Academic Senate Retreat
Friday, September 13, 2019
UU 220, 1:30 to 5 p.m.

I. 1:30 to 1:35 Welcome  (Dustin Stegner, Chair of the Academic Senate)

II. 1:35 to 1:40 President’s Report  (Jeff Armstrong, President)

III. 1:40 to 1:45 Provost’s Report  (Mary Pedersen, Provost)

IV. 1:45 to 1:50 CPX Timeline Update  (Jozi DeLeon, Vice President for University Diversity and Inclusion)

V. 1:50 to 2:45 WASC Self Study Presentation and Discussion  (Bruno Giberti Associate Vice Provost for Academic Programs & Planning and Andrew Morris, Faculty Fellow for Academic Programs & Planning)

VI. 2:45 to 3:15 Break

VII. 3:15 to 4:45 WASC Self Study Breakout Session  (Bruno Giberti Associate Vice Provost for Academic Programs & Planning and Andrew Morris, Faculty Fellow for Academic Programs & Planning)

VIII. 4:45 to 5:00 Session Wrap Up  (Dustin Stegner)
Thematic Pathway for Reaffirmation, 2019-2022
for California Polytechnic State University, San Luis Obispo
by the WASC Senior College and University Commission (WSCUC)

Main Theme:

“Promoting the Success of All Cal Poly Students While Achieving the Goals of the California State University’s Graduation Initiative 2025”

This theme is focused on the success of all students as measured by certain broad metrics, while also demanding that sustained attention be given to the academic performance of key groups of students as indicated by the graduation-rate gaps that exist between them and their CSU peers.

Sub-Themes:

1. “Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty”
2. “Developing a Campus Culture that is Diverse, Equitable, and Inclusive”
3. “Teaching and Learning How to Live and Work in a Diverse World”

These themes emerged in a survey administered to various campus groups while explaining the TPR process. They are closely aligned with the results of the Collective Impact process sponsored by OUDI and with sections of the Cal Poly Strategic Plan addressing campus demographics, campus climate, and diversity learning.
WSCUC Standards of Accreditation:

1. Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

2. Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.

4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

(from WSCUC, 2013 Handbook of Accreditation Revised, pp. 12-21)
Sub-Theme #1:  
“Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty”

Co-Chairs:
• Beth Gallagher, Associate Vice President, Human Resources, Administration & Finance
• Beth Merritt Miller, Assistant Vice Provost, University Advising, Academic Affairs
• Debi Hill, Associate Vice President, Student Affairs

Relevant WSCUC Standards: 1, 3  
Relevant Criteria for Review (CFR): 1.4, 3.1, 3.3, 4.1, 4.3

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:
• The essay will describe and evaluate a broad spectrum of efforts that are 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.
• Although the major focus of this essay will be the recruitment and retention of students, it is understood that Cal Poly’s success in this area depends 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. The essay will thus consider the success of recent and planned initiatives such as cluster hires, diversity statements in applications, and various efforts to promote inclusive teaching practices through the Center for Teaching, Learning & Technology.

Guiding Questions to Be Researched:
1. Using quantitative and qualitative data, what are the lived experiences of students, staff and faculty at Cal Poly?
2. What, if any, common patterns emerge from the experiences of students, staff, and faculty; particularly those 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?

Main Forms of Evidence to Be Consulted:
1. Trend data on staff recruitment and retention  
a. Staff onboarding process  
b. Human Resources exit surveys
2. Trend data on faculty recruitment and retention  
a. Affiliated Faculty & Staff Associations
b. Faculty in Residence program data
3. Student recruitment and retention data (Institutional Research data, Retention Reports, University Advising, Dean of Students, Disability Resource Center, and others)
4. Active but Not Enrolled Student Report
5. Cal Poly Experience (CPX) survey results
6. National Survey of Student Engagement (NSSE) data

**Specific Outcomes to Be Achieved:**
By Site Visit (Winter/Spring 2022):
- Review data and identify barriers (by Winter 2020) and begin to work on removing those barriers.
- Measure progress in removing these barriers via retention data and student feedback.

By 2025:
- Strive to meet the goals of Graduation Initiative 2025 and the strategic priorities in the Cal Poly 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:
- The campus will reflect 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 members of the Cal Poly community.
Sub-Theme #2:
“Developing a Campus Culture that is Diverse, Equitable, and Inclusive”

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

Relevant WSCUC Standards: 1, 3
Relevant Criteria for Review (CFR): 1.1, 1.2, 1.4, 2.10, 3.1

Abstract/Topical Outline:
This essay will address the 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.

Important Topics to Be Studied and Addressed:
- A short history of climate improvement efforts at Cal Poly, including the results of previous climate surveys.
- 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.

Guiding Questions to Be Researched:
1. Do people of different social identity groups experience their learning and working environments at Cal Poly similarly or differently, and why? Do some groups significantly experience less feeling 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 is most likely to be successful at Cal Poly, and who struggles?
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 the Opportunity Fee affecting enrollment rates? How does CP Scholars affect persistent 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?
Main Forms of Evidence to Be Consulted:
1. CPX and listening sessions from 2019, climate survey of 2014
2. Admissions and financial aid data
3. Bias Incident Response data, Cleary Reports
4. Persistence/graduation data (Underrepresented Minority, Pell Grant, First Gen students)
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. With Us (The Center for Bystander Intervention at Cal Poly) data
11. Title IX
12. Association on Higher Education And Disability (AHEAD) survey
13. OCOB/Cross Cultural Centers collaboration – 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 the Cal Poly Strategic Plan and the 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.
Sub-Theme #3:
“Teaching and Learning How to Live and Work in a Diverse World”

Co-Chairs:
- Bryan Shon Hubain, Associate Dean of Students and Director of the Cross Cultural Centers, Student Affairs
- Kelly Bennion, Faculty, Psychology & Child Development, College of Liberal Arts

RelevantWSCUC Standards: 1, 2, 4
Relevant Criteria for Review (CFR): 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11, 3.10, 4.4

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 issues 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? Which 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, what trainings complement outcomes that enhance students’ abilities in intercultural communication, cultural competency, and critical reflection around privilege?
Main Forms of Evidence to Be Consulted:
1. 2019 CPX Survey: As it relates to the WSCUC recommendations of 2012, of particular relevance are data that center on campus climate, experiences in the classroom, and co-curricular experiences, such as orientation, fraternity / sorority life, and residential learning.
2. Internal assessments (e.g., Core Competency) and external assessments (e.g., Collegiate Learning Assessment [CLA+] and National Survey of Student Engagement [NSSE]).
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 curriculum (e.g., TIDE, diversity modules 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.

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.
2013 STANDARDS AT A GLANCE

Note: Standards at a Glance is a much abbreviated, “quick view” version of the Standards and Criteria for Review contained in the 2013 Handbook of Accreditation Revised. It does not address all points under each CFR or include important guidelines or policies. Teams should use the full Standards, CFRs, guidelines, and policies as they conduct reviews and site visits and prepare reports.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes
1.1 Formally approved, appropriate statements of purpose that define values and character
1.2 Clear educational objectives; indicators of student achievement at institution, program and course levels; retention/graduation data and evidence of student learning made public

Integrity and Transparency
1.3 Academic freedom: policies and practices
1.4 Diversity: policies, programs, and practices
1.5 Education as primary purpose; autonomy from external entities
1.6 Truthful representation to students/public; fair and equitable policies; timely completion
1.7 Operational integrity; sound business practices; timely and fair responses to complaints; evaluation of institutional performance
1.8 Honest, open communication with WSCUC including notification of material matters; implementation of WSCUC policies

Standard 2: Achieving Educational Objectives Through Core Functions

Teaching and Learning
2.1 Programs appropriate in content, standards, degree level; sufficient qualified faculty
2.2 Clearly defined degrees re: admission requirements and levels of achievement for graduation; processes to ensure meaning, quality and integrity of degrees
   2.2a – Undergraduate degree requirements, including general education and core competencies
   2.2b – Graduate degree requirements clearly stated and appropriate
2.3 Student learning outcomes (SLOs) and expectations for student learning at all levels; reflected in curricula, programs, policies, advising
2.4 Faculty’s collective responsibility for setting SLOs and standards, assessing student learning, demonstrating achievement of standards
2.5 Students actively involved in learning and challenged; feedback on learning provided
2.6 Graduates achieve stated levels of attainment; SLOs embedded in faculty standards for assessing student work
2.7 Program review includes SLOs, retention/graduation data, external evidence and evaluators

Scholarship and Creative Activity
2.8 Scholarship, creative activity, and curricular and instructional innovation for both students and faculty valued and supported
2.9 Faculty evaluation links scholarship, teaching, student learning, and service
Student Learning and Success

2.10 Institution identifies and supports needs of students; tracks aggregated and disaggregated student achievement, satisfaction and campus climate; demonstrates students' timely progress

2.11 Co-curricular programs aligned with academic goals and regularly assessed

2.12 Institution provides useful and complete program information and advising

2.13 Appropriate student support services planned, implemented, and evaluated

2.14 Appropriate information to, and treatment of, transfer students (if applicable)

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

Faculty and Staff

3.1 Sufficient, qualified, and diverse faculty and staff to support programs and operations

3.2 Faculty and staff policies, practices and evaluation well developed and applied

3.3 Faculty and staff development planned, implemented, and evaluated

Fiscal, Physical, and Information Resources

3.4 Financial stability, clean audits, sufficient resources; realistic plans for any deficits; integrated budgeting; enrollment management; diversified revenue sources

3.5 Facilities, services, information and technology resources sufficient and aligned with objectives

Organizational Structures and Decision-Making Processes

3.6 Leadership operates with integrity, high performance, responsibility, and accountability

3.7 Clear, consistent decision-making structures and processes; priority to sustain institutional capacity and educational effectiveness

3.8 Full-time CEO and full-time CFO; sufficient qualified administrators

3.9 Independent governing board with appropriate oversight, including hiring and evaluating CEO

3.10 Effective academic leadership by faculty

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

Quality Assurance Processes

4.1 Quality-assurance processes in place to collect, analyze, and interpret data; track results over time; use comparative data; and make improvements

4.2 Sufficient institutional research (IR) capacity; data disseminated and incorporated in planning and decision-making; IR effectiveness assessed

Institutional Learning and Improvement

4.3 Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results

4.4 Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment

4.5 Appropriate stakeholders involved in regular assessment of institutional effectiveness

4.6 Reflection and planning with multiple constituents; strategic plans align with purposes; address key priorities and future directions; plans are monitored and revised as required

4.7 Anticipating and responding to a changing higher educational environment