

## Appendix F: Progress Since Last WASC Reaffirmation on Concerns Identified by Commission and Visiting Team

The following table provides an updated version of the progress report included in Cal Poly’s 2007 Institutional Proposal:

<i>WASC-Identified Area</i>	<i>Cal Poly’s Response</i>
<p><b>Toward Cal Poly as a Learning Community</b>            “.... establish a culture of inquiry with respect to learning, strengthen accountability with respect to learning, and establish mechanisms for continuous improvement of student learning....”</p>	<ul style="list-style-type: none"> <li>• Revised its program review process               <ul style="list-style-type: none"> <li>○ Previous process made reference to program learning outcomes but lacked substance.</li> <li>○ Revised process emphasizes student success; requires graduation rates and evidence of achievement of learning outcomes.</li> <li>○ Revised process stresses continuous improvement; calls for action plans and periodic progress reports.</li> </ul> </li> <li>• Established requirements for all academic programs to have programmatic learning outcomes defined and plans in place to assess them; most programs have now completed at least one cycle of assessment and several have done more.</li> <li>• Established University Learning Objectives together with Diversity Learning Objectives and Sustainability Learning Objectives; began to implement assessment plan at university level; began to require programs undergoing program review to demonstrate achievement of University Learning Objectives.</li> <li>• Established infrastructure to support assessment, e.g., assessment councils at the university, college, and (in a few cases) departmental levels; conducted assessment workshops and campus-wide events for faculty and staff.</li> <li>• Established Council on Student Success which helped to coordinate efforts aimed at continuous improvement; this committee has now been consolidated with University Diversity Enhancement Council to form Inclusive Excellence Council.</li> <li>• Held five sets of colloquia based on Bok’s <i>Our Underachieving Colleges</i>, involving faculty, staff, and students; helped focus attention on need for culture of evidence regarding student learning; subsequent colloquia discussed Nathan’s <i>My Freshman Year</i>.</li> <li>• Required evidence of learning to satisfy changing requirements of many professional accrediting agencies including ABET and AACSB; high proportion of Cal Poly programs are professionally accredited.</li> <li>• Developed strategic plan with vision of being “nation’s premier comprehensive polytechnic university;” plan includes commitments to continuous improvement and renewal and to tracking progress using key performance indicators on dashboard.</li> <li>• Asked all colleges and departments to engage faculty in self-assessment based on WASC’s Educational Effectiveness Framework.</li> </ul>
<p><b>Financial Support for High Cost Fields</b></p>	<ul style="list-style-type: none"> <li>• Legislative initiatives: successfully lobbied for a “workforce initiative” that gave CSU campuses additional funds for designated high cost programs, but program ended after one year due to state’s previous budget crisis; restoration of additional funds unlikely in foreseeable future because of current budget crisis.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Capital campaign: largest campaign in CSU history successfully completed; new campaign in planning stages (likely to be launched in 2010).</li> <li>• College-based fees: in academic year 2001-2002 students approved adoption of college-based fees ranging from \$125-\$200 per quarter, in addition to regular university fees, indexed for inflation; in AY 2008-2009 students approved substantial increase (\$300-375 per quarter, indexed) in college-based fees to be phased in over three years, but implementation has been delayed at CSU chancellor's request.</li> <li>• Other options are being investigated should college-based fee increase be permanently denied.</li> </ul>
<b>Campus Climate, Diversity and Excellence</b>	<ul style="list-style-type: none"> <li>• Recruitment efforts (e.g., outreach, scholarships, housing, advising, and college-based programs): focused largely on designated Partner Schools, i.e., California schools whose students have historically been under-represented in the college-going population; efforts currently underway to recruit more international students.</li> <li>• Climate initiatives: presentations by panels of first generation students regarding their experiences at Cal Poly; establishment of the Pride Center and subsequent addition of a full-time Pride Center coordinator position; establishment of an LGBT subcommittee of the University Diversity Enhancement Council; establishment of a University Committee on the Status of Women; "Provocative Perspectives" speaker series; "Soup and Substance" discussion series; discussions on "privilege."</li> <li>• Retention/success efforts: Cal Poly Scholars' program; expanded programs offered by Student Academic Services (including Supplemental Instruction, Study Sessions, etc.); First and Sophomore Year Experience programs; College of Liberal Arts' scholarships for continuing First Generation students.</li> <li>• Policy changes: task force on <i>Diversity in the Curriculum's</i> 2004 report ultimately led to adoption of Diversity Learning Objectives as supplement to University Learning Objectives; programs to be held accountable through program review; university-level assessment being developed through ULO Project; <i>Cal Poly Statement on Commitment to Community</i> adopted by Academic Senate.</li> <li>• Curricular changes: new major established in Comparative Ethnic Studies; Women's Studies given departmental status and renamed Women's and Gender Studies.</li> <li>• University's strategic plan: community values include "multicultural, intellectual diversity and free inquiry" and "inclusivity and excellence, mutual respect and trust."</li> <li>• Inclusive Excellence Retreat: overnight retreat in Santa Barbara County facilitated by Lee Mun Wah of <i>Stir Fry</i> (first day) and Alma Clayton-Pedersen, AAC&amp;U Vice President (second day); attended by President Baker, many senior administrators, and others; addressed by student panel.</li> <li>• Implementation of Inclusive Excellence: endorsement by Academic Senate and ASI; University Diversity Enhancement Council and Student Success Council consolidated to form Inclusive Excellence Council; website established, including list of past and ongoing campus efforts to promote Inclusive Excellence; workshops held at college (Agriculture, Food and</li> </ul>

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	<p>Environmental Sciences) and university levels; plans to conduct “train-the-trainer” workshops early in 2010 to prepare group of faculty and staff to offer ongoing training to their peers throughout the campus.</p> <ul style="list-style-type: none"> <li>• Ombuds services: plans to re-establish previously discontinued service for students including confidential online reporting system operated by off-campus entity</li> </ul>
<b>From Analysis to Action</b>	<ul style="list-style-type: none"> <li>• As part of new program review process, programs are required to “close the loop” using action plans and progress reports to demonstrate how assessment results are used to produce continuous improvement.</li> </ul>