcommons.calpoly.edu/senateresolutions/859/>.

¹³⁴ AS-882-19, “Resolution on Updating the Diversity Learning Objectives,” May 14, 2019, <https://digitalcommons.calpoly.edu/senateresolutions/857/>.

¹³⁵ AS-883-19, “Resolution on Updating The United States Cultural Pluralism (USCP) Criteria,” October 15, 2019, <https://digitalcommons.calpoly.edu/senateresolutions/903/>.

¹³⁶ AS-910-21, “Resolution on Updating the United States Cultural Pluralism (USCP) Educational Objectives,” February 23, 2021, <https://digitalcommons.calpoly.edu/senateresolutions/919/>.

¹³⁷ AS-913-21, “Resolution to Establish Area F in the General Education 2020 Template,” March 2, 2021, <https://digitalcommons.calpoly.edu/senateresolutions/916/>; AS-914-21, “Resolution on Subject Area Guidelines for General Education Area F: Ethnic Studies,” March 2, 2021, <https://digitalcommons.calpoly.edu/senateresolutions/915/>.

¹³⁸ In 2017-18, the Collective Impact Study, a DEI planning initiative sponsored by OUDI, had recommended a two-quarter DEI-related graduation requirement for all students. At the time, there had been insufficient momentum to make such a sweeping curricular change.

¹³⁹ OCOB has initiated an internal search for an Associate Dean for People and DEI to start no later than summer 2022.

¹⁴⁰ Gabby Ferreira, “Student Pilots Program to Help Professors, Students Talk About Racial, Social Injustice in Engineering,” *Cal Poly News*, December 15, 2020, <https://www.calpoly.edu/news/student-pilots-program-help-professors-students-talk-about-racial-social-injustice-engineering>.

¹⁴¹ Matthew Haag, “Blackface Leads to Fraternity Suspension at Cal Poly in San Luis Obispo,” *New York Times*, April 11, 2018, <https://www.nytimes.com/2018/04/11/us/blackface-fraternity-cal-poly.html>; “The blackface scandal that rocked my campus,” *BBC News*, November 26, 2018, <https://www.bbc.com/news/stories-46322875>.

¹⁴² “Cal Poly to Implement Inaugural #CaliforniansForAll College Corps Program,” *Cal Poly News*, January 21, 2022, https://calpolynews.calpoly.edu/news_releases/2022/january/cal-poly-to-implement-californians-for-all-college-corps-program.

¹⁴³ Other DEI-related Instructionally Related Activities include: Minorities in Agriculture, Natural Resources, & Related Sciences; Teaching and Learning with Diverse Populations; Latin American Studies Internship Experience; EMPOWER (Formerly QL+); Cross-Cultural Seminars; Civic Engagement Programs: Change the Status Quo; Civic Engagement Programs: Diversity Education; Gender Equity Programs; LGBTQIA Programs; Multi-Cultural and Ethnic Diversity Programs; The Masculinity Collaborative; and Men and Masculinity Programs.

¹⁴⁴ “NSSE 2014 Engagement Indicators: California Polytechnic State University-San Luis Obispo,” page 8; “NSSE 2017 Engagement Indicators: California Polytechnic State University-San Luis Obispo,” page 9.

¹⁴⁵ “NSSE 2014 Engagement Indicators,” page 12; “NSSE 2017 Engagement Indicators,” page 13.

Appendix 1-1: Cal Poly-Specific or Commonly-Used Acronyms

AAC	Academic Assessment Council
ABET	Accreditation Board for Engineering and Technology, Inc.
ACE	Access, Community and Equity Program
APIDA	Asian Pacific Islander Desi American
APP	Academic Programs and Planning
A&F	Administration & Finance (new acronym, 2022)
BEACoN	Believe, Educate & Empower, Advocate, Collaborate, Nurture (research program)
CAED	College of Architecture and Environmental Design
CAFES	College of Agriculture, Food and Environmental Sciences
CAP	Campus Administrative Policy
CCE	Cross Cultural Experience
CENG	College of Engineering
CLA	College of Liberal Arts
CORE	Creating Opportunities for Representative Engagement
CPX	Cal Poly Experience
CRCO	Civil Rights & Compliance Office
CSA	Center for Service in Action
CSM	College of Science and Mathematics
CTLT	Center for Teaching, Learning and Technology
DFW	Drop / Fail / Withdraw (course outcomes)
DLO	Diversity Learning Objective
DRC	Disability Resource Center
EEF	Employment Equity Facilitator
ENGAGE	Engineering Neighbors: Gaining Access, Growing Engineers
EOD	Employee and Organization Development
ESR	Ethnic Studies Requirement (GE Area F)
FSA	Faculty Staff Association
FSL	Fraternity and Sorority Life
FTE	Full-time equivalent
FTFY	First-Time First-Year
GE	General Education
GEGB	General Education Governance Board
GWR	Graduation Writing Requirement
IDEAS	Inclusivity, Diversity, and Equity Action Seed Grants
IEEI	Inventory of Educational Effectiveness Indicators
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
ITS	Information Technology Services
LBD	Learn by Doing
MCC	Multicultural Center
NSSE	National Survey of Student Engagement
NTR	New Transfer
OCOB	Orfalea College of Business
OSRR	Office of Student Rights and Responsibilities
OU DI	Office of University Diversity and Inclusion
OWLI	Office of Writing and Learning Initiatives
PCW	PolyCultural Weekend
PLO	Program Learning Objective
R-EDGE	Office of Research, Economic Development and Graduate Education
RPT	Retention, Promotion, and Tenure
RSO	Recognized Student Organization
SAPC	Survey of Assessment Practices and Culture
SDAB	Student Diversity and Belonging
TIDE	Teaching for Inclusion, Diversity, and Equity (workshop)

UDAE	University Development and Alumni Engagement
ULO	University Learning Objective
URM	Underrepresented Minority
USCP	United States Cultural Pluralism (requirement)

Appendix 1-2: Campus Facilities Opened 2012-2019

Facility #	Facility	Occupancy	Gross Sq. Ft.
018-S	Dairy Products Technology Center Storage	2012	2,500
043-0	Recreation Center	2012	99,882
043-S	Recreation Center - State Space	2012	25,700
180-0	Baker Center	2013	188,372
371-B	University Housing Depot	2013	6,040
026-M	Graphic Arts Modular (M063)	2014	1,200
032-L	Equine Center Mare Barn Northeast	2014	11,250
074-M	Building 74 Modulares (M064, M065)	2014	5,472
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

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 1-3: Working Group Charge Documents, December 2019

Cal Poly Thematic Pathway for Reaffirmation 2019-22

Working Group Charge:

“Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty”

Relevant WSCUC Standards: 1, 2, 3, 4

Relevant Criteria for Review (CFR): 1.4, 1.6, 1.7, 2.8, 3.1, 3.2, 3.3, 4.1, 4.3

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

Abstract / Topical Outline:

This essay will address the issues of recruitment and retention of students, faculty, and staff from historically underserved backgrounds at Cal Poly.

Important Topics to be Studied and Addressed:

- Examine the recruitment and retention of historically underserved students (HUS) at Cal Poly, with attention to increasing our yield of those who are admitted but do not attend Cal Poly.
- Recognize that recruiting and retaining HUS students at Cal Poly depends greatly on the university's ability to recruit and retain a diverse community of staff and faculty who can help create a welcoming and supportive environment for a diverse community of students. As such, consider the success of recent and planned initiatives including cluster hires, diversity statements in applications, and various efforts to promote inclusive teaching practices through the Center for Teaching, Learning, and Technology. Furthermore, examine the challenges of retaining more diverse staff and faculty which may include limited professional options, cost of living, partner relocation work opportunities, and others.
- Describe and evaluate a broad spectrum of efforts being made in response to Cal Poly's stated GI 2025 goals, including developing integrative models for both student advising and academic support, removing or reducing barriers to graduation, building a more supportive campus community that promotes a sense of belonging, developing specific measures to eliminate the achievement gaps, and cultivating data-driven decision-making.
- Also, include the efforts being made by the San Luis Obispo county to create a more inclusive community for diverse students, staff, and faculty.

Guiding Questions to be Researched:

1. Using quantitative and qualitative data, what are the lived experiences of students, staff and faculty (including lecturers) at Cal Poly?
2. What, if any, themes emerge from students, staff, and faculty from historically underserved or marginalized populations?
3. What specific sustainable steps will be implemented to ensure that a more diverse campus community is recruited and retained at Cal Poly?
4. What possible revisions to the MCA could be suggested, since SAT scores and GPA (because AP classes are weighted) are both known to correlate closely to wealth and privilege?
5. What can be done to ensure that marketing and branding campaigns contribute to our efforts to diversify the Cal Poly campus?
6. What efforts are being used at other campuses to assist with these efforts?
7. Which stakeholders in San Luis Obispo and surrounding areas can we partner with to increase sense of belonging off campus and in the community?

Main Forms of Evidence to be Consulted:

1. Trend data on staff recruitment and retention
 - a. Staff onboarding process
 - b. HR exit surveys
 - c. Applicant pool demographics
 - d. Collection of current demographics of staff
2. Trend data on faculty recruitment and retention
 - a. Affiliated Faculty & Staff Associations
 - b. Applicant pool demographics
 - c. Collection of current demographics of faculty
 - d. Current data on cluster hires (applicants and those hired)
 - e. Academic Personnel exit surveys
 - f. Faculty in Residence program data
3. Student recruitment and retention data (Institutional Research data, Retention Reports, University Advising, Academic Probations data, Dean of Students, Disability Resource Center, CORE program, and others)
4. Active but Not Enrolled Student Report
5. Cal Poly Experience (CPX) survey results
6. NSSE data
7. Possible data on why students, faculty, staff do **not** choose Cal Poly, especially those for whom finances are not the reason
8. Peer institution data: CSU, polytechnics
9. Effectiveness of DEI faculty/staff training
10. Student data: Housing, mental health

Specific Outcomes to be Achieved:

By Site Visit (Winter/Spring 2022):

- Review quantitative and qualitative data and identify barriers (by end of Winter 2020) and begin to work on removing those barriers.
- Through student feedback and retention data, measure the effect of removing barriers.

By 2025:

- Strive to meet the goals of Graduation Initiative 2025 and the strategic priorities in the University Strategic Plan to address recruitment and retention of students, staff and faculty; with a focus on closing the graduation gap for historically underserved students.

By ~2030:

- Reflect on campus efforts for a diverse student, staff and faculty population that more closely mirrors the demographics of the state. The increased diversity of the population will be utilized as a recruitment and retention tool for students, staff and faculty. A strong sense of belonging and community will be present for all, including those who are not in the majority. Equity will exist in access to a Cal Poly education for those accepted to our institution.

Members:

1. Logan Duarte (Access Specialist, Disability Resource Center)
2. Allison Elliott (Assistant Director, University Housing)
3. Melissa Furlong (Director, Outreach & Recruitment)
4. Jerusha Greenwood (Associate Professor, RPTA)
5. Annie Kettmann (Student, Political Science)
6. Kallie Kidder (Student, Journalism)
7. Jane Lehr (Professor, ES & WGS; Faculty Fellow for CENG and CSM STEM initiatives)
8. Al Liddicoat (Vice Provost for Academic Affairs and Personnel)

9. Angela Marino (Administrative Support Coordinator, Student Academic Services)
10. Eric Mehiel (Interim Associate Dean for Diversity and Student Success, CENG)
11. Stern Neill (Professor, Marketing)
12. Jennifer Teramoto Pedrotti (Associate Dean for Diversity and Curriculum, CLA)
13. Eivis Qenani (Professor, Agribusiness; Academic Senate Faculty Affairs Committee Representative)
14. Gina Salazar-Smiley (CP Scholars Advisor)
15. Stamatis Vokos (Professor, Physics)

Deliverable:

A 10-to-15-page essay plus appendices, due Summer/Fall 2021 (three months before the deadline for submitting the entire institutional report to WSCUC).

Cal Poly Thematic Pathway for Reaffirmation 2019-22
Working Group Charge:
“Developing a Campus Culture that is Diverse, Equitable, and Inclusive”

Relevant WSCUC Standards: 1, 2, 3

Relevant Criteria for Review (CFR): 1.2, 1.4, 2.10, 2.14, 3.1

Co-Chairs:

- Julie Garcia, Interim Associate Vice President, Office of University Diversity & Inclusion
- Jamie Patton, Assistant Vice President for Student Affairs, Diversity and Inclusion

Abstract / Topical Outline:

This 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. We will examine how campus also affects staff and faculty with respect to length of employment and promotion rates.

Important Topics to be Studied and Addressed:

- A short history of climate improvement efforts at Cal Poly, including the results of previous climate surveys. Climate will be examined for students, staff, and faculty.
- The Inclusive Excellence effort led by Dr. Damon Williams, including the development of a campus experience study informed by listening sessions; based on this study, a campus experience survey to be administered in spring 2019; an action plan and progress report based on the results of the survey; and leadership institutes to promote the development of the skills necessary to implement this plan.
- One key initiative that has been successful in attracting under-served students to the campus and promoting high rates of degree completion has been the Cal Poly Scholars program. The new Opportunity Fee charged to out-of-state students will support a dramatic expansion of this program by providing significant scholarships to students from families with low expected contributions; the success of this program will also be a major focus of the institutional report.
- An analysis will be conducted of retention and promotion rates of faculty (both tenure-track and lecturers), and staff members.
- Tenure density by department/college will also be explored.

Guiding Questions to be Researched:

1. Do people of different social identity groups experience (i.e., non-cognitive variables) their learning and working environments at Cal Poly similarly or differently, and why? Do some groups significantly experience less feelings of belonging than others, and does that affect persistence and graduation rates?
2. Do we see variations in academic outcomes by college, and other demographic characteristics? Who are most likely to be successful at Cal Poly, and who struggle?
3. Who says “yes” to Cal Poly, and who persists through to graduation? Does this vary by demographic characteristics, major, college, etc.? Do we recruit students differentially by parts of the state? How do socioeconomic factors affect enrollment rates? How is Opportunity Fee affecting enrollment rates? How does the CP Scholars program affect persistence rates?
4. How successful are high impact interventions that are designed to foster inclusion and belonging (e.g., mentoring programs, CP Scholars, etc.)? Do these programs affect persistence and graduation rates? How do we track participation in these programs? How do we consistently measure belonging and inclusion in these programs?
5. For faculty and staff, are their differential promotion rates by college, or demographic variables (e.g., gender or race/ethnicity)?

Main Forms of Evidence to be Consulted:

1. CPX and listening sessions from 2019, and climate survey of 2014.
2. Admissions and financial aid data.

3. Bias Incident Response Data, Cleary Reports
4. Persistence and graduation data (URM, Pell Grant, First Gen)
5. Exit Right and HR 191 data
6. GI 2025 data
7. National Student Clearinghouse
8. NSSE (and faculty and beginning student versions)
9. Dean of Students – Department of Justice Grant
10. WithUs Data
11. Title IX
12. AHEAD Survey
13. Collaboration with OCOB and CCCs—Looking at masculinity and femininities

Specific Outcomes to be Achieved:

By Site Visit (Winter/Spring 2022): Quantify changes in campus climate (as measured in 2014 and 2019 campus climate surveys and other metrics) and identify programs and policies that have led to positive changes, as well as provide recommendations to address areas of improvement. Campus climate will be quantified using a wide array of metrics, including sense of belonging (e.g., respected, valued, equitable, and included), experiences of discrimination and campus safety.

By 2025: Show reduction in equity gaps in persistence and graduation rates. Make significant progress on goals set by university strategic plan and GI 2025 initiative. Enrollment rates more closely mirror the demographics of the state of California.

By ~2030: Continue to reduce equity gap in persistence and graduation rates. Enrollment rates continue to more closely mirror the demographics of the state of California.

Members:

1. Eileen Buecher (Executive Director, Career Services, Student Affairs)
 2. Lanaya Gaberel (Director, Employee and Organization Development, HR)
 3. Adrienne Garcia-Specht (Counselor, Financial Aid)
 4. Justin Gomez (Academic Advisor & Success Coach, OCOB)
 5. Terrance Harris (Assistant Vice Provost, Admissions)
 6. Genie Kim (Director of Wellbeing and Health Education, Campus Health and Wellbeing, Student Affairs)
 7. Ryan Lau (Student Affairs Analyst, CSM Student Services)
 8. Blanca Martinez-Navarro (Assistant Dean of Students, Student Affairs)
 9. Alexis Melville (Assistant Director, CP Scholars)
 10. Beya Montero (Interim Assistant Director, Cross Cultural Centers)
 11. Brian Self (Professor, Mechanical Engineering; Academic Senate Curriculum Committee Chair)
 12. Louise Torgerson (Student Athlete Advisor, Mustang Success Center, Academic Affairs)
 13. Marilyn Tseng (Assistant Professor, Kinesiology & Public Health; Academic Senate Diversity Committee Representative)
 14. Debra Valencia-Laver (Associate Dean for Administration, CLA)
- Future Members:
15. Kari Mansager (Associate Director of Inclusion, University Housing)
 16. Emily Taylor (Professor, Biological Sciences)

Deliverable:

A 10-to-15-page essay plus appendices, due Summer/Fall 2021 (three months before the deadline for submitting the entire institutional report to WSCUC).

Cal Poly Thematic Pathway for Reaffirmation 2019-22
Working Group Charge:
“Teaching and Learning How to Live and Work in a Diverse World”

Relevant WSCUC Standards: 1, 2, 3, 4

Relevant Criteria for Review (CFR): 1.1, 1.2, 1.4, 2.1, 2.2, 2.2.a, 2.3, 2.11, 3.1, 3.10, 4.3, 4.4

Co-Chairs:

- Jo Campbell, Associate Vice President for Student Affairs & Executive Director of University Housing
- Kelly Bennion, Assistant Professor, Psychology & Child Development, College of Liberal Arts

Abstract / Topical Outline:

This essay concerns learning experiences in the curriculum and co-curriculum, which will help students thrive in their personal and professional lives while successfully navigating the increasingly diverse world of the campus and beyond.

Important Topics to be Studied and Addressed:

- A background account of diversity-related learning at Cal Poly, including the development of policies such as the Diversity Learning Objectives (DLOs), the US Cultural Pluralism (USCP) requirement, and the Cal Poly Statement on Diversity.
- The current efforts to infuse outcomes relating to diversity, equity, and inclusion (DEI) throughout the GE curriculum; to update the DLOs; to revise, refocus, and rebrand USCP. Coordinate diversity learning across the curriculum and co-curriculum to create a scaffold for the development of DLO-based skills. This includes strengthening DEI-related programming in the co-curriculum, such as new student orientations for FTFY and NTR.
- The planned curricular campaign, carried out under the auspices of the institutional report, to encourage each major curriculum to address DEI knowledge and skills and incorporate inclusive teaching practices in a manner appropriate to the discipline.

Guiding Questions to be Researched:

1. How, if at all, have previous events or initiatives (since the last WSCUC accreditation) informed policies and practices that assisted in the creation and guidance of learning objectives, requirements, and statements across campus?
2. To what extent do GE, USCP, and major courses develop DLO-based skills, and are these standardized across different departments and colleges? What co-curricular programs have complemented student experiences and how have those been mapped to DLOs outlined by the Academic Senate? How do we best ensure that students are engaging with the appropriate level of DEI programming such that it is scaffolded across their university career?
3. Which professional development trainings for faculty bolster inclusive pedagogy and practices in the classroom and student advising? Conversely, which trainings complement outcomes that enhance students' abilities in intercultural communication, cultural competency, and critical reflection around privilege? Does student participation in faculty research enhance these same abilities?

Main Forms of Evidence to be Consulted:

1. 2019 CPX Survey: As it relates to CPR Recommendation 8 (WASC, 2012), of particular relevance are data that centers on campus climate, experiences in the classroom, and co-curricular experiences, such as orientation, fraternity and sorority life, and residential learning.
2. Internal (e.g., Core Competency) and External Assessments [e.g., Collegiate Learning Assessment: CLA+ and National Survey of Student Engagement (NSSE)] of DEI-related knowledge and skills.
3. Collective impact working group and relevant Academic Senate committee reports (e.g., USCP review committee, Diversity committee).
4. Department Annual Assessment Reports as they relate to diversity in the curriculum, including assessment of DLOs in their previous and current forms, diversity committees, task forces, and diversity statements.

5. Within Student Affairs, feedback and assessments related to the efficacy of diversity committees, task forces, and trainings (e.g., bystander intervention), evaluations of relevant programs, and student engagement.

Specific Outcomes to be Achieved:

By Site Visit (Winter/Spring 2022):

- Include a question or item on student evaluations of faculty related to the extent to which a professor or course encouraged students to consider perspectives different from their own.
- Ensure that preferred name and gender identity translates across all forms of official university records.
- Improve faculty resources (and awareness of these resources) on infusing DEI content across the entire university curriculum (e.g., TIDE, diversity modules across the university like in the CLA).
- Include DEI engagement (including diversity statements, service related to diversity and inclusion) as part of the RPT process.
- Require all student personnel (including academic advisors, career advisors, financial aid advisors) to attain a specified number of hours of trainings on culturally responsive strategies related to counseling and helping skills.

By 2025:

- Include pronouns on class rosters.
- Require (or at least incentivize) faculty to attend workshops and trainings that enhance their understanding of students from underrepresented backgrounds.
- Establish a co-curricular transcript for students that highlights hours spent experiencing or engaging in diversity- or social justice-related activities that have clear cultural competency learning outcomes.
- Continue to improve resources, ensuring that DEI content is taught not only in GE and USCP courses, but in major courses as well. Ensure that DEI content is scaffolded in every student's curriculum).
- Assessment of trainings mentioned above.

By ~2030:

- Increase the number of faculty of color teaching courses that enroll an increasing number of students of color.
- Continue to improve resources, ensuring that DEI content is taught not only in GE and USCP courses, but in major courses as well.

Members:

1. Elizabeth Adan (Department Chair, Women's & Gender Studies)
2. Julia Bluff (Marketing Coordinator, University Housing)
3. Greg Bohr (Associate Professor, Social Sciences; Academic Senate Curriculum Committee Representative)
4. Jacob Campbell (Data and Budget Analyst, CP Scholars)
5. Daisy Castañeda (Assistant Director, University Housing)
6. Heather Domonoske (Lead Coordinator, Center for Leadership, Student Affairs)
7. Pam Dougherty (Instructional Designer & Accessibility Specialist, CTLT)
8. Alan Faz (Vice Chair of the Board of Directors, ASI Student Government)
9. Amy Gode (Assistant Director, Disability Resource Center)
10. Amie Hammond (Associate Director of Career Counseling and Education, Career Services)
11. Dawn Janke (Executive Director, Writing and Rhetoric Center)
12. Sarah McDonald (Inclusive Excellence Instruction Specialist, CTLT)
13. José Navarro (Assistant Professor, Ethnic Studies)
14. Camille O'Bryant (Associate Dean for Student Success, CSM)
15. Megan Rivoire (Coordinator, Center for Service in Action)
16. Lilianne Tang (Coordinator for Multicultural Initiatives, Cross Cultural Centers)
17. Grace Yeh (Interim Department Chair, Communication Studies)

Deliverable:

A 10-to-15-page essay plus appendices, due Summer/Fall 2021 (three months before the deadline for submitting the entire institutional report to WSCUC).

Appendix 2-2: Survey of Assessment Practices and Culture (Original)

This document includes the questions comprising the CAPS survey sent to department chairs, heads, and assessment coordinators on June 5, 2020.

INTRODUCTION

Dear colleague,

Thank you, in advance, for completing this survey. As a reminder, the results from this survey will help us identify the assessment practices already in place as well as the areas in which we need to improve together. Here are a few reminders before you begin:

- This survey should take 15-20 minutes to complete and will need to be submitted separately for each program in your department (undergraduate and graduate).
- You will be able to pause and come back to complete the questions at any time.
- *Your responses will be kept private.*

If you have any questions about this survey, please contact me or Shannon Sullivan-Danser (ssullivan@calpoly.edu).

Thanks again for sharing your knowledge and insight with us.

Michael V. Nguyen, Ph.D.
Director of Academic Assessment
Academic Programs and Planning
mnguy300@calpoly.edu

[[Editor's note: Questions 1-3 capture the respondent's first name, last name, and email.]]

YOUR INFORMATION

4) Which of the following best describes your role(s)? (Select all that apply.)*

- ☐ Department Chair/Head
- ☐ Department/Program Faculty Assessment Coordinator or Liaison
- ☐ Graduate Program Coordinator/Director
- ☐ Tenured Professor
- ☐ Tenure-Track Professor
- ☐ Lecturer

☐ **Other (please explain):** _____*PROGRAM

INFORMATION

[[Editor's note: Questions 5-26 identify the college, program level, department and program for each respondent.]]

ASSESSMENT CULTURE

27) What is the primary reason that assessment is conducted within your program?*

- ☐ Accountability - for our program
- ☐ Accountability - for Cal Poly
- ☐ Accreditation - for our program
- ☐ Accreditation - for Cal Poly / WSCUC
- ☐ To improve curriculum
- ☐ To improve student learning
- ☐ To improve teaching practices
- ☐ Other (please explain): _____ *

28) Please indicate your level of agreement with the following statements about the assessment culture at Cal Poly:* *Likert scale: Strongly Agree | Agree | Only Slightly Agree | Only Slightly Disagree | Disagree | Strongly Disagree*

- (a) Assessment is an organized, coherent effort in my college.
- (b) Assessment is valued in my college.
- (c) Assessment is valued by the faculty members in my program.
- (d) Assessment is primarily the responsibility of faculty members.
- (e) Assessment is primarily the responsibility of administrators.

29) Please indicate the extent to which you agree with the following statements about the assessment attitudes within your program:* *Likert scale: Strongly Agree | Agree | Only Slightly Agree | Only Slightly Disagree | Disagree | Strongly Disagree*

- (a) The majority of colleagues in my program see assessment as focused on compliance requirements.
- (b) The majority of colleagues in my program are afraid of assessment.
- (c) Assessment results are criticized for "going nowhere" (i.e., not leading to change).
- (d) There is pressure to reveal only positive results from assessment efforts.
- (e) Change occurs more readily when supported by assessment results.

30) Please indicate your level of agreement with the following statements about assessment communication efforts:* *Likert scale: Strongly Agree | Agree | Only Slightly Agree | Only Slightly Disagree | Disagree | Strongly Disagree*

- (a) Assessment results are effectively shared throughout Cal Poly.
- (b) Assessment results are effectively shared within my college.
- (c) Assessment results are effectively shared within my program.
- (d) Assessment success stories are shared throughout Cal Poly.

31) What do you like about the way your program practices assessment?* (*open-ended*)

32) In what ways can your college help further your assessment efforts?* (*open-ended*)

ASSESSMENT RESOURCES

33) Who is primarily involved in planning and evaluating the assessment projects within your program? (Select all that apply.)*

- ☐ Associate Dean
- ☐ College Assessment/Curriculum Council
- ☐ Faculty Assessment Coordinator/Liaison
- ☐ Department Head/Chair
- ☐ Tenured Faculty
- ☐ Tenure-track Faculty
- ☐ Lecturer
- ☐ Administrative Support Staff (e.g., program assistants, coordinators, analysts, etc.)
- ☐ Other (please explain): _____ *

34) How frequently do your faculty members discuss assessment projects?*

- ☐ Regularly (e.g., most department meetings)
- ☐ Occasionally (e.g., at least once a quarter)
- ☐ Annually
- ☐ Never
- ☐ Other (please explain): _____ *

35) How is assessment supported within your program (e.g., release time, stipends, etc.)?* (*open-ended*)

36) Please indicate the level of need each of these resources would help with your assessment efforts.*
Likert scale: Not a Need | Low | Medium | Essential Need

- (a) Grants
- (b) Release Time
- (c) Training/Professional Development

ASSESSMENT CYCLE

The following items will ask you to provide your best interpretation of the practices of assessment in your department that have taken place over the past four years.

37) Who interprets the assessment data/evidence? (Select all that apply.)*

- ☐ Associate dean
- ☐ College assessment committee
- ☐ Department chair/head
- ☐ Department assessment committee
- ☐ Entire department faculty
- ☐ Individual department faculty
- ☐ Assessment coordinator/liaison
- ☐ Graduate program director
- ☐ Other (please explain): _____ *

38) Please briefly describe how your assessment cycle works (e.g., faculty design rubrics and collect evidence, college committee evaluates artifacts, associate deans review report, faculty propose improvement measures, etc.).* (*open-ended*)

39) (Select all that apply.) "Within the last four years, as a result of our program's assessment efforts, we have _____"*

☐ submitted a report.

☐ changed/improved our assessment plan.

☐ changed/improved our assessment methods/data sources.

☐ changed/improved our curriculum (e.g., created new courses, modified descriptions or prerequisites in the catalog, etc.).

☐ changed/improved our teaching practices.

☐ revised one or more PLO.

☐ Other (please explain): _____ *

40) Please describe any other improvement measures (at the program or course level) that your program has utilized in the last four years to close the loop on an assessment project. (*open-ended*)

PROGRAM LEARNING OBJECTIVES/OUTCOMES

41) Are your Program Learning Objectives/Outcomes (PLOs) published in the following places?* *Options: Yes or no*

(a) Catalog

(b) Department Website

42) What percentage of the time are the PLOs published in the following areas?*

(a) Course Syllabi

(b) LMS (Canvas/PolyLearn)

43) Which of the following, if any, are your PLOs mapped to? (Select all that apply.)*

☐ University Learning Objectives

☐ Diversity Learning Objectives

☐ Sustainability Learning Objectives

☐ External Accreditation (e.g., objectives/competencies/standards)

☐ Not at this time

☐ Other (please explain): _____ *

44) How frequently do your faculty members review and discuss your PLOs together?*

() Quarterly

() Semi-annually

() Annually

() During program review

() Other (please explain): _____ *

45) How frequently do you revise one or more of your PLOs?*

- ☐ Annually
- ☐ Every 2-4 years
- ☐ Every 5+ years
- ☐ When our external accreditor revises them
- ☐ They have not been revised

46) The last time your PLOs were revised, what prompted that change?* (*open-ended*)

47) Briefly describe the process by which the PLOs were revised. (*open-ended*)

48) In what ways, if any, has this latest revision made an impact to your program?* (*open-ended*)

49) When were they developed?* (*open-ended*)

50) Do you think they need to be revised?*

- ☐ Yes
- ☐ No
- ☐ Not Sure

PROGRAM ASSESSMENT MEASURES

51) Please indicate the frequency with which you use the following measures to demonstrate that graduates have achieved the PLOs.* *Options: Quarterly | Semi-Annually | Annually | Once or twice within the past four years | Did not do or Not applicable*

- (a) Employment placements
- (b) Focus groups
- (c) In-class exams
- (d) Internship/co-op supervisor review or evaluation
- (e) Graduate/doctoral placements
- (f) Licensure exam pass rates
- (g) Peer assessments
- (h) Rubric-based evaluations

52) Has your program surveyed any stakeholders to determine that graduates have achieved the PLOs?*

- ☐ Yes
- ☐ No

53) Whom have you surveyed? (Select all that apply.)*

- ☐ Advisory Board
- ☐ Alumni
- ☐ Employers
- ☐ Faculty
- ☐ Students
- ☐ Other (please explain): _____*

54) Has your program interviewed any stakeholders to demonstrate that graduates have achieved the PLOs?*

- ☐ Yes
☐ No

55) Whom have you interviewed? (Select all that apply.)*

- ☐ Advisory board
☐ Alumni
☐ Individual student
☐ Internship/co-op supervisors
☐ Student focus group
☐ Other (please explain): _____ *

56) Has your program used any course-based assessments to determine that graduates have achieved the PLOs?*

- ☐ Yes
☐ No

57) What course-based assessments have you used? (Select all that apply.)*

- ☐ Embedded questions on exam
☐ Group paper and/or presentation
☐ Peer assessment
☐ Portfolio
☐ Rubric-based evaluations
☐ Other (please explain): _____ *

58) Please describe other measures your program has utilized in the last four years to demonstrate that graduates have achieved the PLOs. (*open-ended*)

DIVERSITY, EQUITY, AND INCLUSION ASSESSMENT

59) Have your faculty members reviewed the most recent Cal Poly Diversity Learning Objectives (DLOs)?*

- ☐ Yes
☐ No
☐ Planned or In Process

60) Does your program have any learning objectives/outcomes related to Diversity, Equity, and/or Inclusion (DEI)?*

- ☐ Yes
☐ No
☐ Planned or In Process

61) Please list your DEI-related learning objective(s)/outcome(s) here.* (*open-ended*)

62) How are students demonstrating that they have achieved these objective(s)/outcome(s)?* (*open-ended*)

63) Please share where you are in the process of developing your DEI objective(s)/outcome(s):* (*open-ended*)

CAPSTONE EXPERIENCES

64) Is the senior project used to determine that program graduates have achieved the PLOs? *

☐ Yes

☐ No

65) What form can the senior project take? (Select all that apply.)*

☐ Capstone course

☐ Design project

☐ Literature review

☐ Portfolio

☐ Performance

☐ Research project

☐ Other (please explain): _____ *

66) Is the culminating experience used to determine that graduates have achieved the PLOs? *

☐ Yes

☐ No

67) What form does the culminating experience take? (Select all that apply.)*

☐ Comprehensive exam

☐ Portfolio

☐ Project

☐ Thesis

☐ Other (please explain): _____

COURSE LEARNING OBJECTIVES/OUTCOMES

68) What is the (approximate) percentage of courses in your program that have Course Learning Objectives/Outcomes (CLOs)?*

69) What percentage of the time are the CLOs published in the following areas?*

(a) Catalog

(b) Course Website

(c) Department Website

(d) LMS (Canvas/PolyLearn)

FINAL QUESTION

70) Please describe a significant change you would like to see (within your program, department, college, and/or university) to better support assessment efforts.* (*open-ended*)

Thank you for taking the time to complete this survey!

The results of this survey will help us identify ways in which we can better support you and your colleagues as you continue with your assessment efforts. We will share the survey results over the course of this summer. If you have any questions or feedback, please let us know.

Michael V. Nguyen, Ph.D.
Director of Academic Assessment
mnguy300@calpoly.edu

Shannon Sullivan-Danser, M.A.
University Academic Assessment and General Education Program Coordinator
ssulliva@calpoly.edu

WSCUC Report - Survey of Assessment Practices and Culture (full)

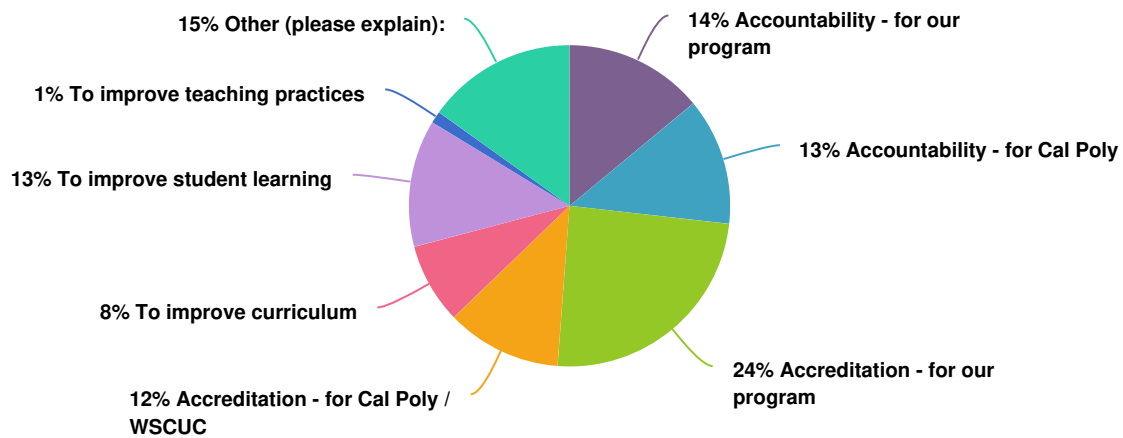
Response Counts

Completion Rate:	100%	<div></div>	
	Complete	<div></div>	86

Totals: 86

Note: Respondent comments have been omitted for space considerations and are available upon request.

1. What is the primary reason that assessment is conducted within your program?



Value		Percent	Responses
Accountability - for our program	<div><div></div></div>	14.0%	12
Accountability - for Cal Poly	<div><div></div></div>	12.8%	11
Accreditation - for our program	<div><div></div></div>	24.4%	21
Accreditation - for Cal Poly / WSCUC	<div><div></div></div>	11.6%	10
To improve curriculum	<div><div></div></div>	8.1%	7
To improve student learning	<div><div></div></div>	12.8%	11
To improve teaching practices	<div><div></div></div>	1.2%	1
Other (please explain):	<div><div></div></div>	15.1%	13

Totals: 86

2. Please indicate the extent to which you agree with the following statements about the assessment attitudes within your program:

	Strongly Agree	Agree	Only Slightly Agree	Only Slightly Disagree	Disagree	Strongly Disagree	Responses
(A) The majority of colleagues in my program see assessment as focused on compliance requirements. Count Row %	17 19.8%	32 37.2%	20 23.3%	3 3.5%	14 16.3%	0 0.0%	86
(B) The majority of colleagues in my program are afraid of assessment. Count Row %	4 4.7%	9 10.5%	15 17.4%	12 14.0%	35 40.7%	11 12.8%	86
(C) Assessment results are criticized for "going nowhere" (i.e., not leading to change). Count Row %	6 7.0%	18 20.9%	22 25.6%	13 15.1%	21 24.4%	6 7.0%	86
(D) There is pressure to reveal only positive results from assessment efforts. Count Row %	1 1.2%	8 9.3%	11 12.8%	19 22.1%	35 40.7%	12 14.0%	86

	Strongly Agree	Agree	Only Slightly Agree	Only Slightly Disagree	Disagree	Strongly Disagree	Responses
(E) Change occurs more readily when supported by assessment results. Count Row %	10 11.6%	32 37.2%	23 26.7%	12 14.0%	8 9.3%	1 1.2%	86
Totals Total Responses							86

3. Please indicate your level of agreement with the following statements about assessment communication efforts:

	Strongly Agree	Agree	Only Slightly Agree	Only Slightly Disagree	Disagree	Strongly Disagree	Responses
(A) Assessment results are effectively shared throughout Cal Poly. Count Row %	3 3.5%	5 5.8%	24 27.9%	17 19.8%	27 31.4%	10 11.6%	86
(B) Assessment results are effectively shared within my college. Count Row %	3 3.5%	21 24.4%	26 30.2%	10 11.6%	20 23.3%	6 7.0%	86
(C) Assessment results are effectively shared within my program. Count Row %	19 22.1%	37 43.0%	17 19.8%	6 7.0%	6 7.0%	1 1.2%	86
(D) Assessment success stories are shared throughout Cal Poly. Count Row %	3 3.5%	4 4.7%	19 22.1%	15 17.4%	32 37.2%	13 15.1%	86
Totals Total Responses							86

4. What do you like about the way your program practices assessment?

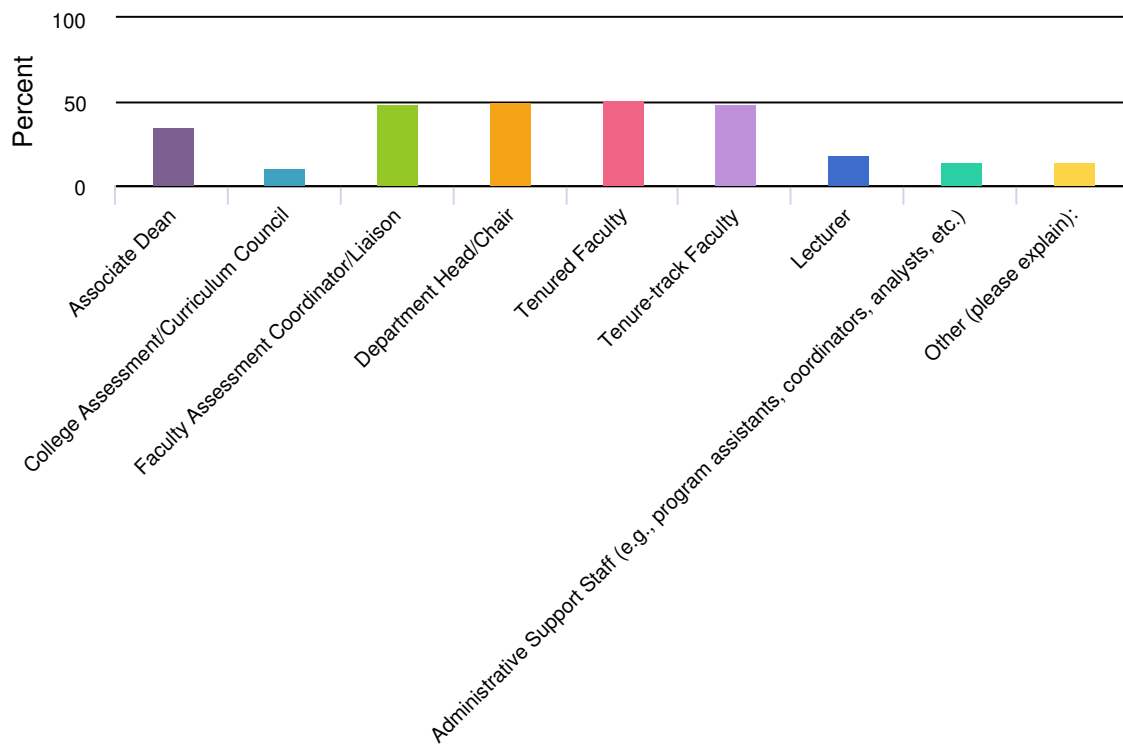


5. In what ways can your college help further your assessment efforts?

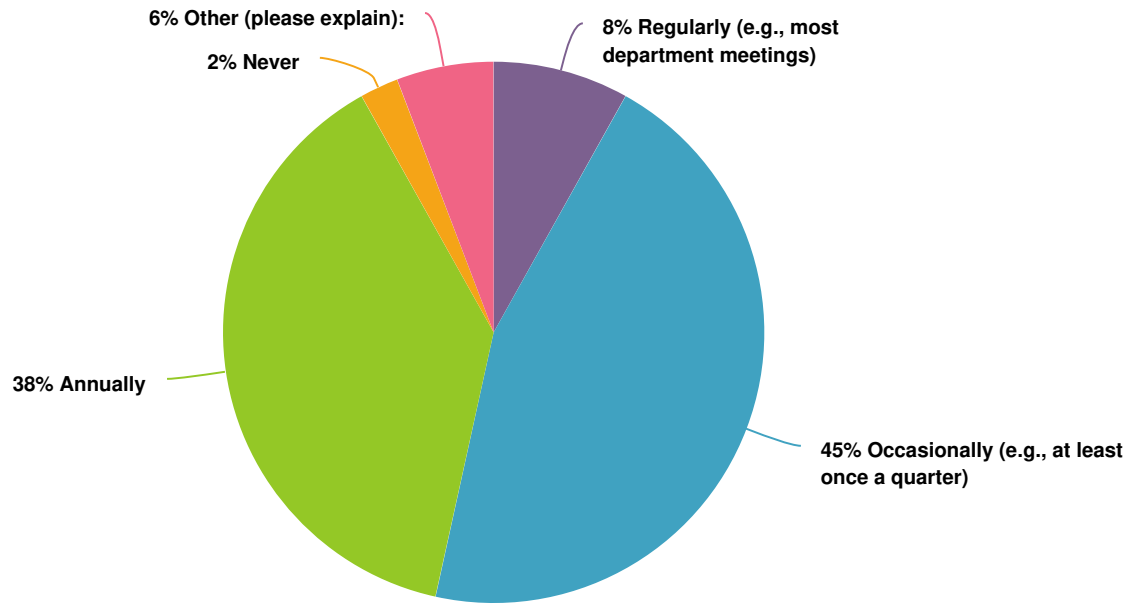
A word cloud of responses to the question 'In what ways can your college help further your assessment efforts?'. The words are arranged in a cluster, with 'time' and 'data' being the largest and most central. Other prominent words include 'provide', 'program', 'faculty', 'form', 'reporting', 'practices', 'easier', 'college', 'efforts', 'support', 'results', 'associate', 'assessments', 'loop', 'closing', 'collect', 'assessment', 'helpful', 'dean', 'student', 'departments', 'programs', and 'form'. The words are in various colors including green, purple, yellow, red, and blue.

student
departments programs reporting
program faculty form
dean provide or helpful
collect assessment practices
closing time data easier
loop college
support efforts
results associate assessments

6. Who is primarily involved in planning and evaluating the assessment projects within your program? (Select all that apply.)



7. How frequently do your faculty members discuss assessment projects?



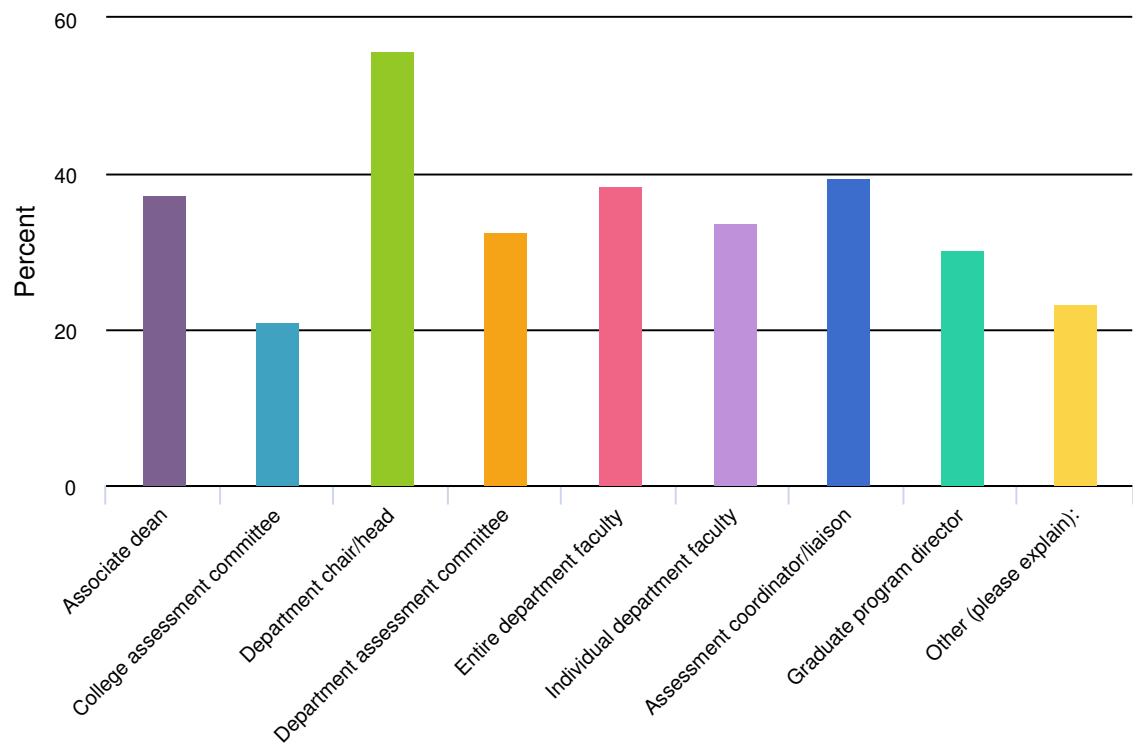
8. How is assessment supported within your program (e.g., release time, stipends, etc.)?



9. Please indicate the level of need each of these resources would help with your assessment efforts.

	Not a Need	Low	Medium	Essential Need	Responses
(A) Grants					
Count	22	25	27	12	86
Row %	25.6%	29.1%	31.4%	14.0%	
(B) Release Time					
Count	7	10	22	47	86
Row %	8.1%	11.6%	25.6%	54.7%	
(C) Training/Professional Development					
Count	8	17	30	31	86
Row %	9.3%	19.8%	34.9%	36.0%	
Totals					
Total Responses					86

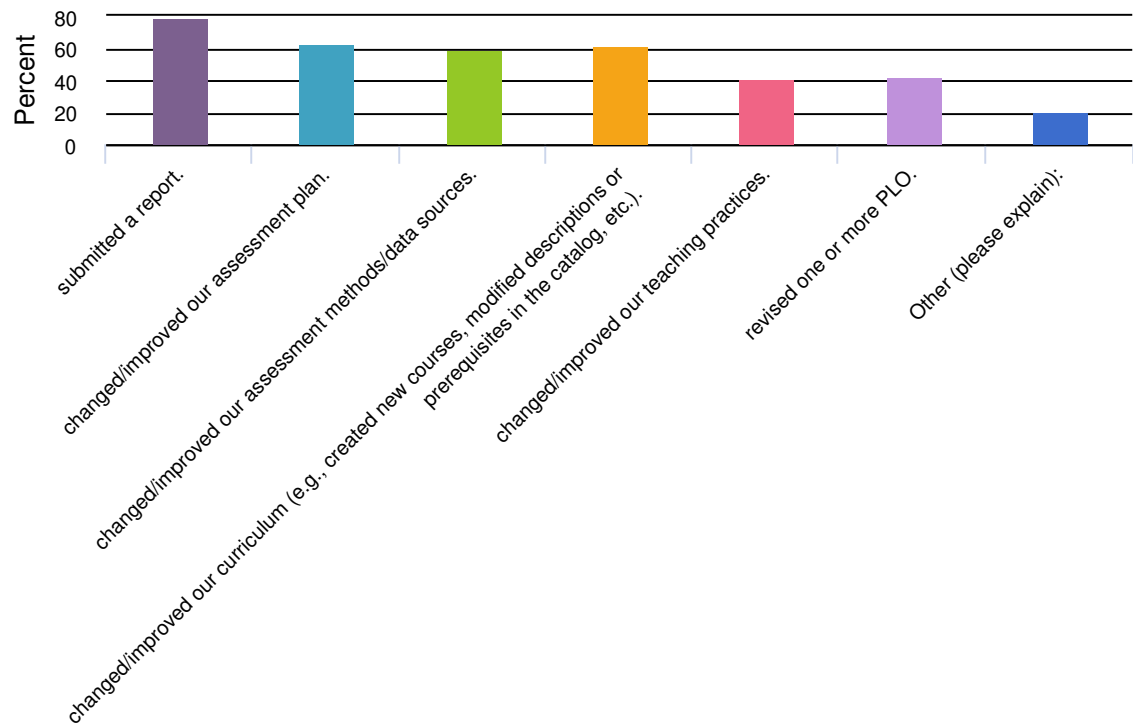
10. Who interprets the assessment data/evidence? (Select all that apply.)



11. Please briefly describe how your assessment cycle works (e.g., faculty design rubrics and collect evidence, college committee evaluates artifacts, associate deans review report, faculty propose improvement measures, etc.).



12. (Select all that apply.) "Within the last four years, as a result of our program's assessment efforts, we have _____"



13. Please describe any other improvement measures (at the program or course level) that your program has utilized in the last four years to close the loop on an assessment project.

A word cloud of various terms related to program and course improvement. The words are arranged in a roughly circular shape, with 'graduate program' being the largest and most central. Other prominent words include 'courses', 'student', 'faculty', 'department', 'results', 'worked', 'approach', 'changed', 'assess', 'data', 'change', 'surveys', 'exam', 'assessment', 'year', 'design', 'based', 'curriculum', 'improve', 'teaching', 'development', 'created', and 'coordination'. The words are in various colors including blue, green, yellow, orange, and red.

department worked approach
results changed assess
student data change
faculty courses surveys
exam assessment year
design based curriculum
graduate program
improve teaching
created coordination development

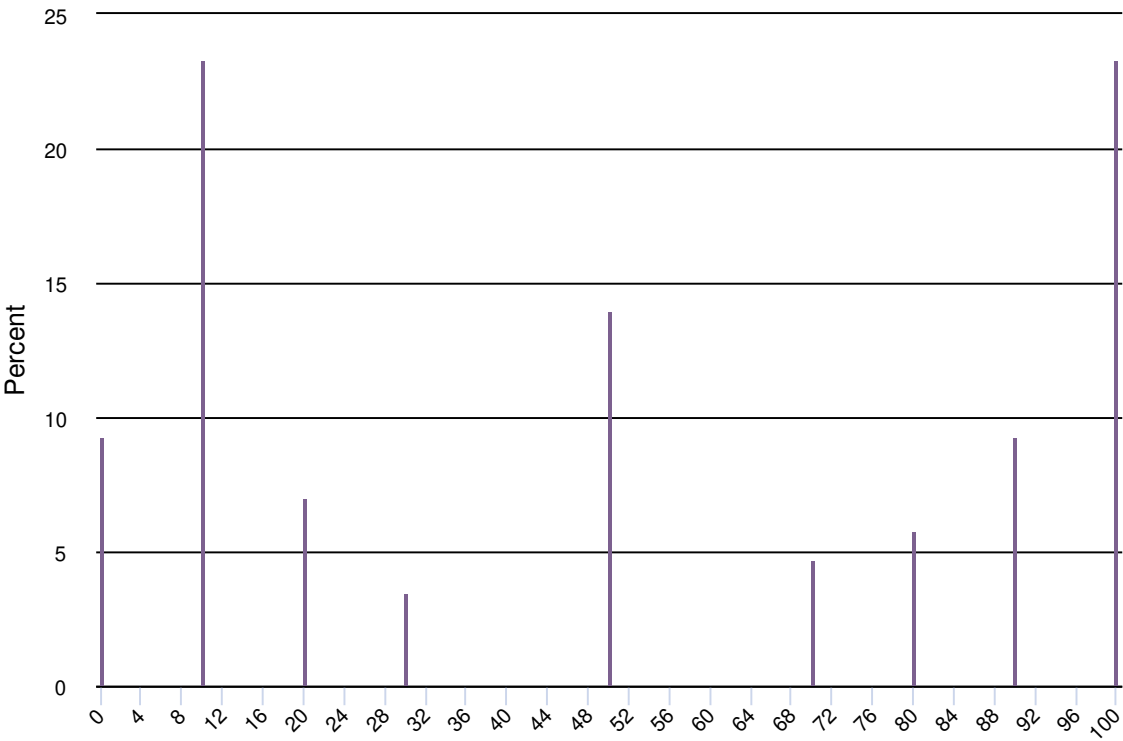
14. Are your Program Learning Objectives/Outcomes (PLOs) published in the following places?

	Yes	No	Responses
Catalog			
Count	86	0	86
Row %	100.0%	0.0%	
Department Website			
Count	63	23	86
Row %	73.3%	26.7%	
Totals			
Total Responses			86

15. What percentage of the time are the PLOs published in the following areas?

Catalog

Course Syllabi

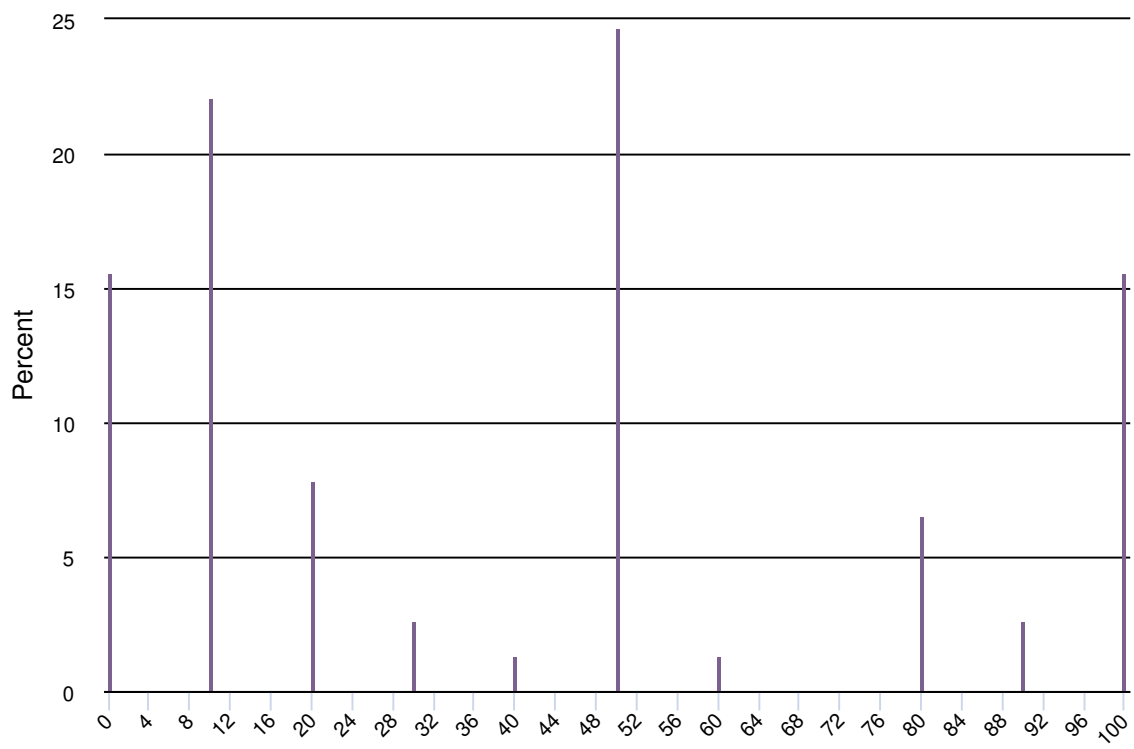


Statistics

Average 51.3

Department Website

LMS (Canvas/PolyLearn)

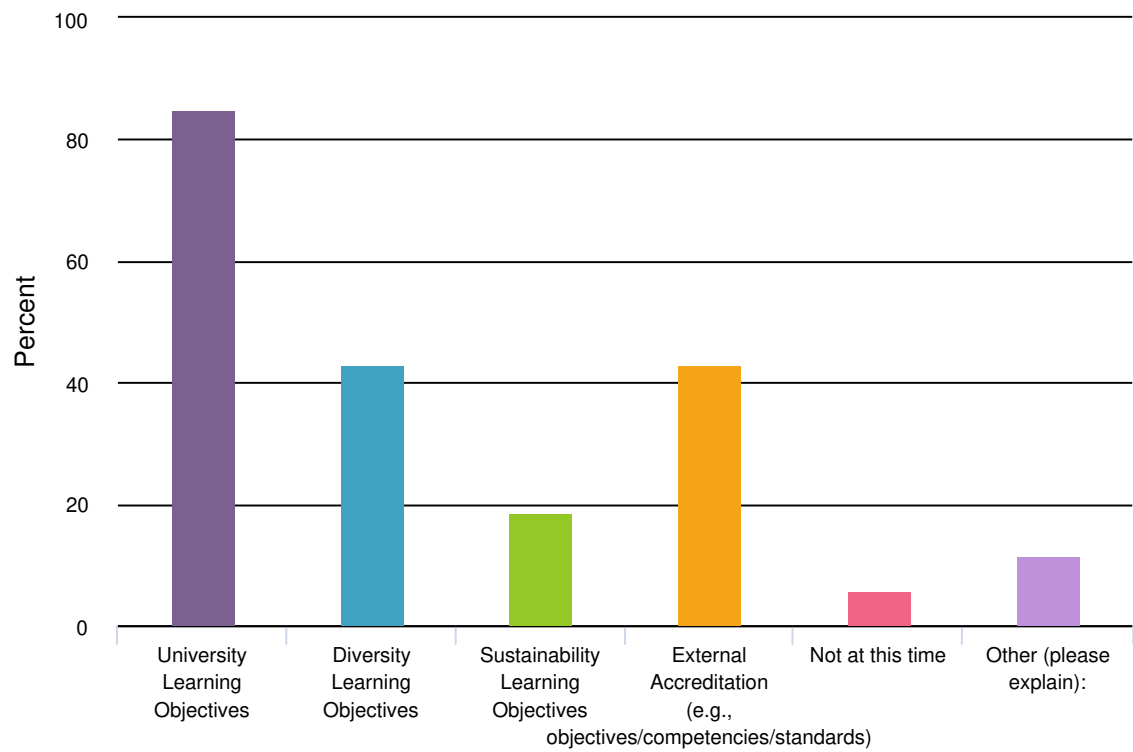


Statistics

Average

41.3

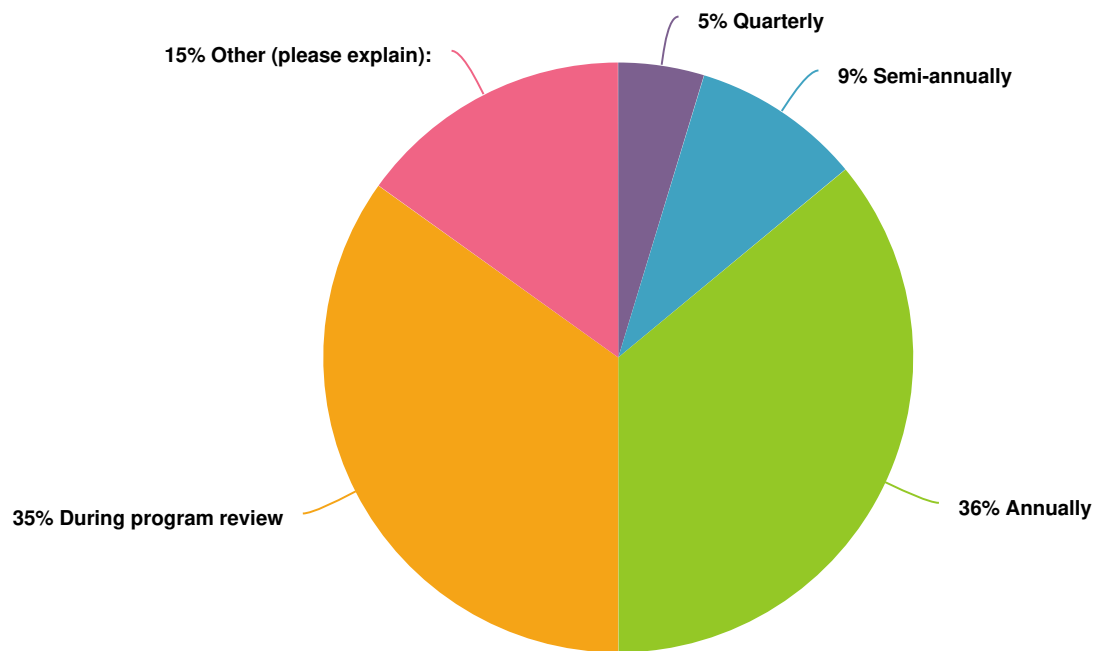
16. Which of the following, if any, are your PLOs mapped to? (Select all that apply.)



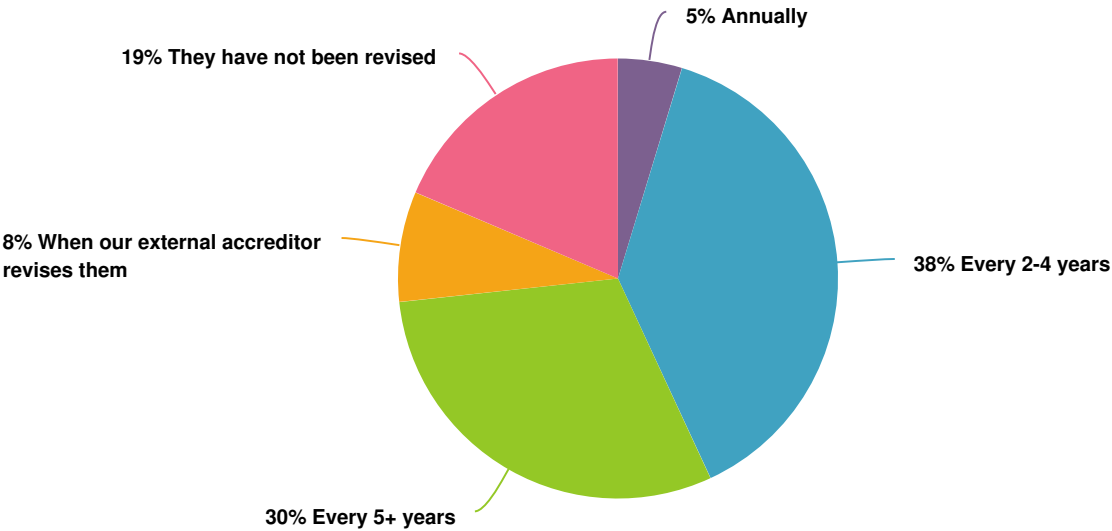
Value		Percent	Responses
University Learning Objectives	<div><div></div></div>	84.9%	73
Diversity Learning Objectives	<div><div></div></div>	43.0%	37
Sustainability Learning Objectives	<div><div></div></div>	18.6%	16
External Accreditation (e.g., objectives/competencies/standards)	<div><div></div></div>	43.0%	37
Not at this time	<div><div></div></div>	5.8%	5
Other (please explain):	<div><div></div></div>	11.6%	10

Statistics

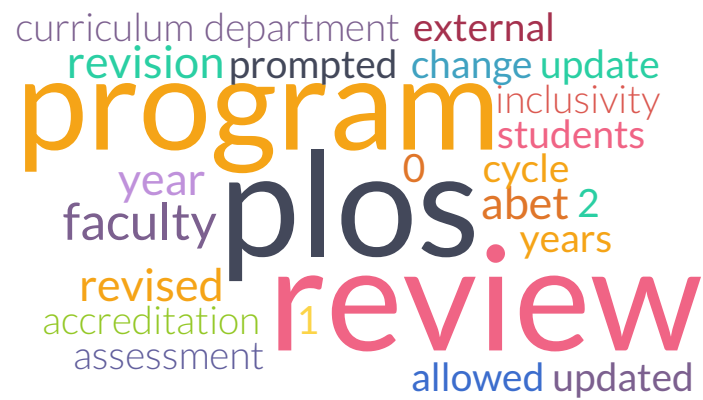
17. How frequently do your faculty members review and discuss your PLOs together?



18. How frequently do you revise one or more of your PLOs?



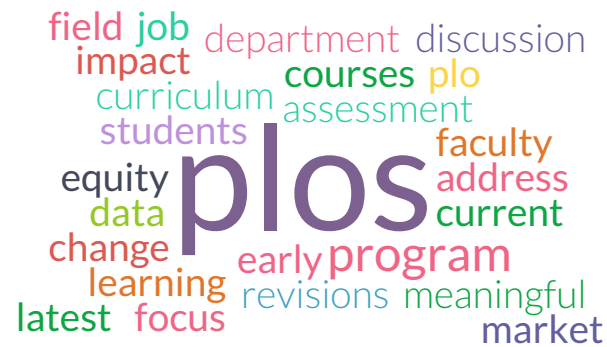
19. The last time your PLOs were revised, what prompted that change?



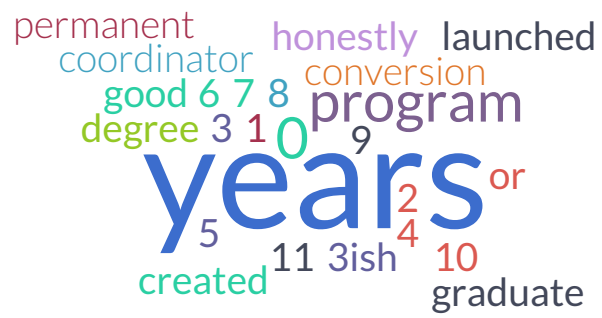
20. Briefly describe the process by which the PLOs were revised.



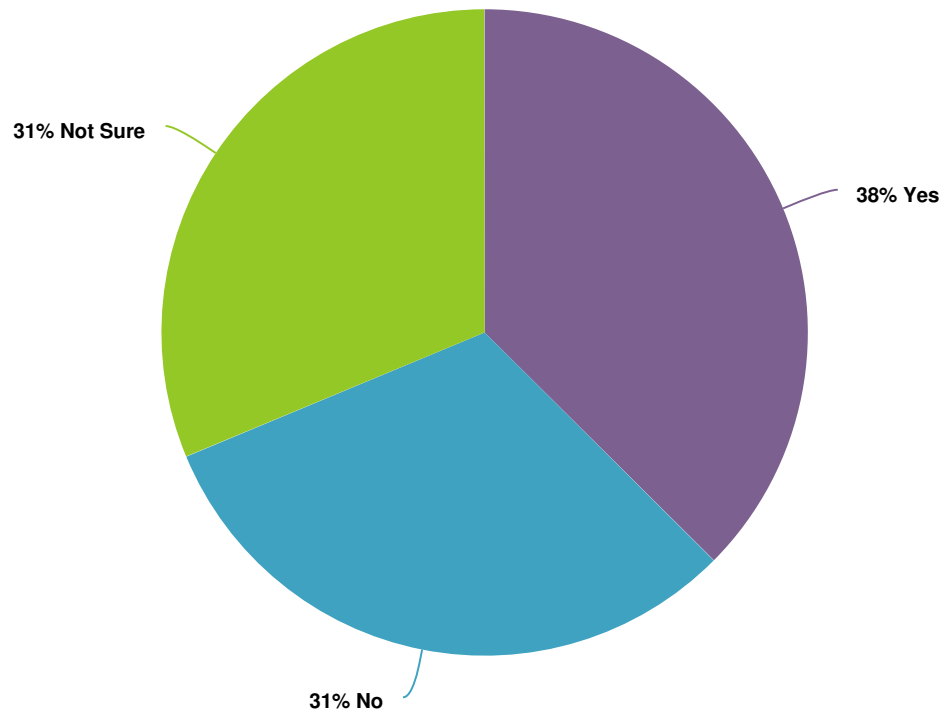
21. In what ways, if any, has this latest revision made an impact to your program?



22. When were they developed?



23. Do you think they need to be revised?

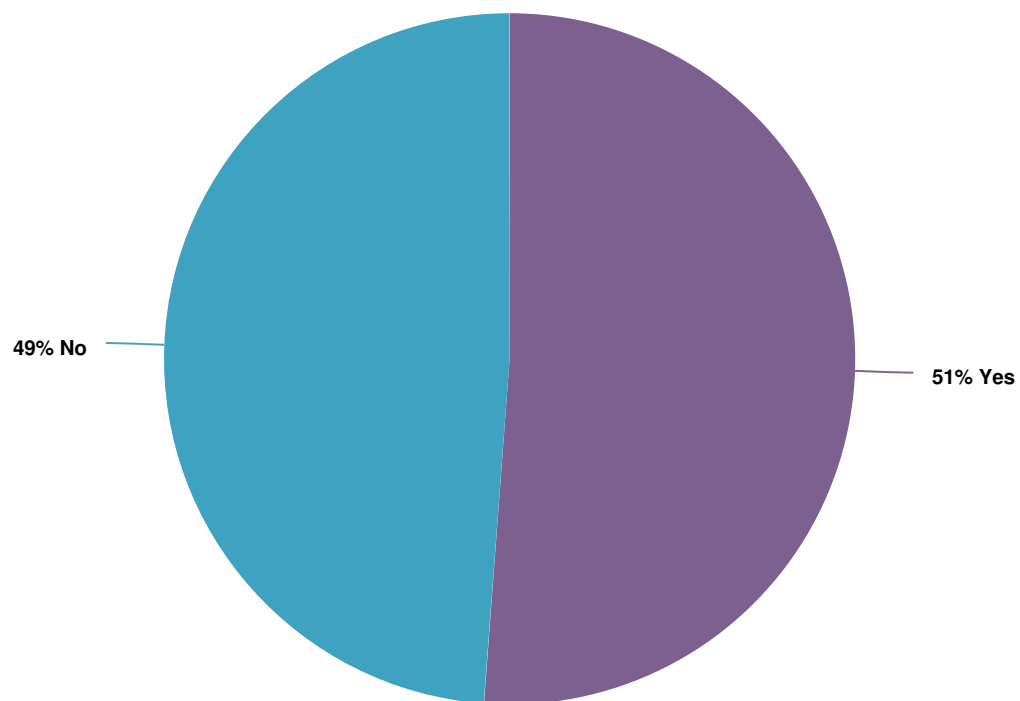


24. Please indicate the frequency with which you use the following measures to demonstrate that graduates have achieved the PLOs.

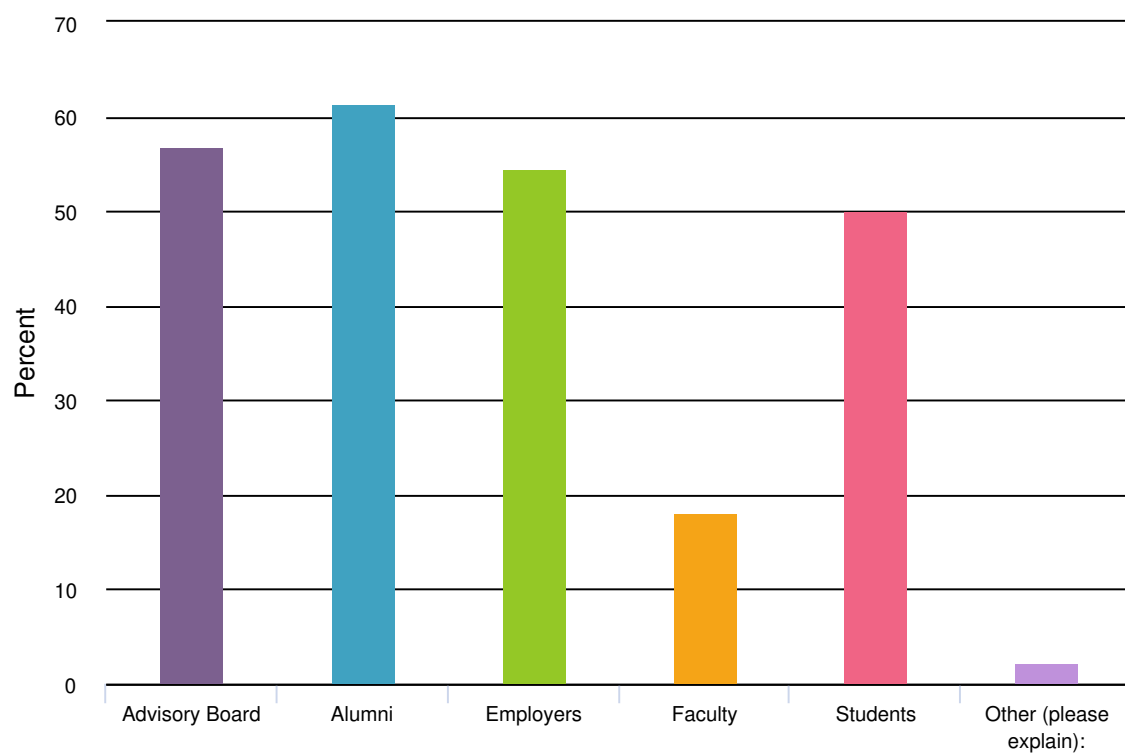
	Quarterly	Semi- annually	Annually	Once or twice within the past four years	Did not do or Not applicable	Responses
(A) Employment placements Count Row %	0 0.0%	2 2.3%	30 34.9%	17 19.8%	37 43.0%	86
(B) Focus groups Count Row %	2 2.3%	2 2.3%	9 10.5%	18 20.9%	55 64.0%	86
(C) In-class exams Count Row %	25 29.1%	6 7.0%	21 24.4%	11 12.8%	23 26.7%	86
(D) Internship/co-op supervisor review or evaluation Count Row %	7 8.1%	4 4.7%	11 12.8%	7 8.1%	57 66.3%	86
(E) Graduate/doctoral placements Count Row %	0 0.0%	2 2.3%	10 11.6%	14 16.3%	60 69.8%	86
(F) Licensure exam pass rates Count Row %	2 2.3%	5 5.8%	12 14.0%	3 3.5%	64 74.4%	86
(G) Peer assessments Count Row %	5 5.8%	0 0.0%	14 16.3%	6 7.0%	61 70.9%	86

	Quarterly	Semi- annually	Annually	Once or twice within the past four years	Did not do or Not applicable	Responses
(H) Rubric-based evaluations	18	6	28	13	21	86
Count	20.9%	7.0%	32.6%	15.1%	24.4%	
Row %						
Totals						
Total Responses						86

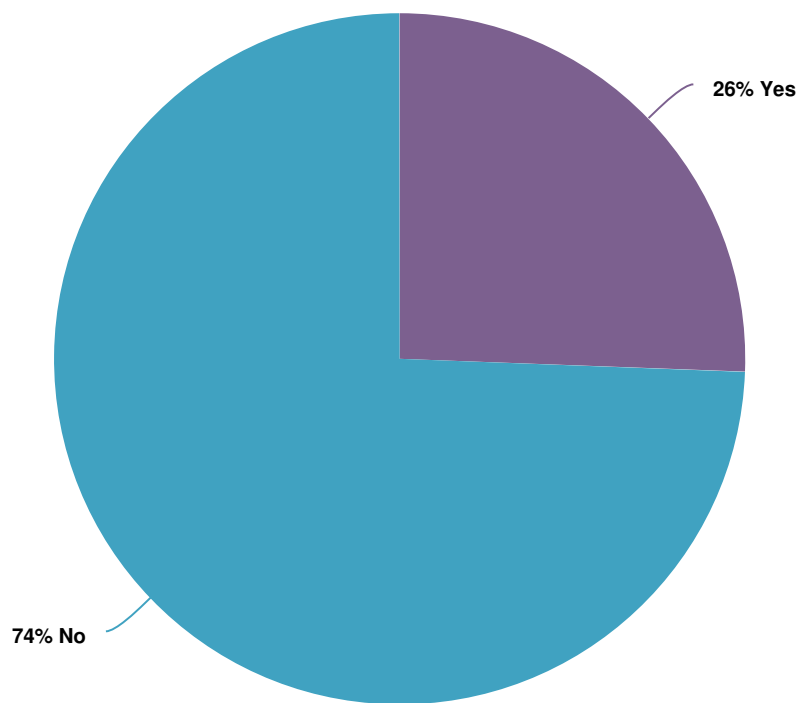
25. Has your program surveyed any stakeholders to determine that graduates have achieved the PLOs?



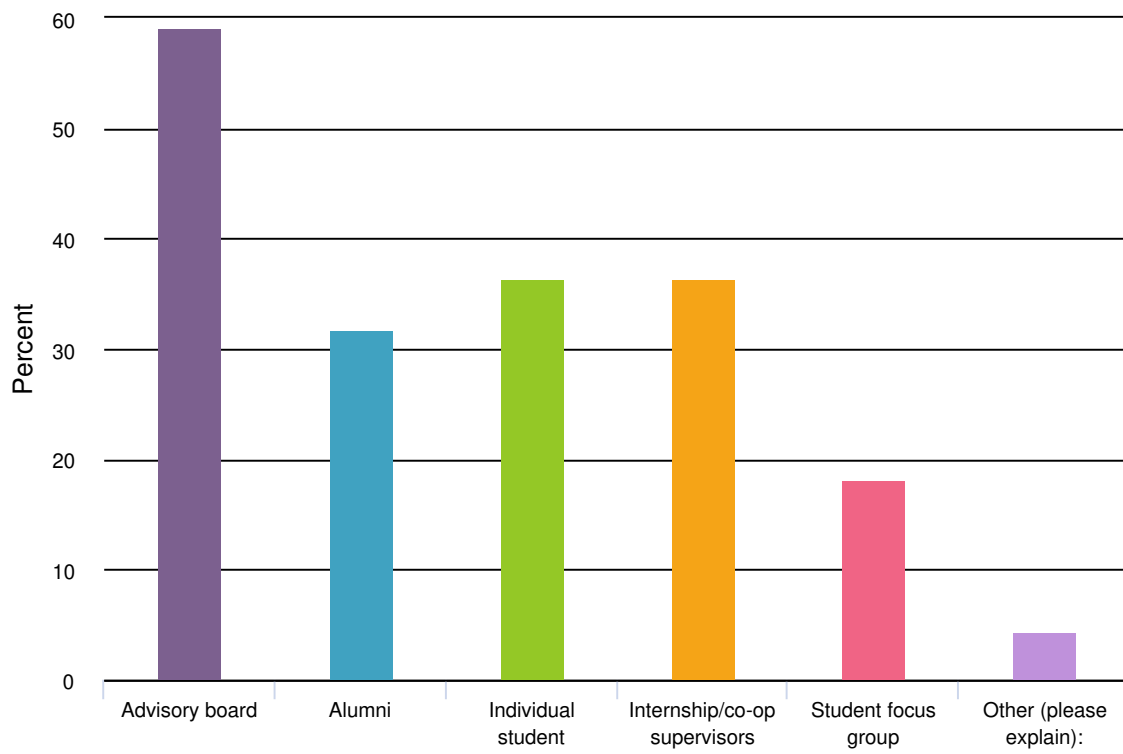
26. Whom have you surveyed? (Select all that apply.)



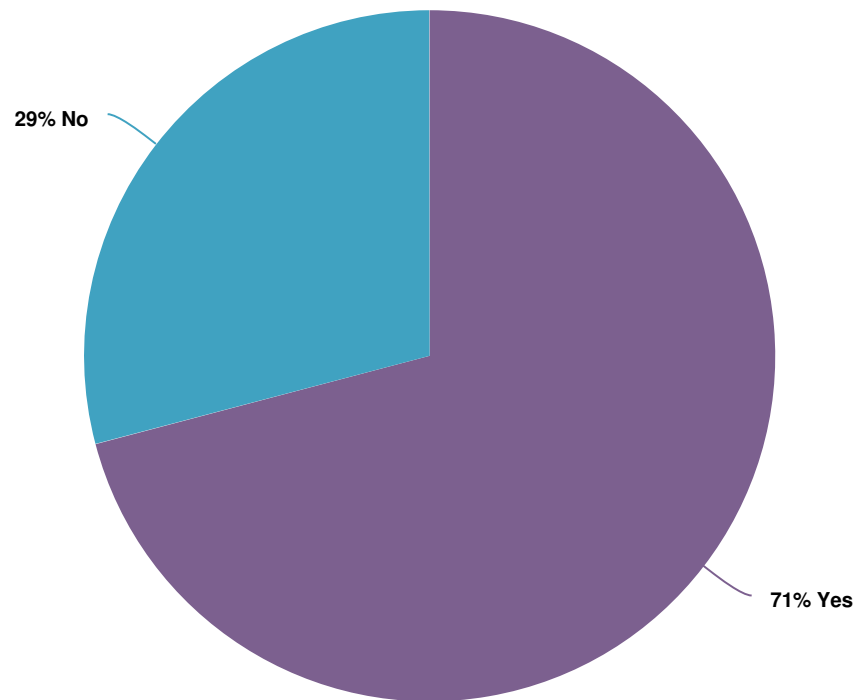
27. Has your program interviewed any stakeholders to demonstrate that graduates have achieved the PLOs?



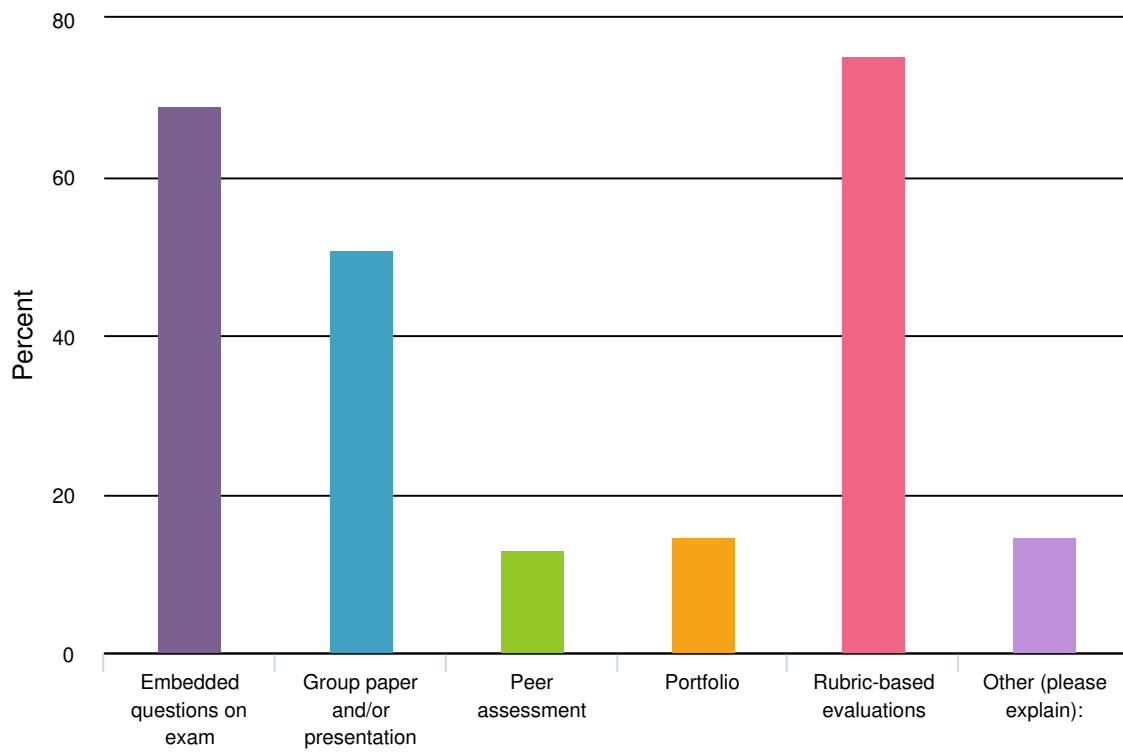
28. Whom have you interviewed? (Select all that apply.)



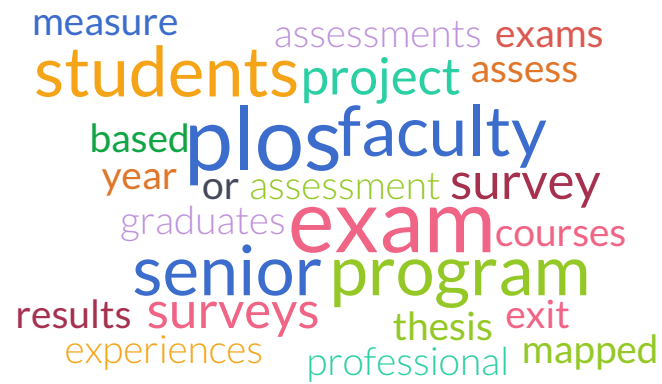
29. Has your program used any course-based assessments to determine that graduates have achieved the PLOs?



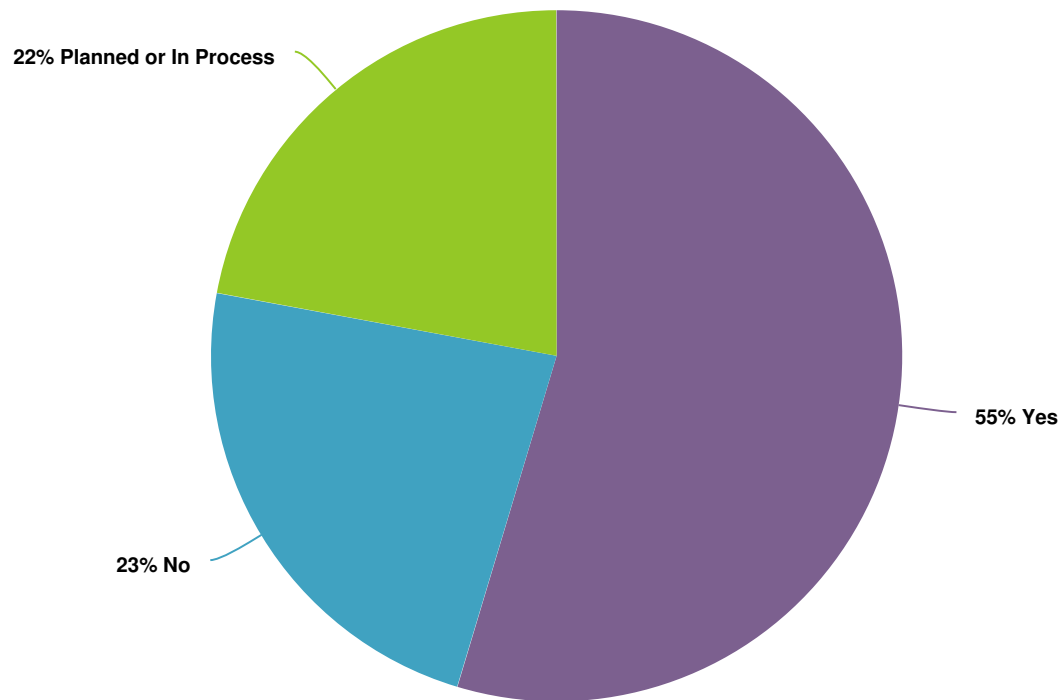
30. What course-based assessments have you used? (Select all that apply.)



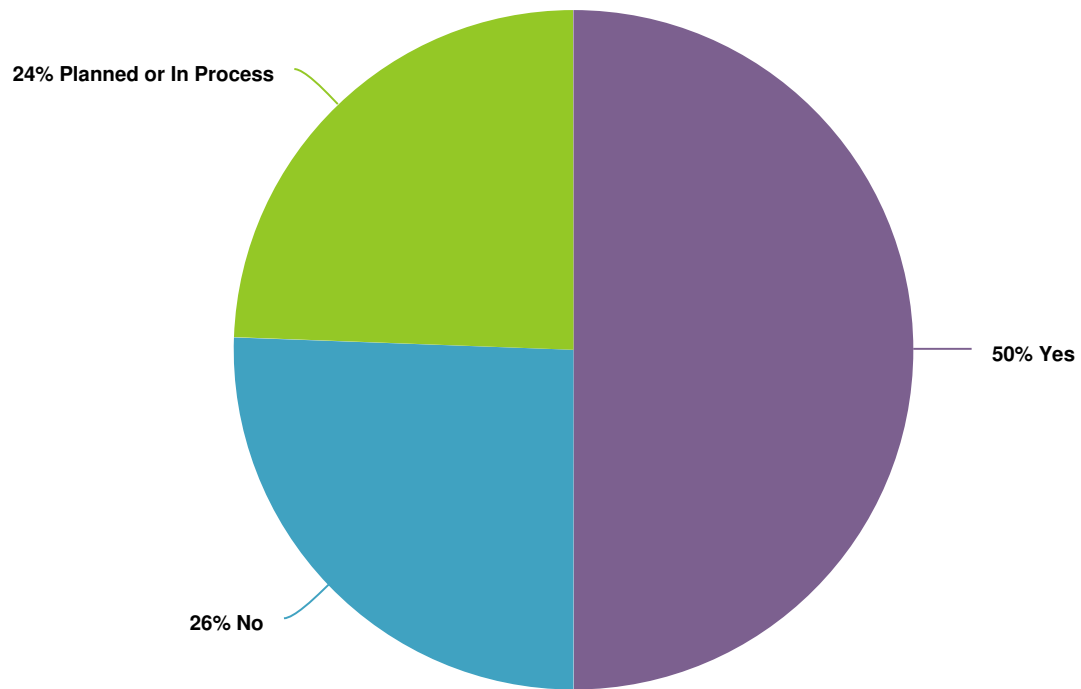
31. Please describe other measures your program has utilized in the last four years to demonstrate that graduates have achieved the PLOs.



32. Have your faculty members reviewed the most recent Cal Poly Diversity Learning Objectives (DLOs)?



33. Does your program have any learning objectives/outcomes related to Diversity, Equity, and/or Inclusion (DEI)?

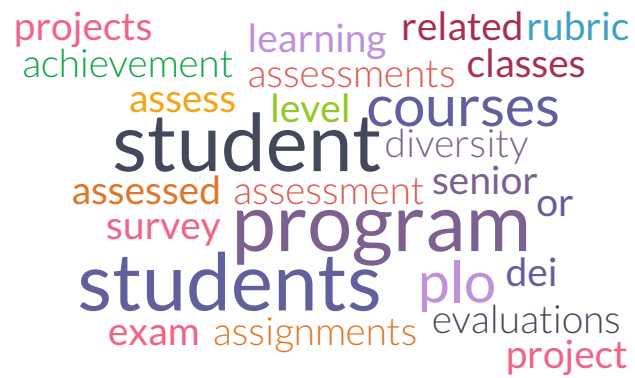


34. Please list your DEI-related learning objective(s)/outcome(s) here.

A word cloud of DEI-related terms. The most prominent words are 'ethical' and 'social' in large, bold, red font. Other words include 'cultural', 'diversity', 'respect', 'students', 'practice', 'environment', 'inclusive', 'environmental', 'effectively', 'economic', 'global', 'create', 'demonstrate', 'or', 'issues', 'diverse', 'knowledge', 'including', '3', '0', '2', '4', '1', '0', '1', '2', '3', '4', '5', '6', '7', '8', '9', '10', '11', '12', '13', '14', '15', '16', '17', '18', '19', '20', '21', '22', '23', '24', '25', '26', '27', '28', '29', '30', '31', '32', '33', '34', '35', '36', '37', '38', '39', '40', '41', '42', '43', '44', '45', '46', '47', '48', '49', '50', '51', '52', '53', '54', '55', '56', '57', '58', '59', '60', '61', '62', '63', '64', '65', '66', '67', '68', '69', '70', '71', '72', '73', '74', '75', '76', '77', '78', '79', '80', '81', '82', '83', '84', '85', '86', '87', '88', '89', '90', '91', '92', '93', '94', '95', '96', '97', '98', '99', '100'. The words are arranged in a cluster, with 'ethical' and 'social' being the largest and most central. The colors of the words are varied, including red, blue, green, yellow, and orange.

knowledge including economic global create
social cultural demonstrate
3 0 diversity or 4 issues
diverse
respect 1 ethical
students practice environment
effectively inclusive environmental

35. How are students demonstrating that they have achieved these objective(s)/outcome(s)?



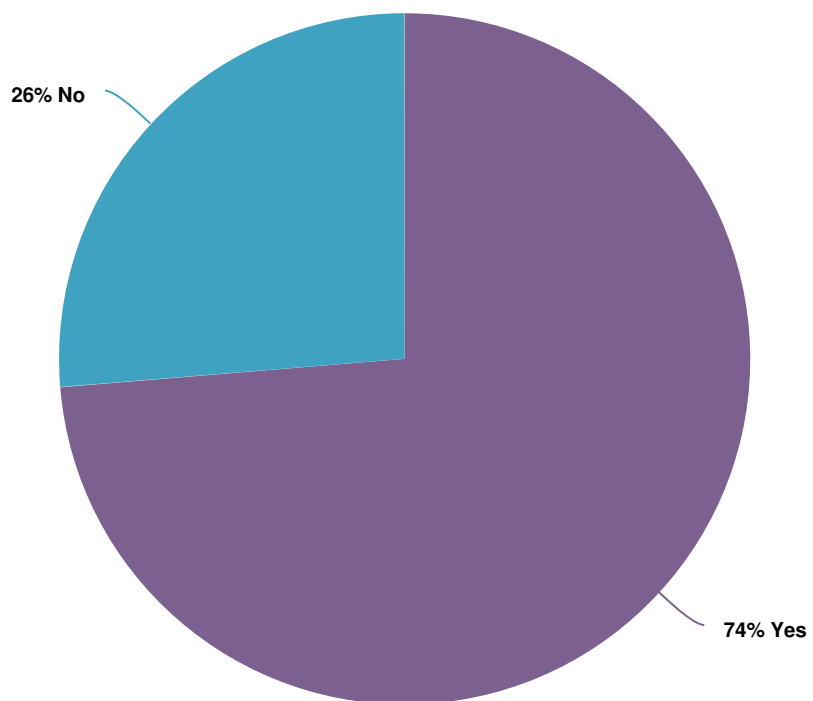
36. Please share where you are in the process of developing your DEI objective(s)/outcome(s):



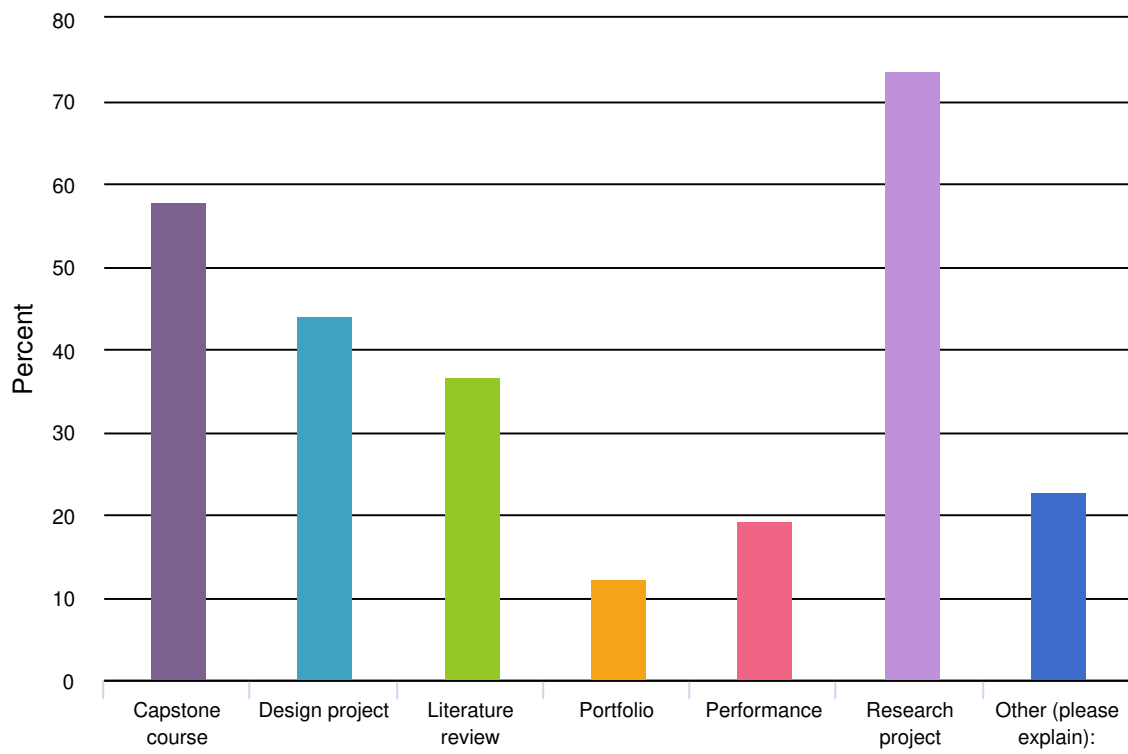
A word cloud of terms related to DEI (Diversity, Equity, and Inclusion) and program development. The words are arranged in a cluster, with 'dei' being the largest and most central. Other prominent words include 'program', 'outcomes', 'faculty', 'ethics', 'diversity', 'department', 'curriculum', 'committee', 'objectives', 'assessment', 'discussions', 'developing', 'gender', 'classes', 'learning', 'identity', 'establishing', 'assess', 'beginning', 'academic', 'students', 'adding', 'expected', and 'departmental'.

curriculum department diversity
committee departmental ethics
objectives faculty expected
assessment adding
discussions students
developing academic
program outcomes
gender classes beginning assess
learning identity establishing

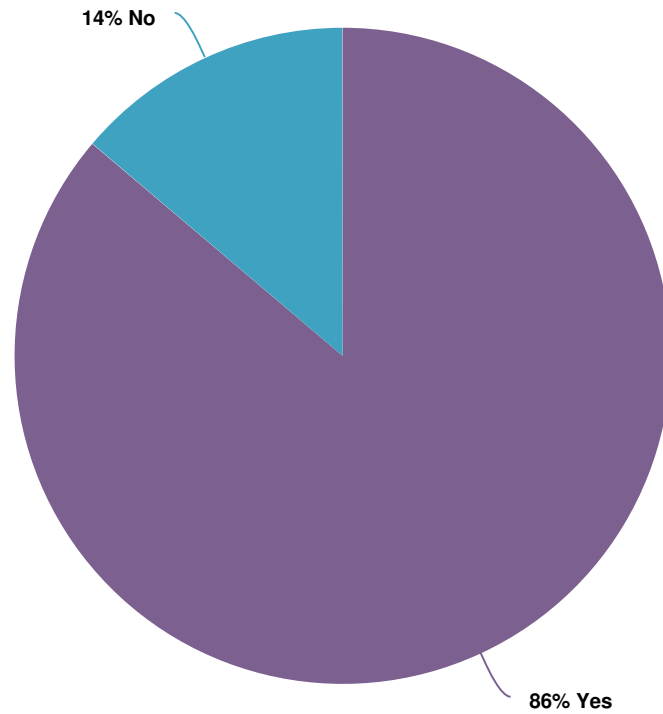
37. Is the senior project used to determine that program graduates have achieved the PLOs?



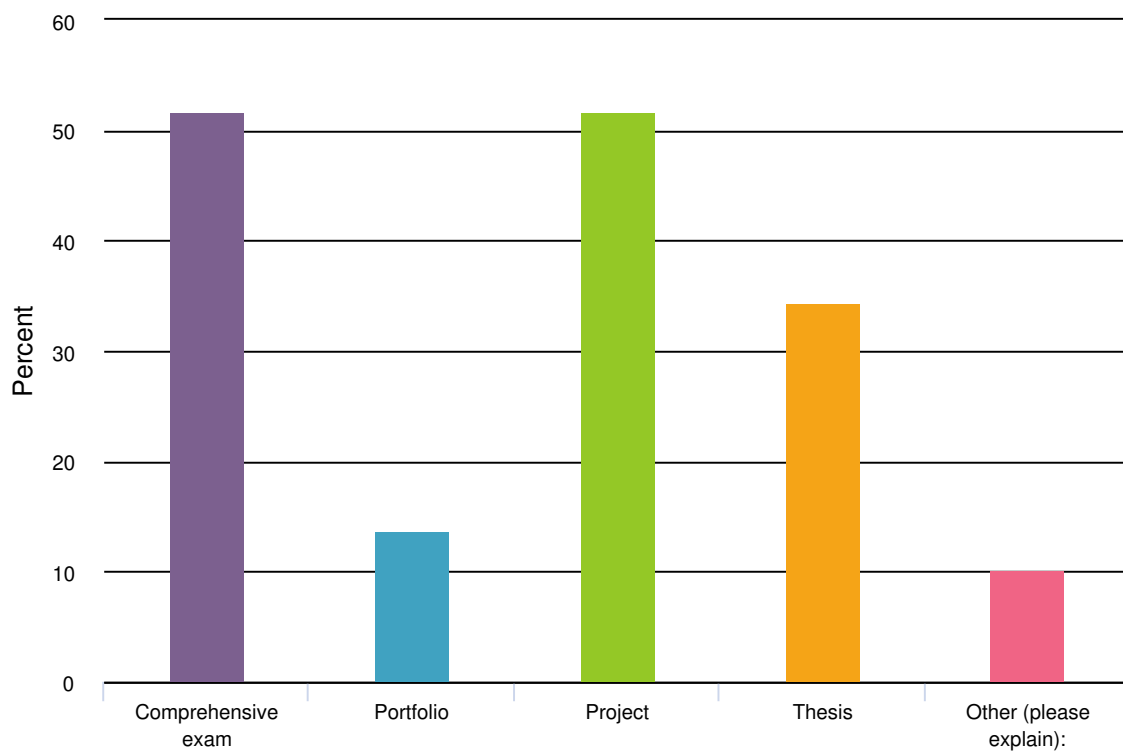
38. What form can the senior project take? (Select all that apply.)



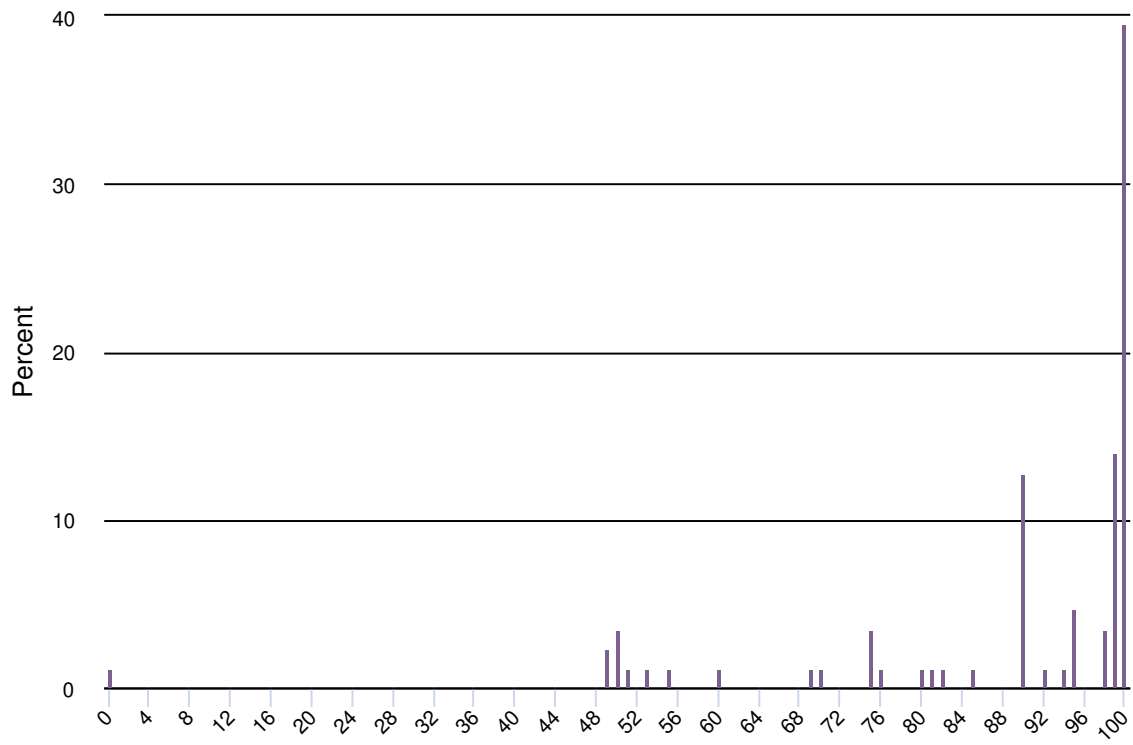
39. Is the culminating experience used to determine that graduates have achieved the PLOs?



40. What form does the culminating experience take? (Select all that apply.)



41. What is the (approximate) percentage of courses in your program that have Course Learning Objectives/Outcomes (CLOs)?



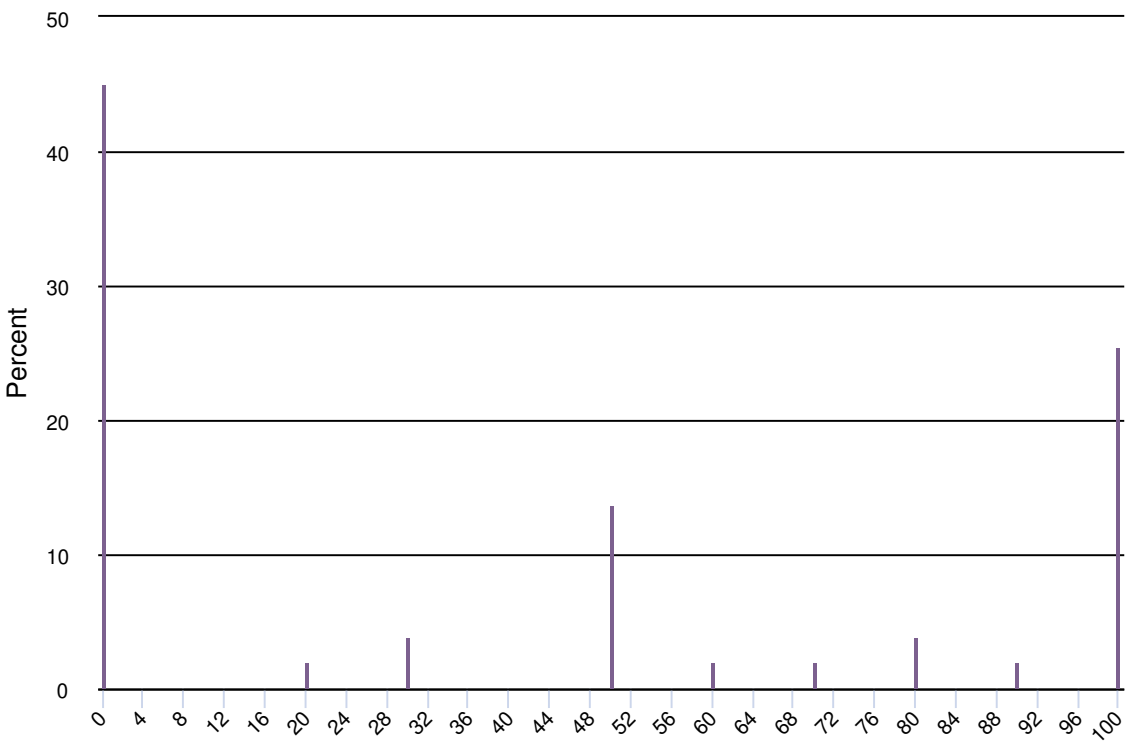
Statistics

Average

89.2

42. What percentage of the time are the CLOs published in the following areas?

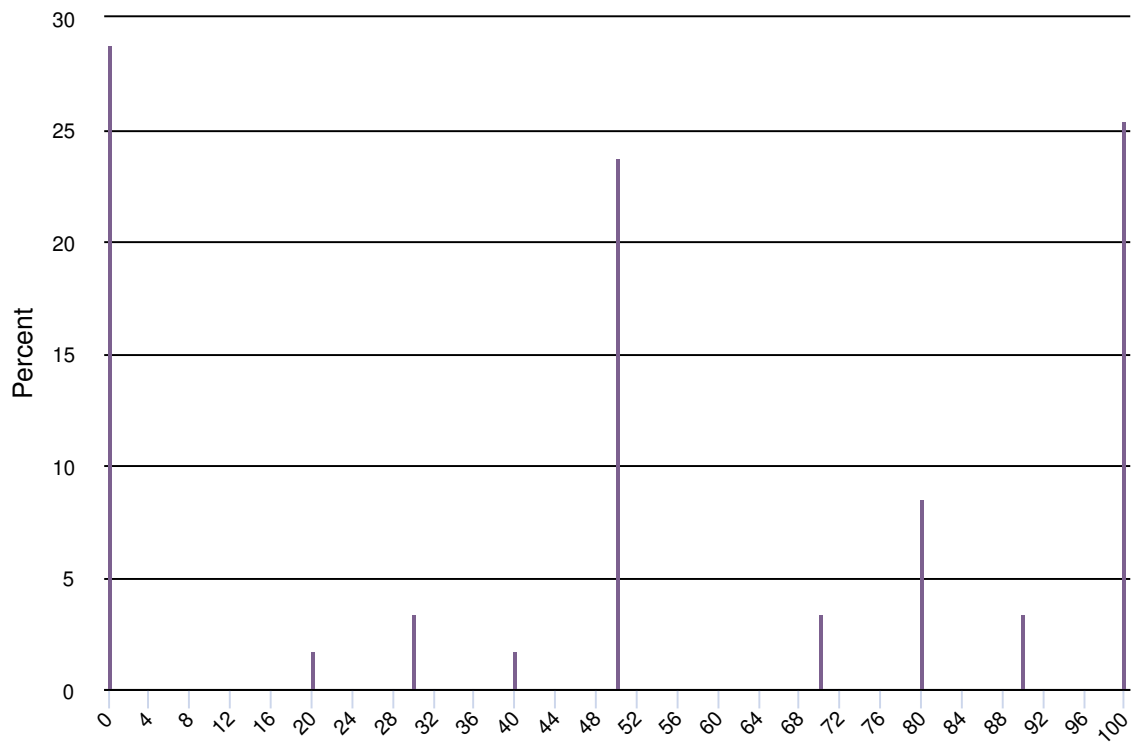
Catalog



Statistics

Average 41.4

Course Website

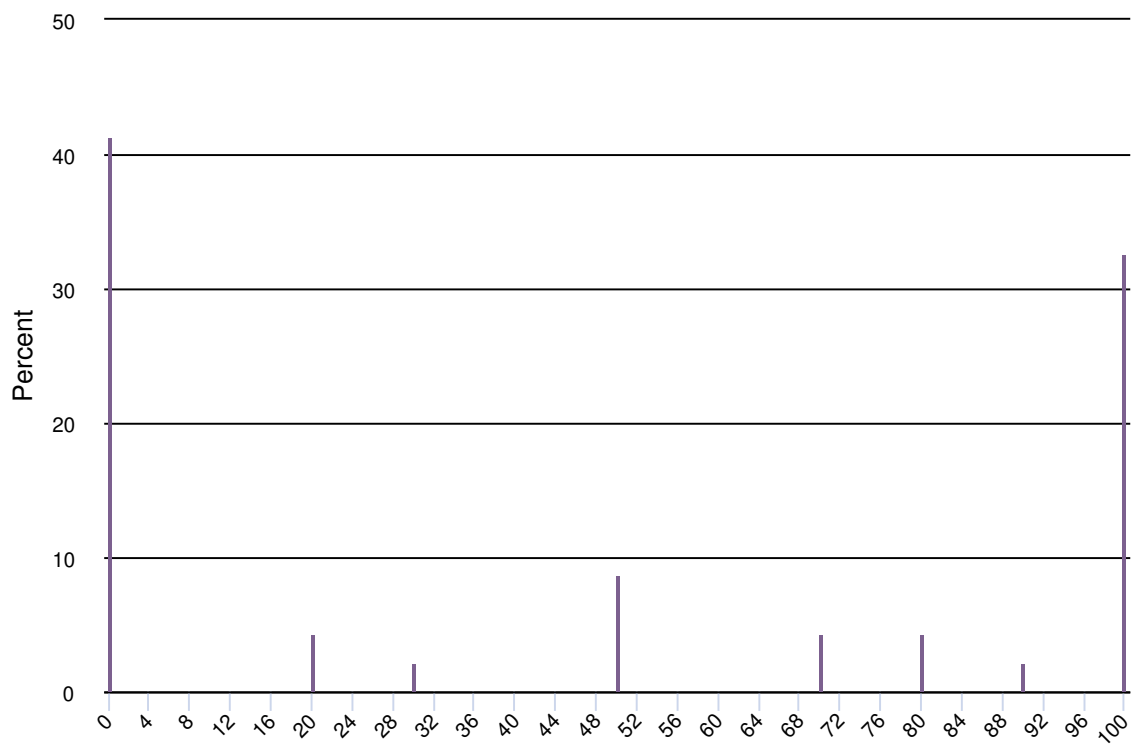


Statistics

Average

51.5

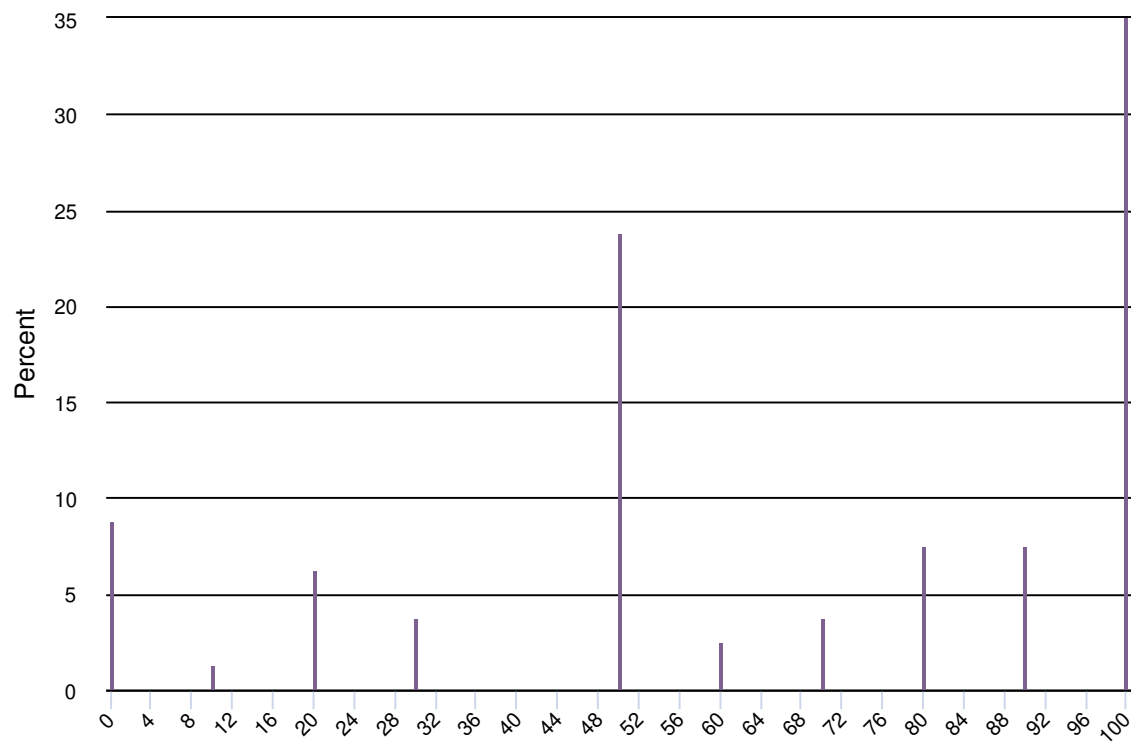
Department Website



Statistics

Average 47.0

LMS (Canvas/PolyLearn)



Statistics

Average 66.3

All

43. Please describe a significant change you would like to see (within your program, department, college, and/or university) to better support assessment efforts.

A word cloud visualization of responses to question 43. The words are arranged in a cluster, with 'faculty' being the largest and most central word. Other prominent words include 'time', 'program', 'assessment', 'process', 'support', 'improvement', 'analysis', 'complete', 'work', 'data', 'efforts', 'loop', 'other', 'department', 'change', 'review', 'student', 'committee', 'release', 'courses', 'or', 'plos', 'assess', 'university', and 'work'. The words are colored in various shades of blue, green, orange, and red.

committee release review student
department change courses
other time program
loop assessment or plos
university assess
work data faculty
efforts support
complete process improvement
analysis

Appendix 2-4: Survey of Assessment Practices and Culture (Abridged)

This document includes the questions comprising the abridged CAPS survey sent to department chairs, heads, and assessment coordinators on November 25, 2020.

INTRODUCTION

Dear colleague,

Thank you, in advance, for completing this survey. As a reminder, the results from this survey will help us identify the assessment practices already in place as well as the areas in which we need to improve together. Here are a few reminders before you begin:

- This survey should take approximately 10 minutes to complete and will need to be submitted separately for each program in your department (undergraduate and graduate).
- You will be able to pause and come back to complete the questions at any time.
- *Your responses will be kept private.*

If you have any questions about this survey, please contact me or Shannon Sullivan-Danser (ssullivan@calpoly.edu).

Thanks again for sharing your knowledge and insight with us.

Michael V. Nguyen, Ph.D.
Director of Academic Assessment
Academic Programs and Planning
mnguy300@calpoly.edu

[[Editor's note: Questions 1-3 capture the respondent's first name, last name, and email.]]

YOUR INFORMATION

4) Which of the following best describes your role(s)? (Select all that apply.)*

- ☐ Department Chair/Head
- ☐ Department/Program Faculty Assessment Coordinator or Liaison
- ☐ Graduate Program Coordinator/Director
- ☐ Tenured Professor
- ☐ Tenure-Track Professor
- ☐ Lecturer
- ☐ Other (please explain): _____ *

PROGRAM INFORMATION

[[Editor's note: Questions 5-26 identify the college, program level, department and program for each respondent.]]

27) What is the primary reason that assessment is conducted within your program?*

- ☐ Accountability - for our program
- ☐ Accountability - for Cal Poly
- ☐ Accreditation - for our program
- ☐ Accreditation - for Cal Poly / WSCUC
- ☐ To improve curriculum
- ☐ To improve student learning
- ☐ To improve teaching practices
- ☐ Other (please explain): _____ *

28) Please indicate your level of agreement with the following statements about the assessment culture at Cal Poly:* *Likert scale: Strongly Agree | Agree | Only Slightly Agree | Only Slightly Disagree | Disagree | Strongly Disagree*

- (a) Assessment is an organized, coherent effort in my college.
- (b) Assessment is valued in my college.
- (c) Assessment is valued by the faculty members in my program.
- (d) Assessment is primarily the responsibility of faculty members.
- (e) Assessment is primarily the responsibility of administrators.

29) Please indicate the extent to which you agree with the following statements about the assessment attitudes within your program:* *Likert scale: Strongly Agree | Agree | Only Slightly Agree | Only Slightly Disagree | Disagree | Strongly Disagree*

- (a) The majority of colleagues in my program see assessment as focused on compliance requirements.
- (b) The majority of colleagues in my program are afraid of assessment.
- (c) Assessment results are criticized for "going nowhere" (i.e., not leading to change).
- (d) There is pressure to reveal only positive results from assessment efforts.
- (e) Change occurs more readily when supported by assessment results.

30) Please indicate your level of agreement with the following statements about assessment communication efforts:* *Likert scale: Strongly Agree | Agree | Only Slightly Agree | Only Slightly Disagree | Disagree | Strongly Disagree*

- (a) Assessment results are effectively shared throughout Cal Poly.
- (b) Assessment results are effectively shared within my college.
- (c) Assessment results are effectively shared within my program.
- (d) Assessment success stories are shared throughout Cal Poly.

31) What do you like about the way your program practices assessment?* (*open-ended*)

32) In what ways can your college help further your assessment efforts?* (*open-ended*)

ASSESSMENT RESOURCES

33) Who is primarily involved in planning and evaluating the assessment projects within your program? (Select all that apply.)*

- ☐ Associate Dean
- ☐ College Assessment/Curriculum Council

- ☐ Faculty Assessment Coordinator/Liaison
- ☐ Department Head/Chair
- ☐ Tenured Faculty
- ☐ Tenure-track Faculty
- ☐ Lecturer
- ☐ Administrative Support Staff (e.g., program assistants, coordinators, analysts, etc.)
- ☐ Other (please explain): _____ *

34) How frequently do your faculty members discuss assessment projects?*

- ☐ Regularly (e.g., most department meetings)
- ☐ Occasionally (e.g., at least once a quarter)
- ☐ Annually
- ☐ Never
- ☐ Other (please explain): _____ *

ASSESSMENT CYCLE

The following items will ask you to provide your best interpretation of the practices of assessment in your department that have taken place over the past four years.

35) Who interprets the assessment data/evidence? (Select all that apply.)*

- ☐ Associate dean
- ☐ College assessment committee
- ☐ Department chair/head
- ☐ Department assessment committee
- ☐ Entire department faculty
- ☐ Individual department faculty
- ☐ Assessment coordinator/liaison
- ☐ Graduate program director
- ☐ Other (please explain): _____ *

36) Please briefly describe how your assessment cycle works (e.g., faculty design rubrics and collect evidence, college committee evaluates artifacts, associate deans review report, faculty propose improvement measures, etc.).* (*open-ended*)

37) (Select all that apply.) "Within the last four years, as a result of our program's assessment efforts, we have _____"*

- ☐ submitted a report.
- ☐ changed/improved our assessment plan.
- ☐ changed/improved our assessment methods/data sources.
- ☐ changed/improved our curriculum (e.g., created new courses, modified descriptions or prerequisites in the catalog, etc.).
- ☐ changed/improved our teaching practices.
- ☐ revised one or more PLO.
- ☐ Other (please explain): _____ *

38) Please describe any other improvement measures (at the program or course level) that your program has utilized in the last four years to close the loop on an assessment project. (*open-ended*)

PROGRAM LEARNING OBJECTIVES/OUTCOMES

39) Are your Program Learning Objectives/Outcomes (PLOs) published in the following places? * *Options: Yes or no*

- (a) Catalog
- (b) Department Website

40) What percentage of the time are the PLOs published in the following areas? *

- (a) Course Syllabi
 - (b) LMS (Canvas/PolyLearn)
-

PROGRAM ASSESSMENT MEASURES

41) Please indicate the frequency with which you use the following measures to demonstrate that graduates have achieved the PLOs. * *Options: Quarterly | Semi-Annually | Annually | Once or twice within the past four years | Did not do or Not applicable*

- (a) Employment placements
- (b) Focus groups
- (c) In-class exams
- (d) Internship/co-op supervisor review or evaluation
- (e) Graduate/doctoral placements
- (f) Licensure exam pass rates
- (g) Peer assessments
- (h) Rubric-based evaluations

42) Has your program surveyed any stakeholders to determine that graduates have achieved the PLOs? *

- () Yes
- () No

43) Whom have you surveyed? (Select all that apply.)*

- ☐ Advisory Board
- ☐ Alumni
- ☐ Employers
- ☐ Faculty
- ☐ Students
- ☐ Other (please explain): _____ *

44) Has your program interviewed any stakeholders to demonstrate that graduates have achieved the PLOs?*

- ☐ Yes
☐ No

45) Whom have you interviewed? (Select all that apply.)*

- ☐ Advisory board
☐ Alumni
☐ Individual student
☐ Internship/co-op supervisors
☐ Student focus group

☐ **Other (please explain):** _____ *

46) Has your program used any course-based assessments to determine that graduates have achieved the PLOs?*

- ☐ Yes
☐ No

47) What course-based assessments have you used? (Select all that apply.)*

- ☐ Embedded questions on exam
☐ Group paper and/or presentation
☐ Peer assessment
☐ Portfolio
☐ Rubric-based evaluations
☐ Other (please explain): _____ *

48) Please describe any other measure(s) your program has utilized in the last four years to demonstrate that graduates have achieved the PLOs. (*open-ended*)

CAPSTONE EXPERIENCES

49) Is the senior project used to determine that program graduates have achieved the PLOs? *

- ☐ Yes
☐ No

50) What form can the senior project take? (Select all that apply.)*

- ☐ Capstone course
☐ Design project
☐ Literature review
☐ Portfolio
☐ Performance
☐ Research project
☐ Other (please explain): _____ *

51) Is the culminating experience used to determine that graduates have achieved the PLOs? *

- ☐ Yes
☐ No

52) What form does the culminating experience take? (Select all that apply.)*

- ☐ Comprehensive exam
☐ Portfolio
☐ Project
☐ Thesis
☐ Other (please explain):
-

COURSE LEARNING OBJECTIVES/OUTCOMES

53) What is the (approximate) percentage of courses in your program that have Course Learning Objectives/Outcomes (CLOs)?*

54) What percentage of the time are the CLOs published in the following areas?*

- (a) Catalog
 (b) Course Website
 (c) Department Website
 (d) LMS (Canvas/PolyLearn)
-

FINAL QUESTION

55) Please describe a significant change you would like to see (within your program, department, college, and/or university) to better support assessment efforts.* (*open-ended*)

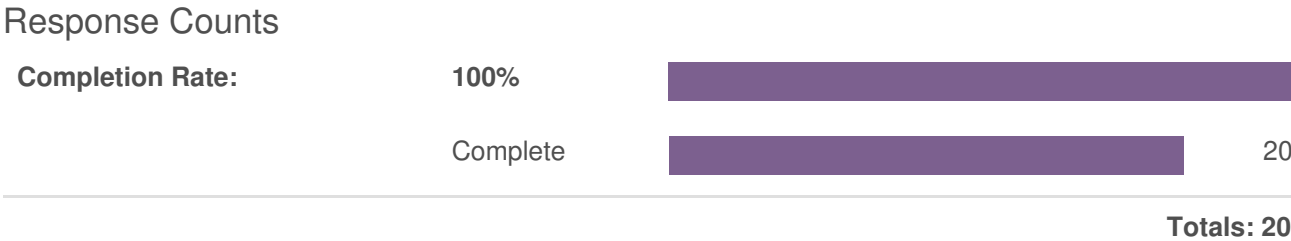
Thank you for taking the time to complete this survey!

The results of this survey will help us identify ways in which we can better support you and your colleagues as you continue with your assessment efforts. We will share the survey results over the course of this summer. If you have any questions or feedback, please let us know.

Michael V. Nguyen, Ph.D.
 Director of Academic Assessment
mnguy300@calpoly.edu

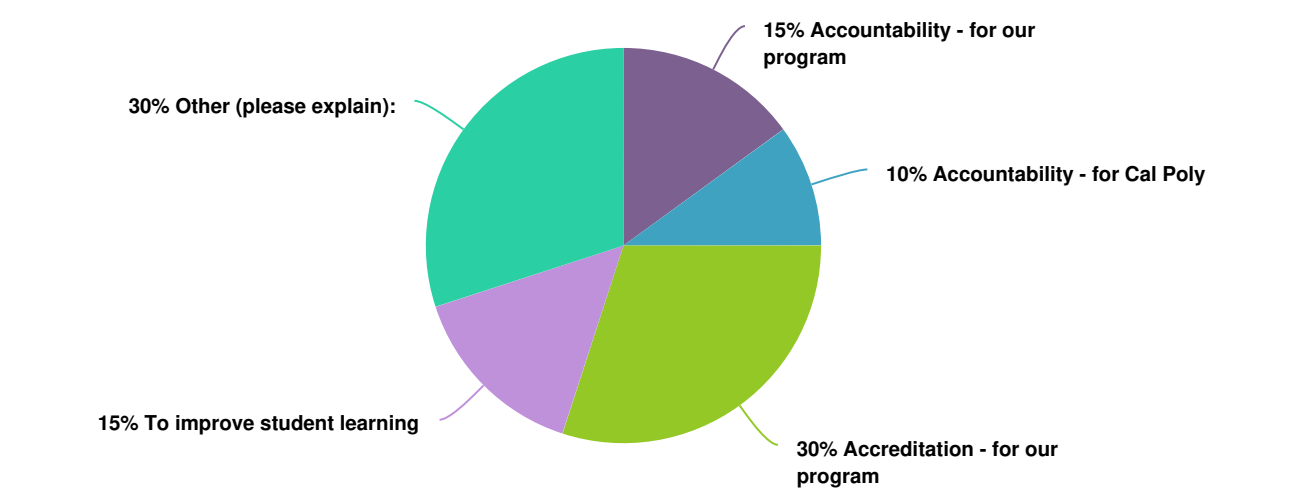
Shannon Sullivan-Danser, M.A.
 University Academic Assessment and General Education Program Coordinator
ssulliva@calpoly.edu

WSCUC Report - Survey of Assessment Practices and Culture (abridged)



Note: Respondent comments have been omitted for space considerations and are available upon request.

1. What is the primary reason that assessment is conducted within your program?



Value		Percent	Responses
Accountability - for our program	<div><div></div></div>	15.0%	3
Accountability - for Cal Poly	<div><div></div></div>	10.0%	2
Accreditation - for our program	<div><div></div></div>	30.0%	6
To improve student learning	<div><div></div></div>	15.0%	3
Other (please explain):	<div><div></div></div>	30.0%	6

Totals: 20

2. Please indicate your level of agreement with the following statements about the assessment culture at Cal Poly:

	Strongly Agree	Agree	Only Slightly Agree	Only Slightly Disagree	Disagree	Strongly Disagree
(A) Assessment is an organized, coherent effort in my college. Count	0	6	11	2	1	0
(B) Assessment is valued in my college. Count	2	5	10	3	0	0
(C) Assessment is valued by the faculty members in my program. Count	2	7	4	4	3	0
(D) Assessment is primarily the responsibility of faculty members. Count	0	8	10	1	0	1
(E) Assessment is primarily the responsibility of administrators. Count	0	6	5	4	5	0

3. Please indicate the extent to which you agree with the following statements about the assessment attitudes within your program:

	Strongly Agree	Agree	Only Slightly Agree	Only Slightly Disagree	Disagree	Strongly Disagree
(A) The majority of colleagues in my program see assessment as focused on compliance requirements. Count	4	7	7	0	2	0
(B) The majority of colleagues in my program are afraid of assessment. Count	0	2	4	4	10	0
(C) Assessment results are criticized for "going nowhere" (i.e., not leading to change). Count	0	7	3	7	3	0
(D) There is pressure to reveal only positive results from assessment efforts. Count	0	3	1	4	10	2
(E) Change occurs more readily when supported by assessment results. Count	1	13	3	1	2	0

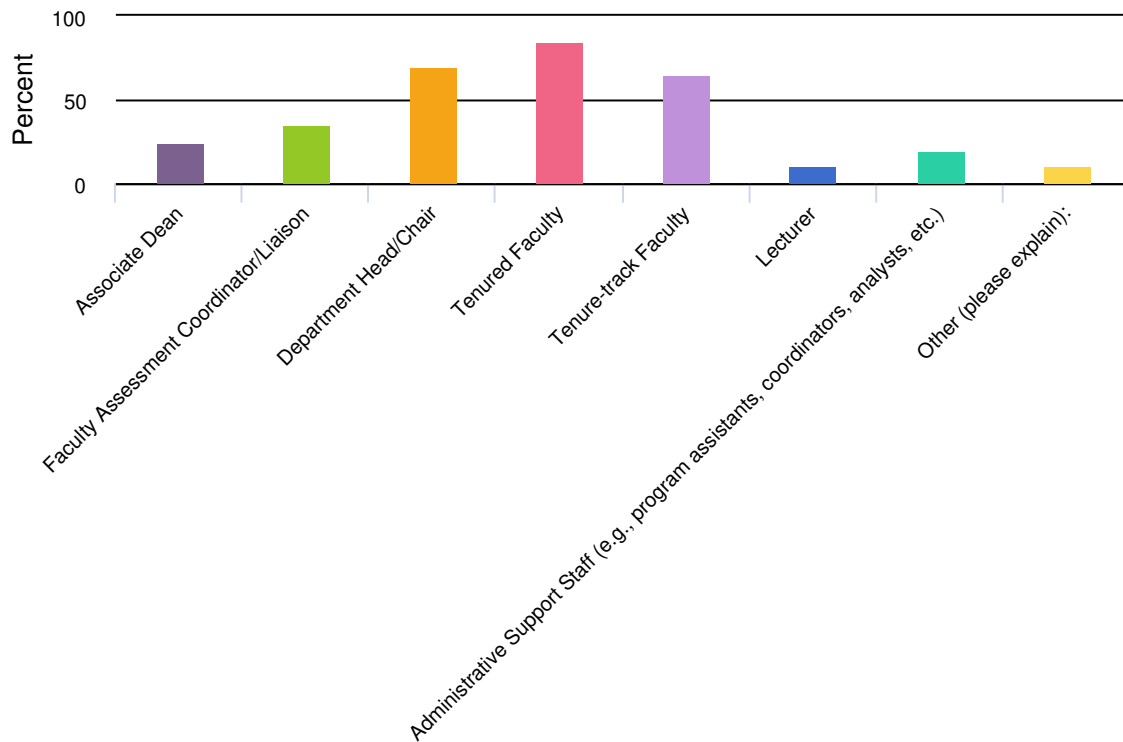
4. Please indicate your level of agreement with the following statements about assessment communication efforts:









	Strongly Agree	Agree	Only Slightly Agree	Only Slightly Disagree	Disagree	Strongly Disagree
(A) Assessment results are effectively shared throughout Cal Poly. Count	0	2	6	4	8	0
(B) Assessment results are effectively shared within my college. Count	0	2	7	5	6	0
(C) Assessment results are effectively shared within my program. Count	4	6	5	4	1	0
(D) Assessment success stories are shared throughout Cal Poly. Count	2	1	4	5	5	3

5. What do you like about the way your program practices assessment?

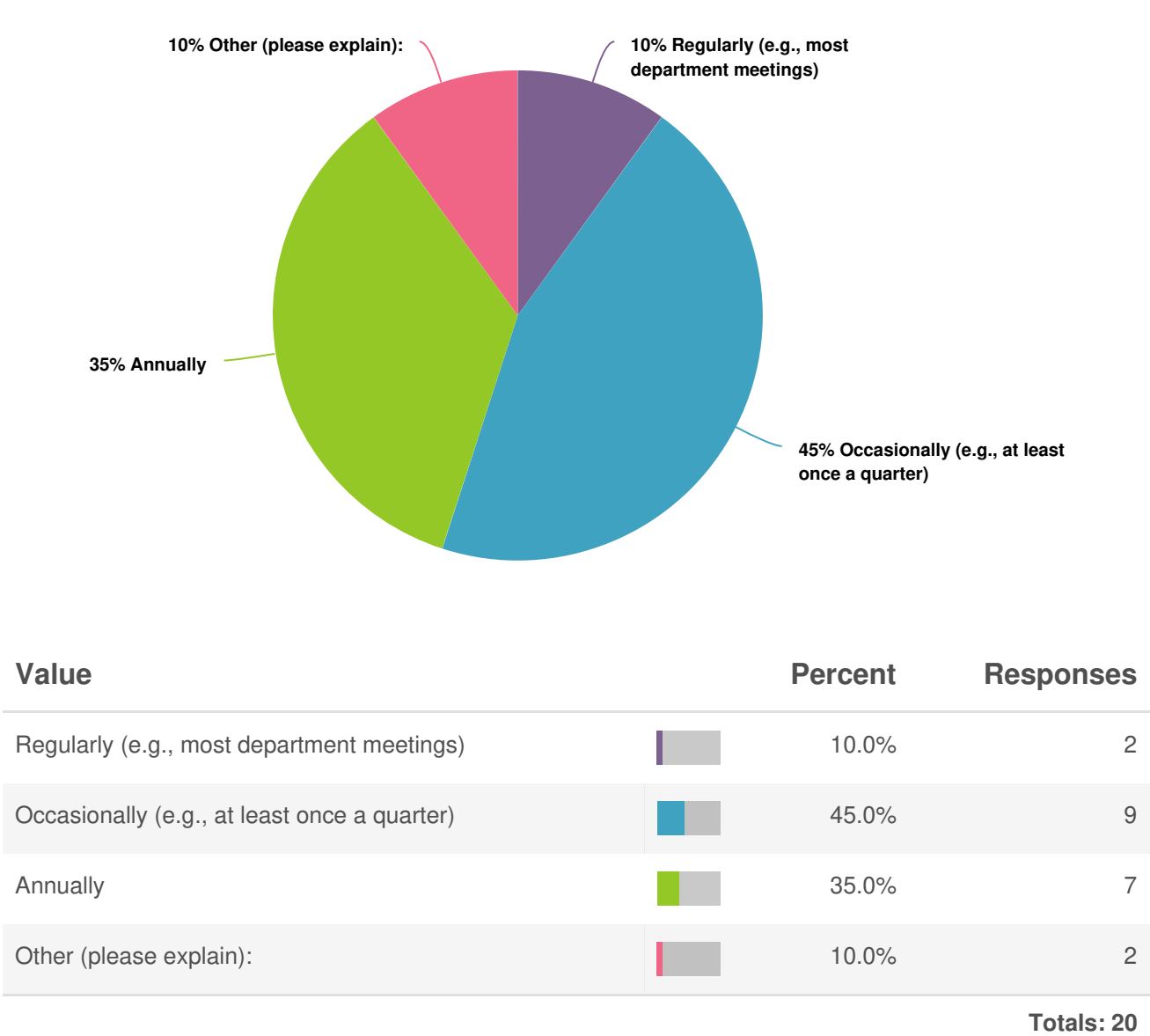


6. Who is primarily involved in planning and evaluating the assessment projects within your program? (Select all that apply.)

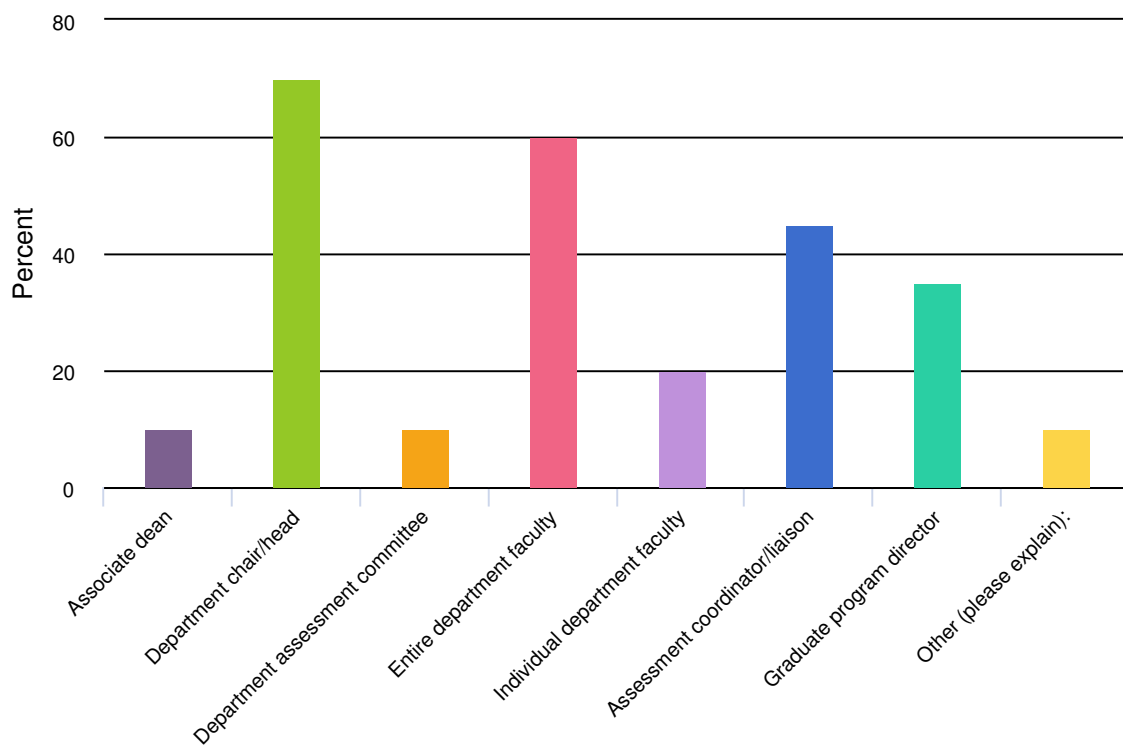










Value		Percent	Responses
Associate Dean		25.0%	5
Faculty Assessment Coordinator/Liaison		35.0%	7
Department Head/Chair		70.0%	14
Tenured Faculty		85.0%	17
Tenure-track Faculty		65.0%	13
Lecturer		10.0%	2
Administrative Support Staff (e.g., program assistants, coordinators, analysts, etc.)		20.0%	4
Other (please explain):		10.0%	2

7. How frequently do your faculty members discuss assessment projects?



8. Who interprets the assessment data/evidence? (Select all that apply.)

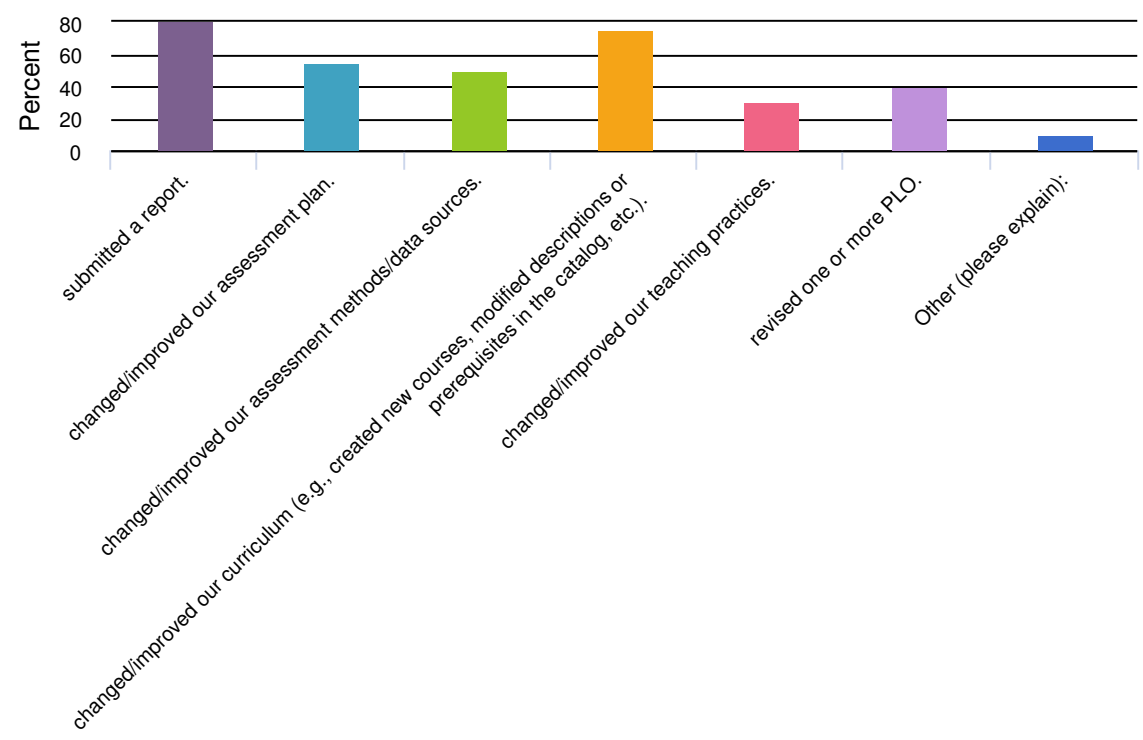


Value		Percent	Responses
Associate dean		10.0%	2
Department chair/head		70.0%	14
Department assessment committee		10.0%	2
Entire department faculty		60.0%	12
Individual department faculty		20.0%	4
Assessment coordinator/liaison		45.0%	9
Graduate program director		35.0%	7
Other (please explain):		10.0%	2

9. Please briefly describe how your assessment cycle works (e.g., faculty design rubrics and collect evidence, college committee evaluates artifacts, associate deans review report, faculty propose improvement measures, etc.).



10. (Select all that apply.) "Within the last four years, as a result of our program's assessment efforts, we have _____"



Value		Percent	Responses
submitted a report.	<div><div></div></div>	80.0%	16
changed/improved our assessment plan.	<div><div></div></div>	55.0%	11
changed/improved our assessment methods/data sources.	<div><div></div></div>	50.0%	10
changed/improved our curriculum (e.g., created new courses, modified descriptions or prerequisites in the catalog, etc.).	<div><div></div></div>	75.0%	15
changed/improved our teaching practices.	<div><div></div></div>	30.0%	6
revised one or more PLO.	<div><div></div></div>	40.0%	8
Other (please explain):	<div><div></div></div>	10.0%	2

11. Please describe any other improvement measures (at the program or course level) that your program has utilized in the last four years to close the loop on an assessment project.



A word cloud of terms related to program assessment and improvement. The word 'program' is the largest and most central, rendered in a large green font. Other prominent words include 'basis' in green, 'exam' in red, 'improved' in red, 'report' in blue, 'rates' in green, 'plan' in purple, 'serves' in green, 'upgraded' in yellow, 'board' in red, 'substantive' in green, 'graduation' in green, 'efficiency' in green, 'action' in green, '1fe' in red, 'accreditation' in blue, 'advisory' in orange, 'altered' in orange, 'participation' in green, 'areas' in red, 'facilities' in green, and 'assessment' in grey. The words are arranged in a cluster, with some overlapping, and are in various colors and sizes.

areas board substantive upgraded
participation graduation plan
altered basis efficiency serves
advisory accreditation 1fe action
program
facilities exam
report rates improved
assessment

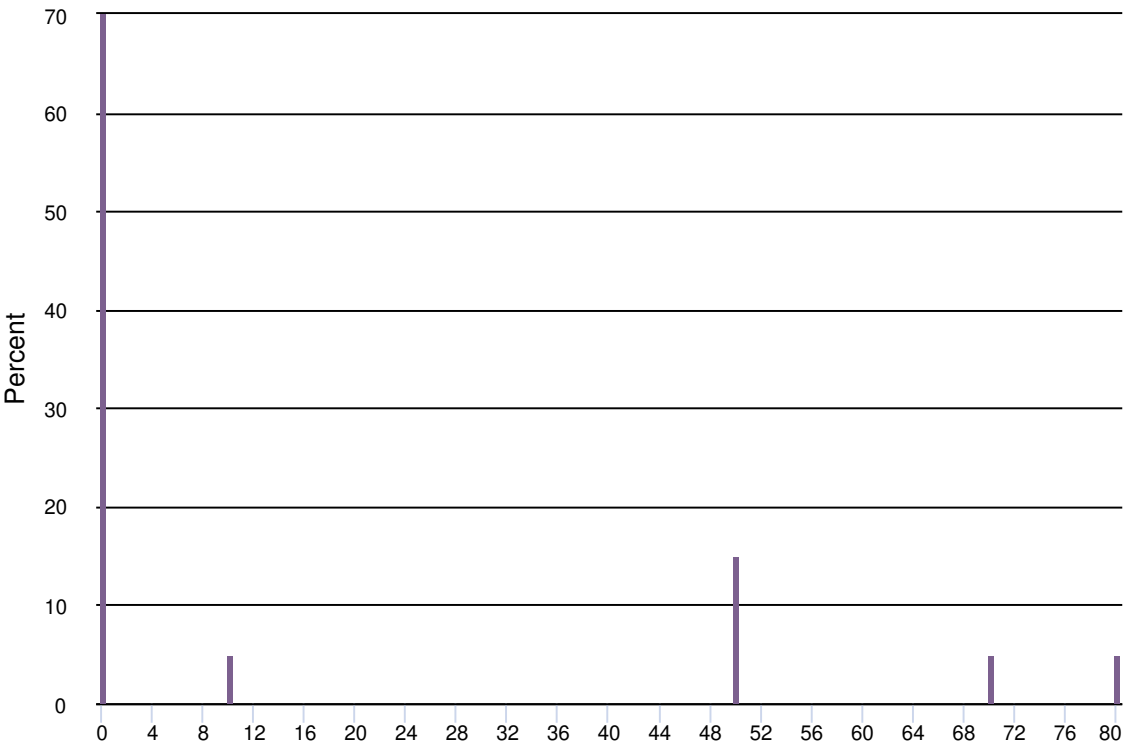
12. Are your Program Learning Objectives/Outcomes (PLOs) published in the following places?

	Yes	No
Catalog Count	20	0
Department Website Count	13	7

13. What percentage of the time are the PLOs published in the following areas?

Catalog

Course Syllabi

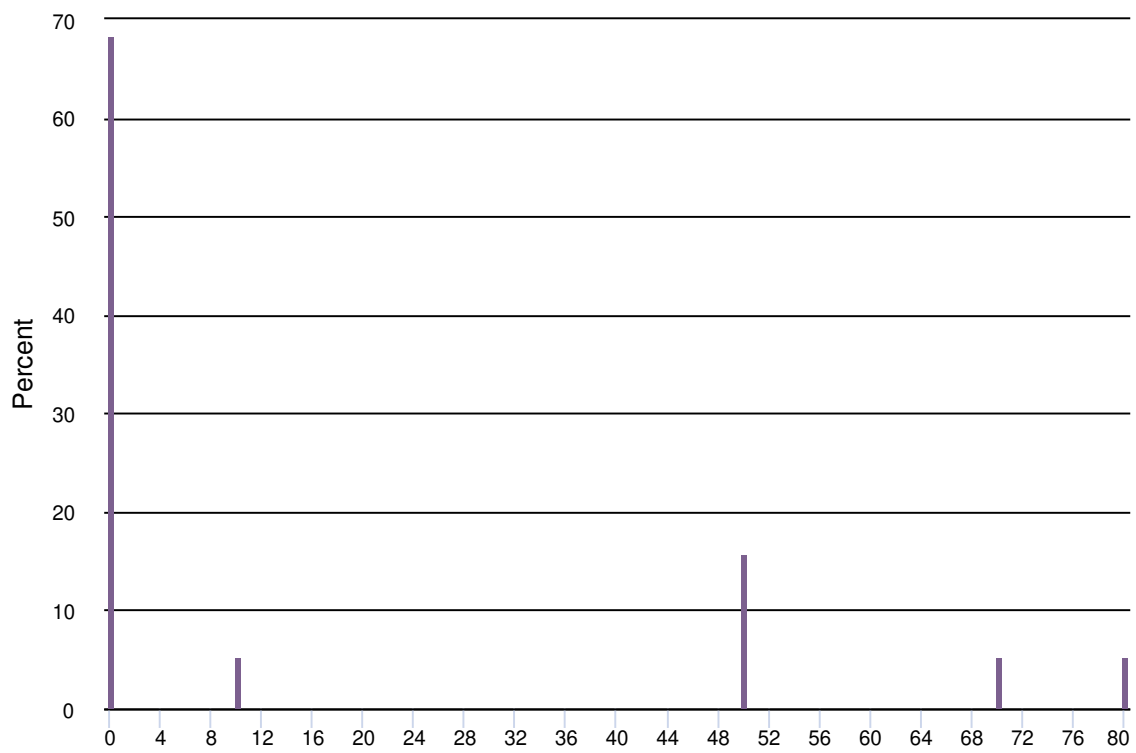


Statistics

Average 15.5

Department Website

LMS (Canvas/PolyLearn)



Statistics

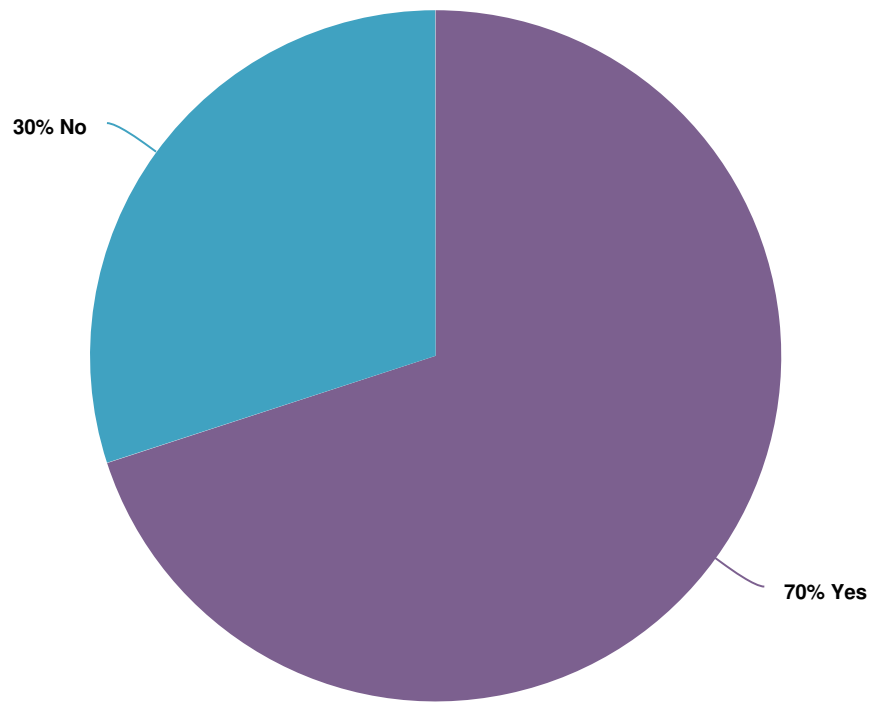
Average

16.3

14. Please indicate the frequency with which you use the following measures to demonstrate that graduates have achieved the PLOs.

	Quarterly	Semi- annually	Annually	Once or twice within the past four years	Did not do or Not applicable
(A) Employment placements Count	0	0	9	8	3
(B) Focus groups Count	0	0	3	6	11
(C) In-class exams Count	10	2	2	2	4
(D) Internship/co-op supervisor review or evaluation Count	5	0	5	0	10
(E) Graduate/doctoral placements Count	0	0	4	5	11
(F) Licensure exam pass rates Count	0	2	5	2	11
(G) Peer assessments Count	1	0	3	6	10
(H) Rubric-based evaluations Count	5	1	7	4	3

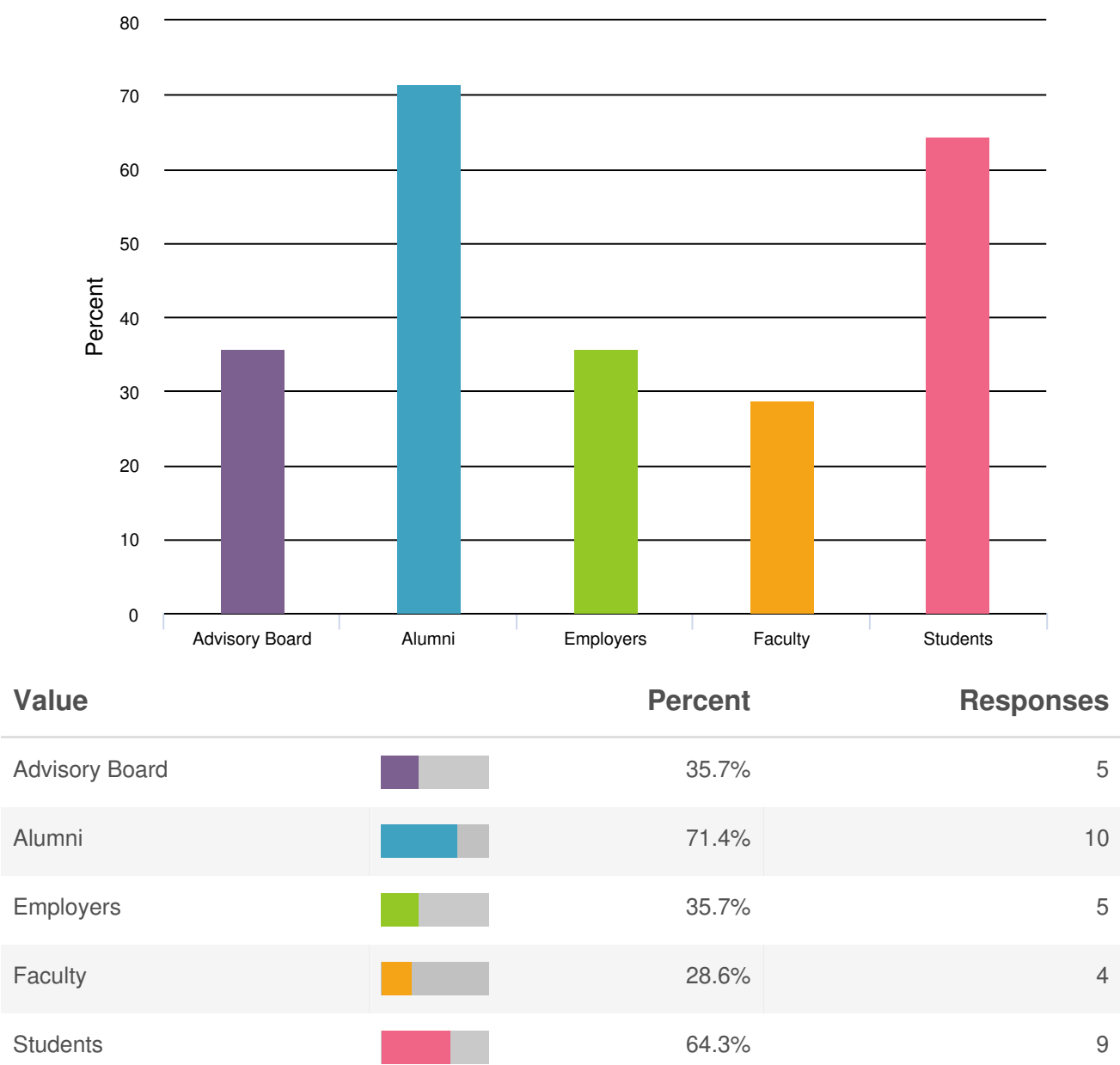
15. Has your program surveyed any stakeholders to determine that graduates have achieved the PLOs?



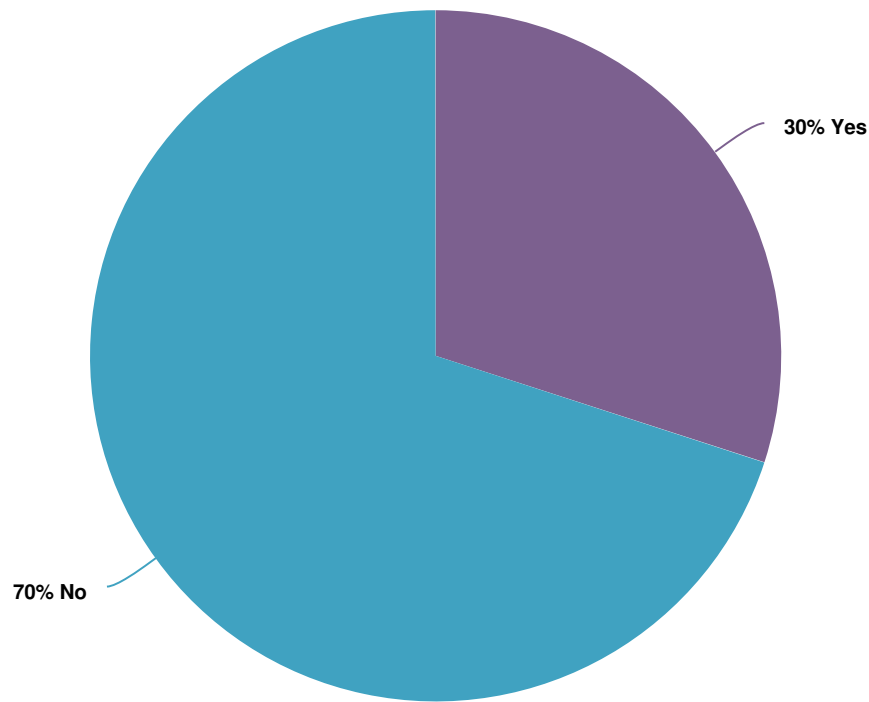
Value		Percent	Responses
Yes	<div><div></div></div>	70.0%	14
No	<div><div></div></div>	30.0%	6

Totals: 20

16. Whom have you surveyed? (Select all that apply.)



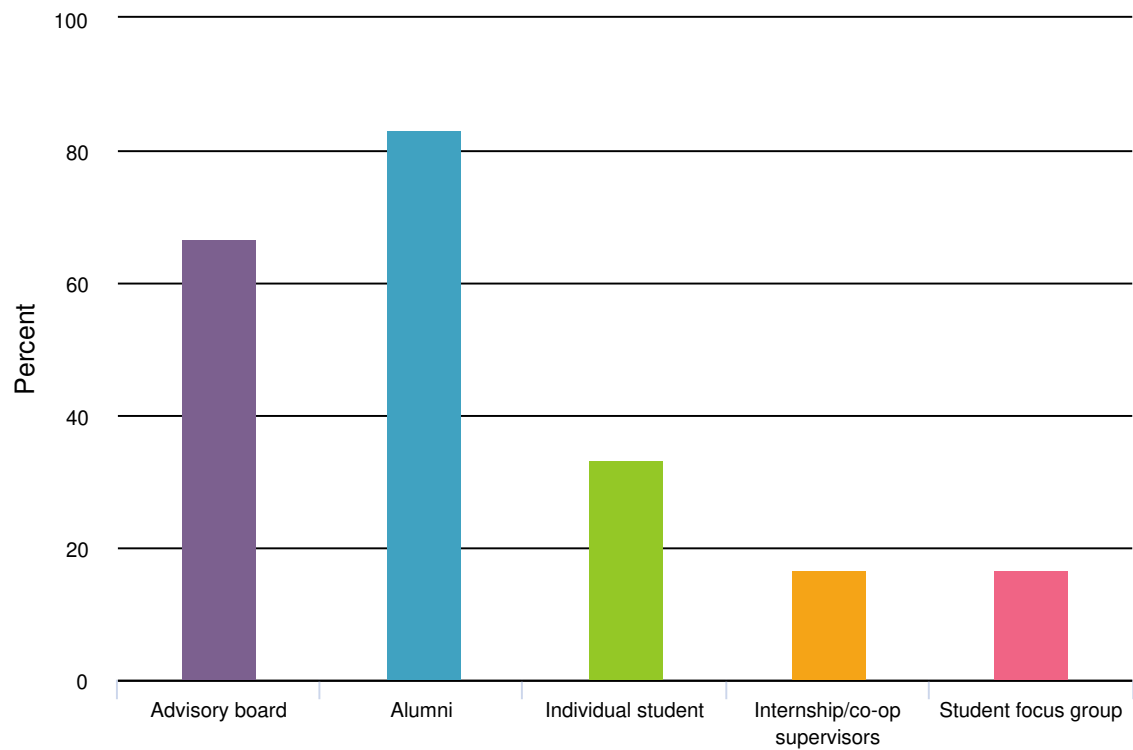
17. Has your program interviewed any stakeholders to demonstrate that graduates have achieved the PLOs?



Value		Percent	Responses
Yes	<div><div></div></div>	30.0%	6
No	<div><div></div></div>	70.0%	14

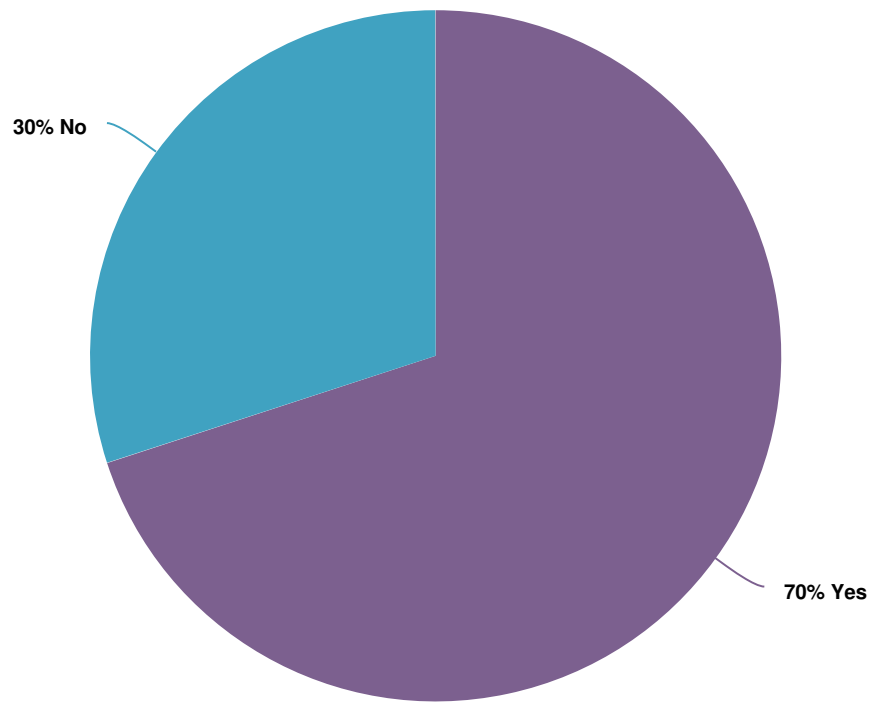
Totals: 20

18. Whom have you interviewed? (Select all that apply.)



Value		Percent	Responses
Advisory board	<div><div></div></div>	66.7%	4
Alumni	<div><div></div></div>	83.3%	5
Individual student	<div><div></div></div>	33.3%	2
Internship/co-op supervisors	<div><div></div></div>	16.7%	1
Student focus group	<div><div></div></div>	16.7%	1

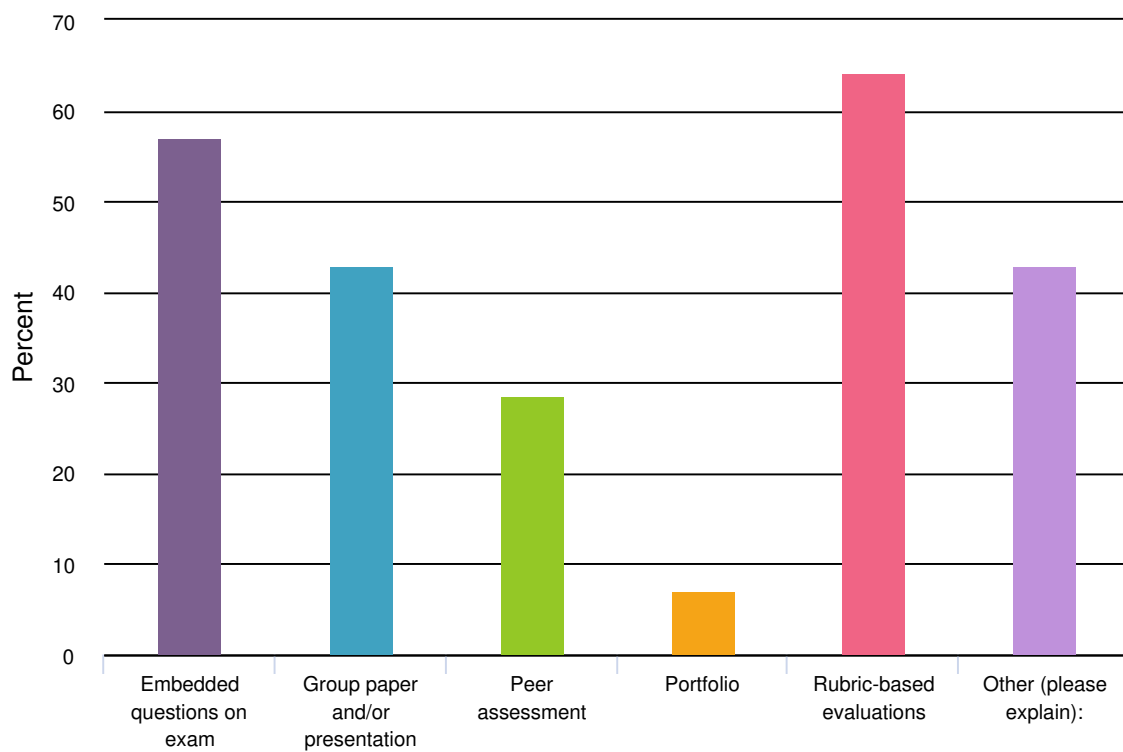
19. Has your program used any course-based assessments to determine that graduates have achieved the PLOs?



Value		Percent	Responses
Yes	<div><div></div></div>	70.0%	14
No	<div><div></div></div>	30.0%	6

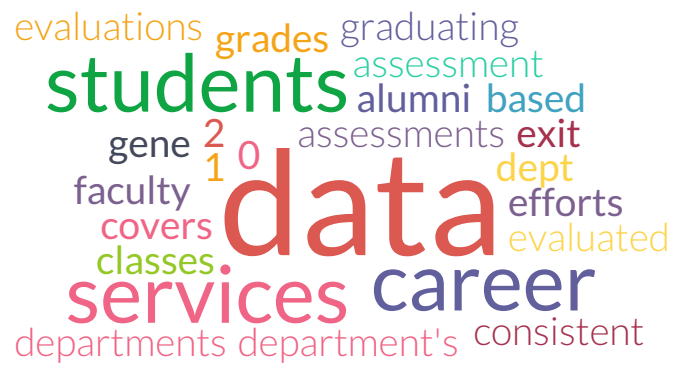
Totals: 20

20. What course-based assessments have you used? (Select all that apply.)

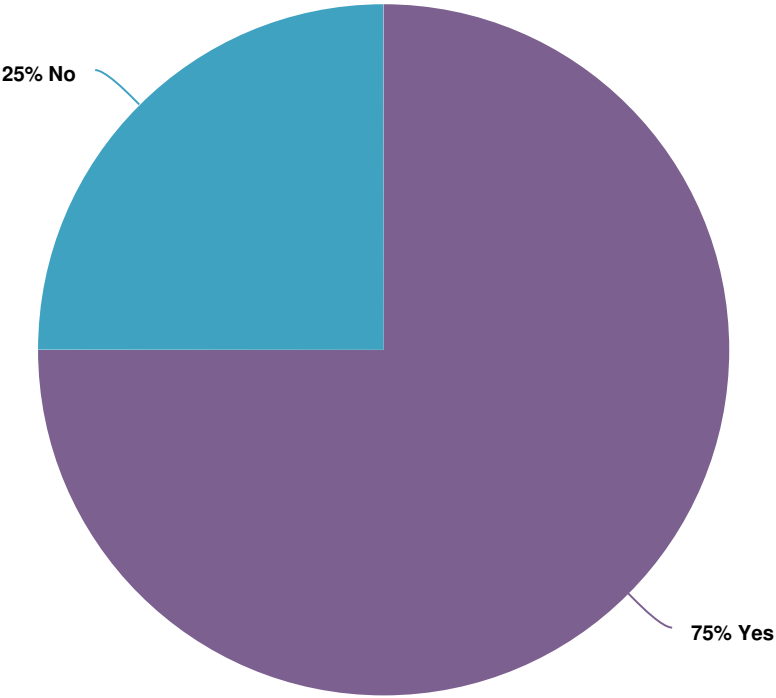


Value		Percent	Responses
Embedded questions on exam		57.1%	8
Group paper and/or presentation		42.9%	6
Peer assessment		28.6%	4
Portfolio		7.1%	1
Rubric-based evaluations		64.3%	9
Other (please explain):		42.9%	6

21. Please describe any other measure(s) your program has utilized in the last four years to demonstrate that graduates have achieved the PLOs.



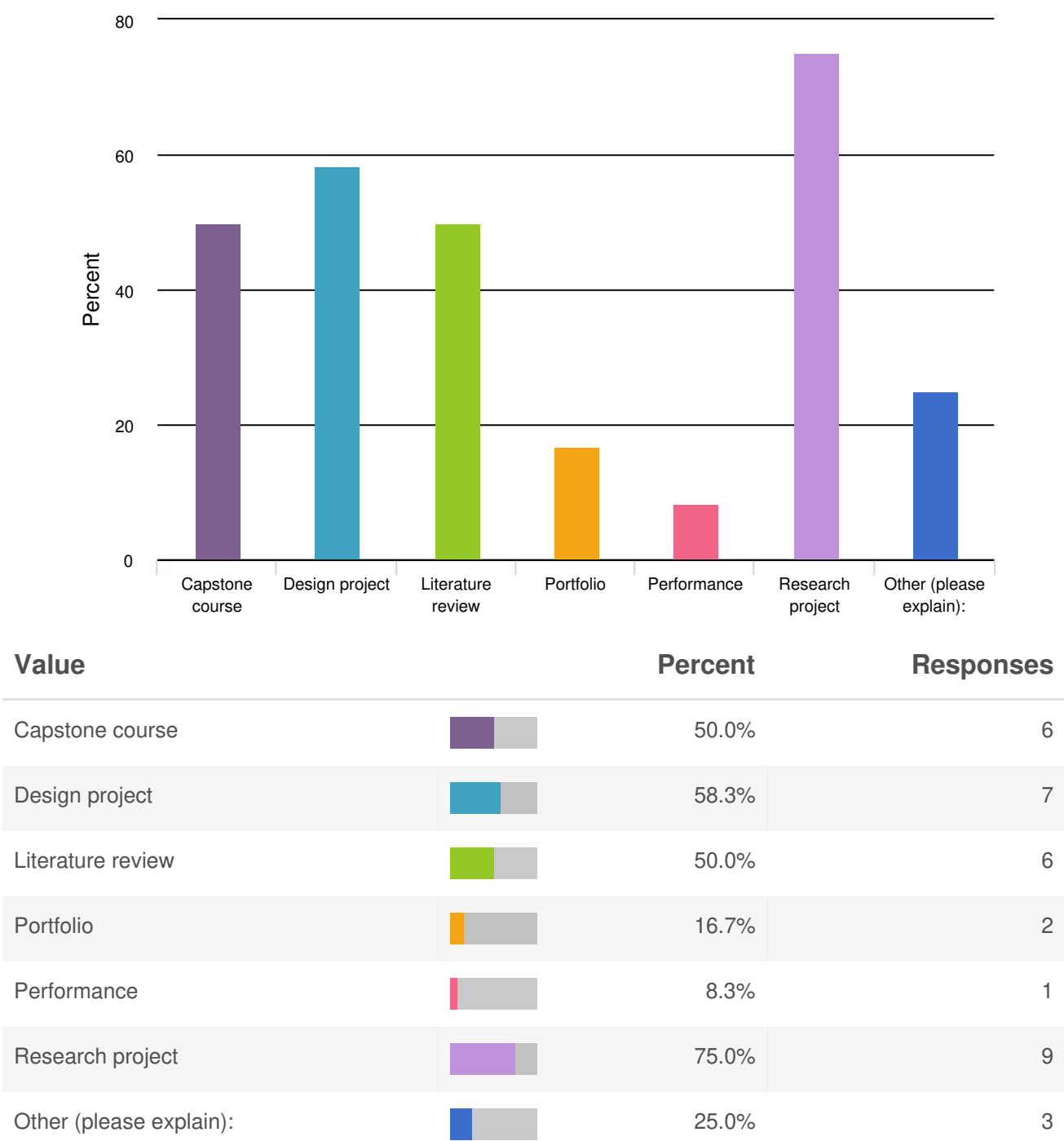
22. Is the senior project used to determine that program graduates have achieved the PLOs?



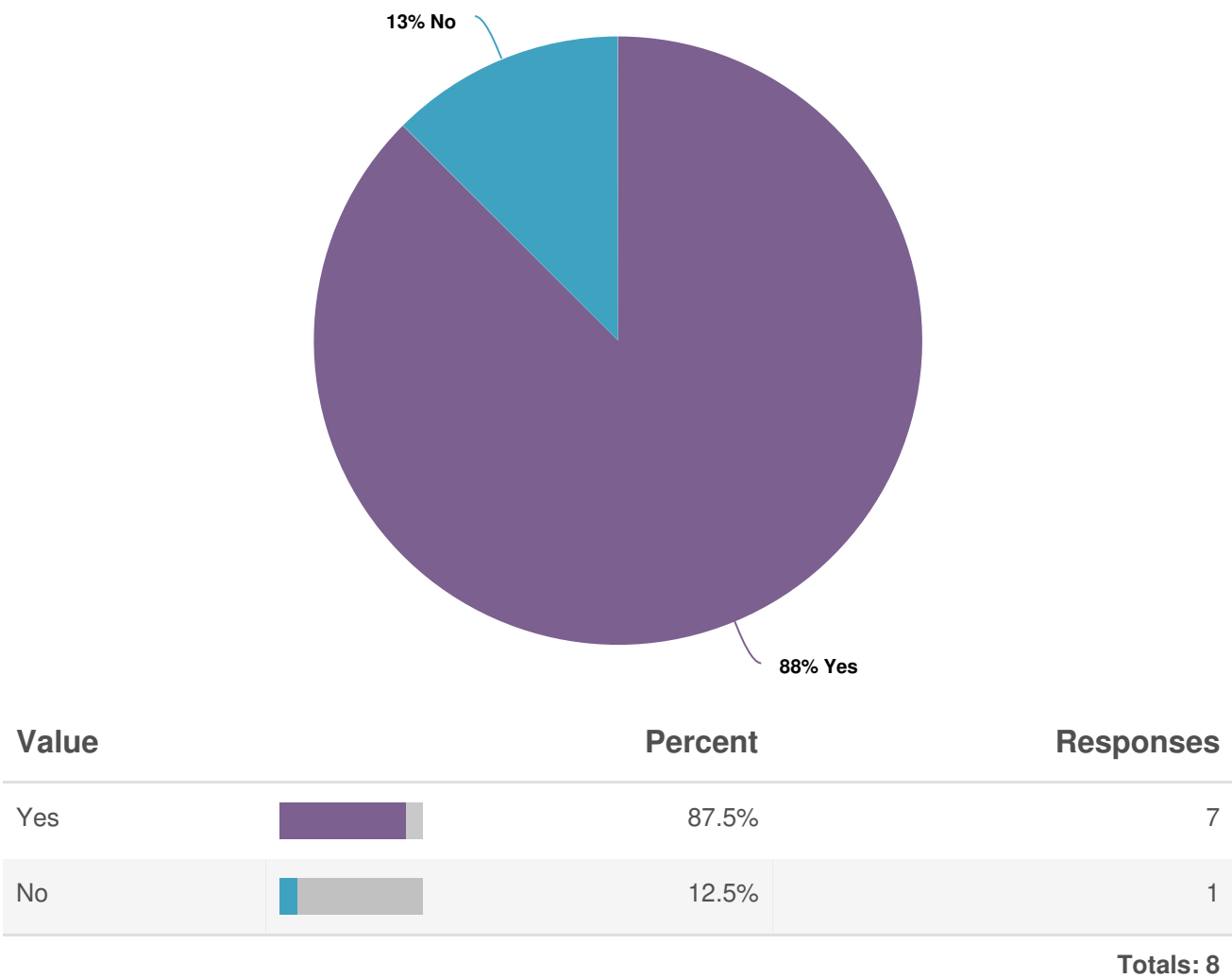
Value		Percent	Responses
Yes	<div><div></div></div>	75.0%	9
No	<div><div></div></div>	25.0%	3

Totals: 12

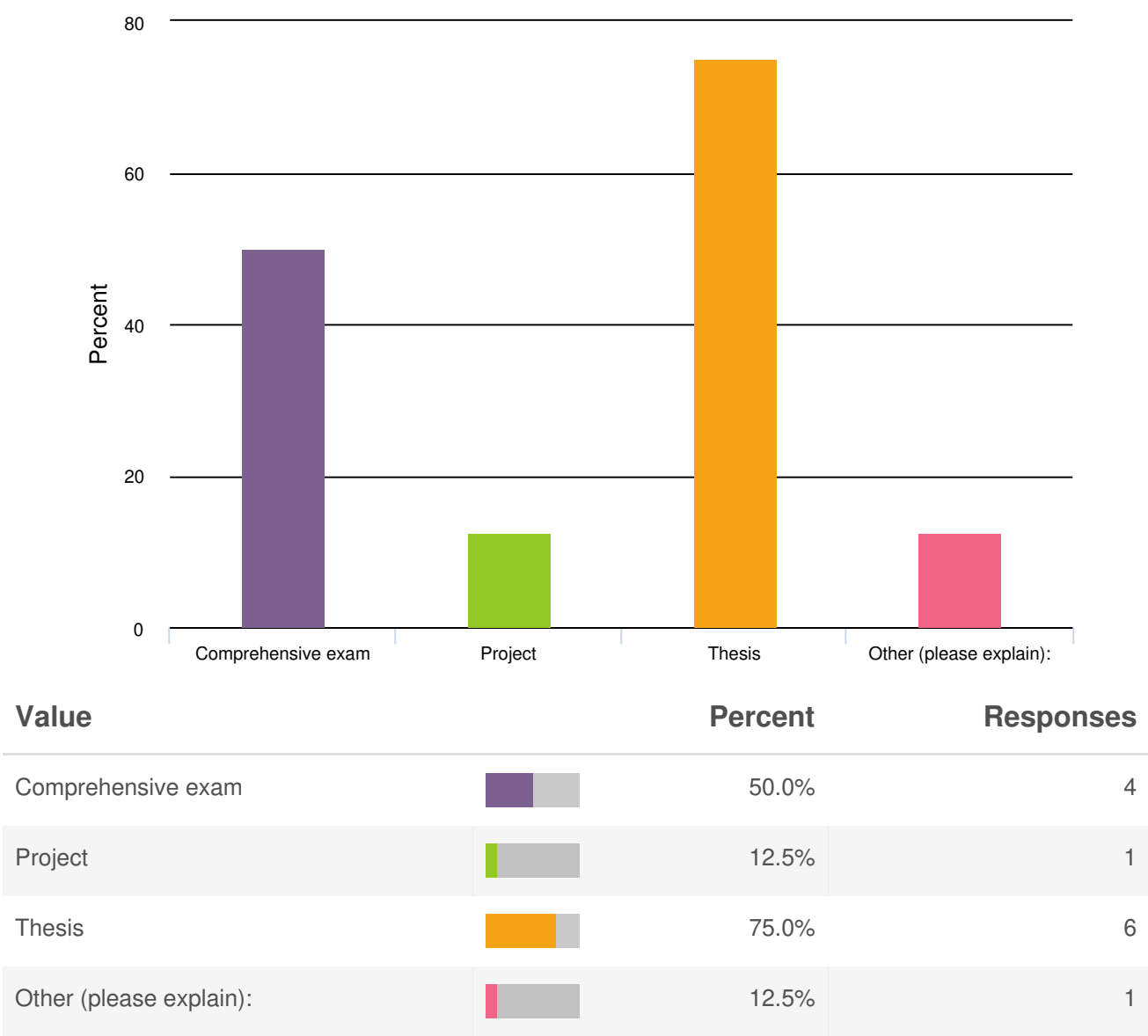
23. What form can the senior project take? (Select all that apply.)



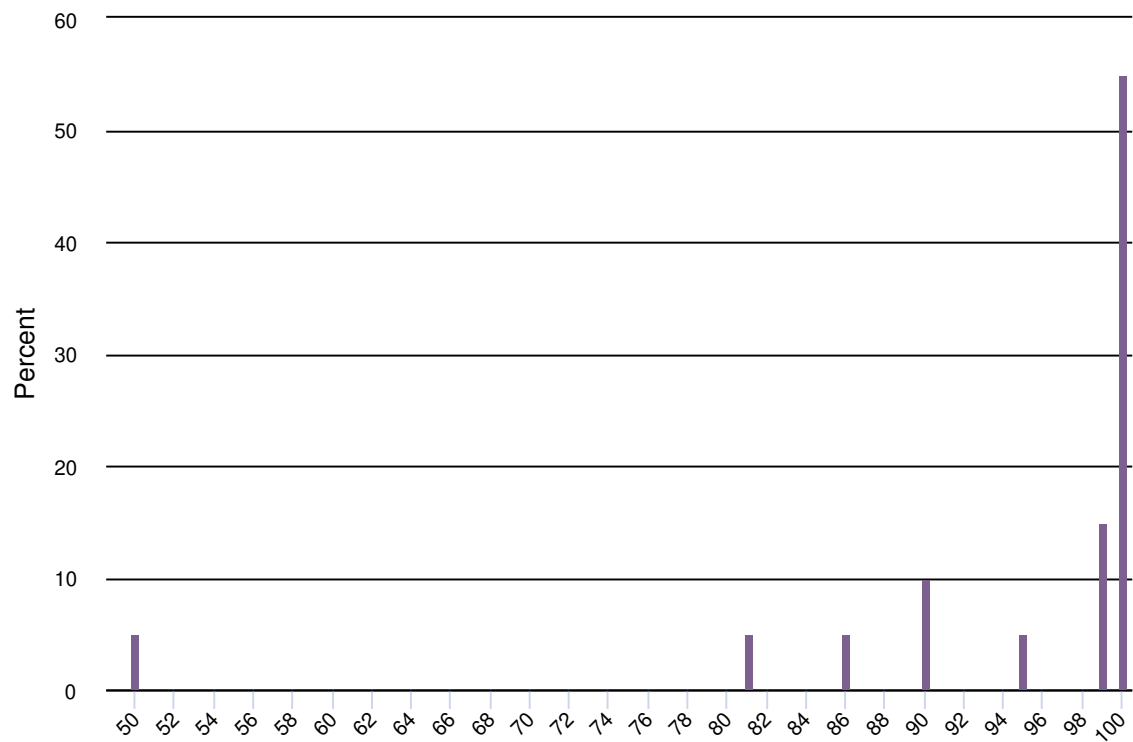
24. Is the culminating experience used to determine that graduates have achieved the PLOs?



25. What form does the culminating experience take? (Select all that apply.)



26. What is the (approximate) percentage of courses in your program that have Course Learning Objectives/Outcomes (CLOs)?

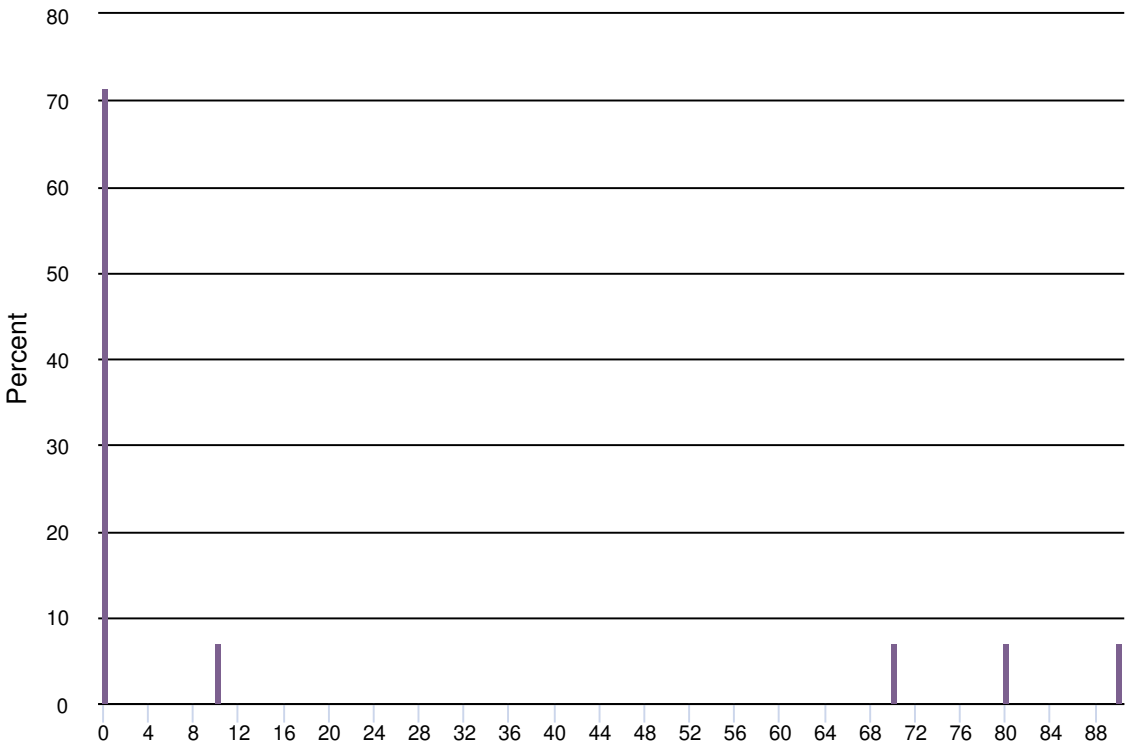


Statistics

Average 94.5

27. What percentage of the time are the CLOs published in the following areas?

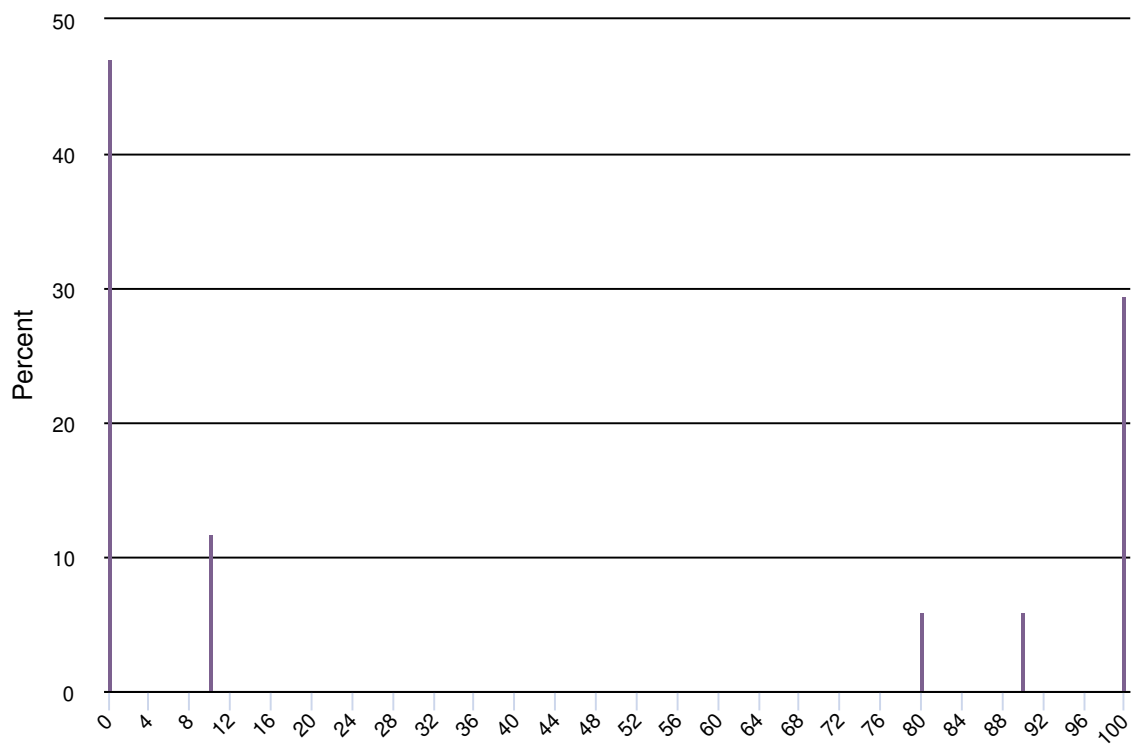
Catalog



Statistics

Average 17.9

Course Website

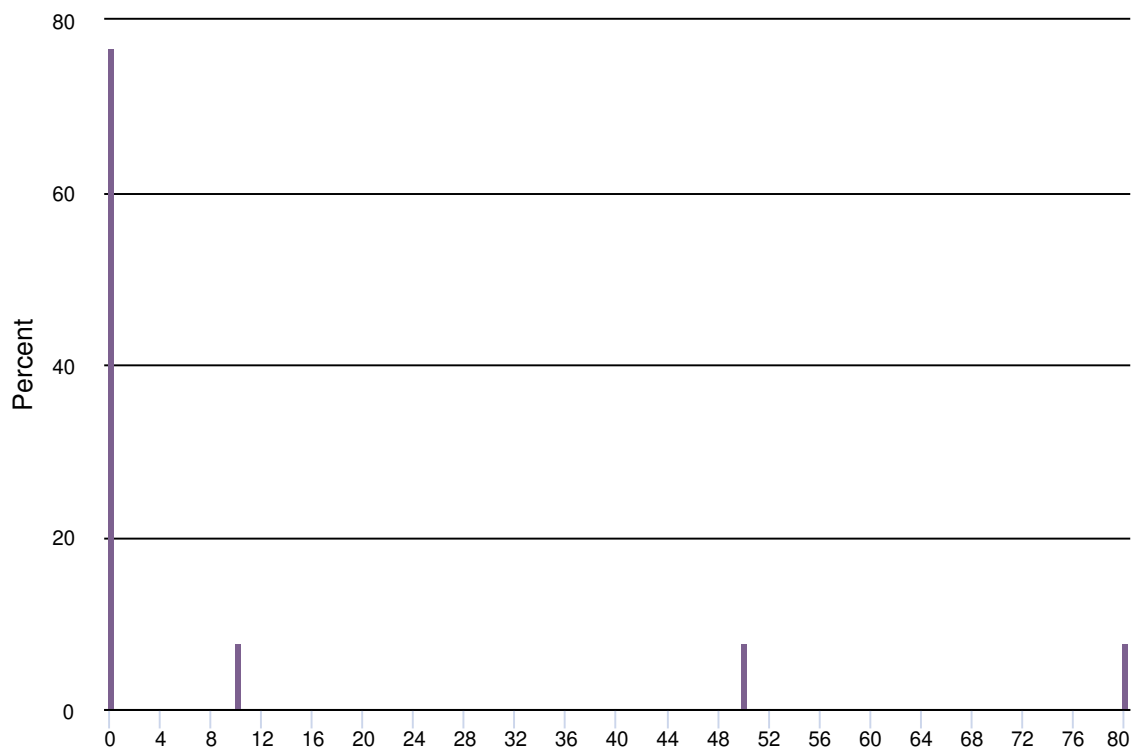


Statistics

Average

40.6

Department Website

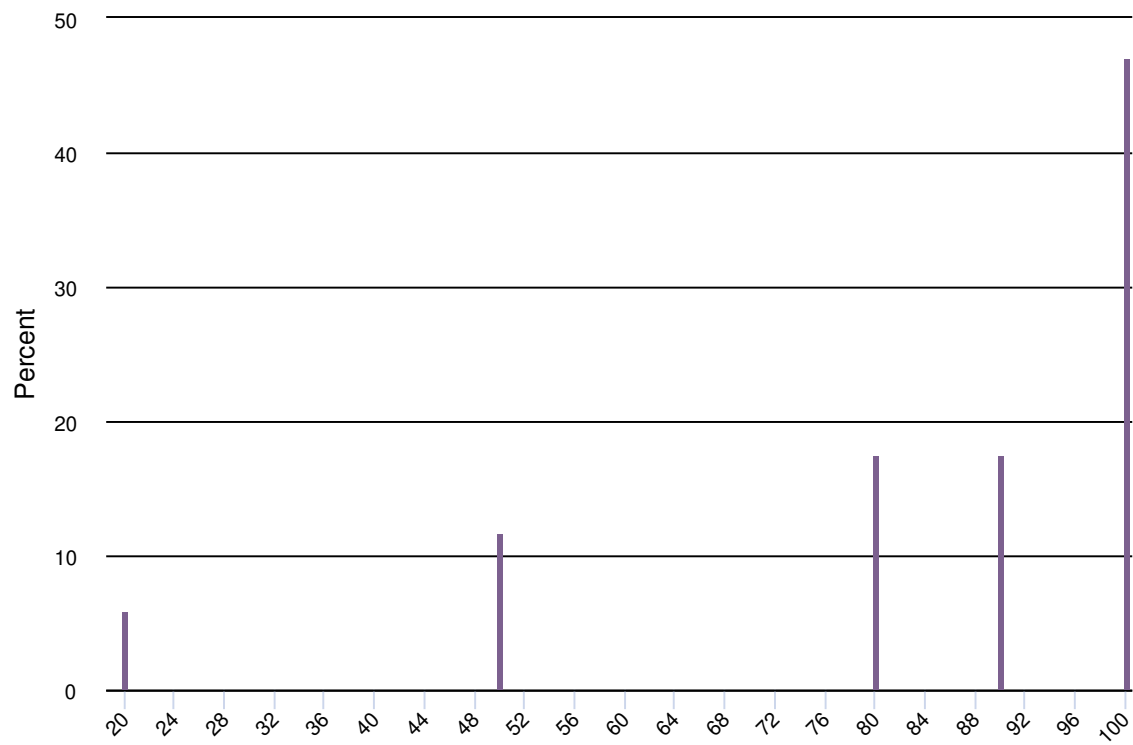


Statistics

Average

10.8

LMS (Canvas/PolyLearn)



Statistics

Average

84.1

All

28. Please describe a significant change you would like to see (within your program, department, college, and/or university) to better support assessment efforts.



A word cloud of responses to question 28. The words are arranged in a cluster, with colors ranging from purple to green. The words include: formats, achievements, college, efforts, faculty, helpful, major, assessments, communication, grad, collection, assessment, time, level, change, lot, program, data, university, levels, programs, department, develop, effective, and coordination.

formats
achievements
college
grad
collection
change
lot
levels
develop
assessments
communication
efforts
faculty
helpful
major
time
level
data
university
programs
department
effective
coordination

Appendix 2-6: Assessment Culture by College¹

Assessment is a method that is used to empirically analyze data related to skills, attitudes, and beliefs with respect to student learning. Assessment results provide educators with baseline knowledge to inform how they should implement strategic interventions that improve such learning.² The literature indicates that the practices and processes of assessment are assertions of education, curriculum, and the value of knowledge within an academic institution.³

Cal Poly's inaugural Survey of Assessment Practices and Culture (SAPC) included items that would measure the perceived *value*, *psychological safety*, and *continuous learning beliefs and efforts* as they relate to assessment culture at the department, college, and institutional levels. In this survey, respondents were asked to answer using a Likert scale where 1 = "Strongly Disagree" and 6 = "Strongly Agree" for each item.

Value:

Belief systems are identified as shared attitudes and perspectives, which are mutually agreed upon, with regard to organizational assessment practices and behaviors. Astin and Antonio proposed the claim that assessment practices in an institution are reflective of its values and standards.⁴ Ennis posited that "assessment culture" is not only a guide for conducting assessment, but also enjoying it.⁵ The literature suggests that individual favorability of assessment culture may be a minimal requirement for establishing a culture of assessment.

Table 1 shows the percent to which respondents "strongly agree" or "agree" with these statements about value:

- "Assessment is an organized, coherent effort in my college."
- "Assessment is valued in my college."
- "Assessment is valued by the faculty members in my program."

Table 1: Value

Question	CENG (n = 14)	CAED (n = 4)	OCOB (n = 2)	CAFES (n = 15)	CSM (n = 11)	CLA (n = 19)	Graduate (n = 35)
Assessment is an organized, coherent effort within my college.	92.86%	100%	100%	80%	81.82%	47.37%	88.57%
Assessment is valued in my college.	92.86%	100%	100%	93.33%	100%	63.16%	91.43%

Psychological Safety:

A culture of fear may be related to the stress that faculty members experience as it pertains to assessment. Skolnik argued that faculty may fear the disciplinary and social repercussions of non-compliance with apparently rigid assessment requirements, inadvertently driving them away from a culture of assessment by threatening the psychological safety of the group.⁶

Table 2 shows the percent to which respondents "strongly agree" or "agree" with these statements about psychological safety:

- "There is pressure to reveal only positive results from assessment efforts."
- "The majority of colleagues in my program are afraid of assessment."

Table 2: Psychological Safety

Question	CENG (n = 14)	CAED (n = 4)	OCOB (n = 2)	CAFES (n = 15)	CSM (n = 11)	CLA (n = 19)	Graduate (n = 35)
There is pressure to reveal only positive results from assessment efforts.	7.14%	25%	0%	13.33%	0%	52.63%	14.29%
The majority of colleagues in my program are afraid of assessment.	14.29%	25%	0%	40%	45.45%	57.89%	8.57%

Continuous Learning and Improvement:

Harvey and Knight defined a *culture of compliance* as one that treats assessment reporting in adherence to regulations, policies, rules, or requirements. Compliance culture may view assessment as a task that is mechanistic and obligatory.⁷ This is marginally different from a culture of assessment, which values innovation and improvement of student learning.⁸

While the literature suggests minimal use of applied psychological leadership theory by administrators to cultivate assessment culture (Fuller, Henderson, & Bustamante, 2014), strong leadership may be among the most important components of its maintenance and guidance.⁹ Fuller, et al., defined leadership within an assessment context as “acts of influencing organizational aspects and culture to precipitate changes, maintain beneficial statuses, and engender involvement and participation of a wide body of stakeholders.”¹⁰ Since many assessment rules and policies are distributed from the top down within an institution, considerations of leadership theory and application may be integral for continuous learning and improvement within an assessment culture.

Table 3 shows the percent to which respondents “strongly agree” or “agree” with these statements about *continuous learning and improvement*:

- “The majority of my colleagues see assessment as focused on compliance requirements.”
- “As a result of assessment efforts, we have improved curriculum.”
- “As a result of assessment efforts, we have improved teaching practices.”

Table 3: Continuous Learning and Improvement

Question	CENG (n = 14)	CAED (n = 4)	OCOB (n = 2)	CAFES (n = 15)	CSM (n = 11)	CLA (n = 19)	Graduate (n = 35)
The majority of my colleagues see assessment as focused on compliance requirements.	92.86%	75%	100%	86.67%	81.82%	94.74%	68.57%
As a result of assessment efforts, we have improved curriculum.	100%	75%	100%	53.33%	63.64%	52.63%	57.14%
As a result of assessment efforts, we have improved teaching practices.	64.29%	75%	100%	33.33%	27.27%	15.79%	37.14%

Endnotes:

¹ This survey project is the basis of four presentations scheduled for the WSCUC 2022 Accreditation Resource Conference:

Michael V. Nguyen and Shannon Sullivan-Danser, "Intentionally Inclusive: Core Competency Planning – Round Two."

Michael V. Nguyen and Shannon Sullivan-Danser, "Strategic Improvement: A Customized Approach to Annual Reporting."

Michael V. Nguyen, "Leveraging Context for Organizational Change: Inspiration from Three California State University Campuses" (collaboration with CSU San Bernadino and Sacramento State).

Michael V. Nguyen, "(Re)Engineering a Culture of Holistic and Inclusive Assessment" (collaboration with Cal Poly College of Engineering).

² Jean Rea, "You Say Ee-ther and I Say Eye-ther: Clarifying Assessment and Evaluation," Association for Talent Development, June 27, 2010, <https://www.td.org/newsletters/atd-links/you-say-ee-ther-and-i-say-eye-ther-clarifying-assessment-and-evaluation>.

³ J. Heron, "Assessment Revisited," in David Boud, ed., *Developing Student Autonomy in Learning* (Kogan Page, 1988), pages 77–90; David Boud, "Assessment and the Promotion of Academic Values," *Studies in Higher Education* 15.5 (1990), pages 101–111; H. S. Becker, B. Geer, and E. C. Hughes, *Making the Grade: The Academic Side of College Life* (Wiley, 1968); S. Brown and P. Knight, *Assessing learners in higher education* (Kogan Page, 1994); D. James, *Making the Graduate: Perspectives on Student Experience of Assessment in Higher Education* (Falmer Press, 2000), pages 151–167.

⁴ A. W. Astin and a. I. antonio, *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education* (American Council on Education, 2012).

⁵ D. Ennis, "Contra Assessment Culture," *Assessment Update* 22.2 (2010), pages 1–15.

⁶ M. Skolnik, "Quality Assurance in Higher Education as a Political Process," *Higher Education Management and Policy*, 22.1 (2010), pages 1–20; L. Joseph, "Is Your Team in 'Psychological Danger'?" World Economic Forum, April 12, 2016, <https://www.weforum.org/agenda/2016/04/team-psychological-danger-work-performance/>.

⁷ L. Harvey and P. Knight, *Transforming Higher Education* (SHRE/ Open University Press, 1996).

⁸ M. B. Fuller, S. T. Skidmore, R. M. Bustamante, and P. C. Holzweiss, "Empirically Exploring Higher Education Cultures of Assessment," *The Review of Higher Education* 29.3 (2016), pages 395–429.

⁹ M. B. Fuller, S. Henderson, and R. M. Bustamante, "Assessment Leaders' Perspectives of Institutional Cultures of Assessment: A Delphi Study," *Assessment and Evaluation in Higher Education* 40.3 (2014), pages 331–351.

¹⁰ Fuller, et al., page 402.

Appendix 8-1: CSU Graduation Initiative 2025 Funding Summary

One-time funding	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
Faculty: one-time funding to offer bottleneck courses	\$249,330		\$10,590			
Faculty: assigned time for special projects, such as data-driven decisions task force, GE task force, enrollment management, Early Start Program, Cal Poly Scholars, and college support for new faculty release time		\$111,871	\$190,524	\$467,327		
Staff: one-time funding for student support, such as Advising, Registrar, Canvas LMS implementation, Men of Color Success Initiative, Polycultural Weekend, Black Academic Excellence Center, Dream Center, Cross Cultural Experience, and BEACoN Mentoring	\$120,375	\$161,900		\$360,000		
Special projects: additional sessions of Graduate Writing Exam, move and expand the writing center, Creating Opportunities for Representative Engagement (CORE) for incoming URM students, and new permanent program start-up costs	\$47,047	\$43,264	\$20,154	\$65,500		
Micro grants for students (\$2000 each)	\$60,000	\$60,000	\$60,000	made permanent		
Software and equipment: one-time, such as computer lab library, data-driven decision software tool, HighPoint Schedule Builder, Degree Planner software, and ITS mobile app and software development		\$89,800	\$50,000	\$427,058		
Center for Teaching, Learning and Technology one-time funding for workshops		\$118,500				
One time subtotal	\$476,752	\$585,335	\$331,268	\$1,319,885	\$0	\$0

Permanent (base) funding						
Faculty: new tenure-track positions			\$825,000	\$1,623,794	\$825,000	\$401,834
Staff: new permanent positions (Registrar, Advising)			\$295,000			
New permanent programs: tutoring center, transfer center; includes new positions			\$228,872	\$337,500		
Software licenses to support students			\$130,000	\$44,000		
Micro grants for students (\$2000 each)				\$60,000		
Base (permanent) subtotal	\$0	\$0	\$1,478,872	\$2,065,294	\$825,000	\$401,834
Total GI25 expenditures per year	\$476,752	\$585,335	\$1,810,140	\$3,385,179	\$825,000	\$401,834

Total one-time: \$2,713,239
Total permanent base: \$4,771,000



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

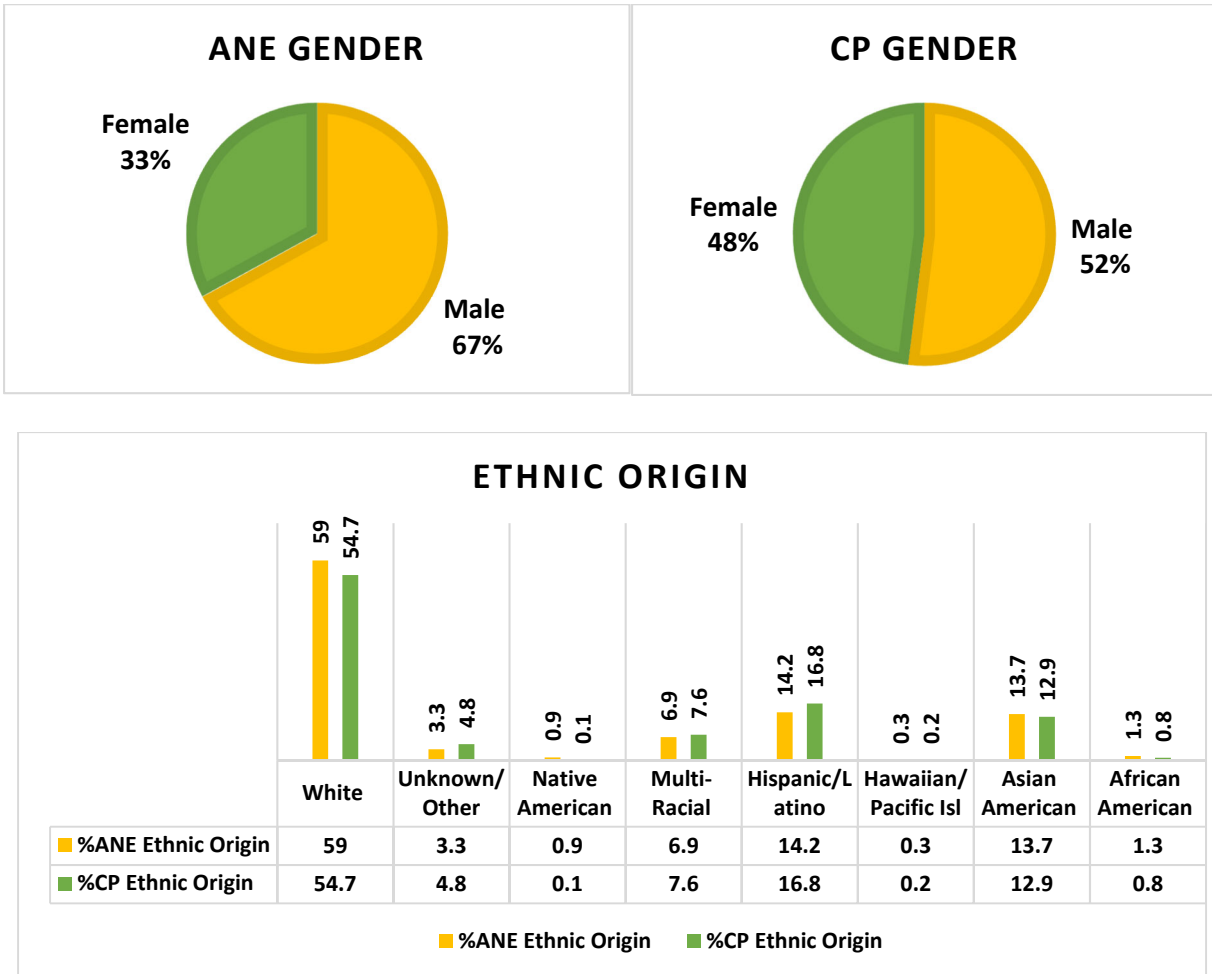
Summary of Notable Findings:

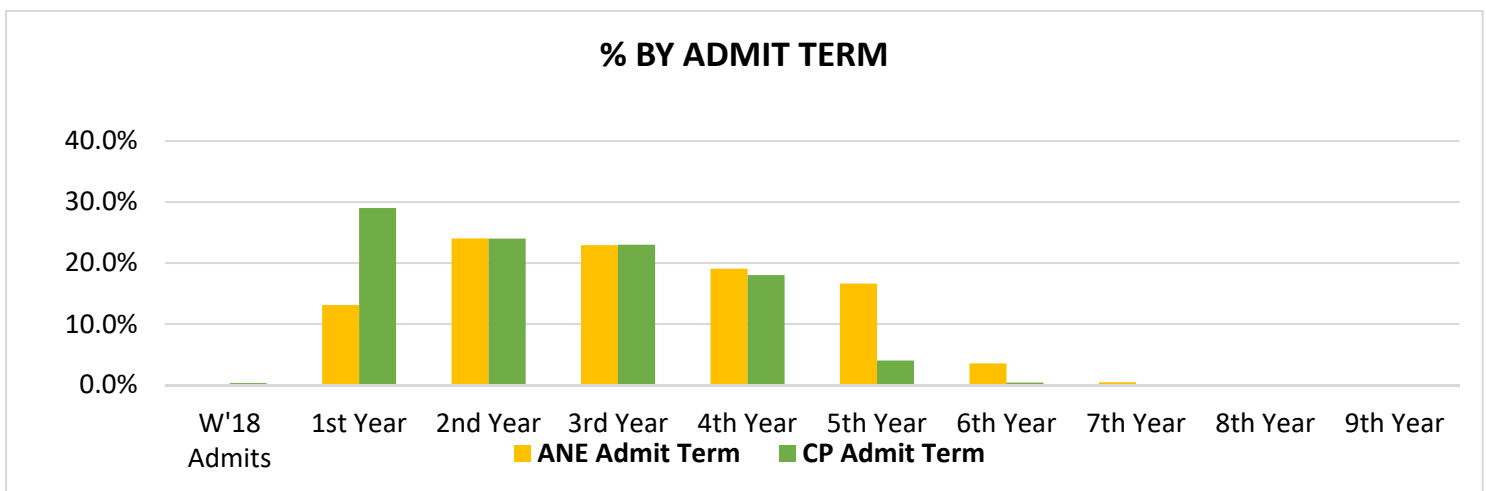
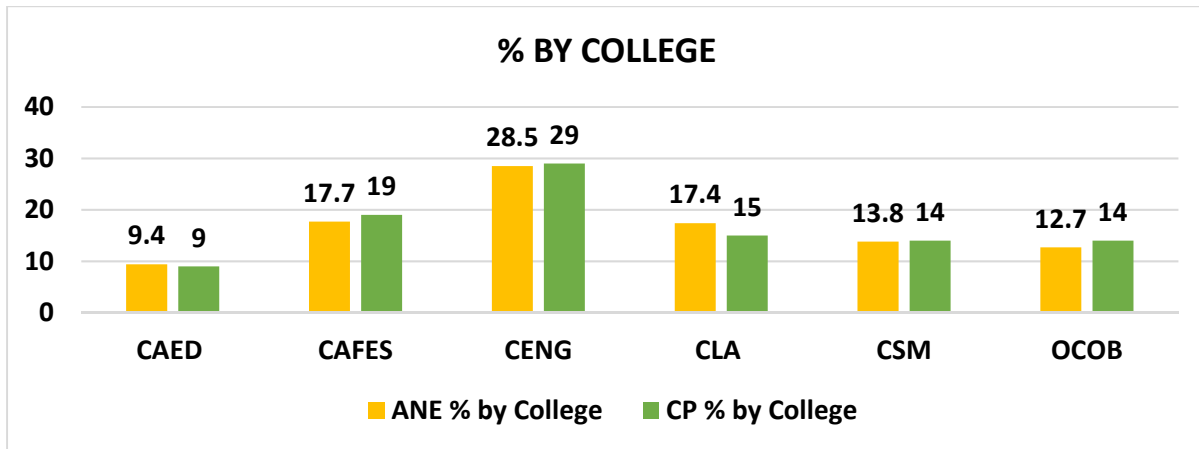
- Of all students reported as Active/Not Enrolled in queries run, 41-47% are subsequently enrolled in classes by census date of the target term.
- Of the remaining 53-59%:
 - 18-20% have the status of Discontinued by census
 - Approximately 2% are Dismissed as of census
 - Approximately 12% are on the 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 ICMA’s while 19% have successfully completed ICMA’s
 - 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:

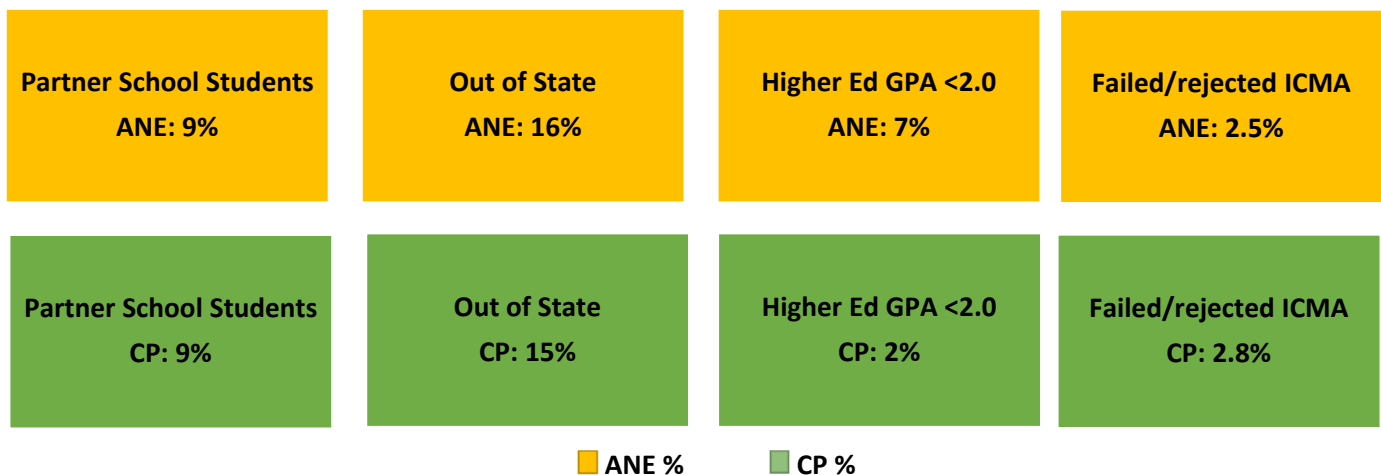
Demographics:



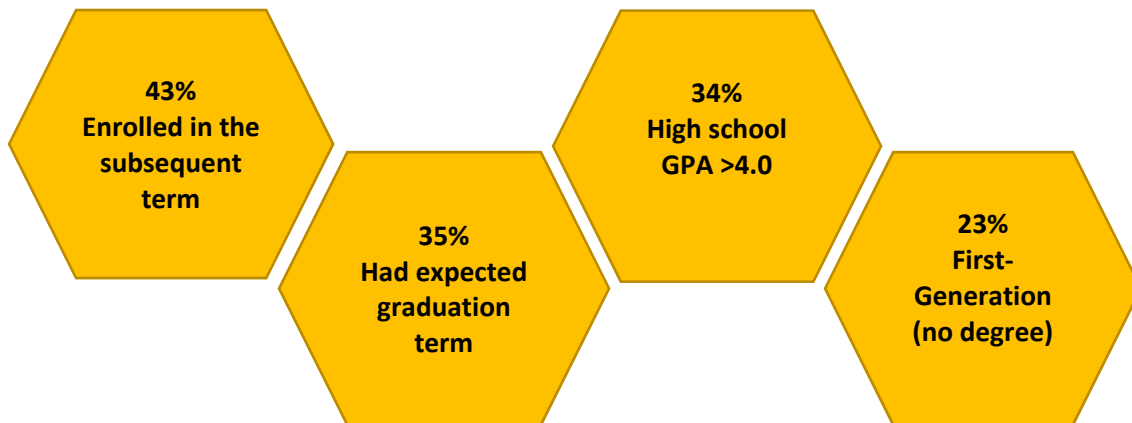


Presenting Factors:

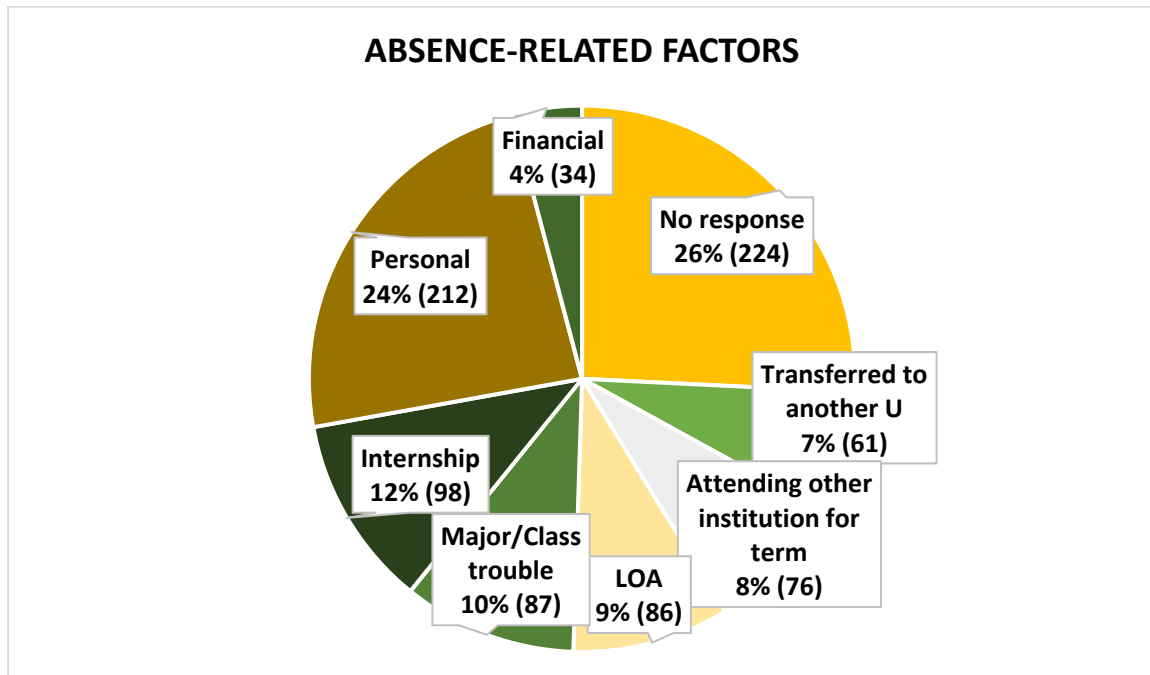
Factors thought to be more prevalent in students *who leave* Cal Poly are represented below. Only one of these often-referred-to characteristics are notably overrepresented in our ANE cohort.



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.

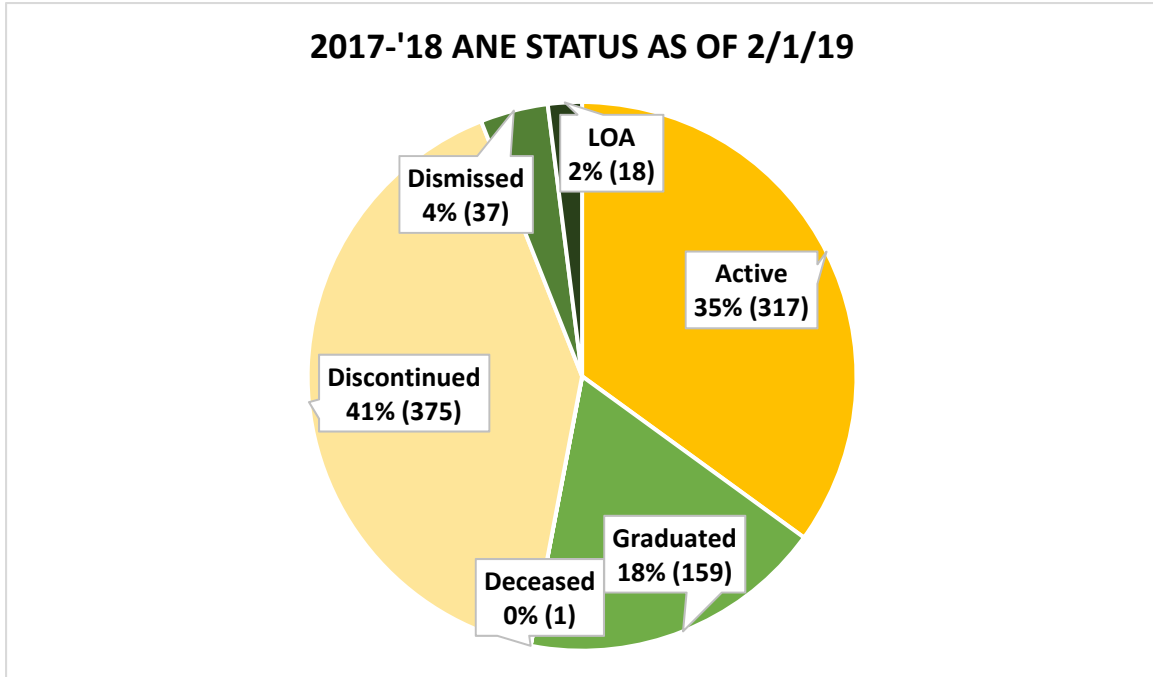
Unable to change to desired major/adjustment issues/personal struggles/mental health concerns/
Academic difficulties, taking short term break to complete courses at cc/financial difficulties/unable to get
classes/Withdrew from Spring Quarter

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.



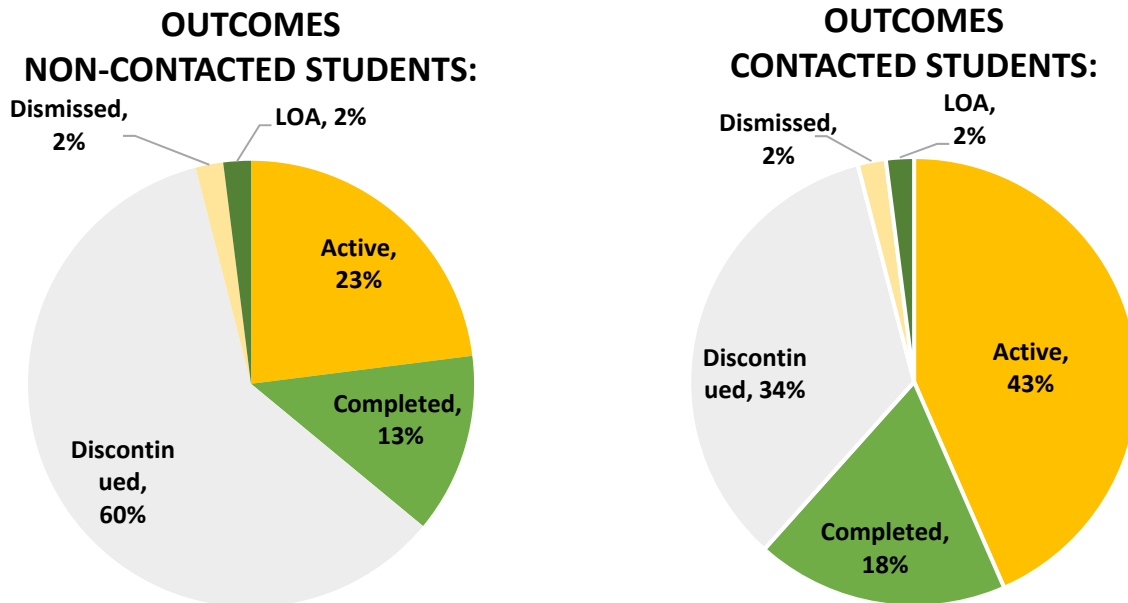
2017-'18 ANE STATUS AS OF 2/1/19 – BY TERM

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 8-3: 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	0.0%	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	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 8-4: Management Headcount by Ethnicity and Gender, 2016 and 2020

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

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

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

Appendix 8-5: Staff Headcount by Ethnicity and Gender, 2016 and 2020

Staff	2016		2020	
Ethnicity	#	%	#	%
Hispanic/Latinx	266	18.9%	263	20.2%
African American	29	2.1%	19	1.5%
Native American	10	0.7%	9	0.7%
Hawaiian/Pacific Islander	5	0.4%	3	0.2%
Asian American	76	5.4%	70	5.4%
Multi-Racial	26	1.8%	33.0	2.5%
White	934	66.3%	838	64.5%
Other (NonRes, Unk)	63	4.5%	64	4.9%
Total	1409	100.00%	1299	100.00%

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

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

Staff	2016		2020	
Gender	#	%	#	%
Men	656	46.6%	591	45.6%
Women	753	53.4%	706	54.4%
Total	1409	100.00%	1297	100.00%

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

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

Appendix 8-6: Cluster Hires, 2017-22¹

College of Liberal Arts Cluster Hire, 2016-17

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

University-Wide Cluster Hire, 2018-19

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
	Sociology	Criminology and Gender
College of Science and Math (5 total hires)	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)
	School of Education	Education Leadership and Administration in Multilingual Education
	School of Education	Elementary Science Education for Linguistically Diverse Learners

College of Liberal Arts Cluster Hire, 2021-22

Department	Specialty of Tenure-Track Hire
Communication Studies	Rhetoric
English	African American Literature
Ethnic Studies	Latina/o/x Studies (2 hires, including one Associate/ssistant position)
History	World History
Political Science	Public Policy
Psychology and Child Development	Clinical/Counseling Psychology with Cultural & Linguistic Competency
Social Sciences	International Political Economy and Social Movements
Women's Gender and Queer Studies	Feminist/Queer/Trans* Dis/Ability Studies

See: Cal Poly College of Liberal Arts, "DEI-Focused Cluster Hires," <https://cla.calpoly.edu/diversity-cluster>

¹ The cluster hires are also the subject of a presentation scheduled for the WSCUC 2022 Accreditation Resource Conference: Jennifer Teramoto Pedrotti & Denise A. Isom, "DEI-Focused Cluster Hiring: A Pathway to a More Diverse and Knowledgeable Faculty."

Appendix 8-7¹

National Survey for Student Engagement (NSSE) Data Analyses Performed for WSCUC Accreditation Report Created by Dr. Kelly Bennion and Dr. Julie Garcia August 25, 2021

In the Winter of 2021, Dr. Bennion and Dr. Garcia were asked by the Cal Poly Accreditation Liaison Officer, Dr. Bruno Giberti, to analyze the data acquired via the National Survey for Student Engagement (NSSE) with a team of undergraduate students. Dr. Bennion and Dr. Garcia invited a team of four undergraduate students to work on this project and began work in the Spring of 2021.

Student Research Assistants:

- Tate Hoyer (PSY '22)
- Rebecca Slagle Luenser (PSY '21)
- Lika Mendiola (CD '22)
- Yazmeen Norwood (PSY '22)

Qualitative Analyses Plan

Dr. Bennion and Dr. Garcia met with the four undergraduate students weekly throughout the Spring 2021 quarter. During our meetings, we developed a qualitative coding scheme, trained the students to use the coding scheme, went over codes to ensure alignment, and discussed relevant research that pertained to our analyses. The students coded NSSE data for 2011, 2014, and 2017. We included 2011 data as it was the year immediately before our last accreditation review in 2012. The data for 2014 and 2017 fall within this current accreditation review cycle.

Students did a qualitative analysis of the open-ended question for each year we examined. The prompt asked students to assess their academic experiences in global terms and did not ask about DEI specifically. The specific prompts for each year were:

- Additional comments or feedback on the quality of educational experience (2011 & 2014)
- The change they would *most* like to see implemented that would improve their educational experience, and one thing that should *not* be changed (2017)

Students coded 1190 open-ended responses (2011 = 261 responses, 2014 = 154 responses, 2017 = 775 responses). Our students coded these responses along the dimensions listed below. Two students coded each response to allow us to examine if the open-ended response was coded similarly by two independent evaluators. We quantified overlap in the responses by analyzing interrater reliability in our student ratings. Most results indicated reliability of .70 or above, with two exceptions (one below .50 and one between .60-.70).

Qualitative Variables Students Coded for in Open-Ended Responses

- If diversity, equity, and/or inclusion was mentioned in the response
- The valence of how DEI was mentioned (positive, negative, or neutral)
- If a specific social group was identified in the comment, or if DEI was mentioned in general terms
- How DEI was mentioned (need more/less; institutional policies; college specified; Cal Poly Centers; context)
 - Specific Cal Poly Centers were only mentioned 11 out of 266 possible instances (8 in 2017, 2 in 2014, 1 in 2011 — too few to draw meaningful conclusions).
- Recommended action
- Educational environment

Data Analyses Plan

In the summer of 2021, Dr. Bennion and Dr. Garcia conducted data analyses, culminating in this report. We have summarized the most significant findings below. A list of tables that resulted from our analyses is on page 4.

We also separated students' comments by their relevancy to each of the three subsections of our self-study (see Excel document) and included the following demographic variables: age, race/ethnicity, gender identity, sexual orientation (2017 only), first-generation status, and whether the student matriculated at Cal Poly after graduating from high school vs. after attending another institution. Note that some student comments are included in multiple tabs of the spreadsheet (2011, 2014, and/or 2017) because they were relevant to two or more groups. Also, the tabs of the spreadsheet do not include all comments, nor do they include all comments that address DEI; rather, these are the comments that most directly aligned with the three essays:

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

Summary of Main Findings

- **Frequency of DEI:**
 - Interestingly, although the open-ended prompts did not specifically ask students about DEI, nearly 20% of students mentioned this topic in their responses. Notably, students mentioned this much more in 2017 (22%) compared to 2011 (14%) or 2014 (13%), suggesting that students were thinking about DEI more in recent years (see Table 1).
 - Examining frequency of mentioning DEI by the racial or ethnic group of the responder revealed that this increase in mentioning DEI was consistent for all racial/ethnic groups with only one exception; American Indian or Alaska Native responses decreased from 2011, but this is likely due to a low sample (see Table 2).
- **Valence of DEI:**
 - 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.
 - Examining valence of DEI responses by race/ethnicity revealed that all race/ethnic groups mainly indicated DEI in positive terms, except those students who did not indicate their race (see Table 4).
 - Examining valence of DEI responses by college indicated that students in each college mainly wrote about DEI in positive ways. Most were nearly 90% positive in each college, with the exception of the College of Engineering where only 72% of DEI responses were positive (see Table 5).
- **Perception of DEI at Cal Poly:**
 - 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. 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 6).
- **Specific Social Identities Mentioned in DEI Responses:**
 - Students mainly wrote about DEI in general terms (34% of all responses across all years). Of all specific social identities mentioned, race/ethnicity was by far the most common (26% of all responses across all years). Interestingly, mentioning race/ethnicity specifically decreased in each year observed, with race/ethnicity comprising 37% of the responses in 2011 and 29% of responses in 2014, but only 18% of responses in 2017. The next highest social identity mentioned after race/ethnicity was socioeconomic status (9% of all responses across all years; see Table 7).
- **Recommended DEI Action:**
 - The most frequent recommended action students indicated was to increase diversity (42% of all responses across all years), followed by fostering inclusion (22% of all responses

across all years). While the percentage of students indicating that Cal Poly should foster inclusion has remained static from 2011 to 2014 (both 17%), this increased in 2017 (24%). Among the three years analyzed, the percentage of students stating that we should increase diversity went up from 2011 (31%) to 2017 (46%; see Table 8).

- **Educational Environment:**

- Students gave DEI responses that were mainly related to their faculty (18% of responses across all years) and curriculum (13% of responses across all years). Students' desire for a more diverse curriculum generally increased over time, but with a slight dip from 2014 to 2017 — 8% in 2011, 18% in 2014, and 14% in 2017. DEI as it pertains to faculty reflected 18% of responses in 2011, 26% of responses in 2014, and 18% of responses in 2017 (see Table 9).

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

	DEI Mentioned		DEI Not Mentioned		Total	
Year	#	%	#	%	#	%
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

DEI mentioned: Characteristic responses

- DEI Mentioned = “I felt racially discriminated. Not blatantly, but as if I was invisible and didn't matter. This is by students, staff, faculty members, etc. There is a diversity issue at Cal Poly.”
- DEI Not Mentioned = “An introduction class in each major that explains exactly what can be done with the degree they are pursuing. It can include all the experiences of the faculty in the college. It can also include some basic life skills and common goals.”

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		Data Set Year							
		2011		2014		2017		Total	
	DEI Mentioned	#	%	#	%	#	%	#	%
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

Valence: Characteristic responses

- Positive = “I would like to see this institution move away from being a PWI.”
- Negative = “Stop caring about all the diversity stuff. We're here to learn, not develop caring hearts.”
- Neutral = “Diversity”

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 of 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. Valence with which students mentioned DEI in open-ended responses by college for all years.

	Positive		Negative		Neutral		Total	
	#	%	#	%	#	%	#	%
CAED	4	100.00	0	0.00	0	0.00	4	1.79
CAFES	21	91.30	2	8.70	0	0.00	23	10.31
CENG	33	71.74	13	28.26	0	0.00	46	20.63
CLA	58	89.23	5	7.69	2	3.08	65	29.15
CSM	47	90.38	0	0.00	5	9.62	52	23.32
OCOB	26	89.66	1	3.45	2	6.90	29	13.00
Unknown	2	50.00	1	25.00	1	25.00	4	1.79
Total	191	85.66	22	9.87	10	4.48	223	100.00

Table 6. 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

Perception of DEI activity: Characteristic responses

- Need more = “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.”
- Too much = “I enjoyed my time in college but got sick of having ‘diversity’ and political correctness shoved down my throat while I was a student. Most of the general education classes where I should have learned about other cultures and religions time was wasted on discussing ‘feelings’ and opinions of students and teachers rather than actually learning facts and history.”
- Neutral = “Diversity and inclusivity”

Table 7. 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	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

Table 8. Recommended DEI action by year

	2011		2014		2017		Total	
	#	%	#	%	#	%	#	%
Increase diversity	13	30.95	4	16.67	101	46.33	118	41.55
Foster inclusion	7	16.67	4	16.67	52	23.85	63	22.18
Enhance equity	6	14.29	6	25.00	26	11.93	38	13.38
Diversify curriculum	1	2.38	2	8.33	22	10.09	25	8.80
Do less DEI	7	16.67	3	12.50	10	4.59	20	7.04
Not applicable	8	19.05	5	20.83	7	3.21	20	7.04
Total	42	100	24	100	218	100	284*	100

*Note: Total exceeds number of people who indicated DEI relevant responses as responses were coded such that multiple categories could have been relevant in the response.

Recommended DEI action: Characteristic responses

- Increase diversity = “More diversity in areas such as race, gender, sexuality, disability, and socioeconomic class in both student populations and staff by hiring more diverse staff.”
- Foster inclusion = “Cal Poly is a fantastic school, but as a non-Caucasian student sometimes I feel alienated and not included. In my experience coming from the Bay Area, it appears a majority of the students here come from affluent areas and don't accurately represent the true student body. I know this doesn't apply to all students, however the "stereotypical" cal poly student from friends and family of mines opinion is that of a "frat guy/girl," Caucasian, and all other stereotypes associated with that culture. I find this campus really tries to be inclusive, but not a significant population feel the urge or overall inclusiveness that this campus breeds. I know over the recent years freshman classes have been "diversified," but it will take some more time to truly feel equal.”
- Enhance equity = “Change- Have more educational and personal resources for underrepresented students (students of color, queer students, undocumented students). A lot of the resources are geared towards white, upper middle class students so it is difficult for underrepresented students to get the support and help they need.”
- Diversify curriculum = “I would like to see more academic efforts geared towards diversity and inclusion, namely in the way of required GEs.”
- Multiple pro-DEI categories (i.e., increase diversity, foster inclusion, enhance equity) = “Increased support/funding for minority/under-represented/LBTQ+ and disabled students. Being a minority student on campus is pretty terrible. The campus climate is hostile, the administrative support is non-existent and the staff in charge of the Cross Cultural Center is constantly in changing/in flux. It is hard to trust CCC staff members when they leave in less than a year because of their lack of support from the administration. We also lost over 40% of our black faculty last year.”
- Do less for DEI = “Do not pursue the social justice, diversity narrative. Do not implement affirmative action. Do not treat one group of race/sex/gender as more important than other group. Do not pursue equality of outcome. Those are toxic ideas that will ruin Cal Poly.”

Table 9. Educational environment in which DEI was mentioned by year.

	2011		2014		2017		Total	
	#	%	#	%	#	%	#	%
Curriculum	3	7.89	4	17.39	24	14.12	31	13.42
Faculty	7	18.42	6	26.09	28	16.47	41	17.75
Peer interaction in class	2	5.26	2	8.70	7	4.12	11	4.76
Not listed	0	0.00	0	0.00	2	1.18	2	0.87
Not applicable	26	68.42	11	47.83	109	64.12	146	63.20
Total	38	100	23	100	170	100	231*	100

*Note: Total exceeds number of people who indicated DEI relevant responses as responses were coded such that multiple categories could have been relevant in the response.

Educational environment: Characteristic responses

- Curriculum = "I would like the class materials to have more focus on authors or texts that have been excluded from the literary canon or have been underrepresented in the canon due to a difference in cultural/ethnic background that is distinct from commonly read authors or texts, i.e. I would like to read less texts written by white men and more texts written by marginalized or underrepresented voices and cultures. I want these texts to be read in literature classes that aren't specifically focusing on "ethnic" authors and themes."
- More than one listed (Faculty, Peer Interaction in Class) = "Improving how faculty members address issues on diversity, and how they handle instances of bias in the classroom. Most faculty members don't intervene if a student is being targeted in class via the comments of their peers. As an example, after the election, several students were distraught about the results, yet faculty members didn't know how to address this. My peers also don't know how to interact with people not like them, so I would work on broadening their worldview."

¹ This project is also the subject of a presentation scheduled for the WSCUC 2022 Accreditation Resource Conference: K. A. Bennion*, J. A. Garcia*, T. B. Hoyer, R. S. Luenser, L. Mendiola, and Y. T. Norwood, "Creatively Using National Survey of Student Engagement Data to Inform University DEI Needs: A Qualitative Analysis."

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

<i>Cultural Centers / Physical Spaces</i>				
Campus Initiative	Program Serves	Highlights & Notes	Aligned with Strategic Goal	CFR(s)
Black Academic Excellence Center	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
Cal Poly Scholars Program	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
Center for Military-Connected Students	Students who are veterans and dependents	Initially established as the Veterans Success Center, changed name to be more inclusive of dependents of military families.	3B	1.4, 2.11, 2.13
Dream Center	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
Louis Stokes Alliance for Minority Participation in STEM	Undergraduate students who face or have faced social, educational, and/or economic barriers to careers in STEM fields.	The CSU Louis Stokes Alliance for Minority Participation in STEM (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
Meditative reflection room in Kennedy Library	All campus community members	Established in 2017 as a place for students, faculty, and staff the room is 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 CAFES	The mission of the Multicultural Agriculture Program (MAP) is to provide academic and personal support to undergraduate students of all cultural backgrounds in CAFES 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 are 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 Black, Indigenous, people of color (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 for a specific advocate for transfer students and transfer initiatives in campus wide discussions.	3B	1.4, 2.13, 2.14

<i>Committees / Clubs / Organizations</i>				
Campus Initiative	Program Serves	Highlights & Notes	Aligned with Strategic Goal	CFR(s)
Academic Senate Diversity Committee	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 OUDI, Academic Affairs, and appropriate student groups.	3A, 3D	1.4, 3.10

Associated Students, Inc. (ASI)	ASI Diversity & Inclusion Committee - Serving underrepresented minority students	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, host town halls, and pursue and complete trainings about diversity, equity, inclusion, and ally-ship issues. This knowledge is then applied to all committees that student leaders serve on to ensure Student Government is considering all matters relating to diversity and inclusion.	3A	1.4
Black Alumni Chapter (through the Cal Poly Alumni Association)	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
Career Services Diversity Liaison Teams	Students	Diversity and Liaison Teams advance student engagement and open up student diversity talent pipelines to employers. See Career Services' "Commitment To Inclusive Practices" here (PDF).	3A	1.4
CAFES Diversity, Equity, and Inclusion Committee	Students, Staff, 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
CAED Student Committee on Diversity & Inclusion	Students, Faculty	The college 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
CLA Student Diversity Committee	Students, Staff, Faculty	CLA Student Diversity Committee identifies issues; recommends goals; and advocates for initiatives and programs that advance the college toward its vision.	3A, 3D	1.2, 1.4, 2.10

CLA Faculty Diversity Committee	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
Fraternities & Sororities Diversity & Inclusion Commitments	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 which is Diversity & 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, Faculty	The Library 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
OCOB Diversity, Equity, & Inclusion Initiatives	Students, Staff, Faculty	Formation of a DEI Committee, consisting of students, faculty, and staff.	3A, 3D	1.2, 1.4, 2.10

<i>Communication and Outreach</i>				
Campus Initiative	Program Serves	Highlights & Notes	Aligned with Strategic Goal	CFR(s)
Cultural Heritage /Affinity Month Celebration & Education Emails	All campus community	In recognition of cultural heritage months, OUDI and SDAB collaborate to provide curricular and co-curricular 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 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.	3A	1.4
Fortune School Visits	Fortune school students beginning at the 5 th grade level	Since 2013, each spring future Cal Poly students 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. Cal Poly is the only CSU to engage Fortune School students beginning at the 5 th grade level in effort to foster their leadership, relationship to Cal Poly, and academic excellence at an early age.	3B	1.4

Personnel				
Campus Initiative	Program Serves	Highlights & Notes	Aligned with Strategic Goal	CFR(s)
Diversity of Faculty in the CSU System	Retention of STEM Faculty of Color	National Science Foundation (NSF) \$2.7 million grant.	3B, 3D	1.4, 3.1, 3.7
Inclusive Excellence Specialist (CTLT)	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)	CLA Students	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

Program Coordinators (SDAB)	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
Vice President & Associate Vice President for OUDI	Students, Staff, Faculty	Leads and coordinates diversity and inclusion efforts on campus	3A	1.4, 3.6, 3.7

Programs				
Campus Initiative	Program Serves	Highlights & Notes	Aligned with Strategic Goal	CFR(s)
Career Services - Diversity & Inclusion Commitments	Students, Staff, Faculty - 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 Students, Staff, Faculty	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	CLA students from historically underserved populations	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 SDAB and New Student & Transition Programs	3B	1.4, 2.11, 2.13
Expansion of Intergroup Dialogues	Students	CLA and SDAB 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, ethnicity, religion, class, nation, age, dis/ability and gender.	3C	1.4, 2.2a
Multicultural Business Program	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

<i>Policies and Procedures</i>				
Campus Initiative	Program Serves	Highlights & Notes	Aligned with Strategic Goal	CFR(s)
Housing Grant for Low-Income Students	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
Bias Incident Response Team	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
CSM - Solidarity with Black Lives	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 OCOB	3B	3.2, 3.10

Diversity & Inclusion woven into all student leader training	Students	Piloted in OCOB and New Student and Transitions Programs.	3D	1.4
Diversity Learning Modules	Faculty	Within CLA	3C	1.4, 3.3, 3.10
Diversity Learning Objectives considered in any new course and diversity-related course requirements in many majors	Students and Faculty	Piloted in CLA	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	
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 WSCUC accreditation	Campuswide	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 DLOs and USCP 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 8-9: Co-Curricular Collaborations and Training Opportunities

Cal Poly has a number of co-curricular collaborations and training opportunities between Academic Affairs and Student Affairs. These include the UndocuAlly Training Program, Hidden/Implicit Bias Trainings, 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 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

The UndocuAlly Training Program is 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-historic-political 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 [Dream Center Ally Directory](#) lists the names of 240 Cal Poly employees who completed the training program to receive certification. 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 continued through 2019.

Hidden/Implicit Bias Trainings

Since 2012, OUDI has also offered a number of trainings on implicit bias for staff and faculty. 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. 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:

	Workshops Offered	Total Participants	Unique Participants
Exposing Hidden Bias	62	1449	1000
Responding to Hidden Bias	16	248	188
Total	78	1697	1188

CTLT Resources

Since 2013, 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); 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 DLOs.¹ 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.

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.

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 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.

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 was greater for the DRC's training on DIY captioning; beginning in November 2020, 10 training opportunities have been provided with 127 faculty and staff attending.

DRC DIY Captioning Support "COVIDEO"

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, and costs

were about the same, but COVVIDEO turn-around time was longer. Given those findings, the campus still requires a more supportive way to assist faculty and staff in navigating the captioning process with the existing outside captioning vendor.

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.

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

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 piloted 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 five weeks to introduce faculty to best practices in inclusive teaching. Eventually, this 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.

¹ 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.