



Inclusive Excellence

COMPILATION OF INFORMATION

June 2012

revised August 2012

minor revisions October 2012

CAL POLY

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Preface

This compilation was produced by W. David Conn, formerly Associate Vice President for Inclusive Excellence (2010-11). Its purpose is to make accessible in one place a reasonably comprehensive collection of information relating to Inclusive Excellence at Cal Poly.

It incorporates extracts from a variety of printed and online documents, including papers, reports, plans, etc., as well as some additional analysis, mostly compiled during the period from January 2010 until June 2012.

Inevitably, the compiler was faced with a “moving target,” in that new information regularly became available that supplemented or rendered obsolete at least some of the previously known information. It was not possible to capture everything new that appeared -- in other words, the reader should be cautioned that some of the information contained herein has already been superseded.

Acknowledgements

This compilation draws on data and information obtained from many different sources, originally developed by a variety of individuals and offices, whose work is hereby acknowledged. Special thanks go to Brent Goodman and the staff of Institutional Planning & Analysis (IP&A). Ethan Kuster, former graduate student in Counseling & Guidance, prepared most of the charts, using data primarily obtained from IP&A.

Introduction

The concept of “Inclusive Excellence” (short for “Making Excellence Inclusive”) was adopted by Cal Poly in 2009, based on an initiative of the Association of American College & Universities (AAC&U). It is grounded in four principles:

- In higher education, an excellent institution is an inclusive institution.
- All students should have the opportunity to succeed.
- All students benefit educationally from participating in a community where people differ from one another.
- In order to be successful as citizens and workers, graduates must be prepared to live and work in a diverse world.

AAC&U’s [Inclusive Excellence initiative](#) was designed to help colleges and universities fully integrate their diversity and educational quality efforts and embed them into the core of academic mission and institutional functioning.

History

Some key events prior to 2007

- In 1994, Cal Poly submitted to the Western Association of Schools and Colleges (WASC) a “Fourth Year Report” regarding progress made since regional accreditation had been reaffirmed in 1990. Included in the report were the following statements:
 - Diversity is one of Cal Poly’s highest priorities.
 - ...Diversity Goals have been incorporated into the University’s and the Colleges’ strategic plans. College deans will now be held accountable for meeting diversity goals, and enrollment targets will be adjusted each year to reflect their relative success in doing so.
- In 1998, the Academic Senate adopted, and President Baker approved, resolutions on “The Academic Value of Diversity” and “The Cal Poly Statement on Diversity” recommending that the administration “actively reaffirm the academic value of diversity among its faculty, staff, students, and within the curriculum,” and that plans and strategies be devised “to promulgate and implement the diversity and educational objectives” outlined in the documents.

Statement on Diversity: “Only through intellectual and first-hand personal exposure to diversity in its myriad forms-racial, ethnic, cultural, gender, geographic, socioeconomic, etc.-will students gain the understanding, empathy, and social skills that they will require to be effective, engaged citizens in an increasingly crowded and interrelated global community. The benefit of diversity is universal. Cal Poly’s commitment to diversity signals an affirmation of the highest educational goals of this University, including mutual respect, civility, and engaged learning” (from [Cal Poly Statement on Diversity](#), 1998).

- University Diversity Enhancement Council (UDEC) was established in 1999.
- In its letter reaffirming Cal Poly's accreditation in 2000, the WASC Commission noted the institution's own finding that "the lack of diversity is considered a threat to the quality of student learning" and urged "the institution to reinforce and strengthen its efforts to integrate diversity goals within the framework of its learning centers."
- President Baker's 2002 Fall Convocation speech focused on student success, diversity, and civility.

Academic Senate's definition of diversity is "specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation" (Academic Senate Resolution AS-506-98).

Preface to Adoption of IE Model

- The Academic Senate's 2007 annual retreat identified important issues that might be incorporated into Cal Poly's self-study proposal for WASC reaccreditation. Faculty gave diversity the second highest rating of issues needing "significant development."
- Earlier in 2007, the Committee on the Status of Women had learned about a new AAC&U initiative entitled "Making Excellence Inclusive." A proposal was developed for an "Inclusive Excellence Summit Retreat" and presented to Provost Bill Durgin with the endorsement of the Vice President for Student Affairs and the Vice Provost for Academic Programs & Undergraduate Education (both of whom had previously participated in a similar event at Virginia Tech).
- With the provost's support, the retreat was held over a two-day period at the end of November 2007 in northern Santa Barbara County, attended by about 40 of Cal Poly's senior leaders (e.g., vice presidents, deans, and others) and, for some of the time, President Baker himself. The first day, facilitated by Lee Mun Wah of StirFry Seminars & Consulting, focused on awareness, while the second day, facilitated by Alma Clayton-Pedersen of AAC&U, focused on the IE approach and ways in which it might be implemented at Cal Poly. During the first evening, members of a student panel told disturbing personal stories about their experiences of being "different" at Cal Poly and in San Luis Obispo.
- In an effort to maintain momentum, a group comprising mostly those who had planned the retreat started to meet weekly to plan follow-up. The group acted as a sub-committee of UDEC and received a charge directly from the president's Executive Staff to provide recommendations (among other things) on actions that should be continued, expanded, or modified in the short term, including whether the IE model should be formally adopted at Cal Poly. An initial set of recommendations was submitted in spring quarter 2008 and was met with a request for more information about the IE model. A longer document entitled "Adopting the Inclusive Excellence Model at Cal Poly" was submitted later in the summer 2008 (with final revisions made in October).
- President Baker's 2008 Fall Convocation speech talked of "making excellence inclusive." Later in the week, the Academic Senate's annual retreat focused on diversity, with Alma Clayton-Pedersen as facilitator.

- Several weeks later, the “Crops House incident” occurred, involving the display of a Confederate flag and a noose (and allegedly an offensive sign) on university property. In his response to the campus community, President Baker called for the establishment of a better means of communication between students and the administration, and for expanded training in diversity competence for faculty and staff. Resolutions in support of Inclusive Excellence were subsequently passed by the Academic Senate and the Associated Students Inc., and the model was formally adopted on the campus.

Key definitions

- *Diversity*: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning (AAC&U).
- *Excellence*: Striving to use all of our resources as well as we can to provide the best possible learning environment for all of our community.
- *Inclusion*: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. (AAC&U)

IE Organization at Cal Poly

In early 2010, the Office of Inclusive Excellence was established, within the Office of the President, for the purpose of providing implementation advice and support to the president and vice presidents. The IE office was headed by an associate vice president. A number of initiatives were undertaken, including the training of a cadre of faculty and staff to provide IE-related presentations and workshops to other Cal Poly employees, and the implementation on a pilot basis of a program entitled Intergroup Dialogues that has been widely adopted (and shown to be effective) at other universities around the country. More details are provided in later pages of this report.

Toward the end of 2011, newly arrived President Armstrong decided to pursue a different organizational model which more clearly emphasizes that it is everyone's responsibility to address diversity and campus climate issues. Accordingly, instead of maintaining a separate IE office, he asked the existing Employment Equity director to serve also as Special Advisor to the President for Diversity, with a focus on campus climate issues and responsibility for tracking and measuring the effectiveness of diversity and IE initiatives developed and implemented throughout the university. The reorganization became effective on January 1, 2012. Subsequently, in August 2012, a search was initiated for a new position that will report to the president, with the title Executive Director for Campus Diversity and Inclusivity.

Selective Chronology of IE-Related Actions Since 1997

The following table presents a selective (not exhaustive) chronology of actions related to Inclusive Excellence at Cal Poly since 1997.

1997	President's Diversity Award established
1998	Academic Senate adopted, and President approved, resolutions on "The Academic Value of Diversity" and "The Cal Poly Statement on Diversity"
1999	University Diversity Enhancement Council (UDEC) established
2000	WASC reaccreditation letter addressed need to strengthen diversity efforts
2001	Three year FIPSE grant awarded to enhance and assess Cal Poly Partners' Program for recruitment and retention of under-represented students
2002	Multicultural Learning Strategic Action Plan drafted
2002	President's Fall Convocation speech focused on student success, diversity, and civility
2003	Task Force on Diversity in the Curriculum established (report completed 2004)
2004	Grant awarded by Consortium for High Academic Performance (CHAP) to conduct research on performance of Cal Poly students, particularly those from under-represented groups
2005	"1st Generation Initiative" kicked off with interactive workshop exploring the challenges facing first generation college students, co-sponsored by UDEC, Office of Provost, and College of Liberal Arts
2005	Chicana Latino Faculty Staff Association established
2006	College of Liberal Arts established "1st Generation Endowment Campaign" to raise money for scholarships
2006-07	Proposal for mural celebrating diversity discussed by UDEC
2006-07	Year-long brown bag luncheon discussion series entitled "Conversations on Privilege" attracted faculty and staff participants from across campus
2007	Recruitment & Retention Plan prepared at President's request
2007	Inclusive Excellence concept introduced at Committee on the Status of Women. Led to proposal for university-wide Summit Retreat.
2007	University Learning Objectives (referring to "respect for diversity") adopted
2007	At Academic Senate annual retreat (focusing on proposal for WASC self-study), faculty gave diversity the second highest rating of issues needing "significant development" at Cal Poly
2007	"Inclusive Excellence Summit Retreat" (overnight retreat for senior leaders university-wide) held off-campus
2008-09	Diversity Planning Group, a task force of UDEC, met weekly to follow up on Summit Retreat; included review and proposed updating of 2002 Multicultural Learning Strategic Action Plan
2008	Diversity Learning Objectives adopted
2008	President's Convocation speech spoke of "making excellence inclusive"
2008	Committee established to assess student learning with respect to the Diversity Learning Objectives
2008	Diversity Planning Group submitted report to President Baker and Executive Staff entitled "Adopting the Inclusive Excellence Model at Cal Poly"
2008	Academic Senate annual retreat focused on diversity
2008	Crops House incident and campus response
2009	Anti-Defamation League conducted workshops for faculty and staff of College of Agriculture, Food and Environmental Sciences (CAFES)
2009	Two-day workshop on Intergroup Dialogues (IGD) conducted by Charles Behling

2009	iRespect campaign initiated in CAFES and expanded university-wide (with video) at Week of Welcome (WOW)
2009	Quarter-long IGD conducted for faculty and staff
2009	Resolution on "Making Excellence Inclusive at Cal Poly" adopted by Academic Senate (similar resolution also adopted by ASI)
2009	University Diversity Enhancement Council and Student Success Council reconstituted as Inclusive Excellence Council
2009	IE workshops offered by Jacqueline Hartman and Larry Olmstead, and by Lauren Nile
2009	Cal Poly Statement on Commitment to Community adopted
2010	Associate Vice President for Inclusive Excellence & Director of Ombuds Services appointed; Inclusive Excellence Office established
2010	Student Ombuds Services established
2010	IGD offered to students as HNRS 200, winter and spring quarters
2010	IE workshops offered by Patricia Marin and Lauren Nile, sponsored by IE Office in collaboration with CTL
2010	Day-long visit of Anna Yeakley, IGD consultant
2010	Three-day "Training-of-Trainers" (TOT) conducted by Lauren Nile and Jack Straton
2010	IE co-sponsored CTL workshop on stereotyping ("Blue Eyes, Brown Eyes")
2010-11	IE presentations/workshops made to department heads/chairs in all colleges and to other units (including Police Department)
2011	IGD trainings (10 week version and abbreviated version) conducted by Anna Yeakley
2011	IE co-sponsored CTL workshop on "Incorporating Diversity into STEM Courses"
2011	IE co-sponsored CTL workshop on "Diversity in Group Formation"
2011	IE co-sponsored two events (forum and "Soup & Substance") focusing on hate crimes
2011	IE co-sponsored visit of Aaron Thompson
2011	Support Group for Student Veterans & Student Dependents of Veterans established
2011	IGD pilot offering to undergraduates, involving two five-week sections, five nine-week sections
2011	IE co-sponsored CTL workshop on Intergroup Dialogues
2011	IE Office discontinued; Senior Advisor to the President for Diversity appointed
2012	"Foster diversity and cultural competency in a global context" emerged from ongoing strategic planning effort as one of six "Strategic Imperatives"
2012	Needs Assessment Study conducted for Student Veterans & Student Dependents of Veterans; recommendations submitted to University President
2012	IE Council prepared review of Pipeline, Retention and Graduation Action Group (PEGAP) report
2012	Three of four recommendations made by WASC Educational Effectiveness Review Visiting Team relate to diversity
2012	Search for new position: Executive Director for Campus Diversity and Inclusivity

Strategic planning

Cal Poly's Mission Statement

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment in which 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*** (*highlighting added*).

A new strategic plan for Cal Poly has been in preparation for several years. Under President Armstrong's leadership, the key elements of the new plan have been crystallized on a single page. Included are six "Strategic Imperatives" as listed in the accompanying box.

Strategic Imperatives

Through a process of broad campus consultation, Cal Poly has chosen six strategic imperatives:

- Develop and inspire whole-system thinkers
- Embrace the teacher-scholar model
- ***Foster diversity and cultural competency in a global context*** (*highlighting added*)
- Promote a culture of support, philanthropy, and community engagement
- Achieve sustainable growth and support world-class facilities and equipment
- Ensure our financial future

These imperatives will guide our decisions and actions, and we will measure our progress annually.

Statement on Commitment to Community

In 2008, the Academic Senate adopted and President Baker approved the following statement, which is entirely consistent with the principles of Inclusive Excellence.

“The Cal Poly community values a broad and inclusive campus learning experience where its members embrace core values of mutual respect, academic excellence, open inquiry, free expression and respect for diversity. Membership in the Cal Poly community is consistent with the highest principles of shared governance, social and environmental responsibility, engagement and integrity.

As students, faculty and staff of Cal Poly, we choose to:

- Act with integrity and show respect for ourselves and one another
- Accept responsibility for our individual actions
- Support and promote collaboration in University life
- Practice academic honesty in the spirit of inquiry and discovery
- Contribute to the university community through service and volunteerism
- Demonstrate concern for the well-being of others
- Promote the benefits of diversity by practicing and advocating openness, respect and fairness.

Individual commitment to these actions is essential to Cal Poly’s dedication to an enriched learning experience for all its members.” [Academic Senate Resolution AS-695-09](#)

An IE Scorecard for Cal Poly

Building on work by [Williams et al. \(2005\)](#), [Bauman et al. \(2005\)](#), [Bensimon \(2004\)](#), Astin (1991),¹ Hurtado et al. (1999),² Smith et al (1997),³ and others, a subcommittee of the Inclusive Excellence Council considered how an Inclusive Excellence Scorecard might be developed for Cal Poly, that would allow us to gauge both where we currently stand and, over time, how we are progressing toward our goal of “Making Excellence Inclusive.” To date, the scorecard has not been implemented, although “diversity of students, faculty, and staff” has been identified by President Armstrong as a key performance indicator.

IE Area	Definition	Sample Indicators	Source
Preparation, Recruitment, and Access	The compositional number of historically underrepresented students, faculty, and staff at Cal Poly	<ul style="list-style-type: none"> • Number of students, faculty, and staff members of color at the institution • Number of scholarships offered to Partner School students • Number of historically underrepresented students in science, technology, engineering, and mathematics (STEM) fields 	Bensimon et al. 2004; Hurtado, et al. 1999; Smith et al. 1997
Retention, Graduation, and Success	Success levels of historically underrepresented students, faculty, and staff at Cal Poly	<ul style="list-style-type: none"> • Retention rates of students, faculty, and staff of color at the institution • Number of tenured women faculty in engineering • Number of students of color on dean’s list • Graduation rates for students of color 	Bensimon et al. 2004; Hurtado, et al. 1999; Smith et al. 1997
Diversity in the Formal and Informal Curriculum	Diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the campus environment	<ul style="list-style-type: none"> • Courses related to intercultural, international, and multicultural topics • Campus centers, institutes, and departments dedicated to exploring intercultural, international, and multicultural topics • Articles, monographs, lectures, and new knowledge that is produced around issues of diversity 	Smith et al. 1997

¹ Astin, A. 1999. Involvement in learning revisited: Lessons we have learned. *Journal of College Student Development* 40 (5): 587-98.

² Hurtado, S., J. F. Milem, A. R. Clayton-Pedersen, and W. R. Allen. 1999. *Improving the climate for racial/ethnic diversity in higher education*. ASHE-ERIC Report. Washington, DC: The George Washington University.

³ Smith, D. G., G. L. Gerbrick, M. A. Figueroa, G. Harris Watkins, T. Levitan, L. Cradoc Moore, P. A. Merchant, H. Dov Beliak, and B. Figueroa. 1997. *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.

Campus Climate	The development of a psychological and behavioral climate supportive of all students	<ul style="list-style-type: none"> • Incidents of harassment based on race, ethnicity, gender, and sexual orientation • Attitudes toward members of diverse groups • Feelings of belonging among ethnically and racially diverse groups on campus • Intergroup relations and behaviors on campus 	Smith et al. 1997; Hurtado et al. 1999
Student Learning and Development	The acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity	<ul style="list-style-type: none"> • Acquisition of knowledge about diverse groups and cultures • Greater cognitive and social development derived from experiences in diverse learning environments • Enhanced sense of ethnic, racial, and cultural identity for all students • Awareness of the effects of discrimination and prejudice 	Gurin et al. 2002

Compositional Data for Students (Enrollment, Applications, Selection, Yield)

Context

US Census Bureau State & County Quick Facts: California

Population, 2010	37,253,956
Female persons, percent, 2009	49.9%
White persons, percent, 2010 (a)	57.6%
Black persons, percent, 2010 (a)	6.2%
American Indian and Alaska Native persons, percent, 2010 (a)	1.0%
Asian persons, percent, 2010 (a)	13.0%
Native Hawaiian and Other Pacific Islander, percent, 2010 (a)	0.4%
Persons reporting two or more races, percent, 2010	4.9%
Persons of Hispanic or Latino origin, percent, 2010 (b)	37.6%
White persons not Hispanic, persons, 2010	40.1%

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

<http://quickfacts.census.gov/qfd/states/06000.html> (8/15/11 12:15 pm)

Student Enrollment

Included below are the following student enrollment charts

1. Total enrollment (undergrad, grad) by ethnic origin
2. Undergraduate enrollment by ethnic origin
3. Graduate student enrollment by ethnic origin
4. Total URM enrollment
5. URM enrollment by academic level (undergrad, grad)
6. Enrollment of women by academic level (undergrad, grad)

NOTE: As of Summer 2009, Cal Poly converted to the new federal standards for collecting and reporting ethnicity. As a result, comparisons to previous years are not possible. Among the changes is a new option for students to identify themselves in multiple races. Because of the new multi-racial category, we no longer aggregate students into a “non-white” category.

Proportionally, total and undergraduate Hispanic enrollments, while small relative to the figures for potentially eligible high school graduates (see subsequent discussion), show a steady increase during the past six years. However, it should be noted that the new federal categories require the classification as Hispanic of students having even a trace of Hispanic ancestry regardless of any other race or ethnicity with which they identify.

The enrollment of African Americans and Native Americans (total and undergraduate) appears to have remained much the same proportionally during the past six years,⁴ although the introduction of a new Multi-Racial category makes it especially difficult to compare the figures before and after the adoption of new federal categories in 2009.

A steady decline is noted in those whose racial/ethnic origin is unknown.

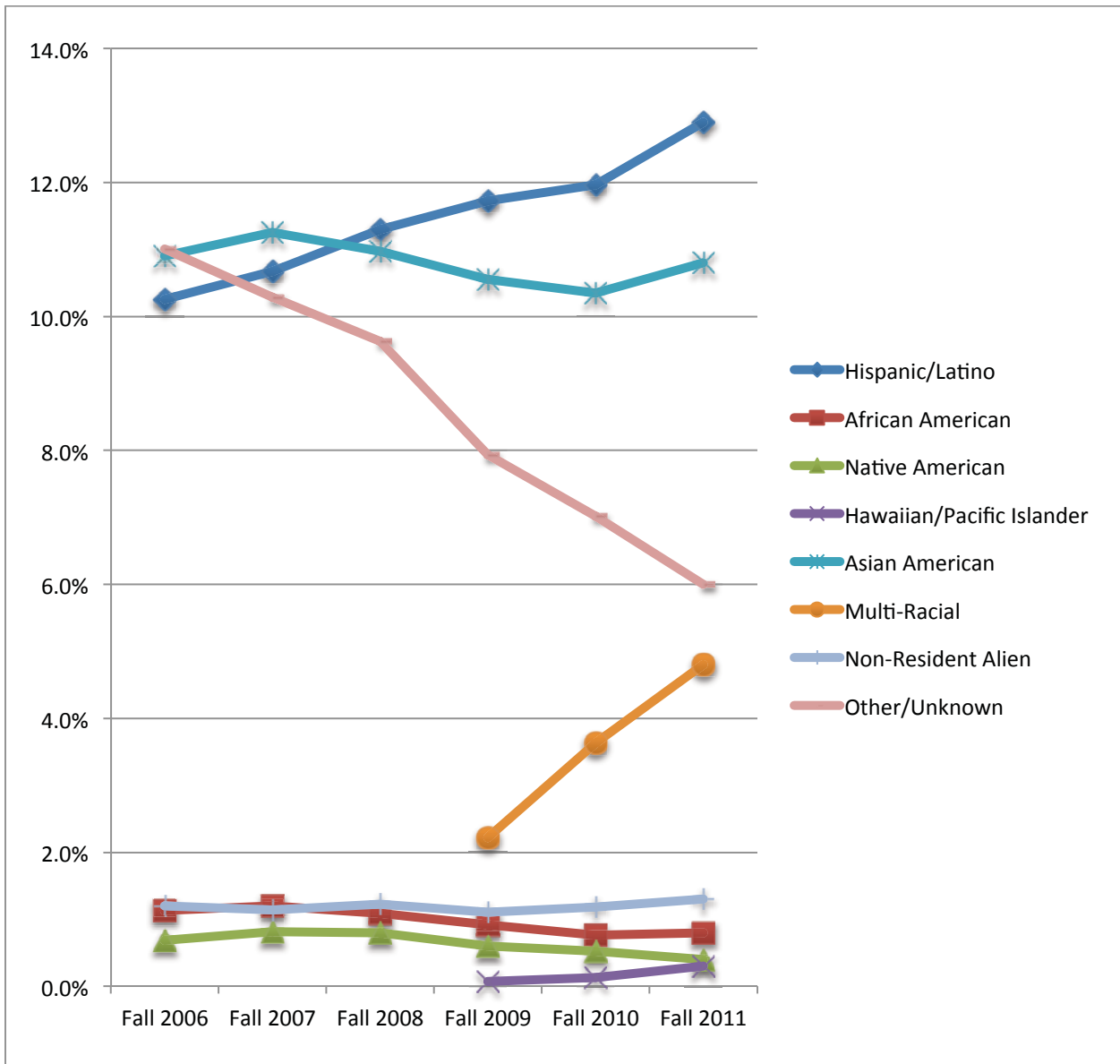
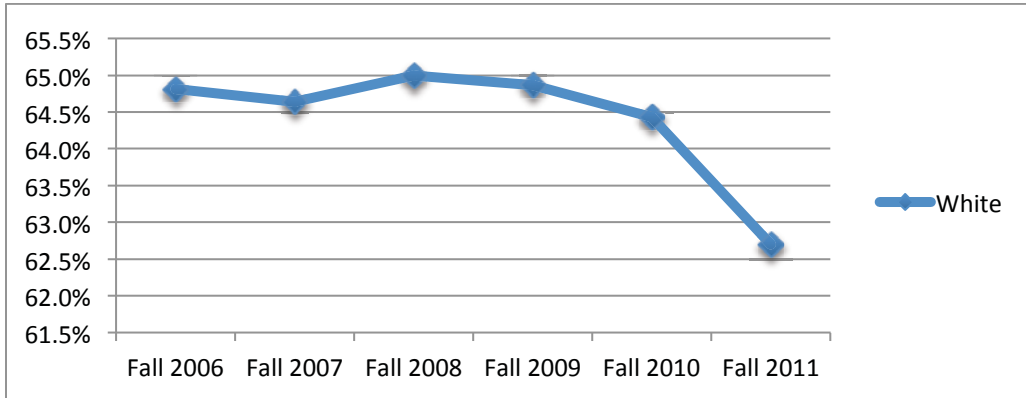
Graduate enrollments have been more volatile. In general, a larger proportion of non-residents but smaller proportions of Hispanics and Asian Americans have enrolled at the graduate level than at the undergraduate level.

Proportionally, the total enrollment of under-represented minorities (defined, according to convention, as African American, Hispanic, and Native American) has gradually increased in recent years.⁵ Proportionally, the enrollment of female grad students has declined during the past six years, while that of female undergraduates has gradually risen.

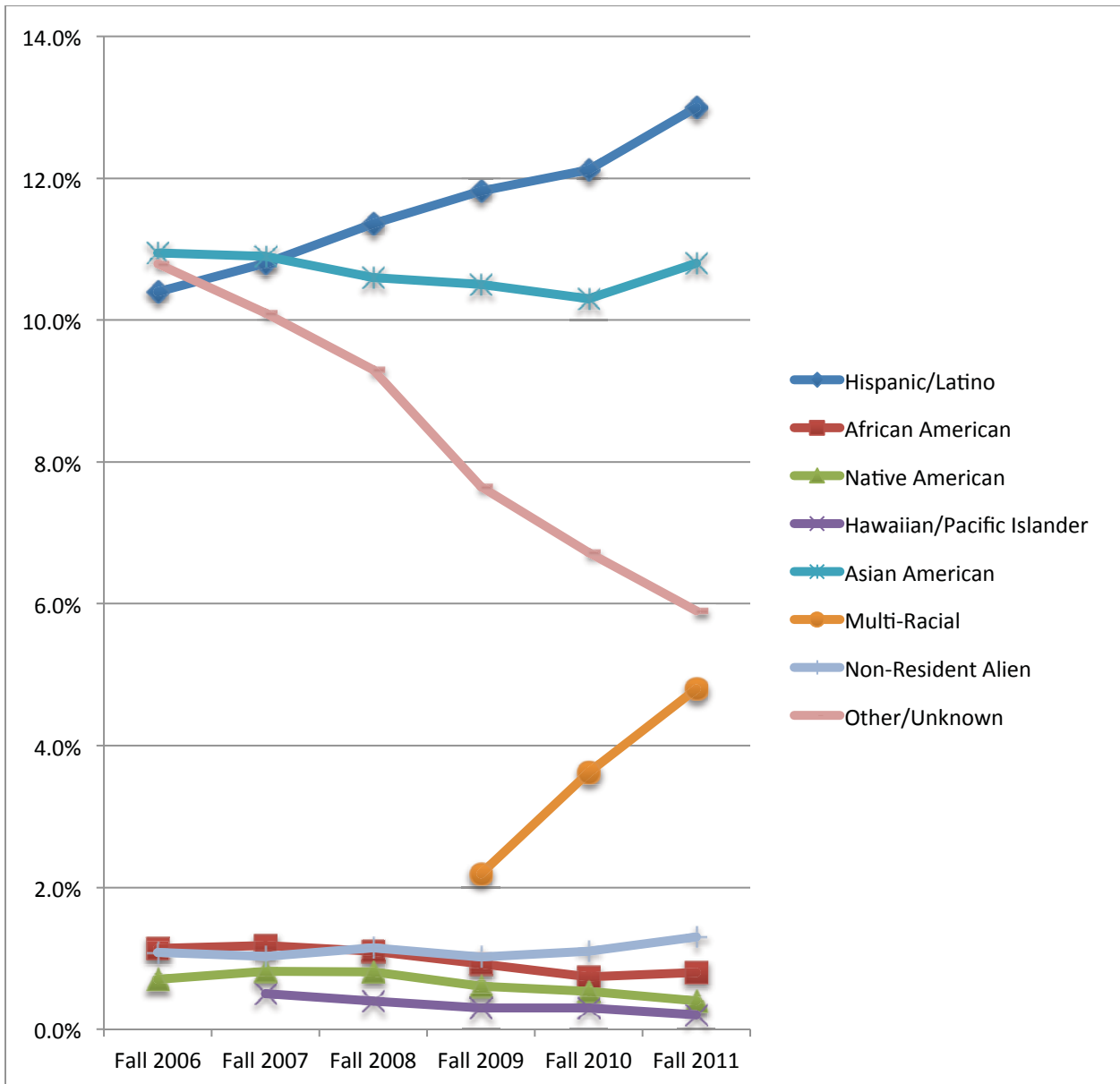
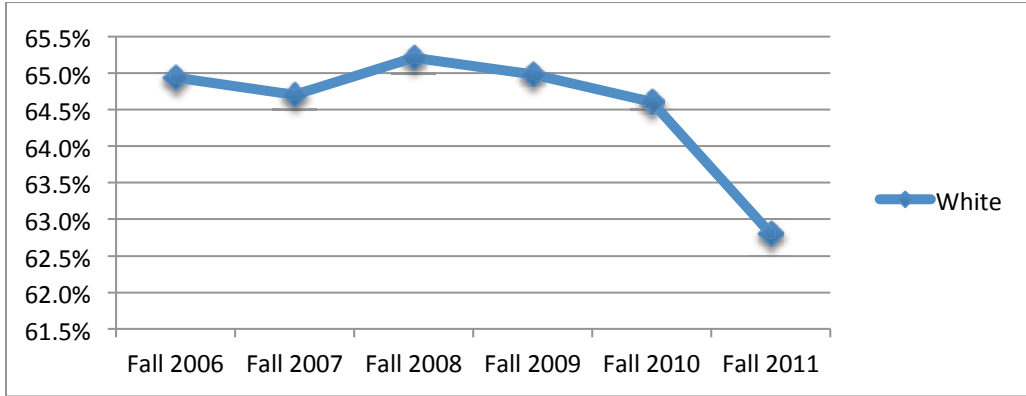
⁴ Note that the percentage enrollment in fall quarter of undergraduate students declaring themselves to be African American fell from 1.9 in 1990 to 1.5 in 1998 to 0.8 in 2011. Proposition 209, passed in November 1996, prohibits state government institutions from considering race, sex, or ethnicity in public education and is generally considered to be a significant factor affecting African American enrollment.

⁵ In this report, Hawaiian-Pacific Islanders are not included in the URM category, although the definition of URM has since been amended to include them (note that the numbers at Cal Poly are very small). Also, in this report, multiracial students are counted within the URM category only if they fall entirely within the group (e.g., students who are both Hispanic and Asian American are not counted as URM). This practice is now changing.

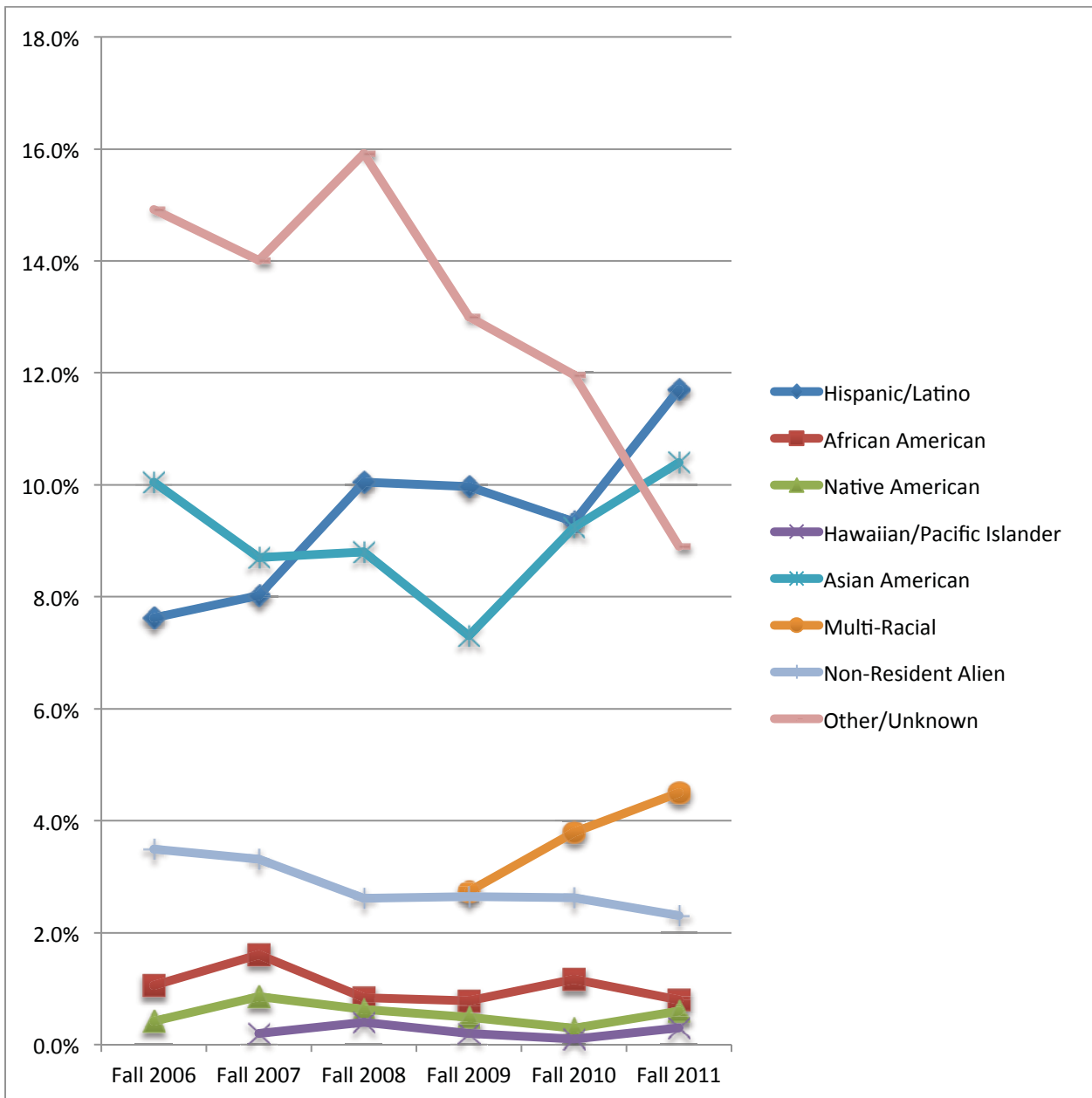
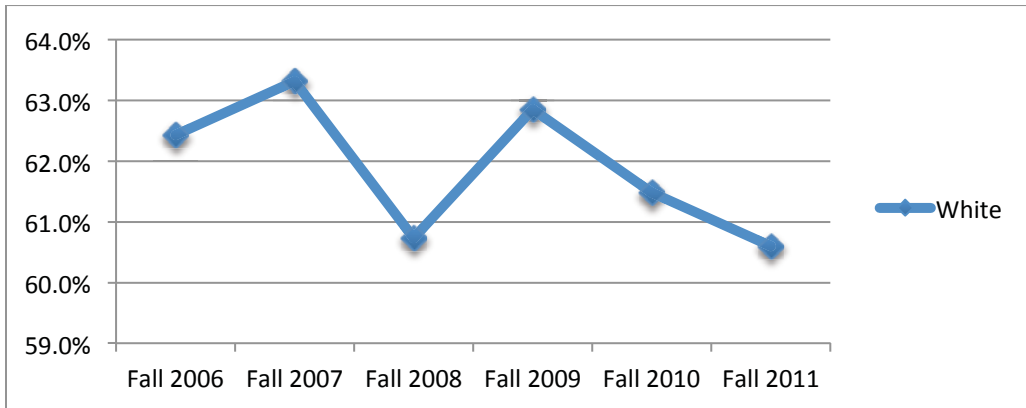
Total enrollment (undergrad, grad) by ethnic origin



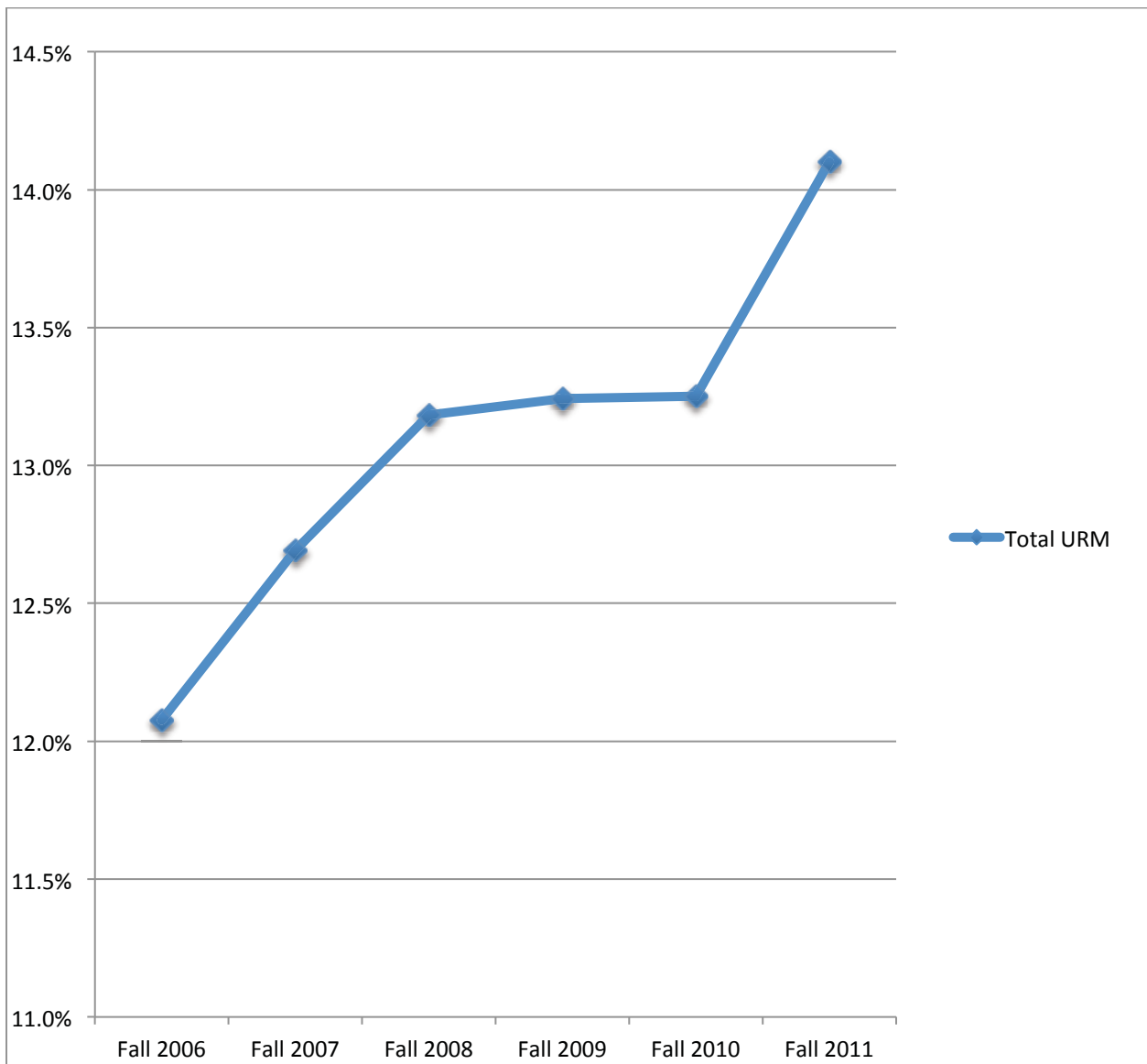
Undergraduate enrollment by ethnic origin



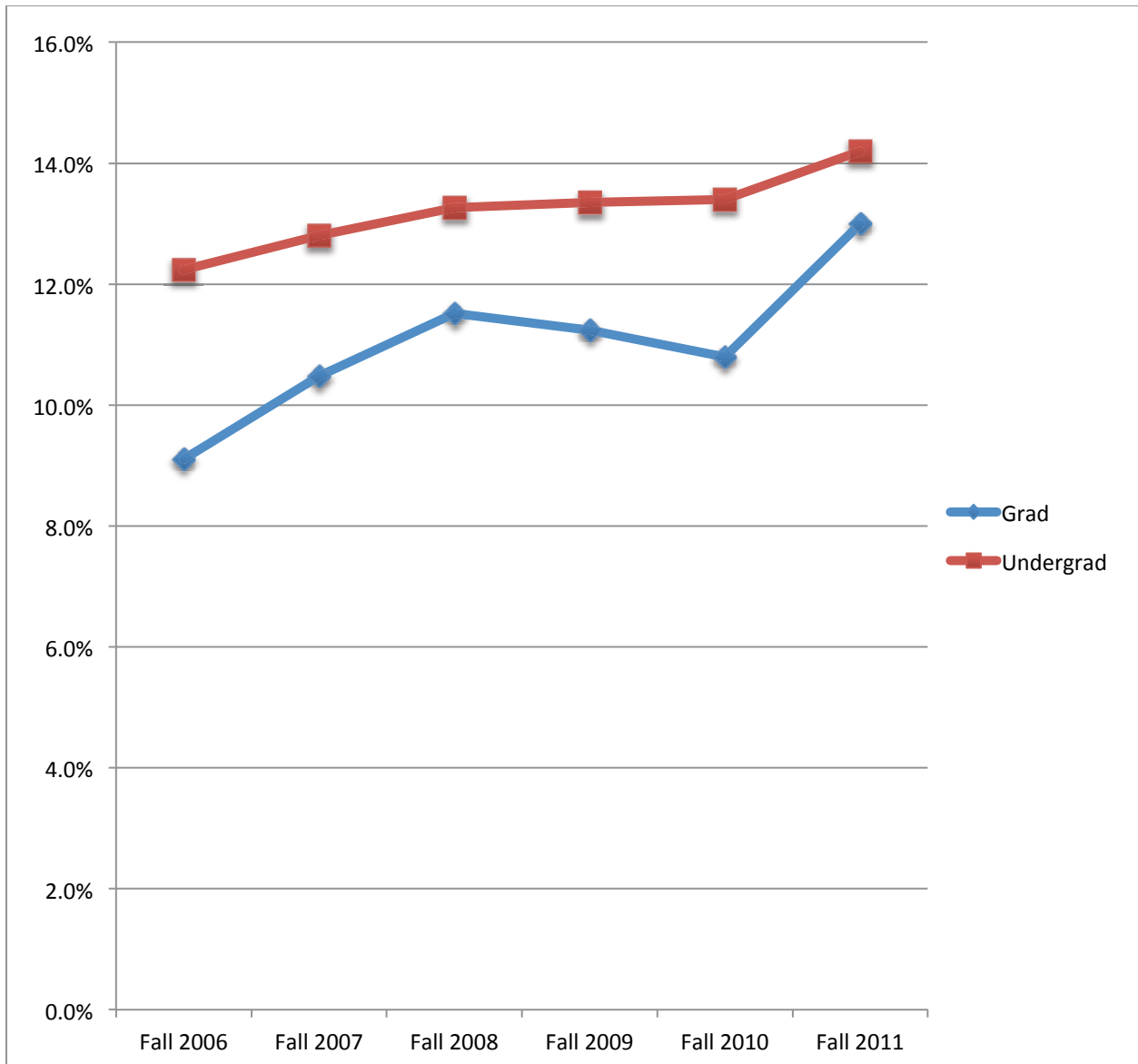
Graduate student enrollment by ethnic origin



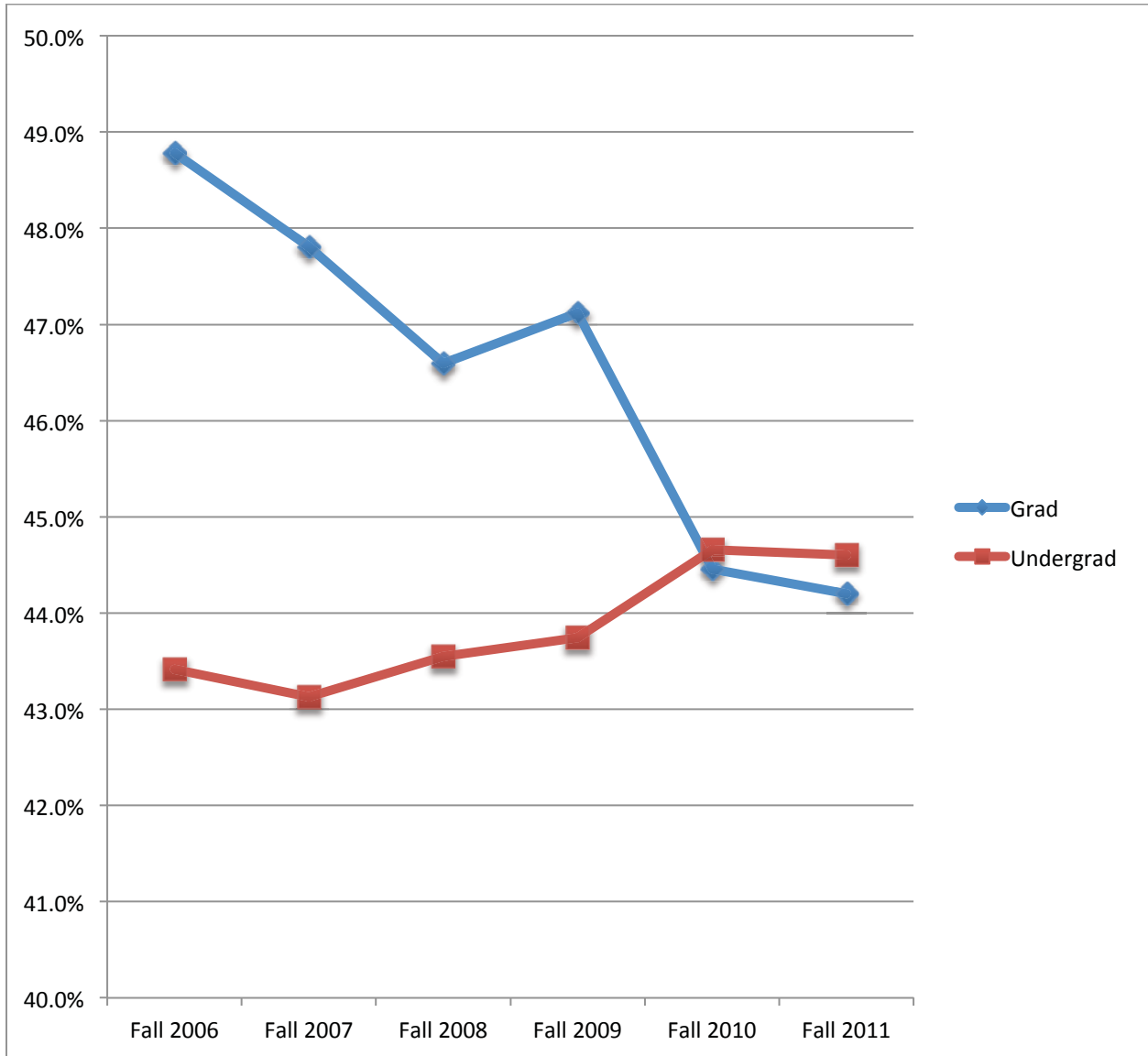
Total URM enrollment



URM enrollment by academic level (undergrad, grad)



Enrollment of women by academic level (undergrad, grad)



Pipeline, Recruitment, and Access

The following table provides information about Cal Poly's recruitment of first-time freshmen (FTF) by race/ethnicity, generally and in the STEM disciplines specifically, in relation to the total population, high school graduates, and those who complete requirements A-G (a prerequisite for admission into the CSU).

2009 California HS Grads-FTF Apps, Selected, Enrolled by Ethnicity (rounded to one decimal place)					
	<i>White</i>	<i>Black</i>	<i>Latino</i>	<i>Asian/PI</i>	<i>Native American</i>
% of total population (2010)	57.6%	6.2%	37.6%	13.4%	1.0%
% of HS grads	35.6%	6.8%	41.0%	11.1%	0.8%
% of A-G Completions	40.7%	5.1%	29.6%	18.1%	0.5%
% of FTF apps	48.3%	1.9%	19.8%	17.1%	0.3%
% of FTF apps STEM	42.7%	1.8%	20.1%	22.6%	0.2%
% of FTF selected	52.4%	0.7%	15.1%	19.2%	0.2%
% of FTF selected STEM	45.8%	0.9%	15.6%	24.6%	0.2%
% of FTF enrolled	64.0%	0.6%	12.7%	11.2%	0.4%
% of FTF enrolled STEM	58.8%	0.9%	13.7%	14.8%	0.4%

Source: CA Dept. of Finance, CPEC, Cal Poly IP&A

These numbers are explored further in the following sections.

Pipeline

The following chart provides 2009 college-going rates by ethnicity and gender from public schools within California (posted by the California Postsecondary Education Commission).

		High School Graduates	First-Time Students				College-Going Rate			
Ethnicity	Gender	Public	UC	CSU	CCC	Total	UC	CSU	CCC	Total
Asian/Pacific Islander	Men	21,260	4,954	2,598	5,536	13,088	23.3%	12.2%	26.0%	61.6%
	Women	21,454	5,846	2,965	4,414	13,225	27.2%	13.8%	20.6%	61.6%
	Total	42,714	10,800	5,563	9,950	26,313	25.3%	13.0%	23.3%	61.6%
Black	Men	11,927	340	870	2,846	4,056	2.9%	7.3%	23.9%	34.0%
	Women	14,060	714	1,673	2,903	5,290	5.1%	11.9%	20.6%	37.6%
	Total	25,987	1,054	2,543	5,749	9,346	4.1%	9.8%	22.1%	36.0%
Filipino	Men	6,373	535	857	1,629	3,021	8.4%	13.4%	25.6%	47.4%
	Women	6,251	686	1,158	1,365	3,209	11.0%	18.5%	21.8%	51.3%
	Total	12,624	1,221	2,015	2,994	6,230	9.7%	16.0%	23.7%	49.4%
Latino	Men	73,934	2,289	5,878	18,925	27,092	3.1%	8.0%	25.6%	36.6%
	Women	83,160	3,690	9,884	20,193	33,767	4.4%	11.9%	24.3%	40.6%
	Total	157,094	5,979	15,762	39,118	60,859	3.8%	10.0%	24.9%	38.7%
Native American	Men	1,393	61	41	251	353	4.4%	2.9%	18.0%	25.3%
	Women	1,492	113	76	301	490	7.6%	5.1%	20.2%	32.8%
	Total	2,885	174	117	552	843	6.0%	4.1%	19.1%	29.2%
White	Men	67,595	3,641	5,912	14,644	24,197	5.4%	8.7%	21.7%	35.8%
	Women	68,639	4,362	7,679	13,295	25,336	6.4%	11.2%	19.4%	36.9%
	Total	136,234	8,003	13,591	27,939	49,533	5.9%	10.0%	20.5%	36.4%
Statewide Totals	Men	182,482	11,820	16,156	43,831	71,807	6.5%	8.9%	24.0%	39.4%
	Women	195,056	15,411	23,435	42,471	81,317	7.9%	12.0%	21.8%	41.7%
	Total	377,538	27,231	39,591	86,302	153,124	7.2%	10.5%	22.9%	40.6%
Other College-Going Rate Options										

<http://www.cpec.ca.gov/StudentData/CACGREthnicity.asp>[8/10/2011 1:08:34 PM]

According to CPEC, for California as a whole, the proportion of Latino high school graduates (total) who entered college (UC, CSU, or community college) in 2009 was higher than the proportion of white HS graduates, while the proportions of college-going African American and Native American HS graduates were similar or lower. However, given Cal Poly's very stringent admission standards, the likelihood of our being able to recruit a student population that "resembles that of the state" is extremely low. Adding in the polytechnic orientation of Cal Poly's offerings, as well as the higher math expectations, the pipeline of URMs seeking to come here is further reduced.

Recruitment

Applications

Student Application Charts

7. FTF applicants by ethnic origin
8. FTF STEM applicants by ethnic origin
9. Transfer applicants by ethnic origin
10. Transfer STEM applicants by ethnic origin
11. Graduate applicants by ethnic origin
12. Women applicants by admissions route (FTF, transfer)
13. Women STEM applicants by admissions route (FTF, transfer)
14. URM applicants by admissions route (FTF, transfer)
15. URM STEM applicants by admissions route (FTF, transfer)
16. First generation applicants by admissions route (FTF, transfer)
17. First generation STEM applicants by admissions route (FTF, transfer)

⁶Since 1996, as the result of California's Proposition 209, Cal Poly no longer targets women and minorities in its student recruitment. The university's focus has shifted to seeking to recruit students historically underserved because of their socioeconomic status, their parents' education level (not attending college themselves), and/or attendance at high schools with historically low college participation rates.

In accordance with our marketing plan, we have cultivated 9th, 10th, & 11th grade students who attend schools with historically low college participation rates, large numbers of typically underserved populations, and large numbers of students on breakfast and lunch assistance programs and/or who receive support from the long-standing UC early outreach programs.

Admissions officers visit some of these schools and meet with mentors who support this program. The University actively recruits students from these schools, establishing contact with these prospects as early as the 9th and 10th grades and working with these students to set up VIP micro websites, and a CSU Mentor planner. Our student volunteers host prospective students from these schools during our structured day/night visit program as part of the Cal Poly Partner Pre-Collegiate Symposium each year.

We also participate in the Ventures Scholars Program, a national membership program designed to help underrepresented and first-generation college-bound students interested in pursuing math- and science-based careers link to information, resources, and opportunities that will help them successfully pursue their career goals.

The most recent study of California Postsecondary Education Commission (CPEC) clearly points out the difficulty the campus faces in attracting high-performing, diverse new applicants. This is further complicated by the declining number of college-bound students who indicate an interest in pursuing STEM-related careers.

⁶ The text on this page is drawn almost verbatim from a report by Cal Poly's admissions director.

Many Latinos appear to have a preference for 2 year (over 4 year) colleges, due to:

- A strong preference to avoid excessive debt
- A preference to have young adults close to home
- Families' knowledge of postsecondary institutions and differences between 2 and 4 year colleges

(Source: Excelencia in Education)

As revealed in the following charts, proportionally, there has been a steady increase of Hispanic/Latino applicants to Cal Poly among first time freshmen and transfer students overall and in the STEM disciplines. The proportion of Asian American FTF students declined in the four years prior to 2009, then started to increase again.⁷ The proportion of Asian American transfer students is similar now to what it was in 2009. Proportionally, the populations of African American, Native American, and Hawaiian/Pacific Islanders have remained small and relatively constant.

At the graduate level, the proportions of Hispanic/Latino and Asian American applicants have been more volatile, possibly because the overall numbers are significantly smaller than at the undergrad level and admissions decisions are less formula-driven.

As might be expected at a polytechnic university (in contrast to what is observed at most other higher education institutions), the proportion of women applicants has consistently been less than that of men, especially in the STEM disciplines.

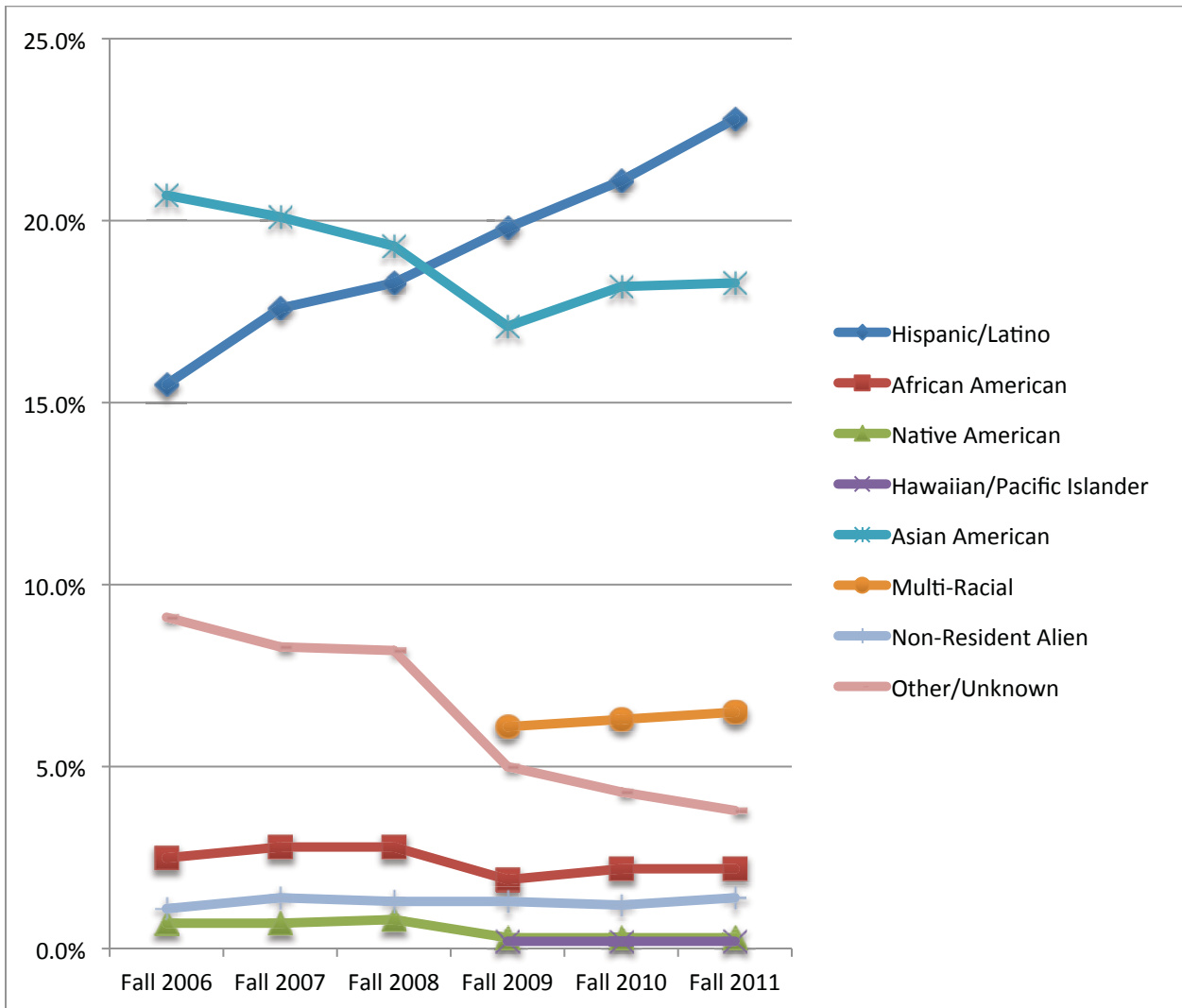
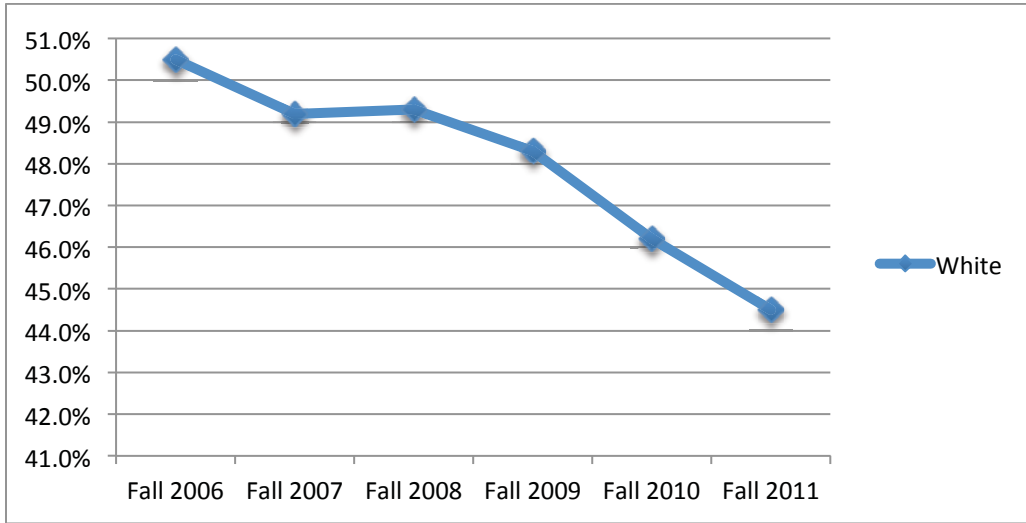
Proportionally, URM applicants (both first time freshmen and transfer students) have steadily increased for most of the past six years, although somewhat less so for URM transfer applicants in STEM disciplines.

The following majors are considered to fall into the STEM category at Cal Poly:

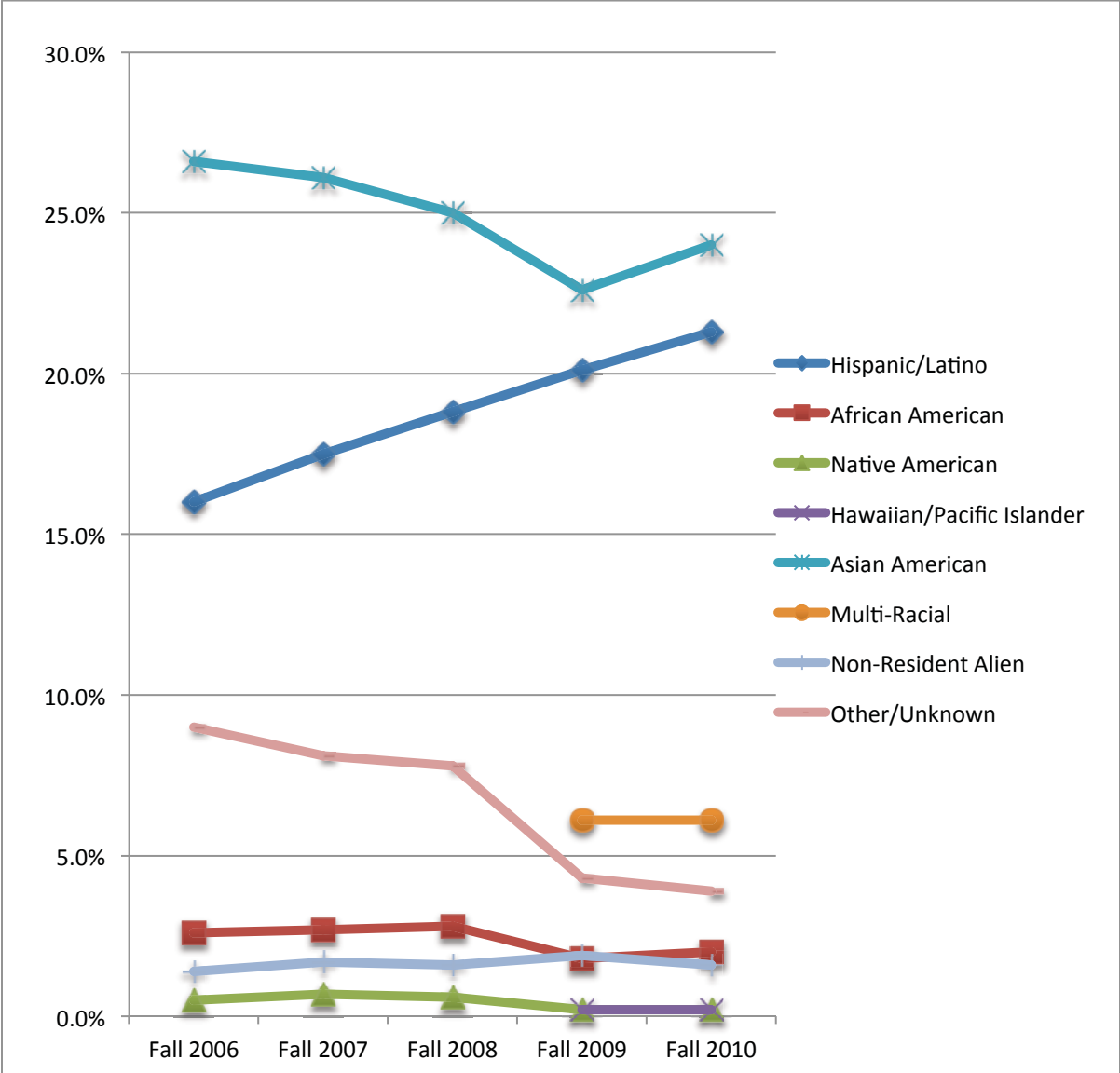
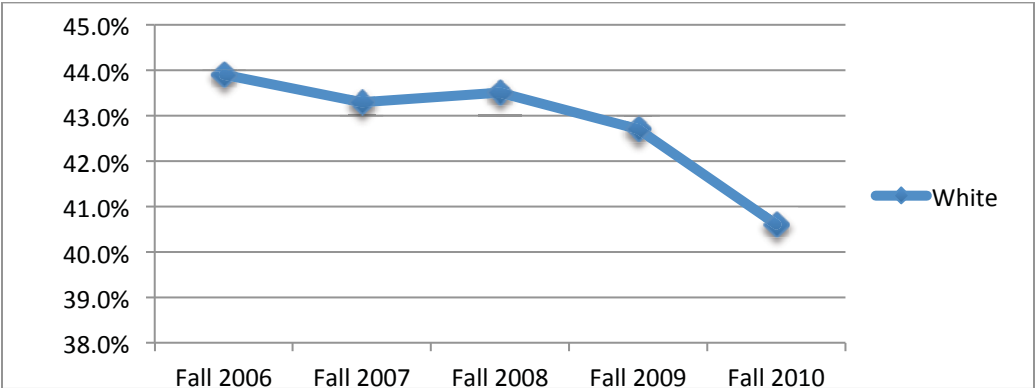
AERO, ARCE, BCHM, BIO, BMED, BRAE, CE, CHEM, CM, CPE, CSC, EE, ENVE, ERSC, GENE, IE, IT, MATE, MATH, MCRO, ME, MFGE, PHYS, PSC, SE, and STAT.

⁷ The change in reporting standards may be at least a partial explanation for this.

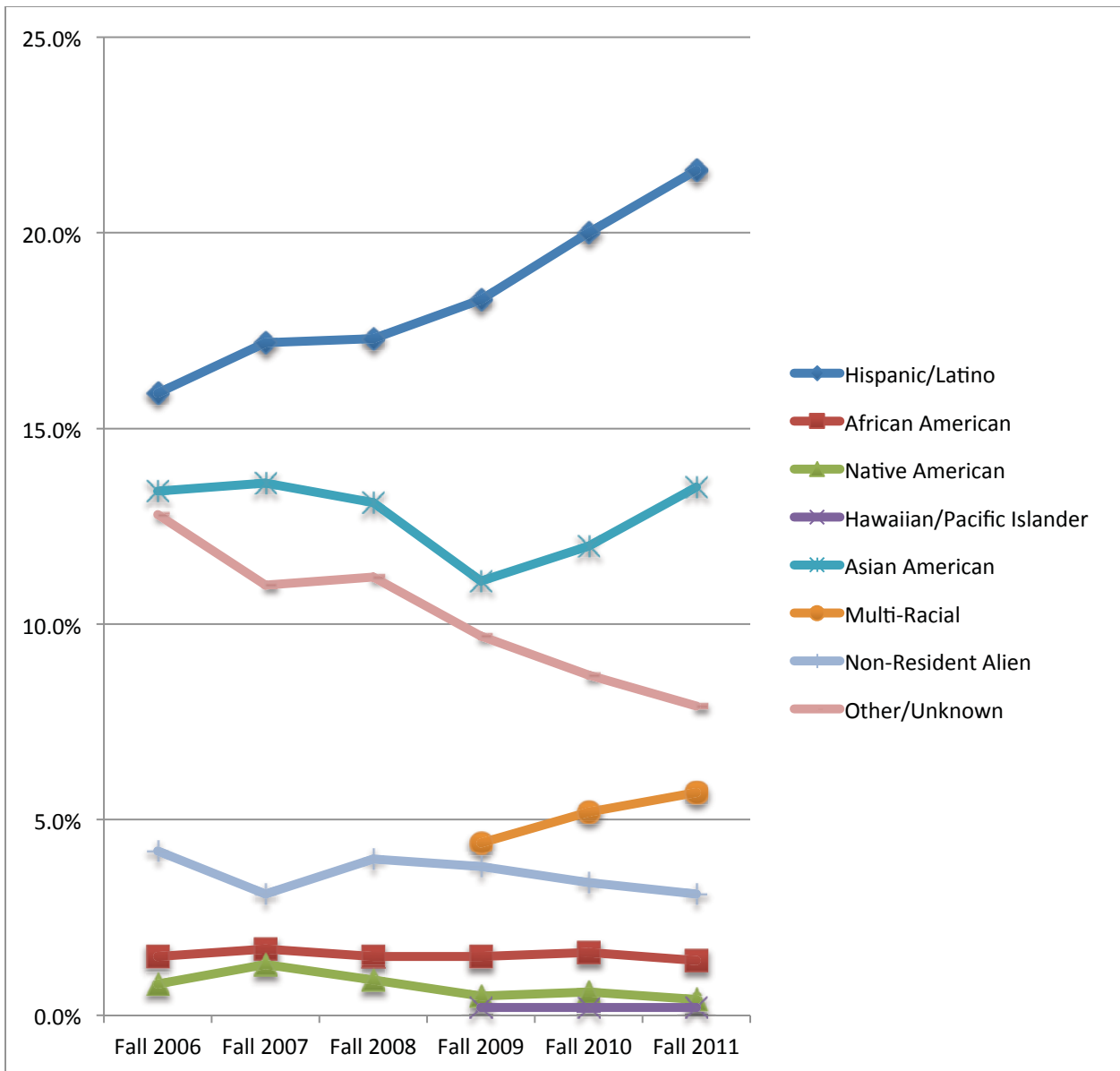
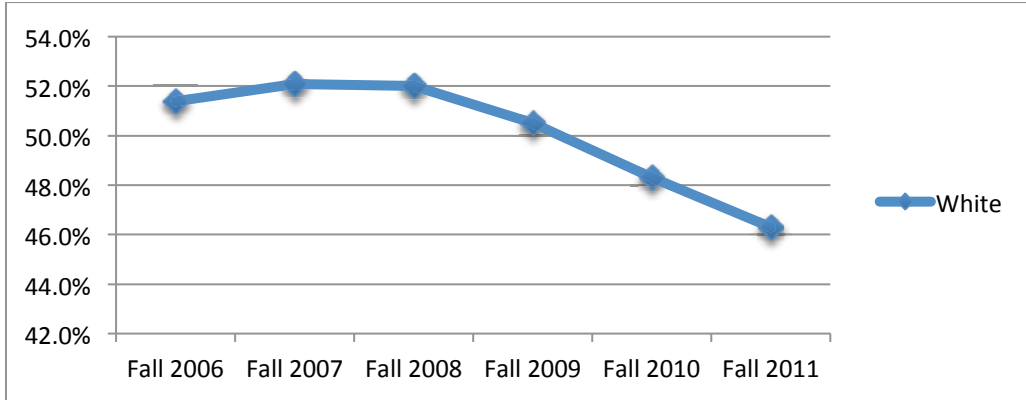
FTF applicants by ethnic origin



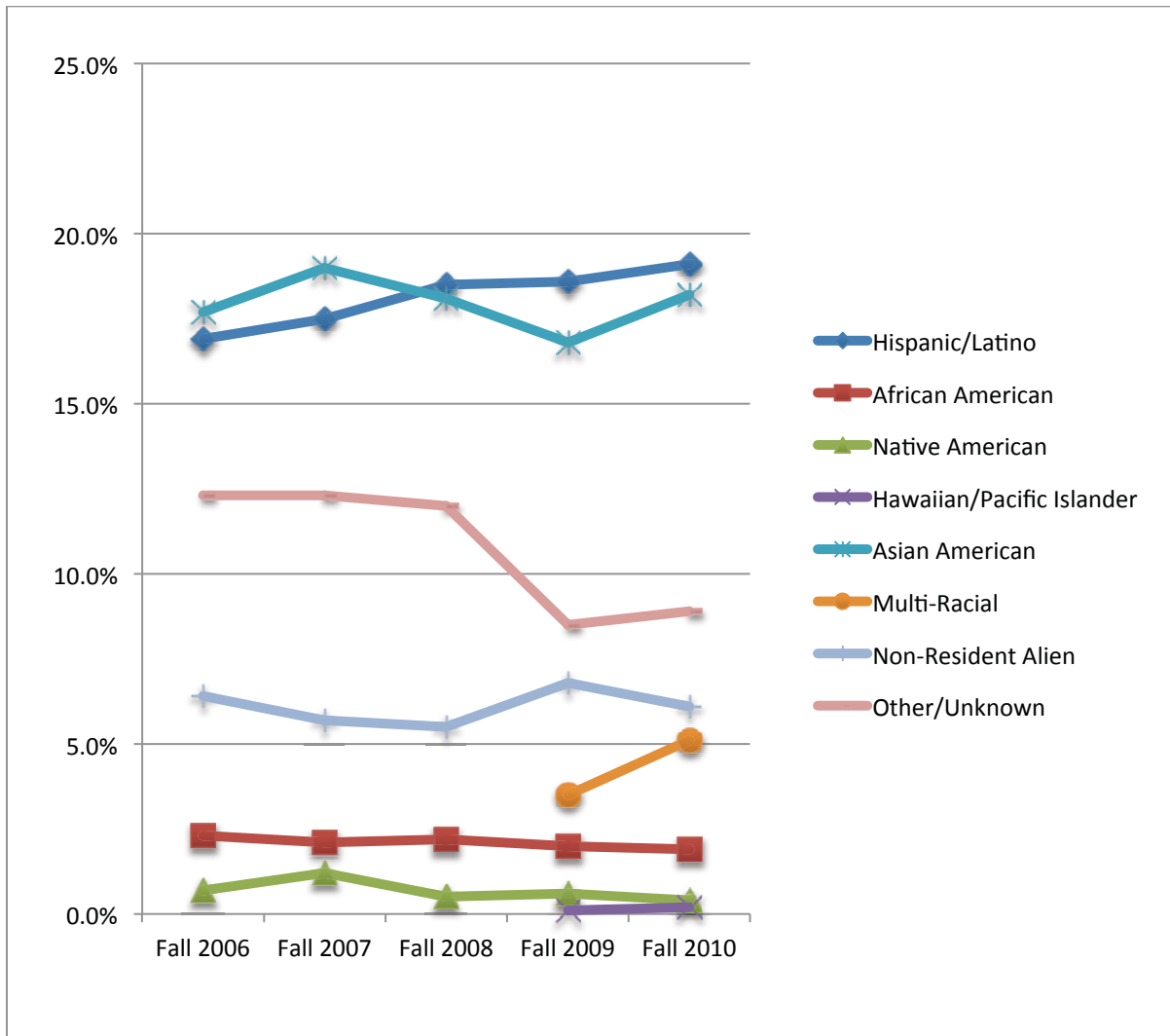
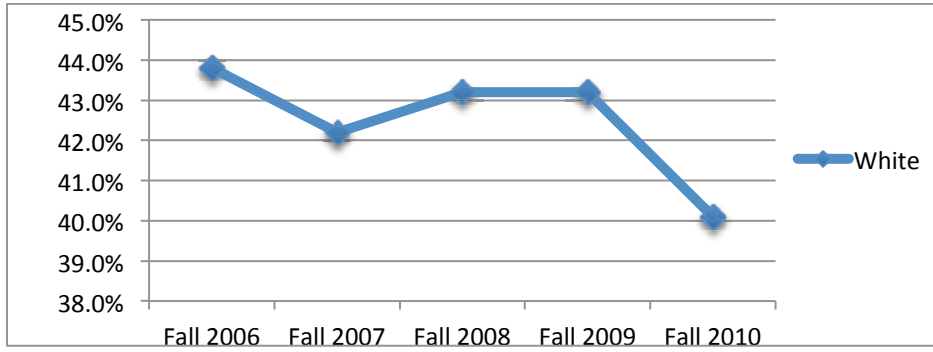
FTF STEM applicants by ethnic origin



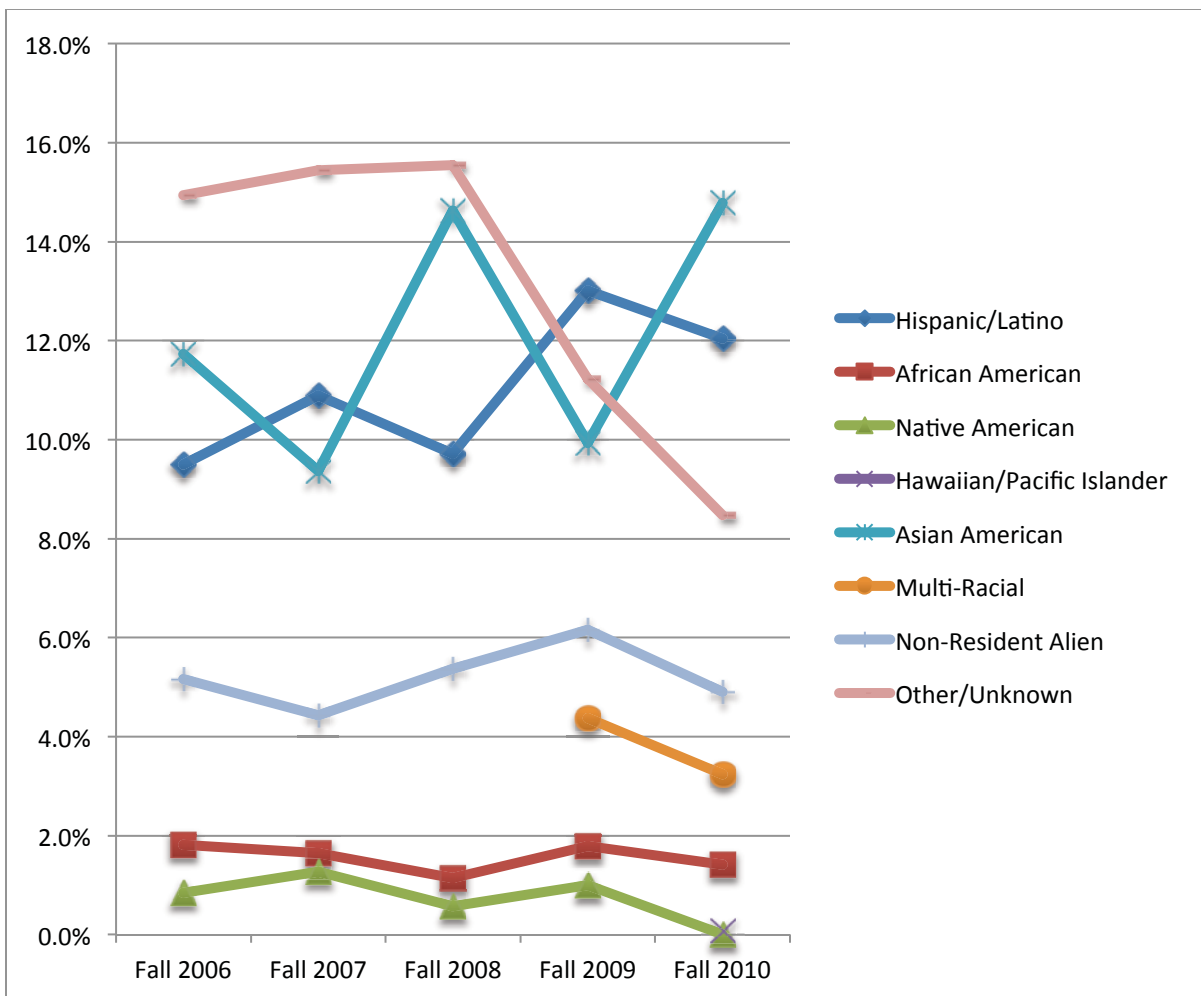
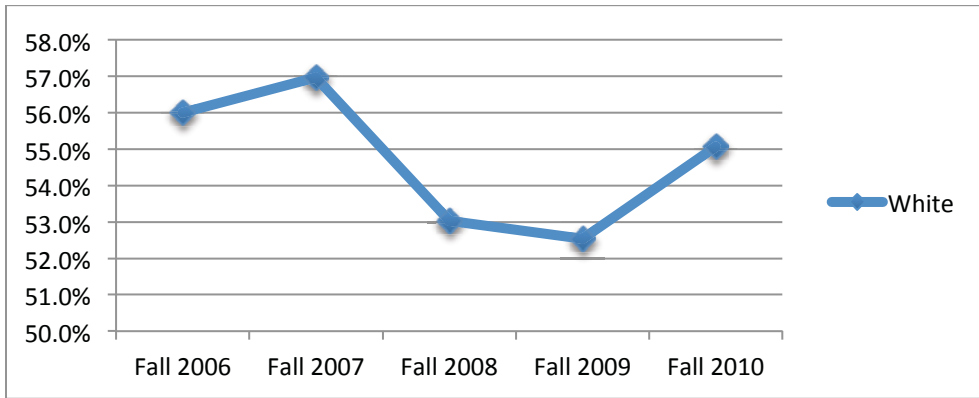
Transfer applicants by ethnic origin



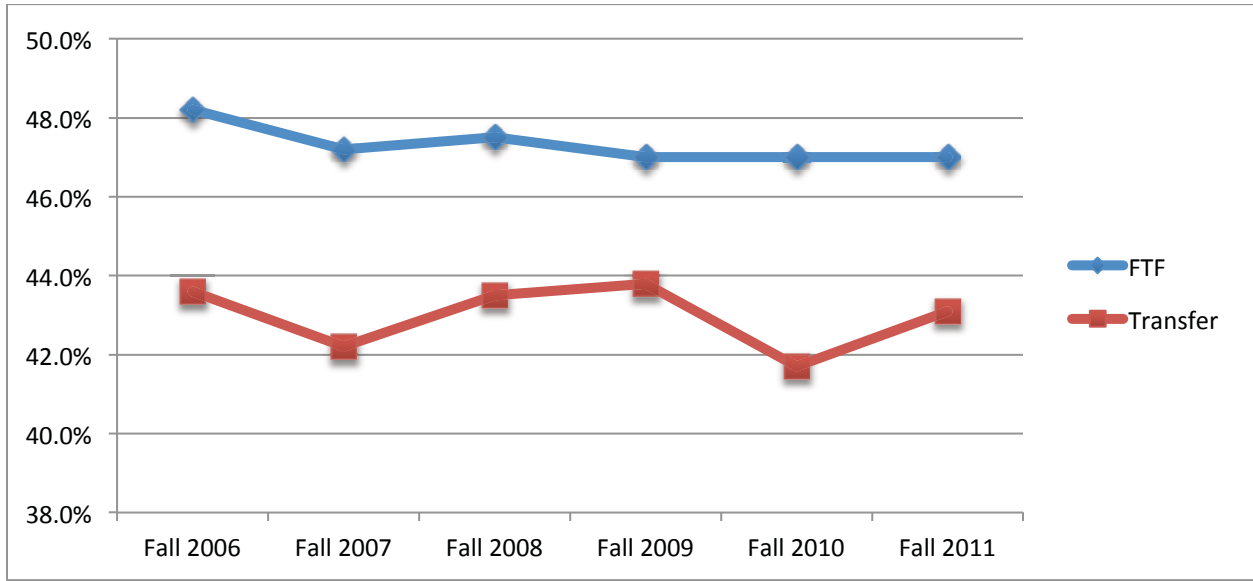
Transfer STEM applicants by ethnic origin



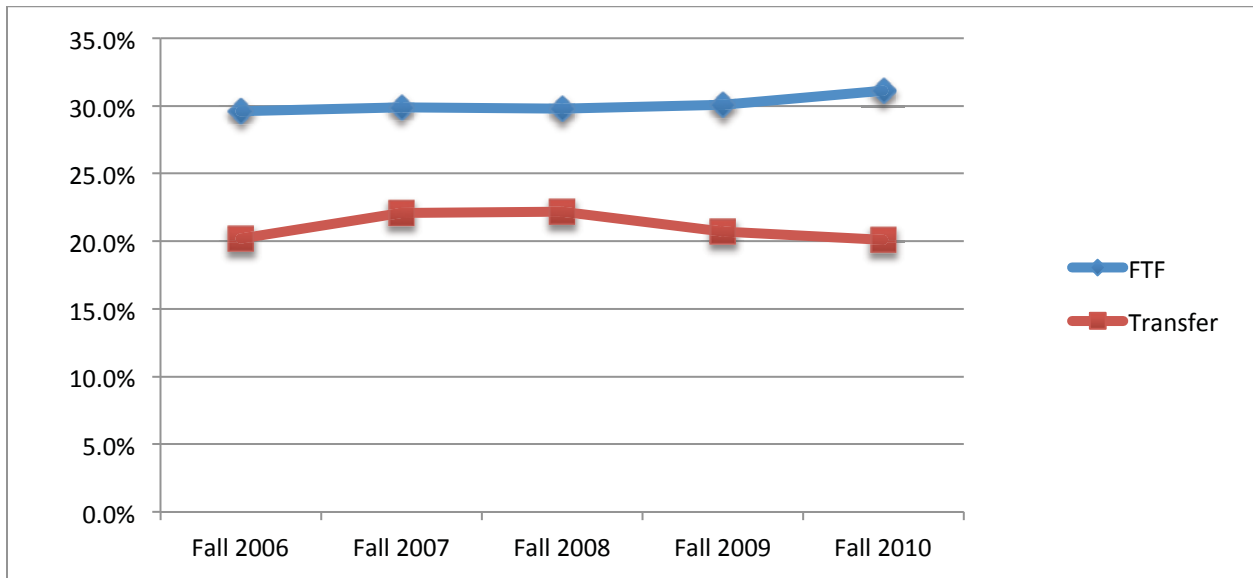
Graduate applicants by ethnic origin



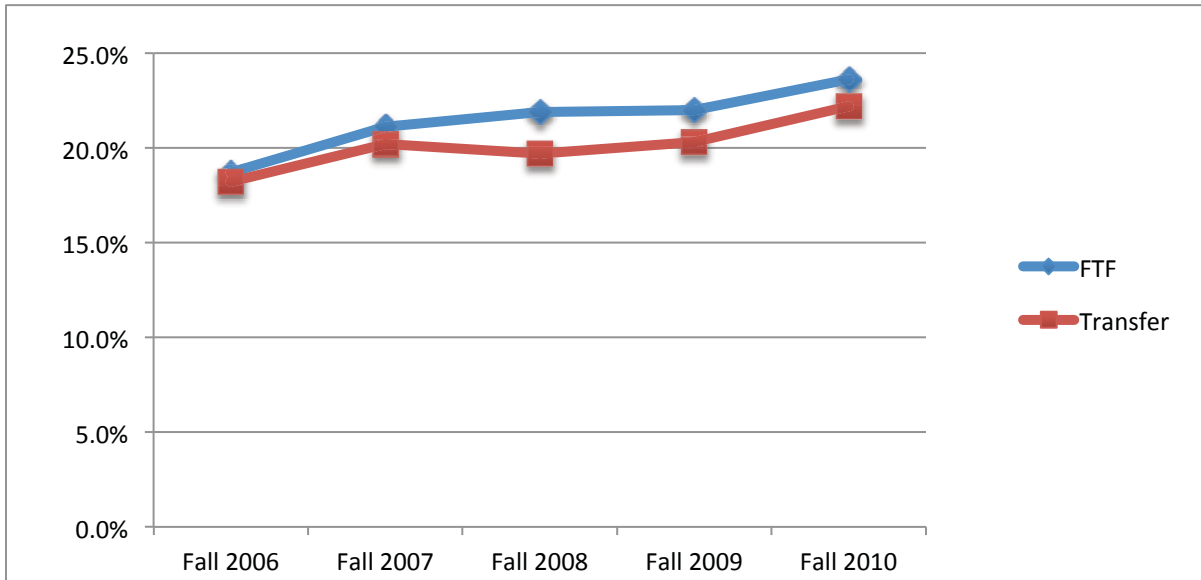
Women applicants by admissions route (FTF, transfer)



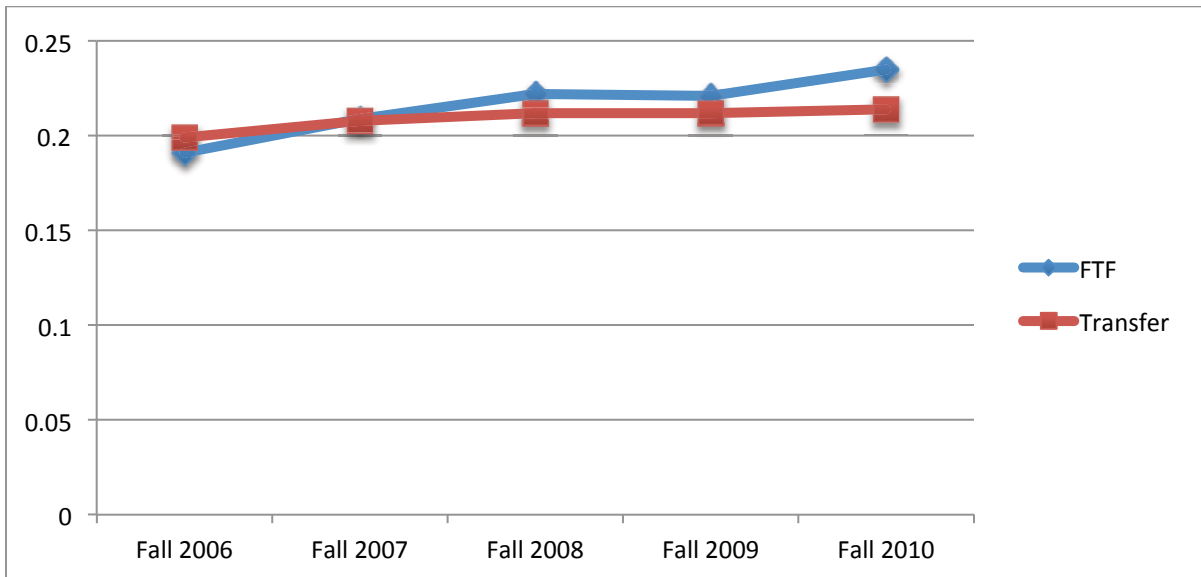
Women STEM applicants by admissions route (FTF, transfer)



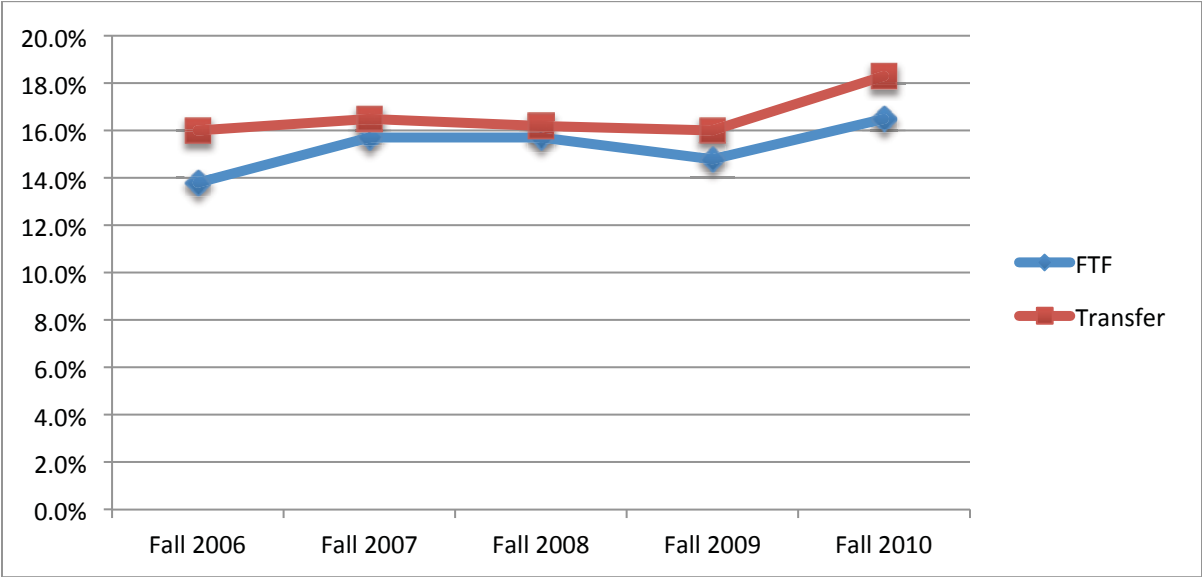
URM applicants by admissions route (FTF, transfer)



URM STEM applicants by admissions route (FTF, transfer)

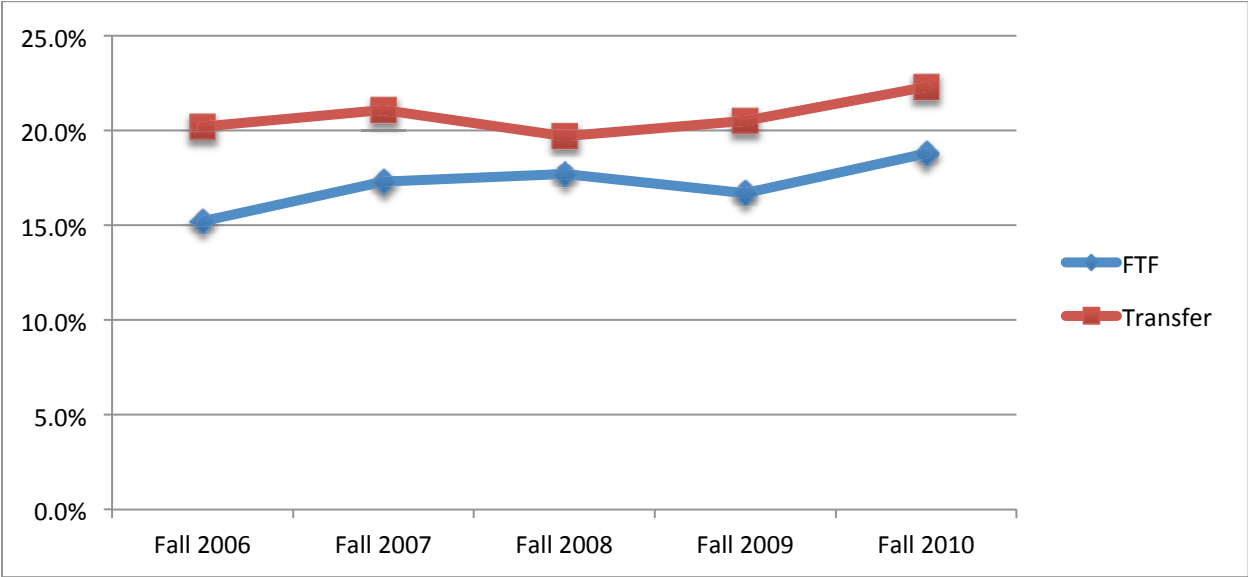


First generation applicants by admissions route (FFF, transfer)



Note: First generation defined as students of whom neither parents attended college

First generation STEM applicants by admissions route (FTF, transfer)



Student Selection Charts

18. FTF selection rate by ethnic origin
19. FTF STEM selection rate by ethnic origin
20. Transfer selection rate by ethnic origin
21. Transfer STEM selection rate by ethnic origin
22. Graduate selection rate by ethnic origin
23. FTF selection rate by gender
24. FTF STEM selection rate by gender
25. Transfer selection rate by gender
26. Transfer STEM selection rate by gender
27. Graduate selection rate by gender
28. FTF selection rate by minority status (URM, Non-URM)
29. FTF STEM selection rate by minority status (URM, Non-URM)
30. Transfer selection rate by minority status (URM, Non-URM)
31. Transfer STEM selection rate by minority status (URM, Non-URM)
32. Graduate selection rate by minority status (URM, Non-URM)
33. FTF selection rate by generational status (First Gen, Non-First Gen)
34. FTF STEM selection rate by generational status (First Gen, Non-First Gen)
35. Transfer selection rate by generational status (First Gen, Non-First Gen)
36. Transfer STEM selection rate by generational status (First Gen, Non-First Gen)

Undergraduate students are selected by major based on the application of an index, the MCA (which stands for “Multi Criteria Admissions”). The admissions process is guided by a combination of state laws, executive orders, and additional campus initiatives. State laws prohibit the campus from using race, gender and ethnicity as an admission variable.

In addition to the MCA score, the system also determines if the applicant meets CSU eligibility requirements. For freshman applicants, this includes determining if the applicant has completed the minimum number of college-preparatory courses (see list of required courses in ‘MCA Scoring for CSU Required Courses Explanation’ below), as well as determining if the applicant’s combined GPA and test scores meet the minimum CSU eligibility index.

The CSU eligibility index is calculated by using either the SAT or ACT as follows:

- SAT (scores in mathematics and critical reading) + (800 x high school grade point average)
- (10 x ACT composite score without the writing score) + (200 x high school grade point average).

Students apply on-line using the CSU Mentor system. In the initial run (the “Academic” run), the applications of those who meet the CSU eligibility requirements are scored as follows:

		Weight
Academic performance	GPA up to 4.2; based on high school core curriculum	45%
College prep courses taken	Must have 28 specified plus 2 electives; points are given for courses above minimum, set by department	15%
Standardized test scores		33%
Hours worked and/or participation in extra-curricular activities	Takes into account: <ol style="list-style-type: none"> average number of hours worked per week over most recent 12 months whether more than 25% of work hours are related to Cal Poly major of choice average number of hours per week spent on extra-curricular activities whether served in leadership roles 	7%

Until the past year, the MCA was calculated slightly differently for each college, depending on faculty choice. In the selection for fall 2011, the same MCA calculation was used for all majors. Applicants exceeding a minimum score set by each department are “accommodated” (i.e., offered admission) in the order of their scores, such that the target number for this run is reached. (Applicants compete for admission against other applicants applying to the same major. Decisions are based on the available spaces in each major, which vary from quarter to quarter within each pool.)

After an initial run, “bonus points” are added for those who meet the minimum academic score in first reading, as follows:

CA resident recently released veteran (within 4 yrs)	701
Local service area	500
Comes from a Partner School	700
Father’s highest education level (no high school/some high school)	300
Mother’s highest education level (no high school/some high school)	300
Faculty/staff dependent	700
“Friend of University” ⁸	700

CSU Trustee policy requires us to give additional consideration to veterans and local service applicants, while the campus has given additional consideration based on parental level of education, whether the applicant has attended a Partner School, whether s/he is a faculty/staff dependent, and whether s/he is a “friend of the University.”

A second run (the “Mandated Run”) is then conducted, and more students whose scores exceed the applicable departmental cut-offs are accommodated.

The MCA system has been criticized for reasons that include the following:

1. Since the maximum GPA taken into account exceeds 4, the process gives an advantage to students whose high schools offer AP courses.
2. The system gives considerable weight to standardized test scores. Although the Admissions Office encourages applicants to take the ACT rather than the SAT, in practice both scores are accepted. The SAT, in particular, has been criticized for bias (e.g., not everyone can afford to take “test prep”).
3. Although any kind of work is acceptable for a portion of that part of the index, work related to the major is given additional weight. Students in poorer families, for example, may not have same

⁸ The awarding of bonus points in this category has now been discontinued.

opportunities to engage in major-related work as those in more privileged families. The same concern applies to leadership opportunities.

4. Although the addition of “bonus points” reflects other variables, the precise numbers are arbitrary (except that State law requires that veterans be given the greatest consideration). It is arbitrary that a faculty/staff dependent or “friend of the university” should each be recognized with more points than both parents lacking a college education.

The reality is that there exists no “correct” set of numbers. Judgments have been made in the past, and new judgments may be made in the future.

A recent analysis of students “not selected,” “selected,” and “enrolled” provides information about how the MCA process operates.

- a. African American, Hispanic, and Native American students who were selected and enrolled generally had lower MCA scores than students in the other racial/ethnic categories.
- b. Receiving bonus points were 50% of African American students, 42.9% of Native American students, 35.2% of Hispanic students, and 34.2% of Asian American students; in contrast only 8.5% of White students received bonus points.
- c. Among those selected, bonus points were received most often because students came from Partner Schools and/or because of limited parental education.
- d. Among those not selected, bonus points based on Partner Schools and/or parental education were received most often by Hispanic and African American students; less often by White students.

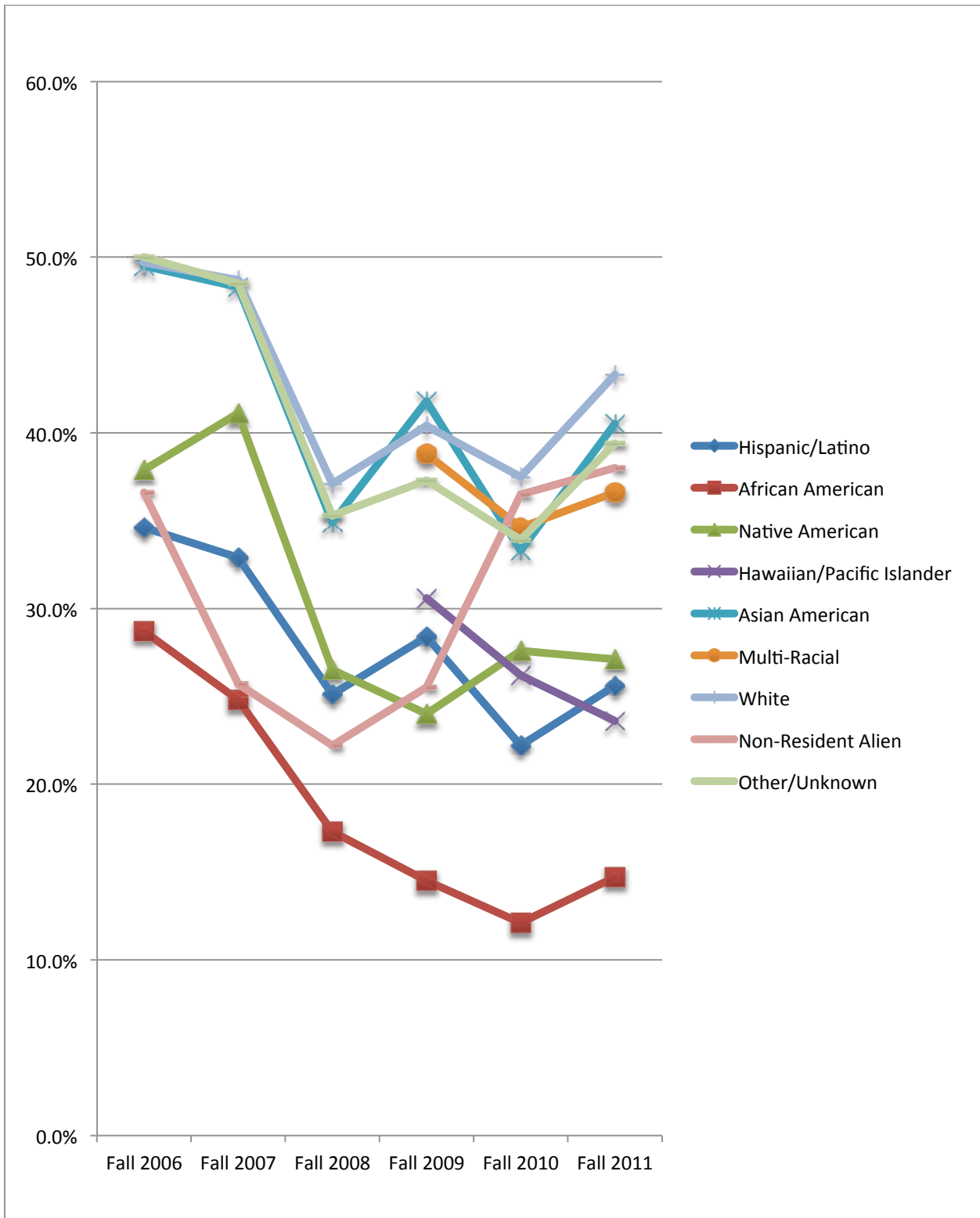
In addition to its regular admissions process, Cal Poly offers an “Early Admissions Decision” option to those first-time freshman applicants for whom Cal Poly is clearly their first choice (domestic freshman students applying to the Art & Design or Music majors, transfer students, and international students are exceptions). The guidelines state that: “Applicants should have established strong and consistent academic records throughout secondary school and should have completed all the required standardized testing by October of their senior year... Early Decision candidates must be committed to attend Cal Poly ... Students admitted under this plan and who accept the terms of admission may be released only for compelling medical or financial reasons ... Students who apply for Early Decision and are not selected will automatically be reviewed under the Regular Decision process.”

In recent years there has been a national debate on whether early decision programs in general are discriminatory. Those who argue in the affirmative typically say that such programs favor applicants with parents who are better educated and fall into the higher SES categories because they start out more knowledgeable about their options and are also able to commit before financial offers are made.

Arguably, the key issue is whether an applicant has a greater chance of being admitted by applying via “Early Decision” than via the regular process. According to the admissions director, this is not the case at Cal Poly because all applicants are reviewed according to the same criteria, i.e., subjected to the same MCA analysis.

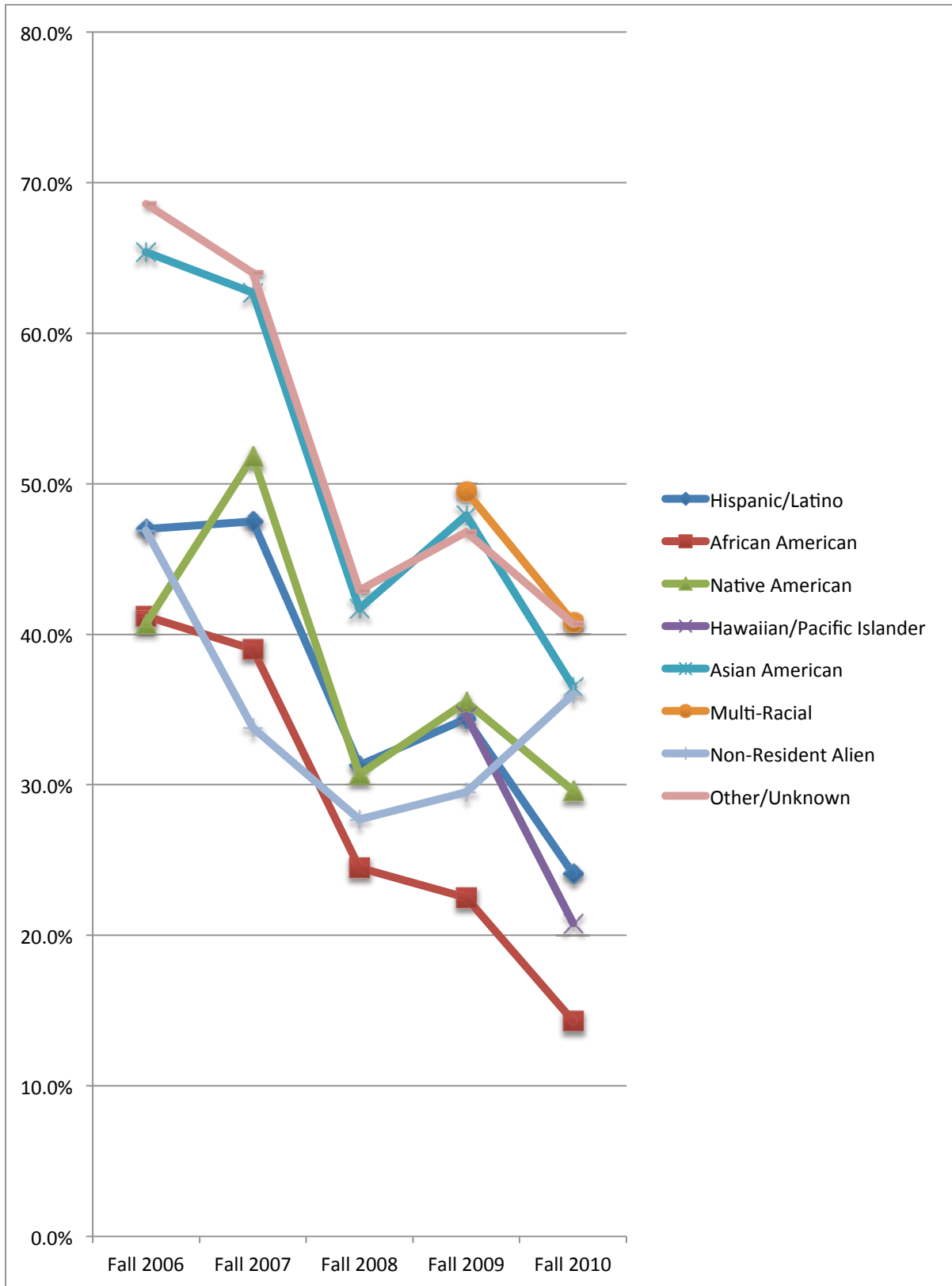
As revealed in the charts that follow, after both runs of the MCA model, the selection rates for most applicants have decreased as more applications have been received, competition has increased, and in recent years the number of available spaces has decreased, at least for students paying state-subsidized tuition. Selection rates for first time freshmen in the White, Asian American, Other, and Multi-Racial categories have consistently exceeded those for students in the Hispanic/Latino, Native American, and Hawaiian/Pacific Islander categories, which in turn have exceeded the rates for African Americans. Patterns in selection rates for transfer students and for graduate students have been more difficult to discern.

FTF selection rate by ethnic origin

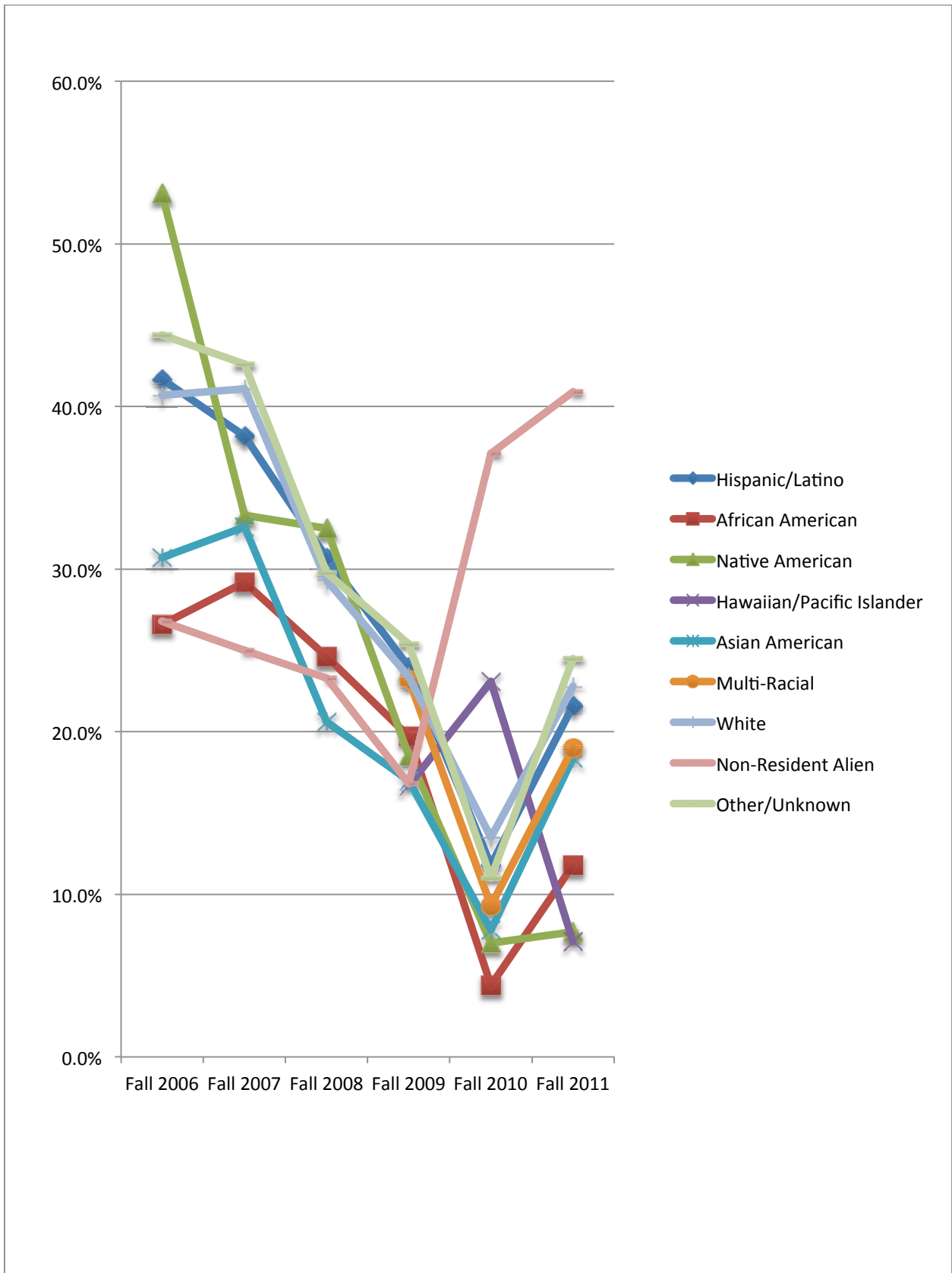


Note: In Fall 2009 Cal Poly started reporting ethnic origin according to new Federal OMB standards.

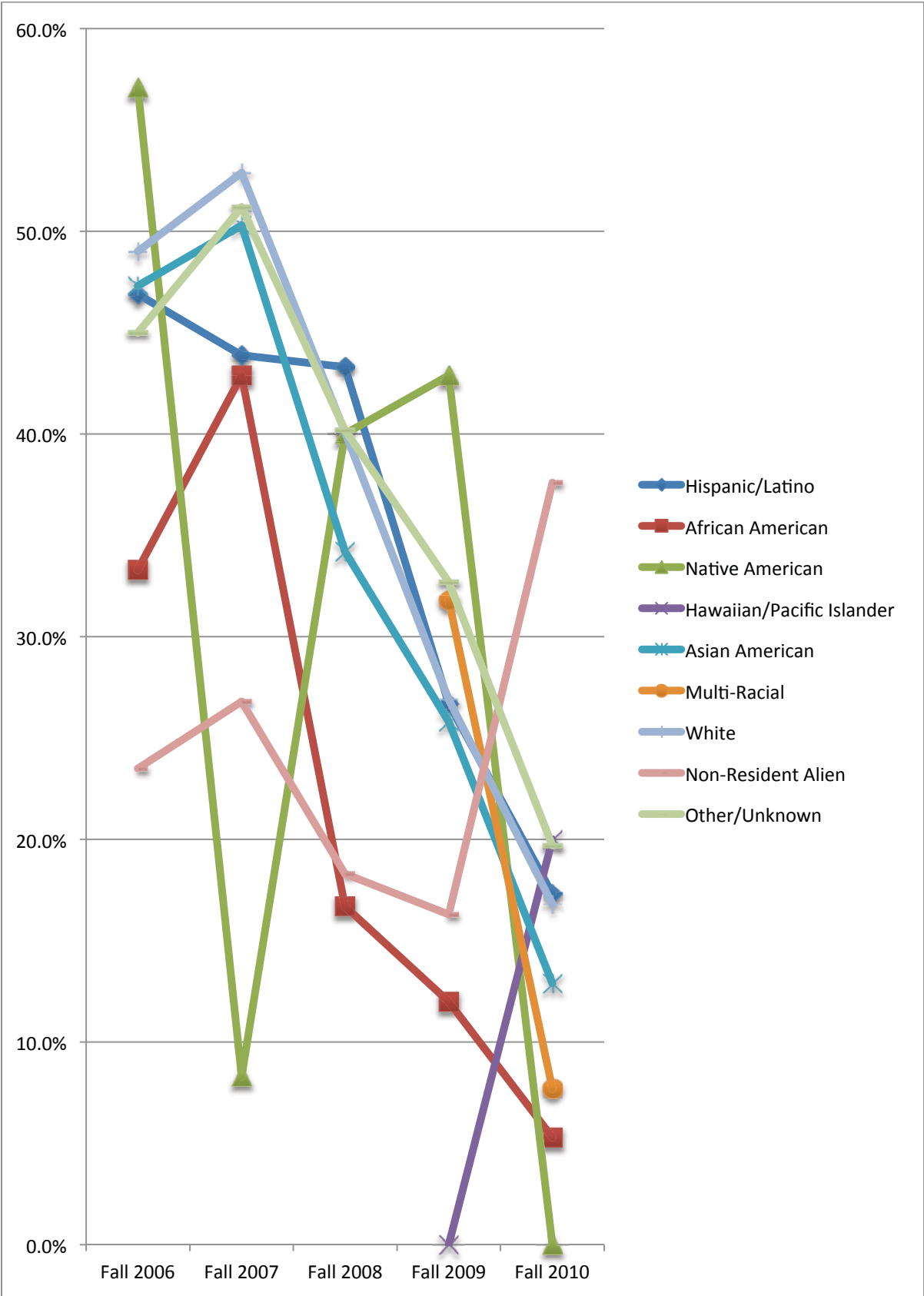
FTF STEM selection rate by ethnic origin



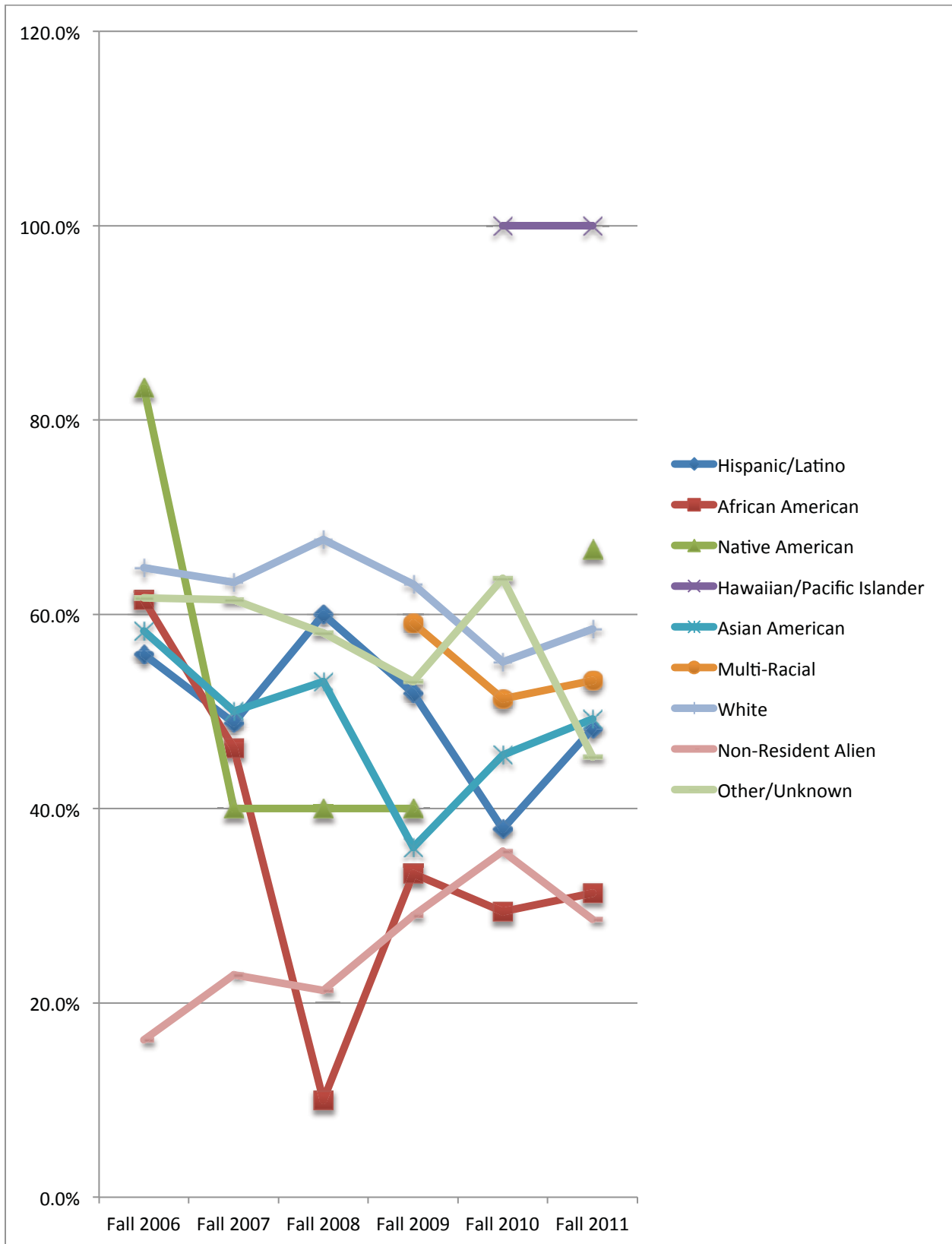
Transfer selection rate by ethnic origin



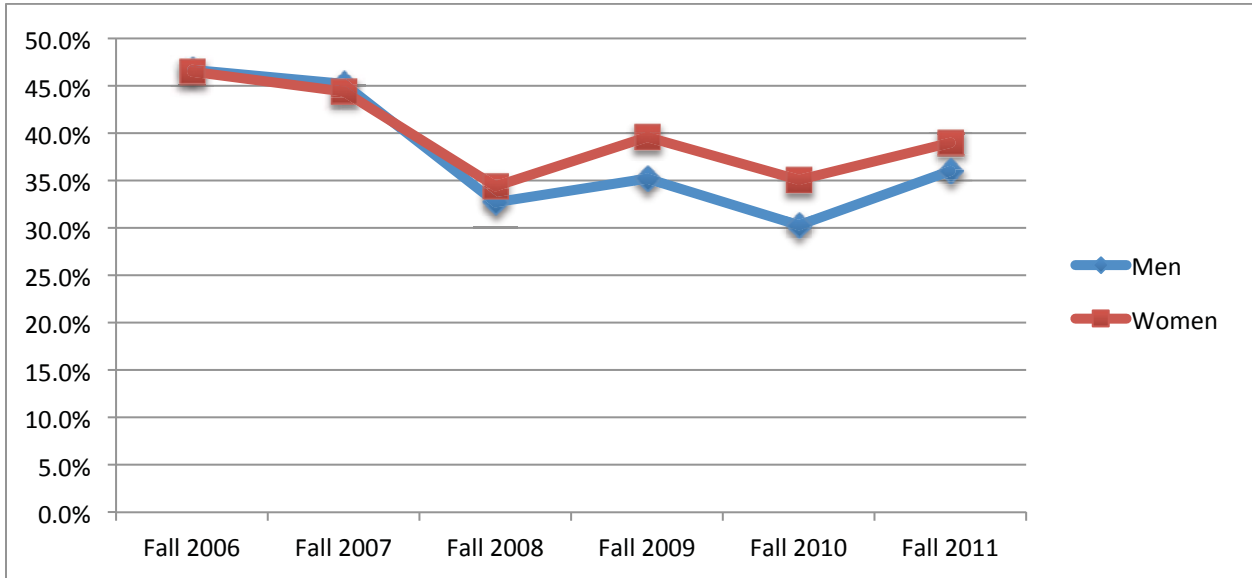
Transfer STEM selection rate by ethnic origin



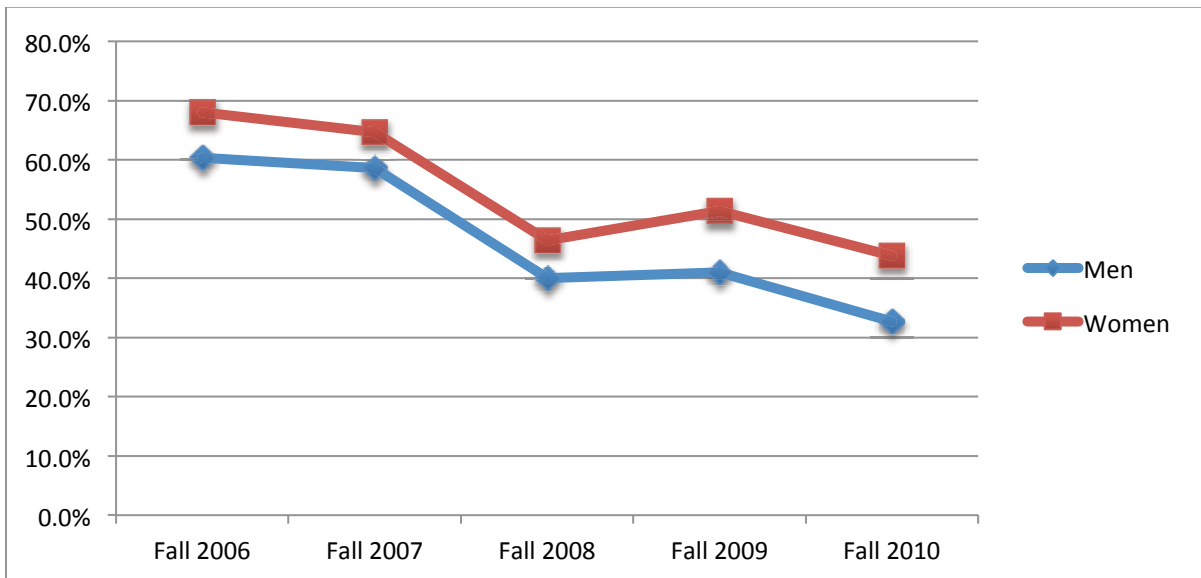
Graduate selection rate by ethnic origin



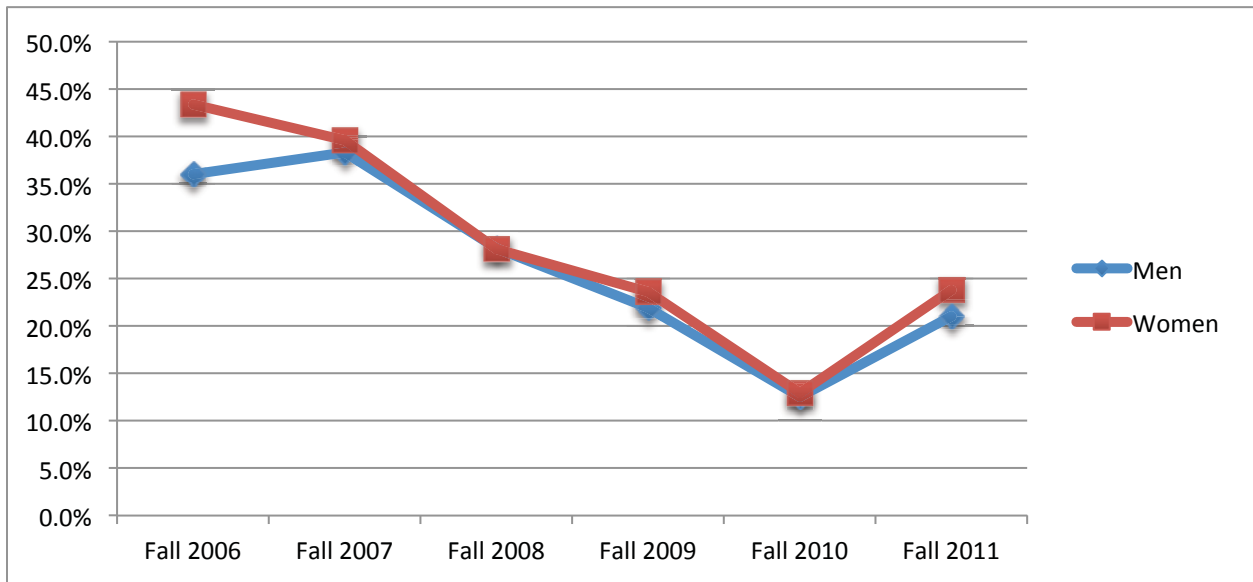
FTF selection rate by gender



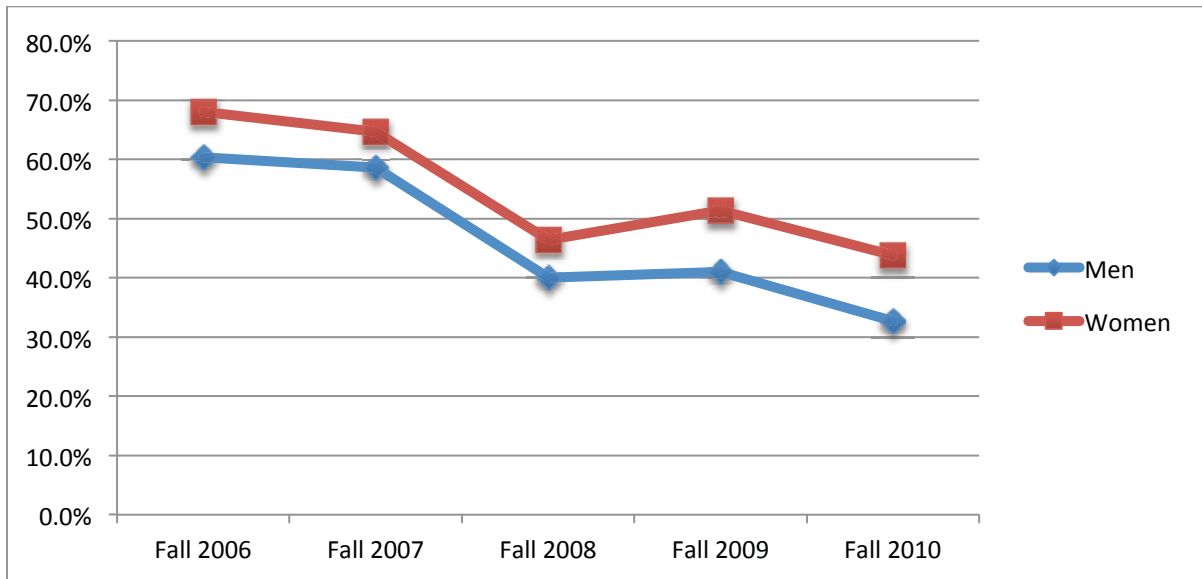
FTF STEM selection rate by gender



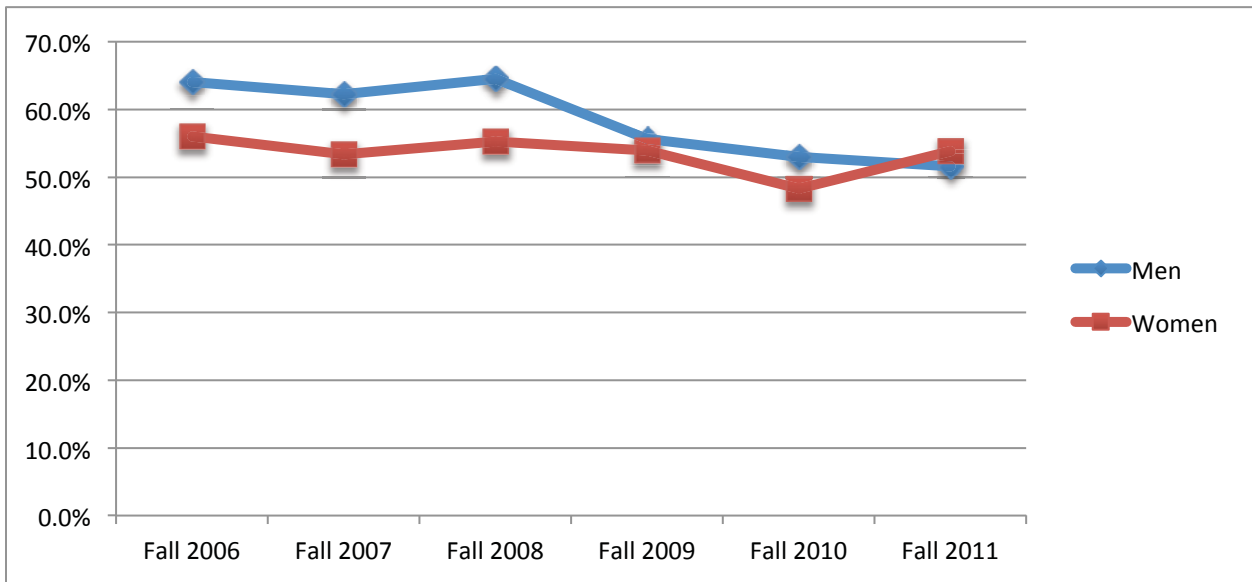
Transfer selection rate by gender



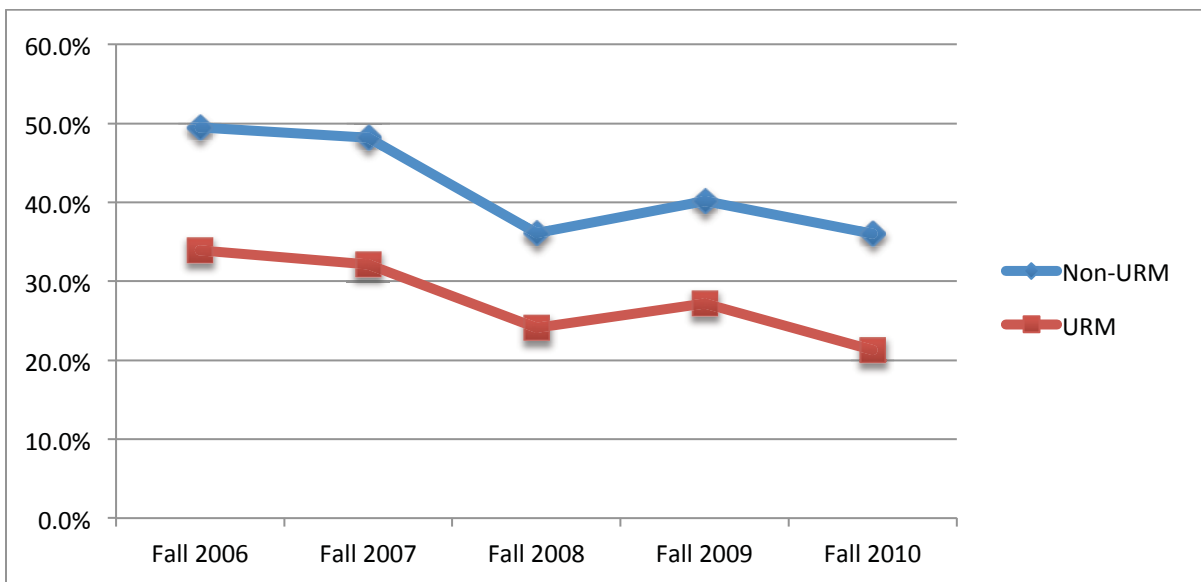
Transfer STEM selection rate by gender



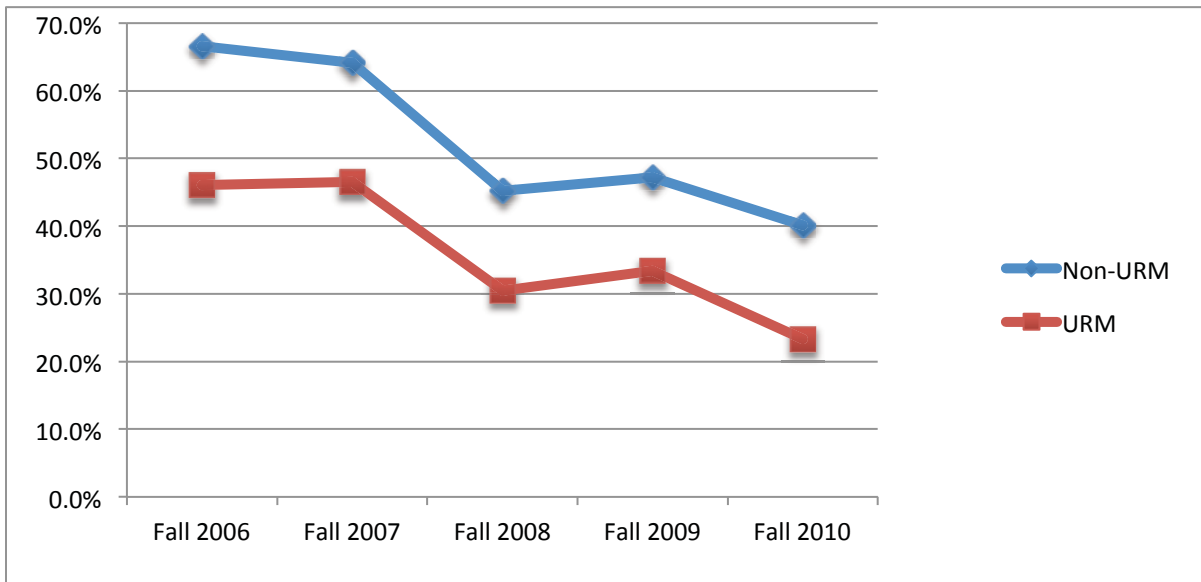
Grad selection rate by gender



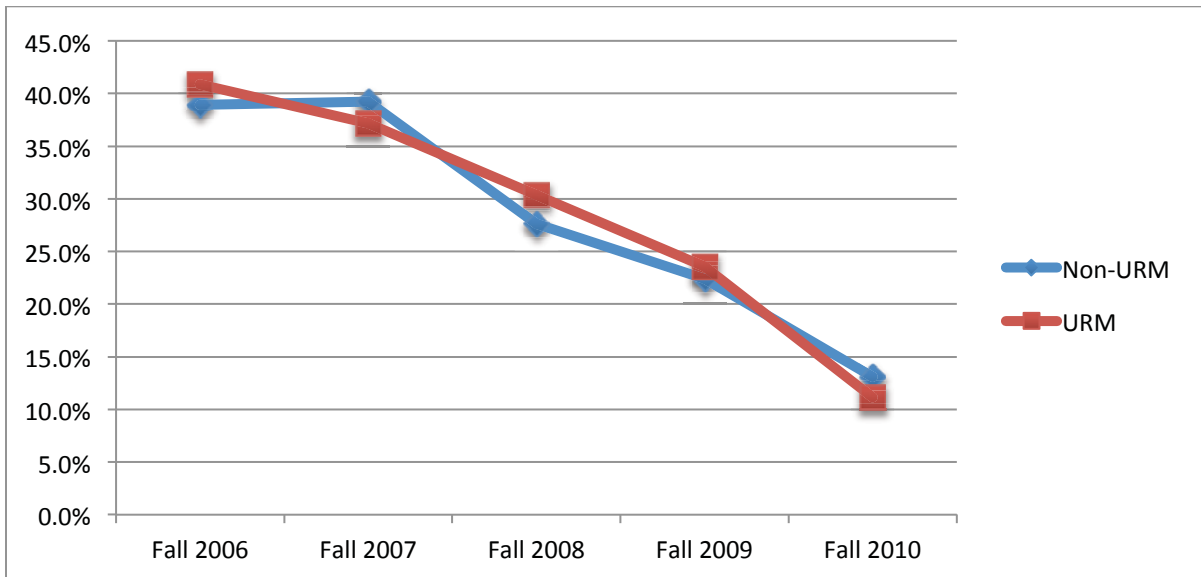
FTF selection rate by minority status (URM, Non-URM)



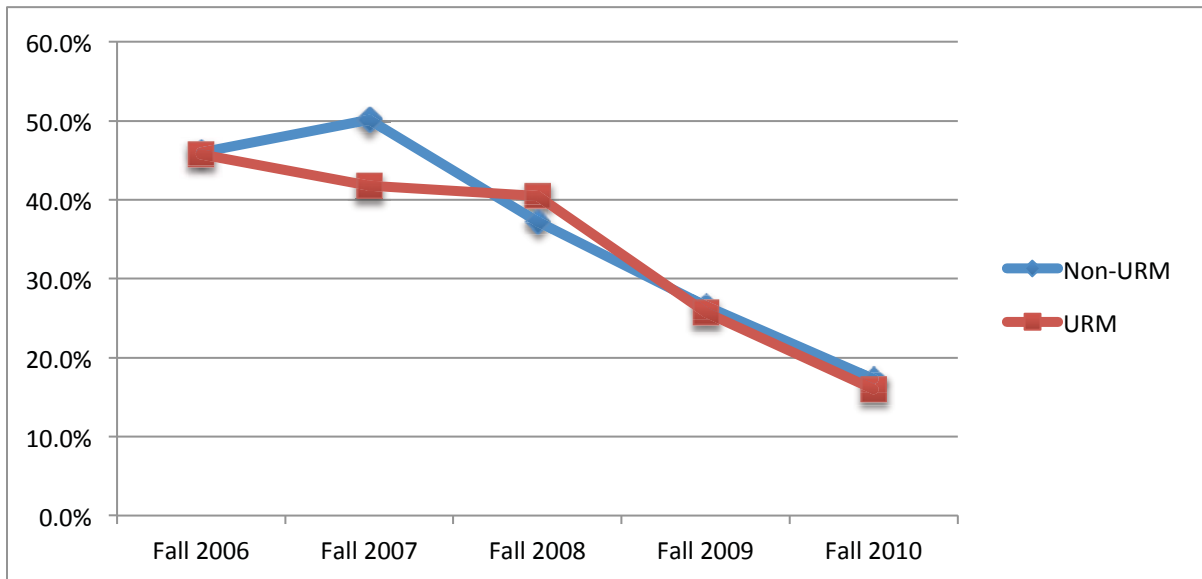
FTF STEM selection rate by minority status (URM, Non-URM)



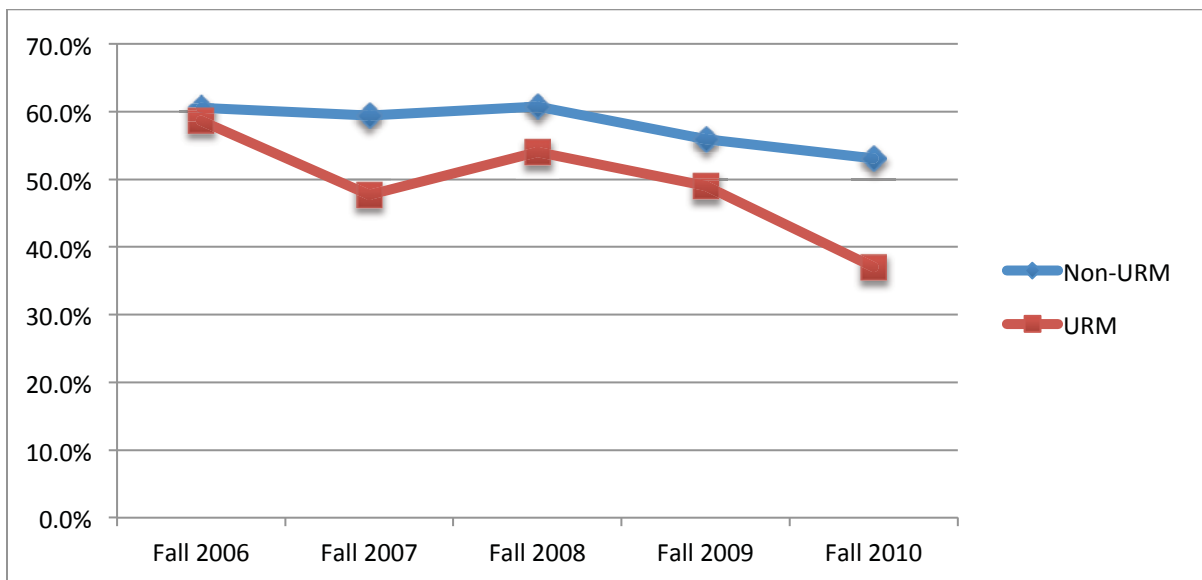
Transfer selection rate by minority status (URM, Non-URM)



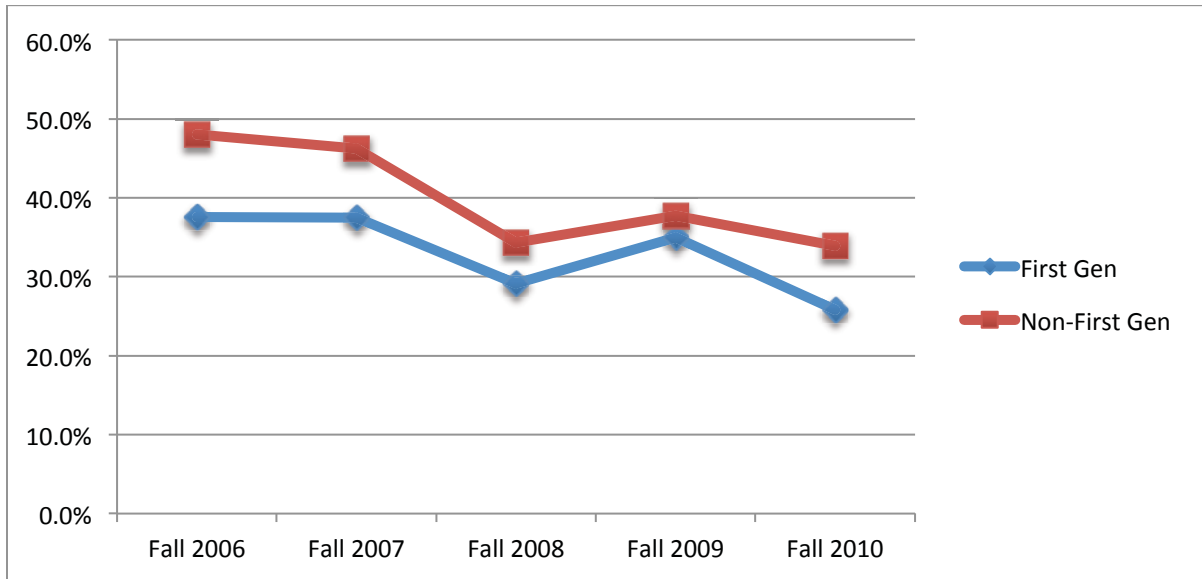
Transfer STEM selection rate by minority status (URM, Non-URM)



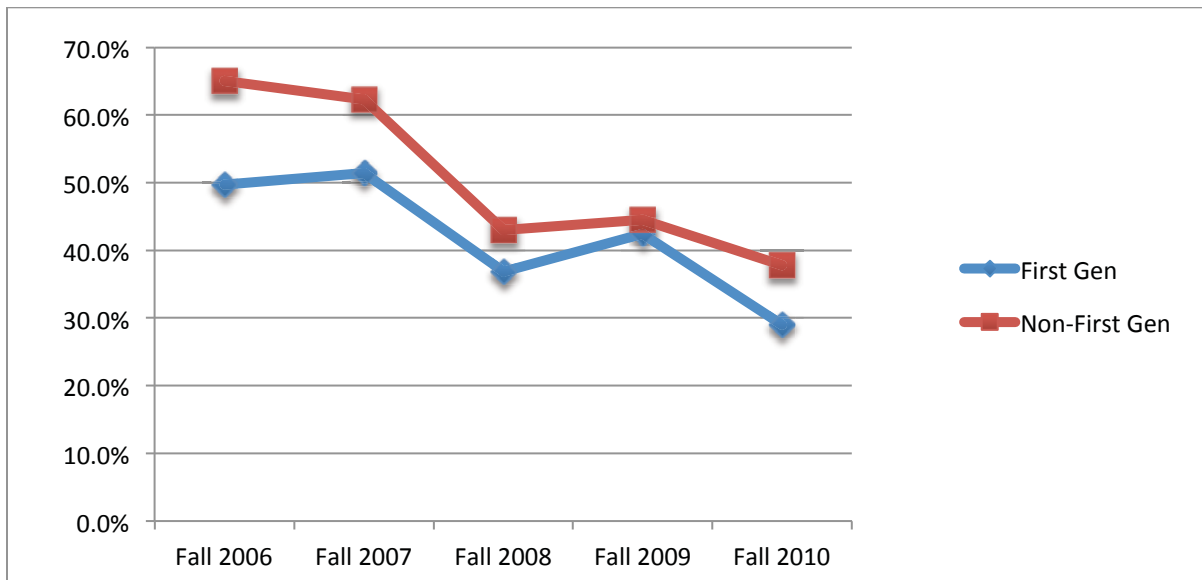
Graduate selection rate by minority status (URM, Non-URM)



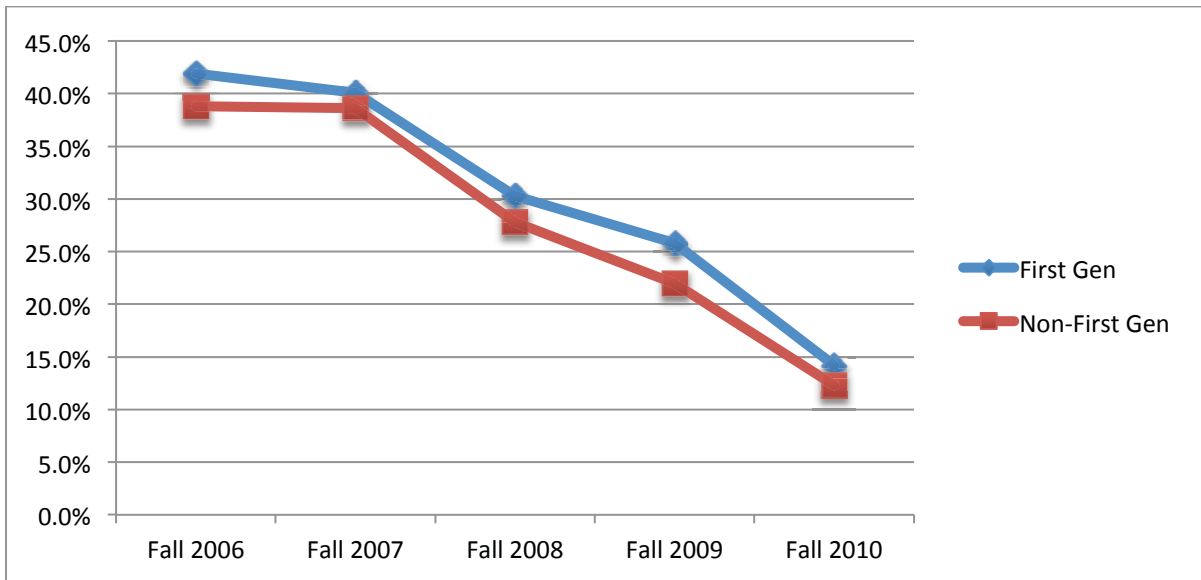
FTF selection rate by generational status (first gen, non-first gen)



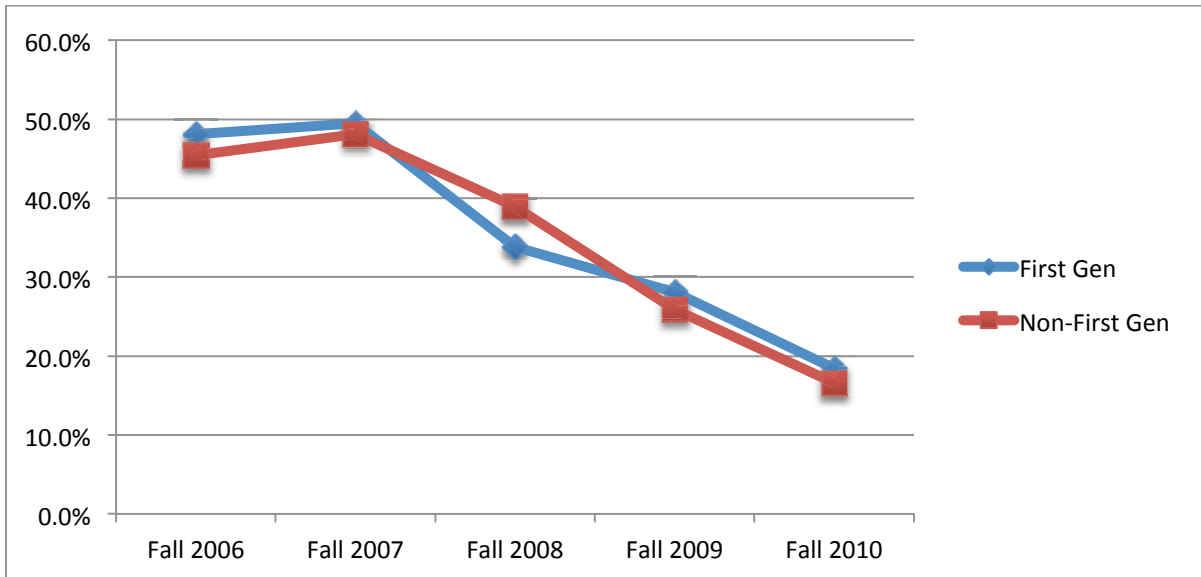
FTF STEM selection rate by generational status (first gen, non-first gen)



Transfer selection rate by generational status (first gen, non-first gen)



Transfer STEM selection rate by generational status (first gen, non-first gen)



Student Yield Charts

37. FTF yield rate by ethnic origin
38. FTF STEM yield rate by ethnic origin
39. Transfer yield rate by ethnic origin
40. Transfer STEM yield rate by ethnic origin
41. Graduate yield rate by ethnic origin
42. FTF yield rate by gender
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46. FTF yield rate by minority status (URM, Non-URM)
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49. FTF yield rate by generational status (First Gen, Non-First Gen)
50. FTF STEM yield rate by generational status (First Gen, Non-First Gen)
51. Transfer yield rate by generational status (First Gen, Non-First Gen)
52. Transfer STEM yield rate by generational status (First Gen, Non-First Gen)

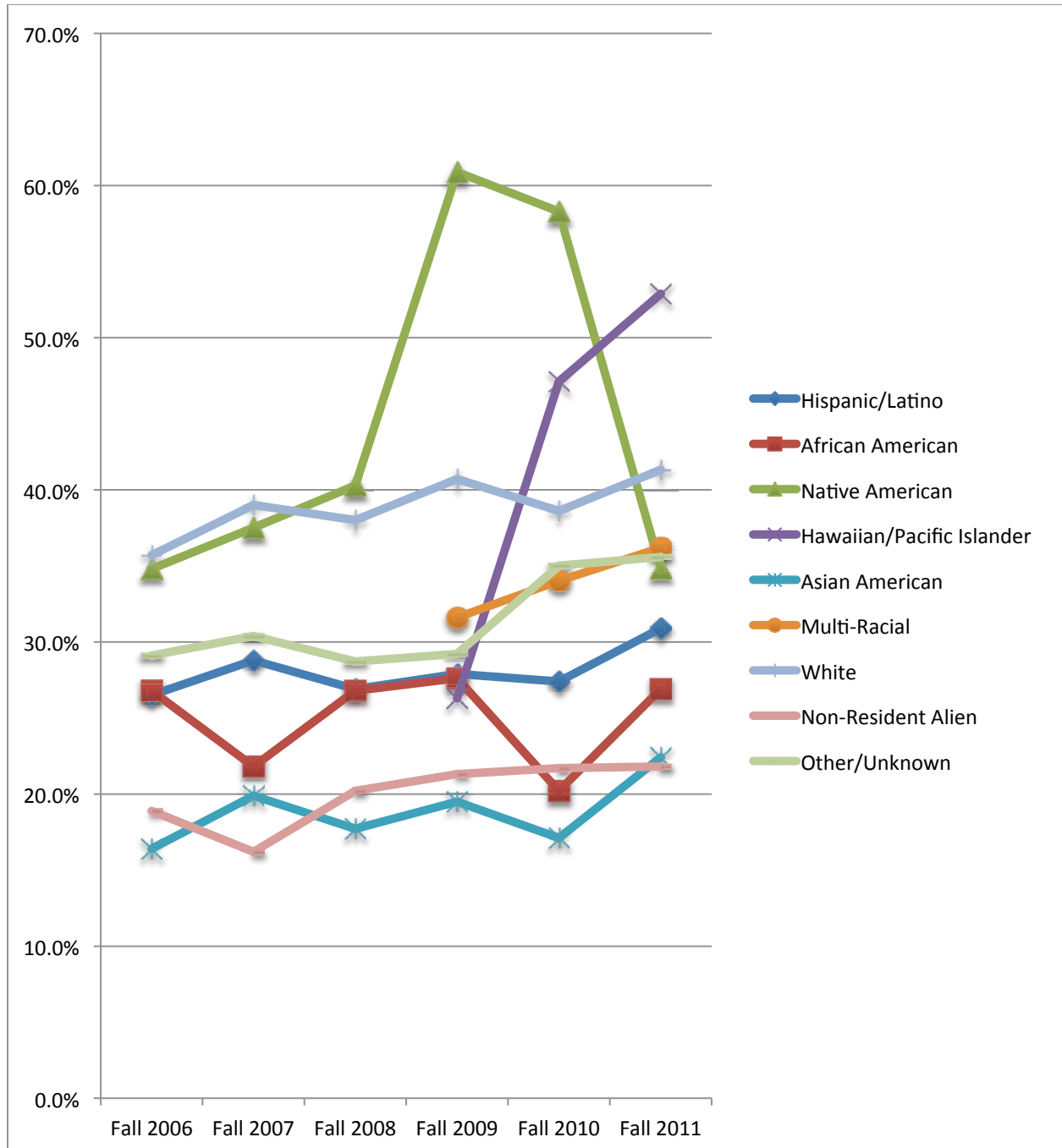
Once applicants are accommodated, typically in February for fall admission (or before, for “early admission”), the effort shifts to “conversion,” that is, to ensure that sufficient numbers actually enroll, in order to meet pre-specified targets (which take into account a predicted “yield,” or proportion enrolling). Under an agreement to which most universities nationwide subscribe, students are supposed to declare which offer they will accept (submit SIR) no later than May 1. Since financial factors are likely to play an important role in applicants’ decisions, an attempt is made to inform them as quickly as possible about available financial aid.

Yield rates reflect the percentages of selected students who actually enroll at Cal Poly. As the following charts show, the yield rates for first-time freshmen in all non-White racial/ethnic categories except Native American are typically lower than those for White students, with the rates for African American and Asian American students much lower. The rates for transfer students are a bit more varied but in general exceed those for first-time freshmen.

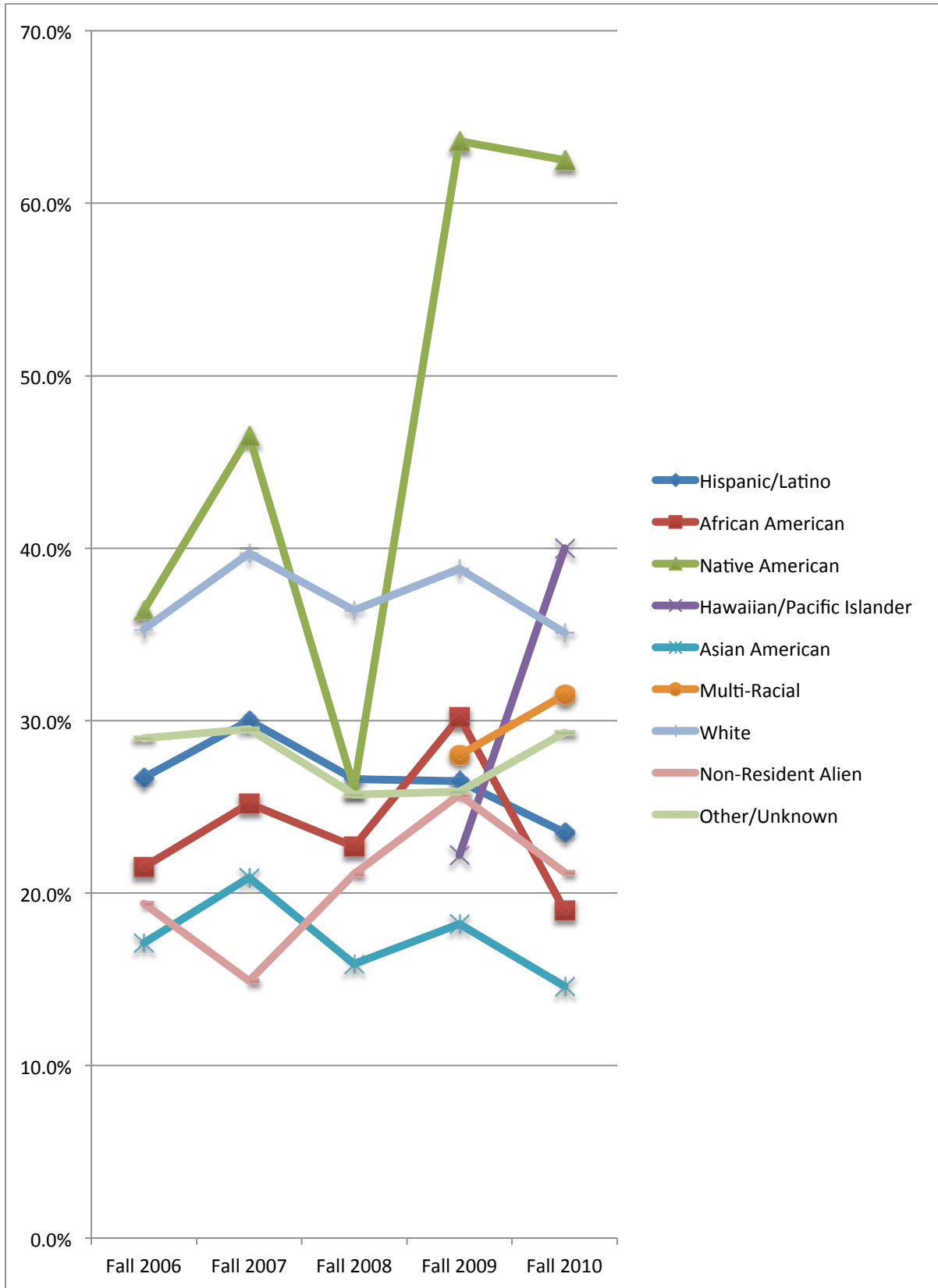
Although the absolute numbers of URMs enrolled at Cal Poly during the past few years have fluctuated with the total population, the URM share of that population has increased fairly consistently, indicating some success in recruitment. The Admissions Office regularly conducts analysis of enrollment data, using data from sources like the Admitted Student Questionnaire administered by the College Board and phone surveys of all admitted National Hispanic Recognized Students and National Merit Finalists.

To date, the analysis has suggested that the following factors are very important to students— attractiveness of campus, quality of social life, quality of academic programs, availability of recreational facilities, and quality of on-campus housing and surroundings—and that Cal Poly typically rates lower on these factors than our competitors do. However, the analysis has also suggested that Cal Poly’s yield of admitted URM students, which for FTF is significantly lower than our yield of white students, is usually most affected by the scholarship packages of our competitors. Specifically, although the fees at UC campuses are significantly higher than those at Cal Poly, the UCs consistently offer scholarships—not always based on need and typically renewable throughout the student’s college career—that reduce the net cost of attendance below Cal Poly’s. The university currently lacks the resources to match this level of support.

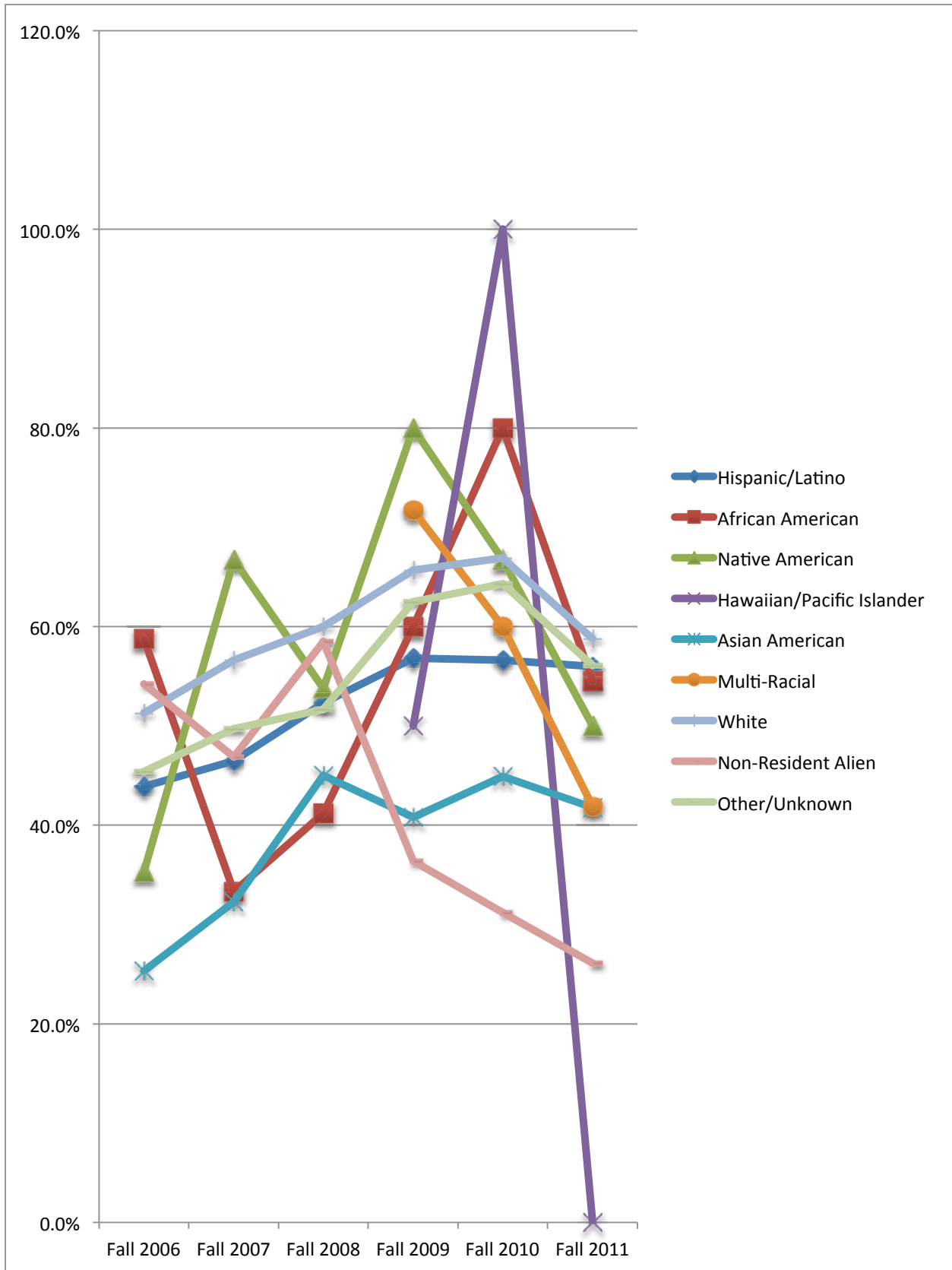
FTF yield rate by ethnic origin



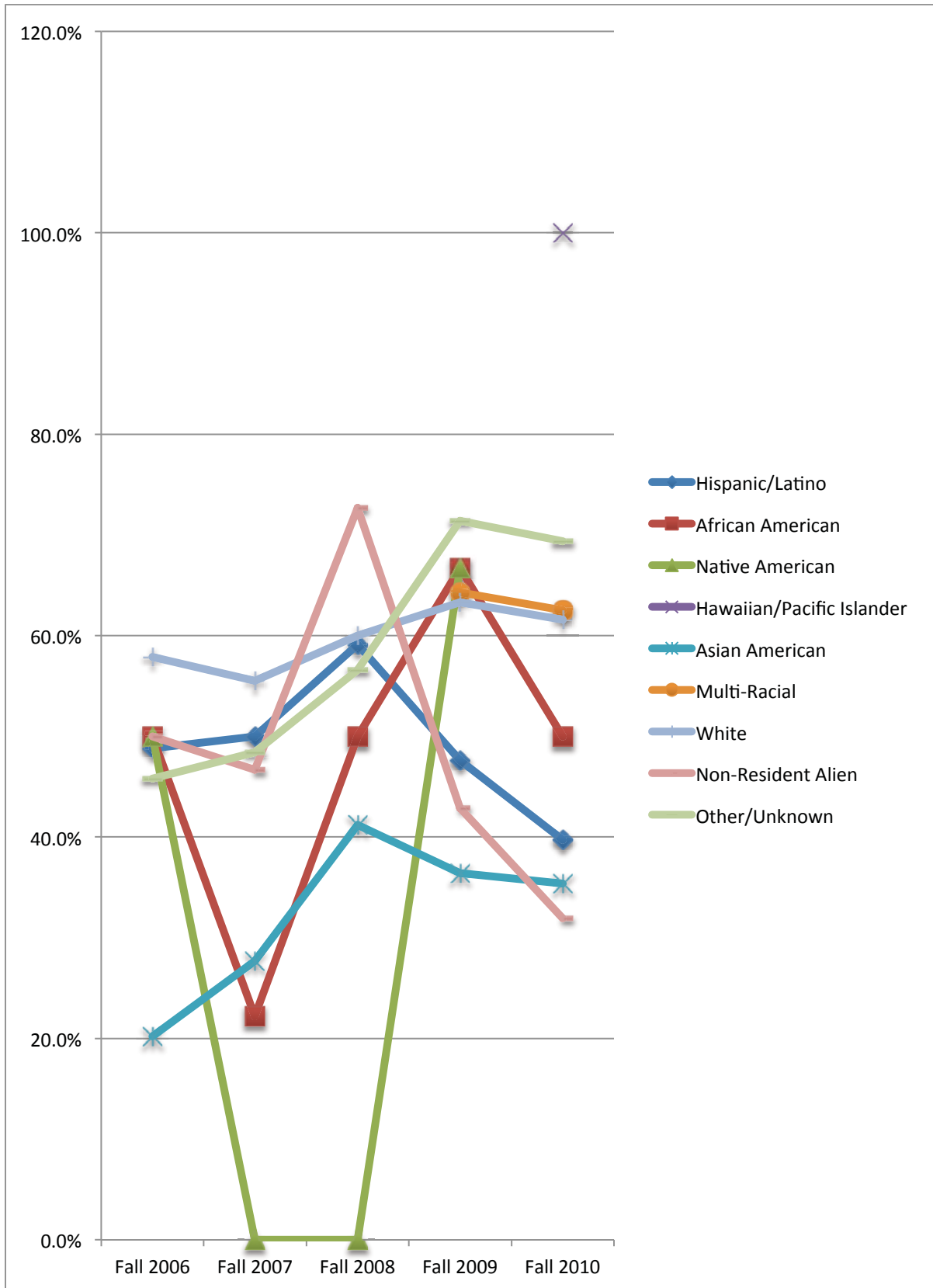
FTF STEM yield rate by ethnic origin



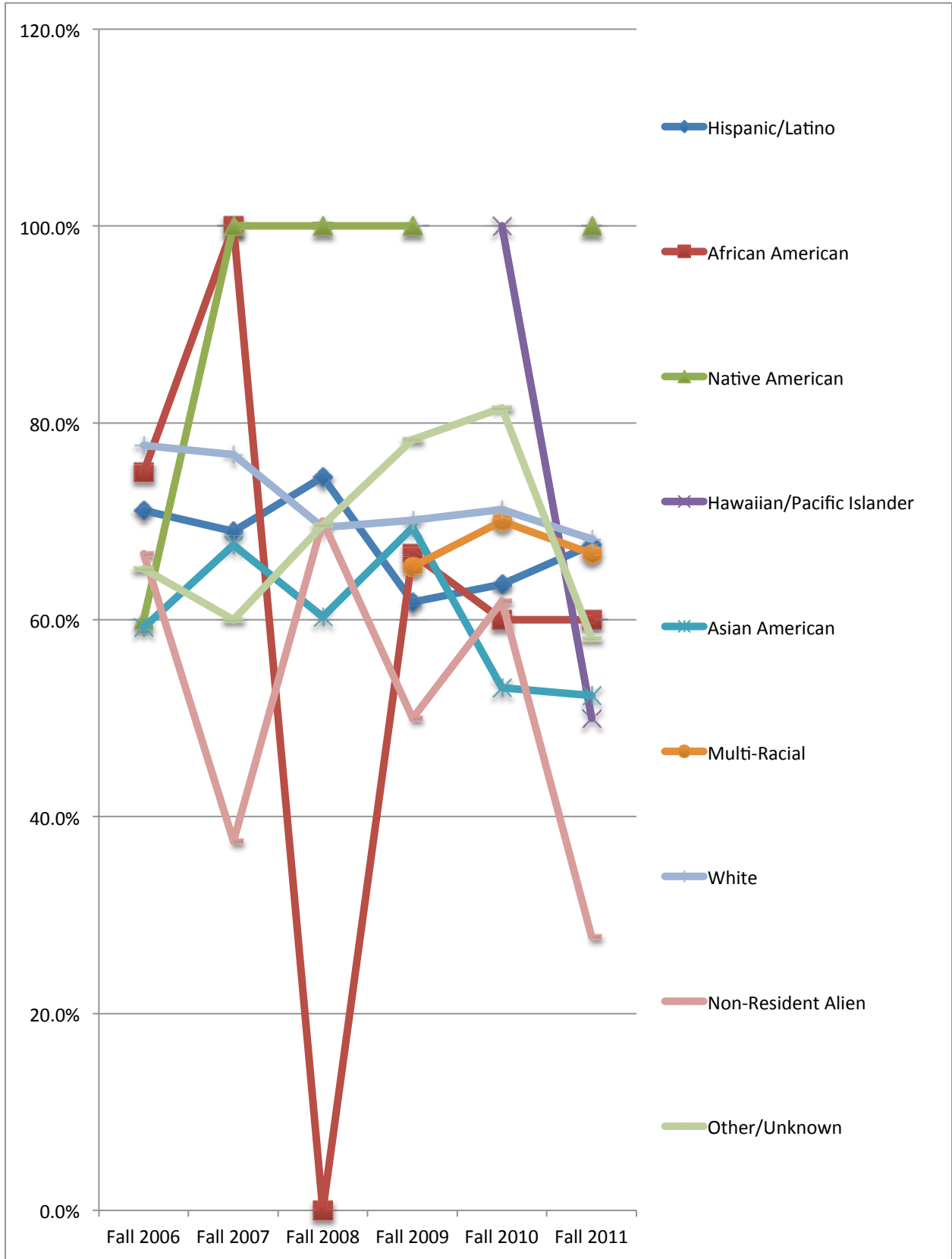
Transfer yield rate by ethnic origin



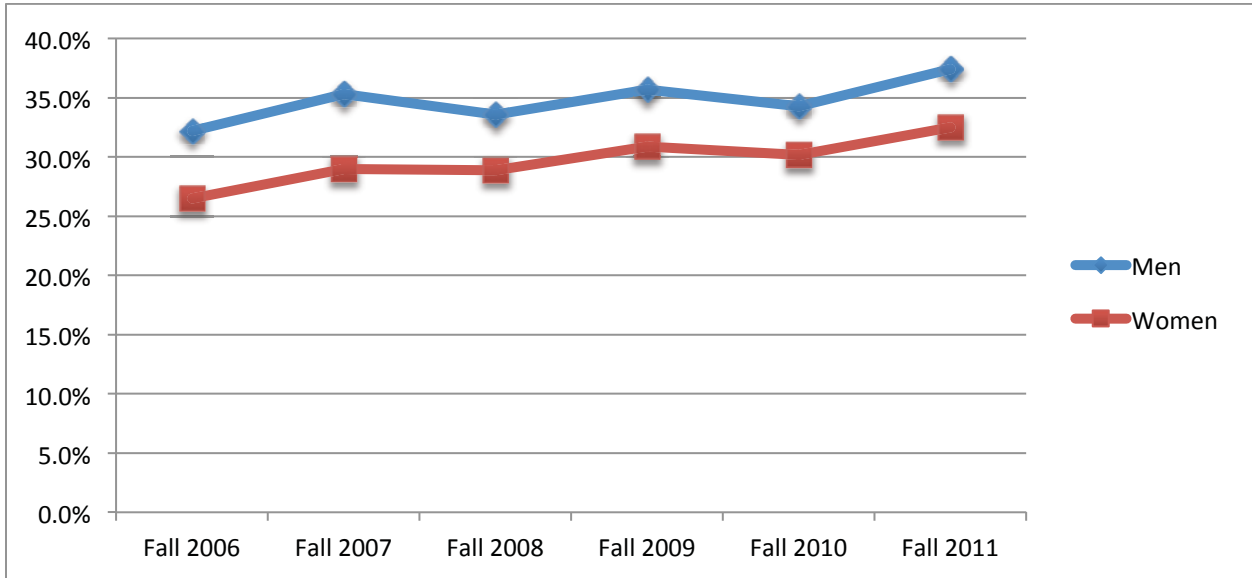
Transfer STEM yield rate by ethnic origin



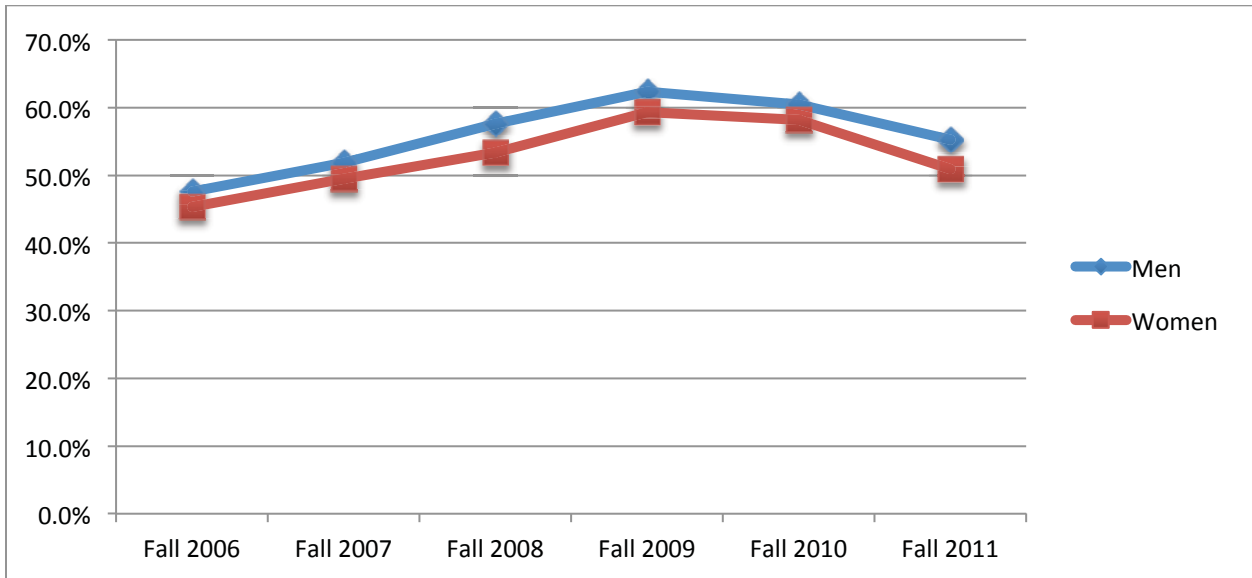
Graduate yield rate by ethnic origin



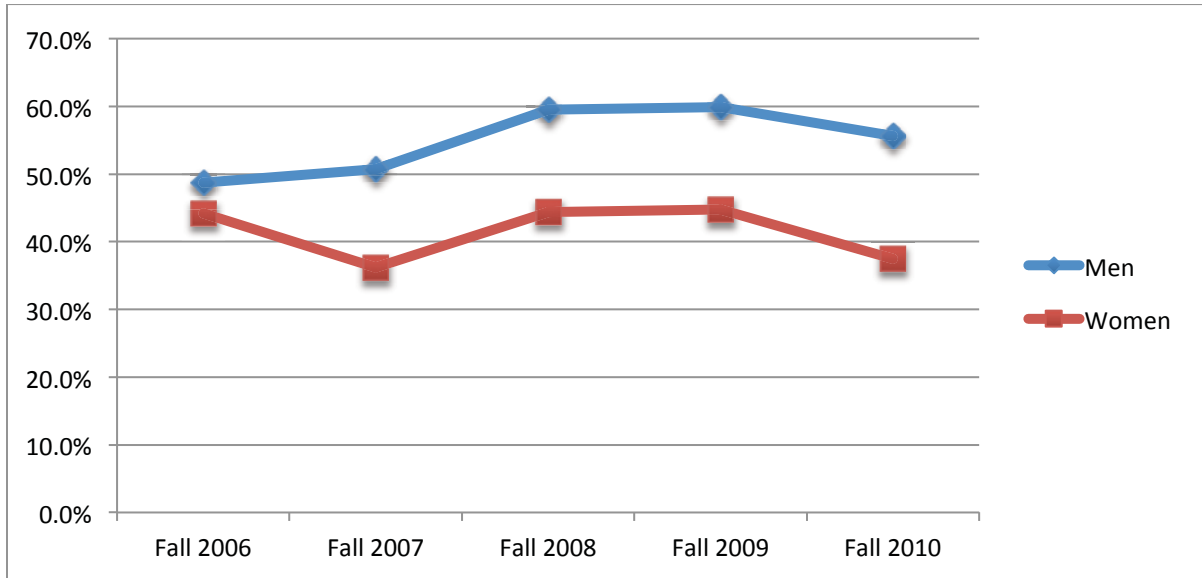
FTF yield rate by gender



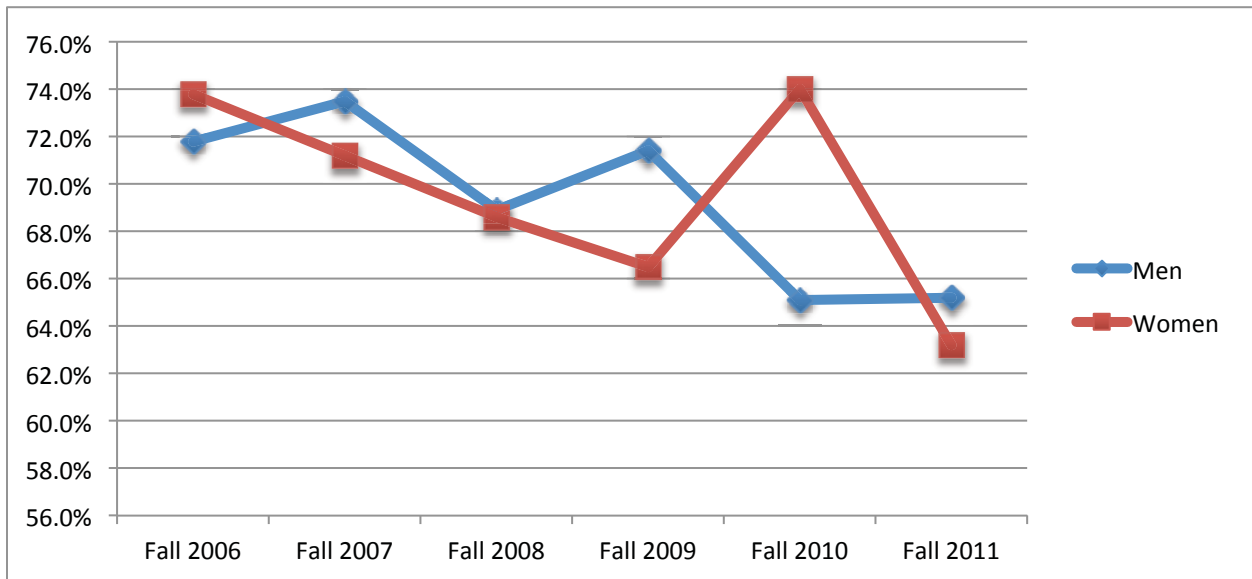
Transfer yield rate by gender



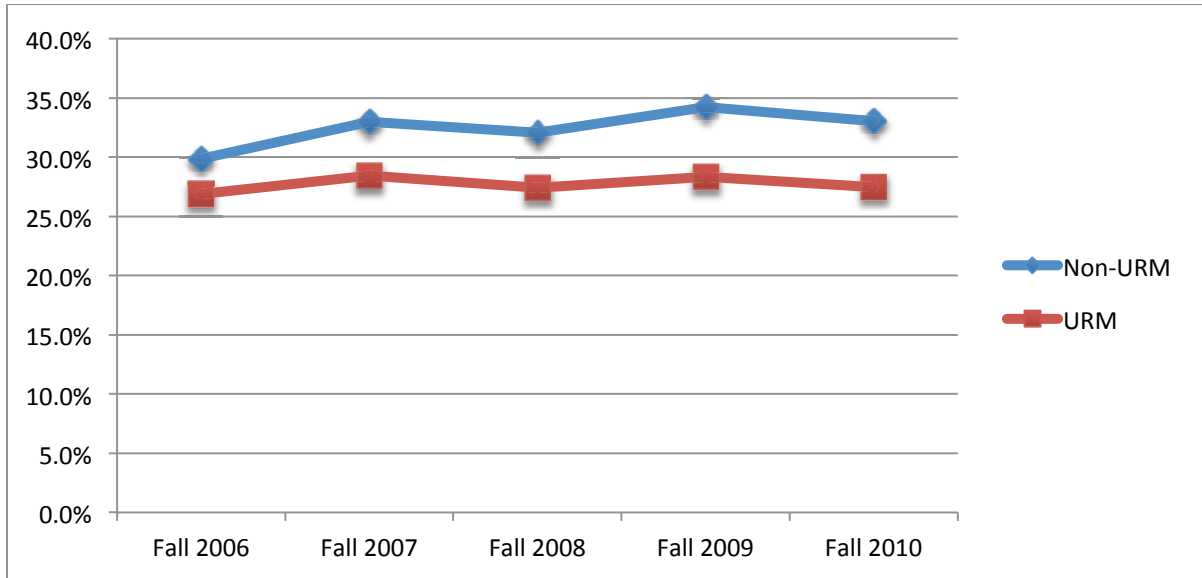
Transfer STEM yield rate by gender



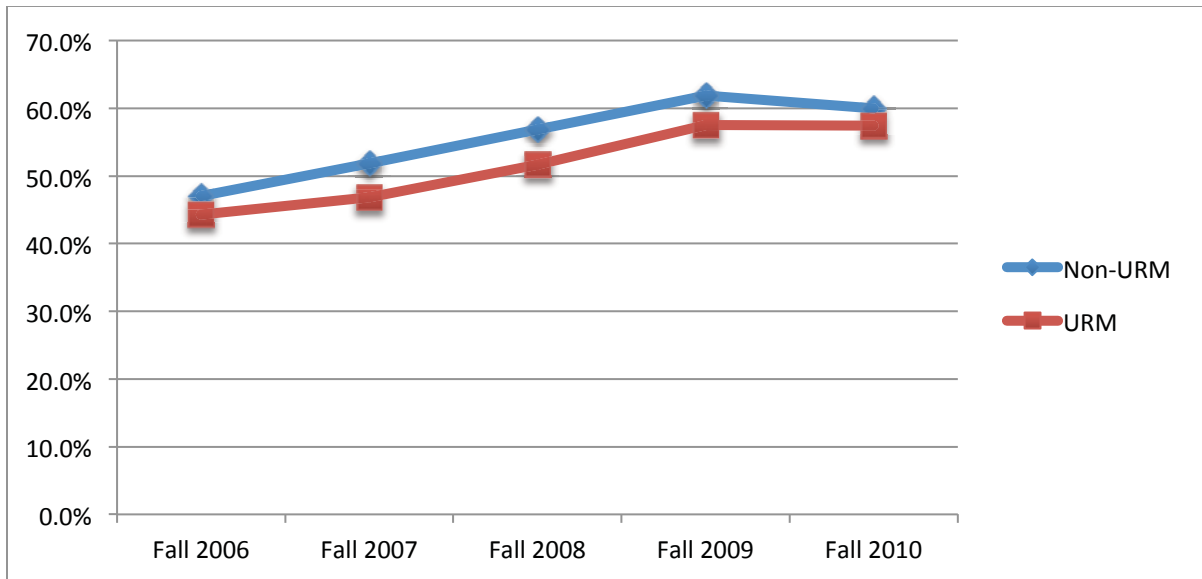
Graduate yield rate by gender



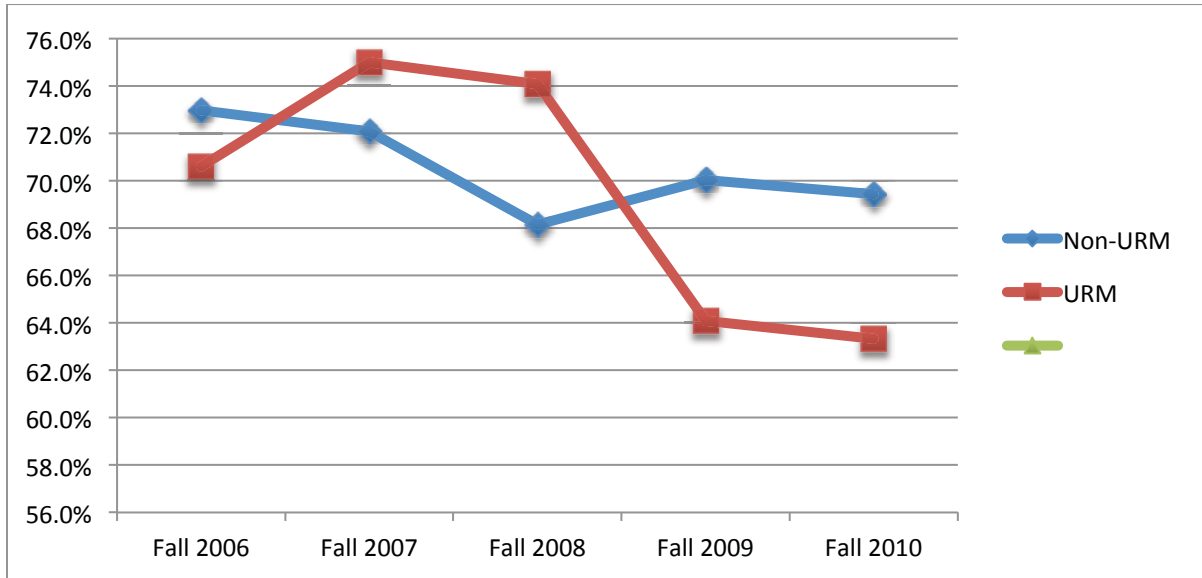
FTF yield rate by minority status (URM, Non-URM)



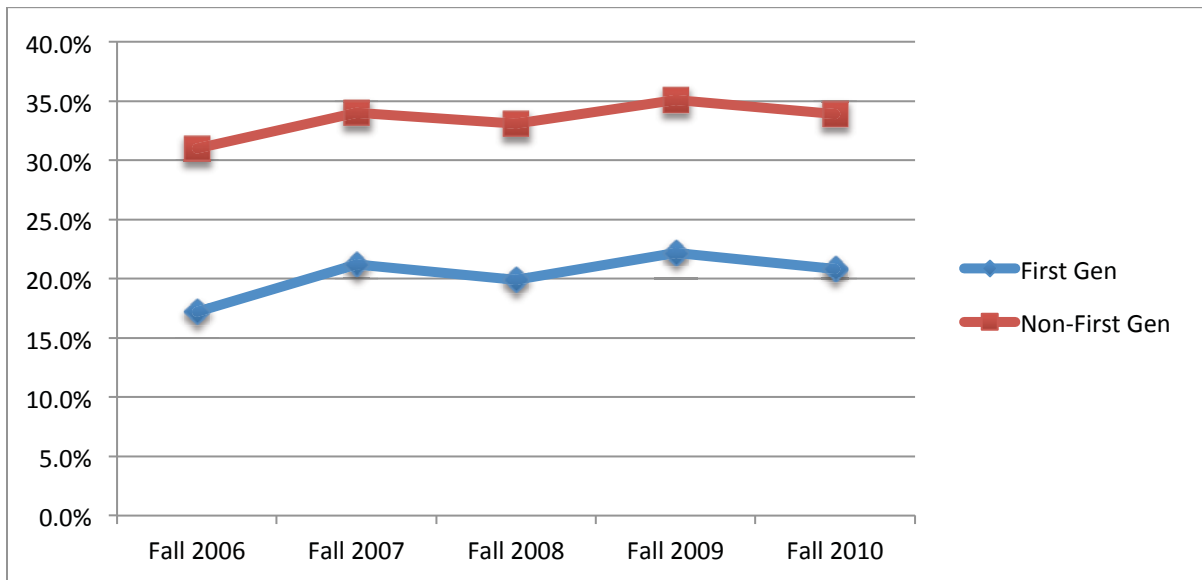
Transfer yield rate by minority status (URM, Non-URM)



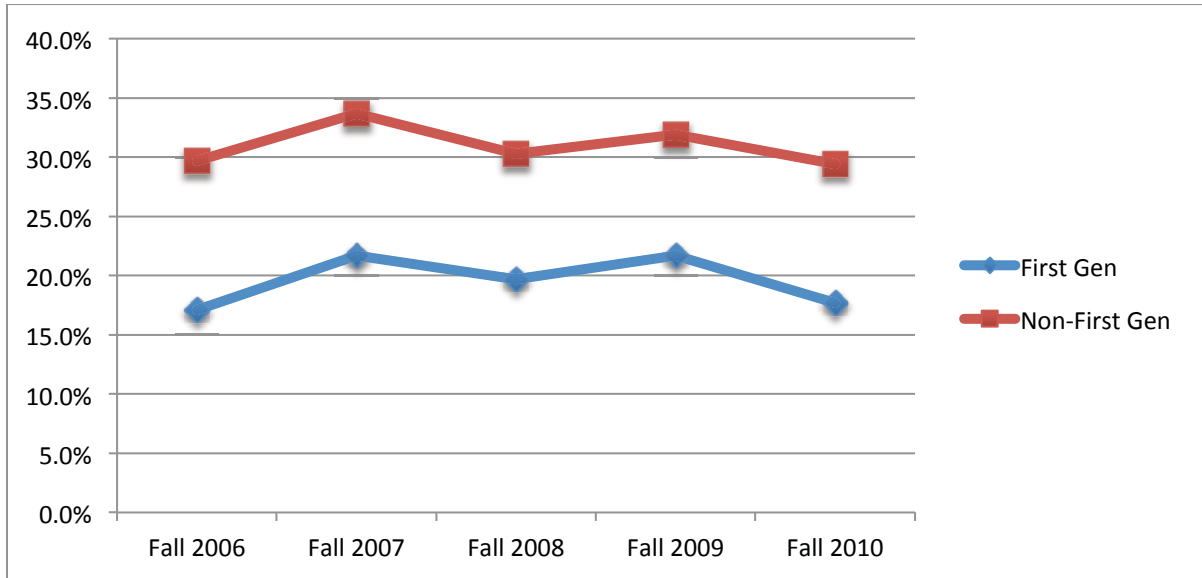
Graduate yield rate by minority status (URM, Non-URM)



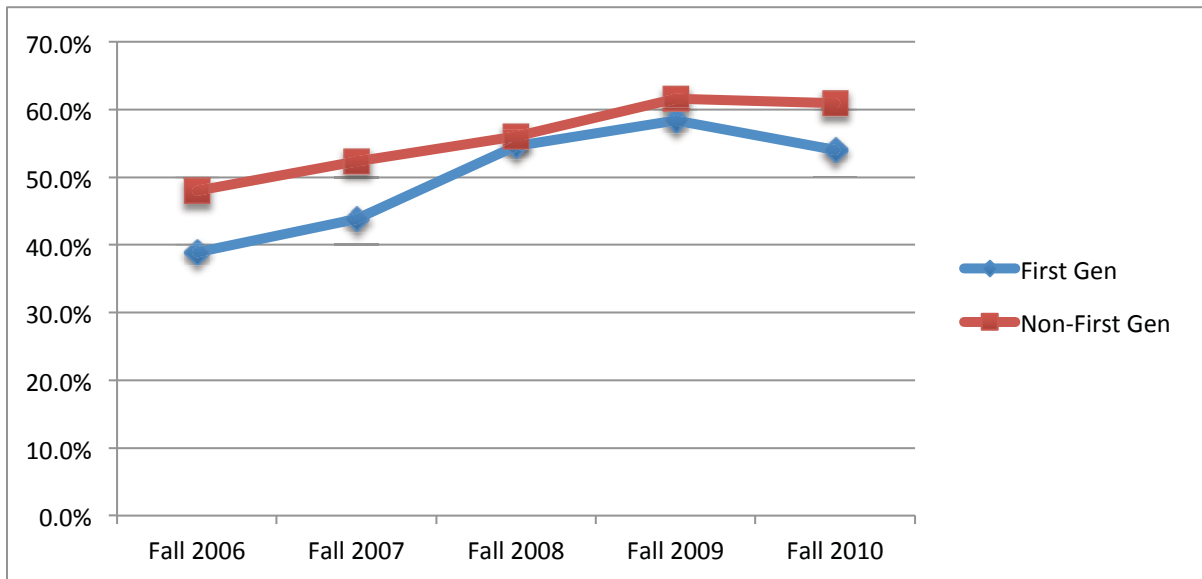
FTF yield rate by generational status (first gen, non-first gen)



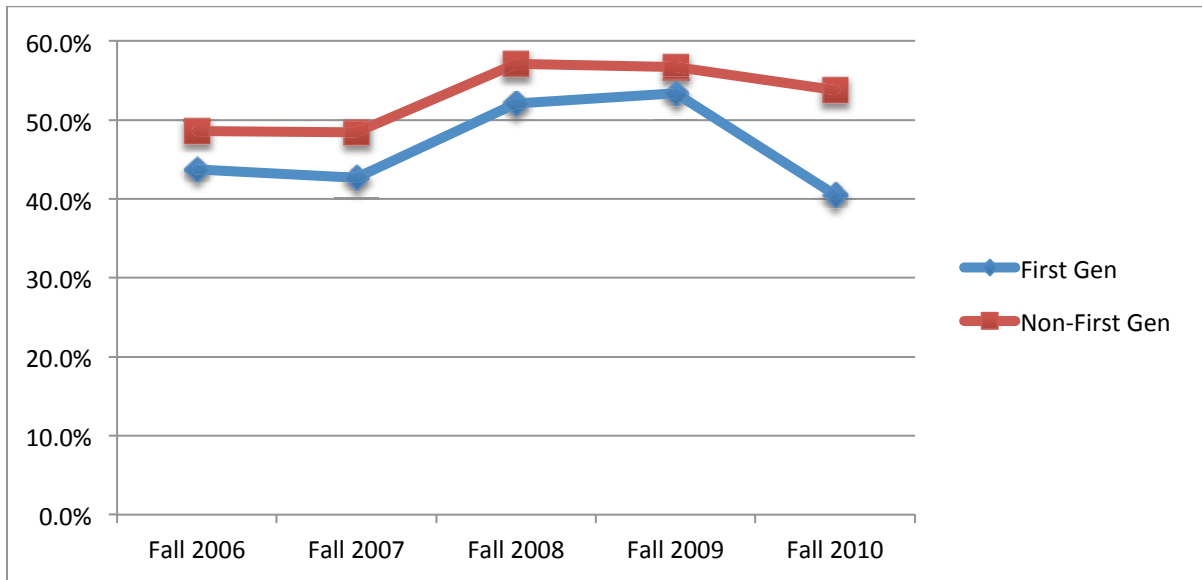
FTF STEM yield rate by generational status (first gen, non-first gen)



Transfer yield rate by generational status (first gen, non-first gen)



Transfer STEM yield rate by generational status (first gen, non-first gen)



Admissions Update for Fall 2012⁹

Over the past decade, we have been able to significantly enhance the overall applicant pool. FTF have grown from 20,828 in 2002 to 36,939, representing a 77.4% overall increase.

- Latino applicants have increased from 2,901 in 2002 to 8,817 in this year's pool, an increase of 203% over the past ten years. Latino applicants now make up over 23.9% of our overall pool compared to 13.9% a decade ago.
- African American applicants have increased from 490 in 2002 to 773 this year, a 57.8% increase; they make up 2.1% of our applicant pool.
- White applicants have increased from 11,350 in 2002 to 15,178 in 2012, a 38.5% increase over the same time span; white applicants now comprise just 41.1% of our overall applicant pool, compared to 54.5% a decade ago.

This year, we recorded our largest undergraduate applicant pool in University history. This year's cohort (depending on melt rates) should come in as the largest Partner class with the highest profile ever. In addition, it looks like this class will be the least white class (60.8%), the largest Asian class (12.7%), the largest Hispanic class (13.9%), and the largest non-resident class (16%) in Cal Poly's history. We offered admission to 45 National Merit Finalists (NMF), 2 National Achievement Scholars (NAS), and 41 National Hispanic Recognized Scholars (NHR).

The transfer data analysis is even more encouraging especially with our URM info.

Transfer applicants have grown from 4,066 in 2002 to 7,519, representing a 84.9% overall increase.

- Latino applicants have increased from 550 in 2002 to 1,729 in this year's pool, an increase of 214% over the past ten years. Latino applicants now make up over 23 % of our overall pool, compared to 13.5% a decade ago.
- African American applicants have increased from 60 in 2002 to 116 this year, a 93.3% increase; they make up 1.5% of our applicant pool.
- White applicants have increased from 2,157 in 2002 to 3,359 in 2012, a 55.7% increase over the same time span; white applicants now comprise just 44.7% of our overall applicant pool, compared to 53% a decade ago.

This year, we recorded our largest transfer applicant pool in University history. This year's transfer cohort (depending on melt rates) should come with the highest academic profile ever. In addition, it looks like this class will be the least white class (48.2%), the largest Hispanic class (26.1%), and the largest non-resident class (6.5%) in Cal Poly's history.

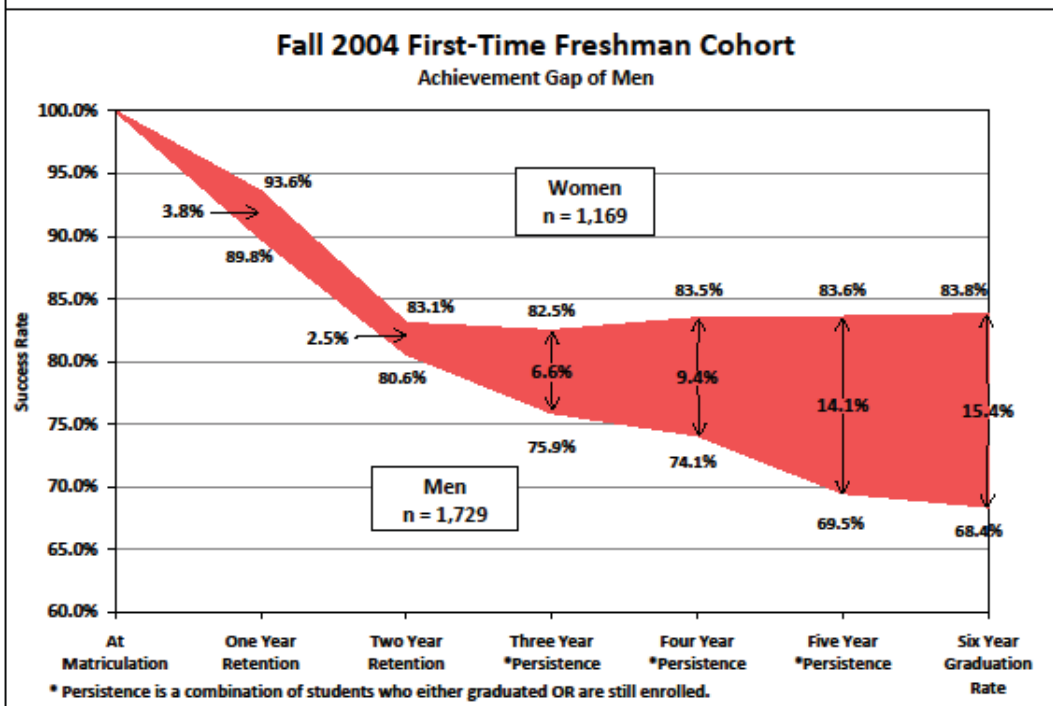
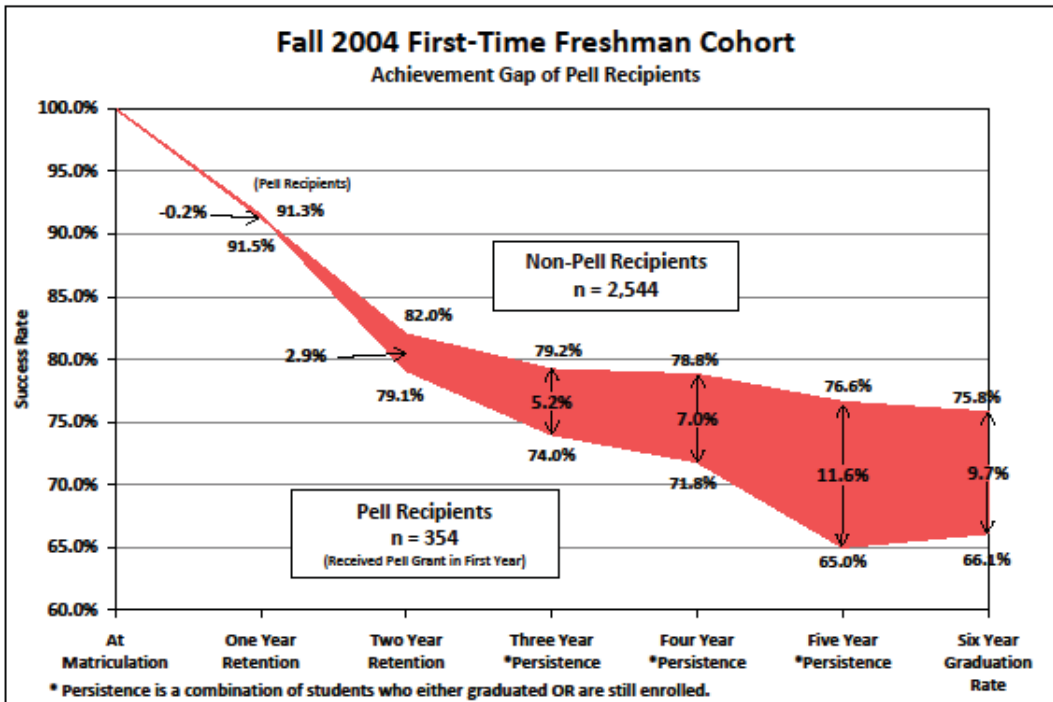
⁹ Supplied by Associate Vice Provost for Marketing and Enrollment Development 6/26/12

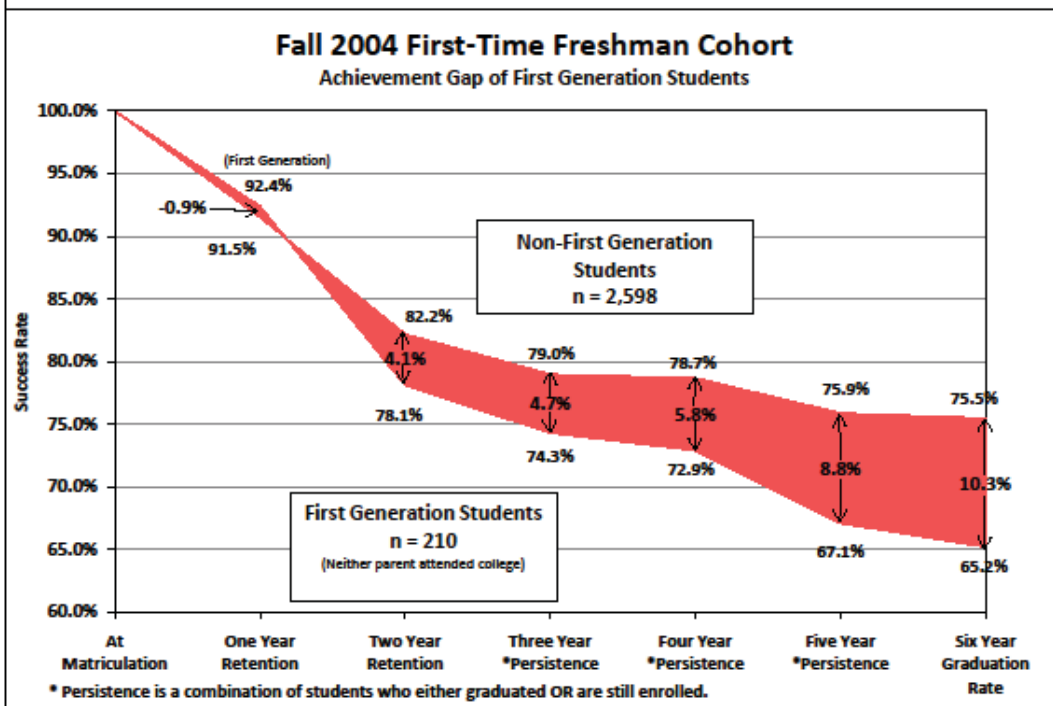
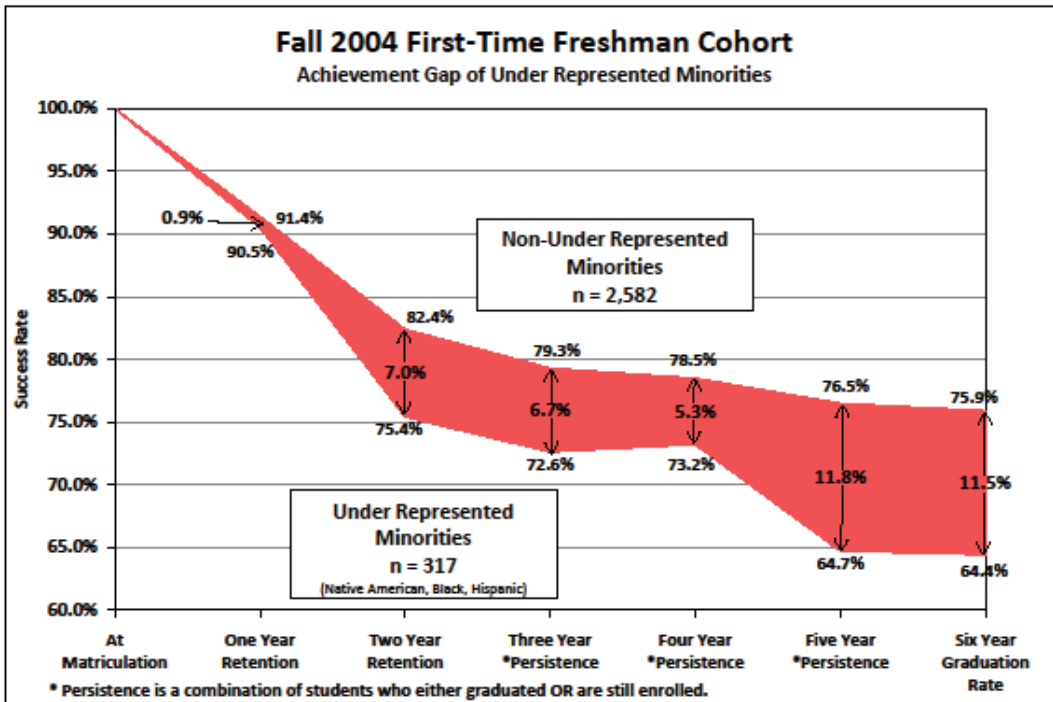
Retention, Graduation, and Success

Persistence

As part of a nationwide effort by the Education Trust called Access to Success, Cal Poly has looked at three indicators of disadvantage: race/ethnicity (a cultural/demographic indicator), first-generation status (an indicator of parents' educational attainment), and Pell Grant status (a socioeconomic indicator). Early analysis has revealed that students identified as disadvantaged by all three indicators have substantial six-year graduation rate achievement gaps. Furthermore, Cal Poly has looked at URM achievement gaps after the freshman year and found that they were decidedly narrower than those in later years. An analysis of year-to-year retention/persistence rates for URMs vs. non-URMs in the Fall 2004 FTF cohort revealed a large jump in the gap between both the second and third and the fifth and sixth years; i.e., most students return for their second year, but fewer URMs than non-URMs return for their third year. The same holds true when comparing those who return for their fifth versus sixth year, indicating that disadvantaged students are persisting early on and leaving the university later in their educational careers. The other two indicators revealed similar patterns. The university's next step is to find the cause of the achievement-gap jumps in those populations and develop appropriate interventions.¹⁰

¹⁰ Analyses of the subsequent two cohorts (fall 2005 and fall 2006 first-time freshman cohorts) revealed wider gaps after the freshman year and smaller increases in the gaps after the fourth year. The university is seeking to improve its understanding of these findings.





Grade Point Averages and Graduation Rates

In 1994 Cal Poly was awarded a grant by the Consortium of High Academic Performance (CHAP) to study performance levels among Cal Poly students, in particular underrepresented students. Funded by the James Irvine Foundation and the David and Lucille Packard Foundation, CHAP was a collaboration between the Institute of the Study for Social Change at UC Berkeley and research partners at selective private and public institutions in California.

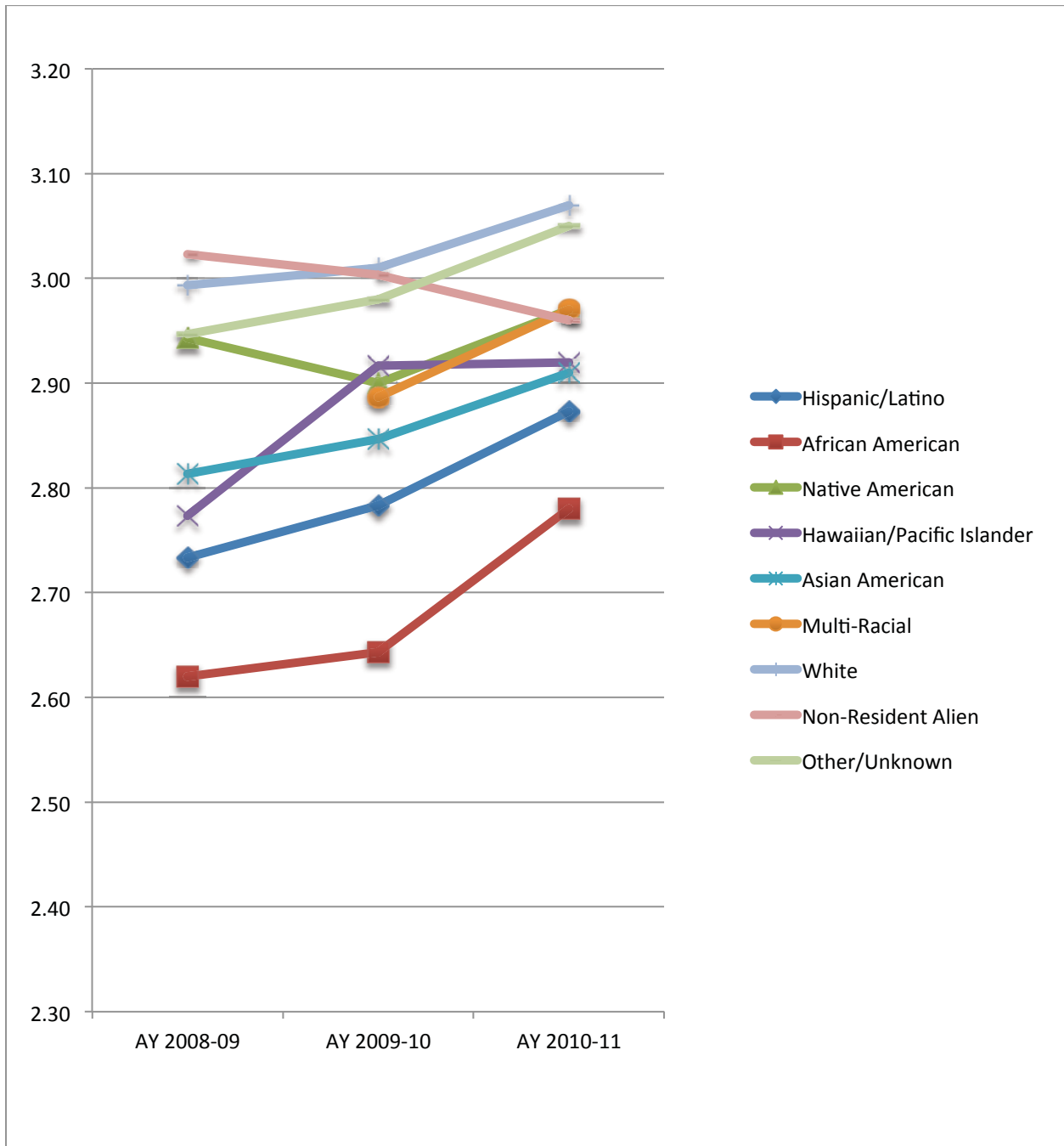
Cal Poly analyzed the performance of six cohorts (1997-2002) of first time freshmen, examining gender, ethnicity, grade point average (GPA) and student status (enrolled, graduated, or not currently retained as of spring 2004). Underrepresented ethnic groups were compared with the White population and with each other, separately for each gender. Partial analysis was conducted on transfer students who entered at the same time.

Since some of the subgroups analyzed were quite small, caution must be used in using the results. The 2004 report listed the following findings:

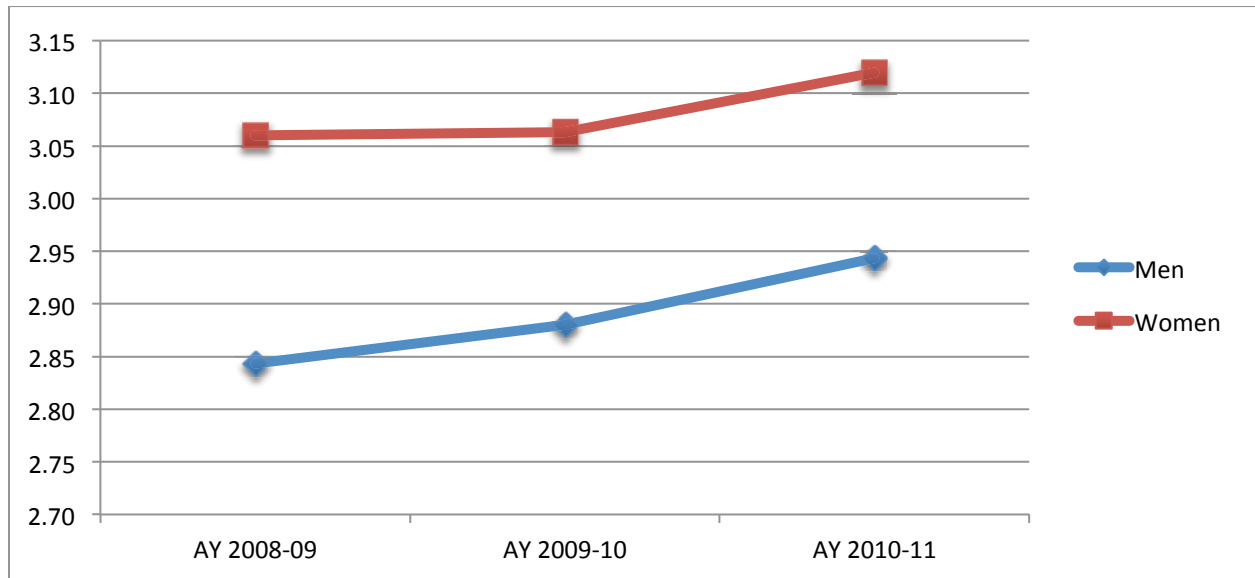
- Black men had the lowest graduation rate and the worst GPA profile of any group studied.
- After Black men, the next most vulnerable group appeared to be Latino men.
 - Latino men had the next lowest graduation rates and had poorer GPA characteristics compared to all other groups except male Pacific Islanders.
 - When dividing Latinos into Mexicans and non-Mexicans, students of Mexican descent performed slightly poorer than other Latinos.
- After Latino men, Native American students of either gender were the next group of concern.
 - Native American women appeared to be the most vulnerable female group. They had a graduation rate only slightly higher than Latino men in the first two cohorts (1997 and 1998).
 - Native American men had a very low graduation rate in the 1997 cohort, but this improved in the 1998 cohort.
 - Subsequently, the graduation rates of male and female Native Americans were very similar. This was surprising since in every other ethnic group, women performed noticeably better than men.
- Another group of interest was male Pacific Islanders.
 - They had a very high percentage of graduates with GPAs below 2.5 (around 20%) and a very low percentage of graduates with GPAs of 3.5 or above (only 3%)—worse than any group except Black men. However, their graduation rate (60% in the 1997 cohort) was higher than one would expect based on the GPAs.
- With the exception of Native American women, women from other non-White ethnic groups performed much better than their male counterparts. However, only Asian American women performed as well as White women did. Asian American women had slightly higher graduation rates, but slightly lower GPA's, than White women. This pattern was repeated among Asian American men as well. Among men, only Asian American men performed as well as White men.

The results of the CHAP study seem largely (though not entirely) consistent with more recent data (below) on the frequencies of average GPAs for all students in various ethnic/racial and gender categories. Over a three year period, based on average GPA, Whites consistently outperformed Asian Americans, who outperformed Hispanic/Latinos, who in turn outperformed African Americans. Those falling in the recently established multi-racial category, who previously would have been categorized in a single race/ethnicity category or as other/unknown, performed at a level between Asian Americans and Whites. Women consistently outperformed men.

Average grades by ethnic origin

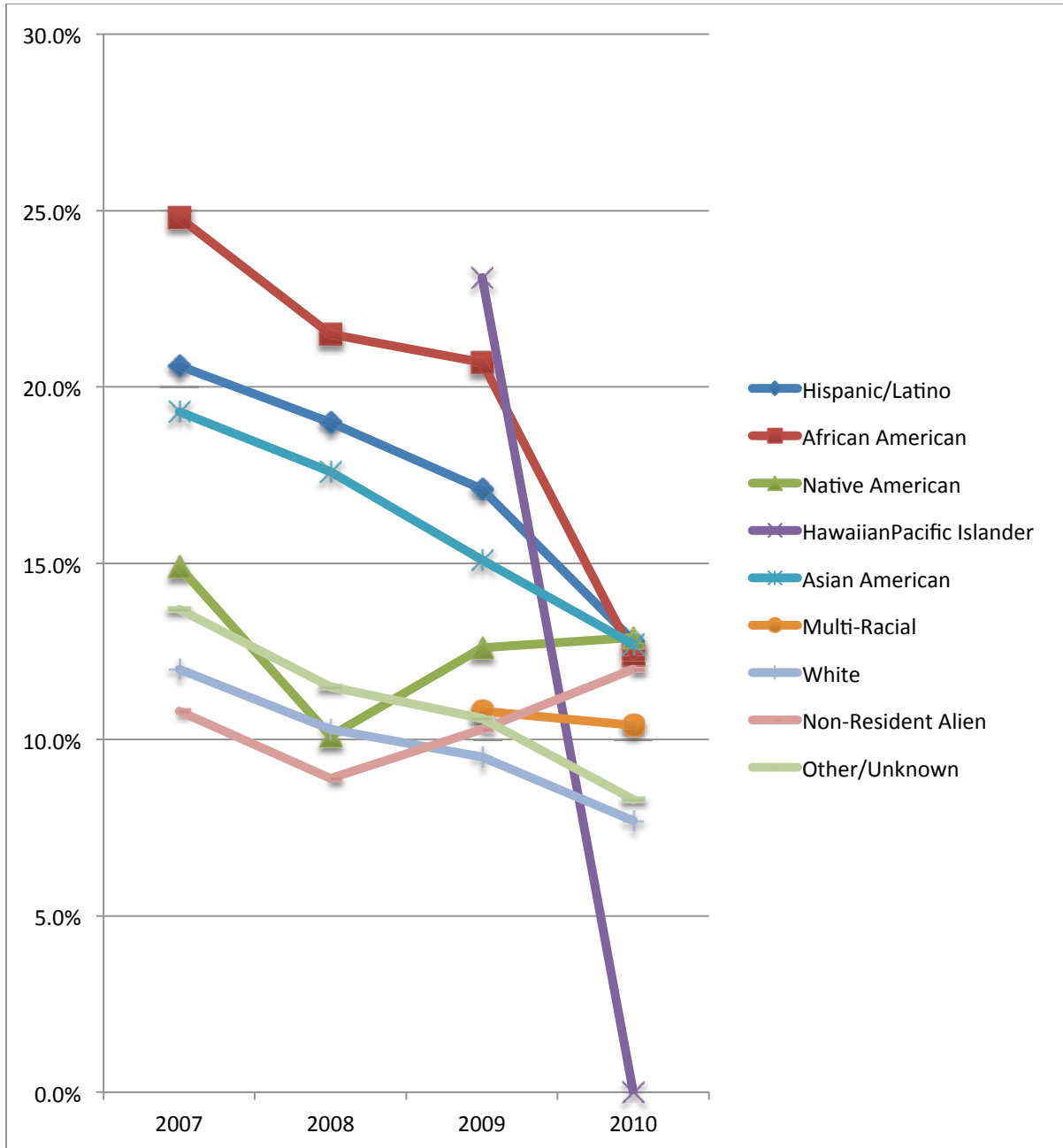


Average grades by gender

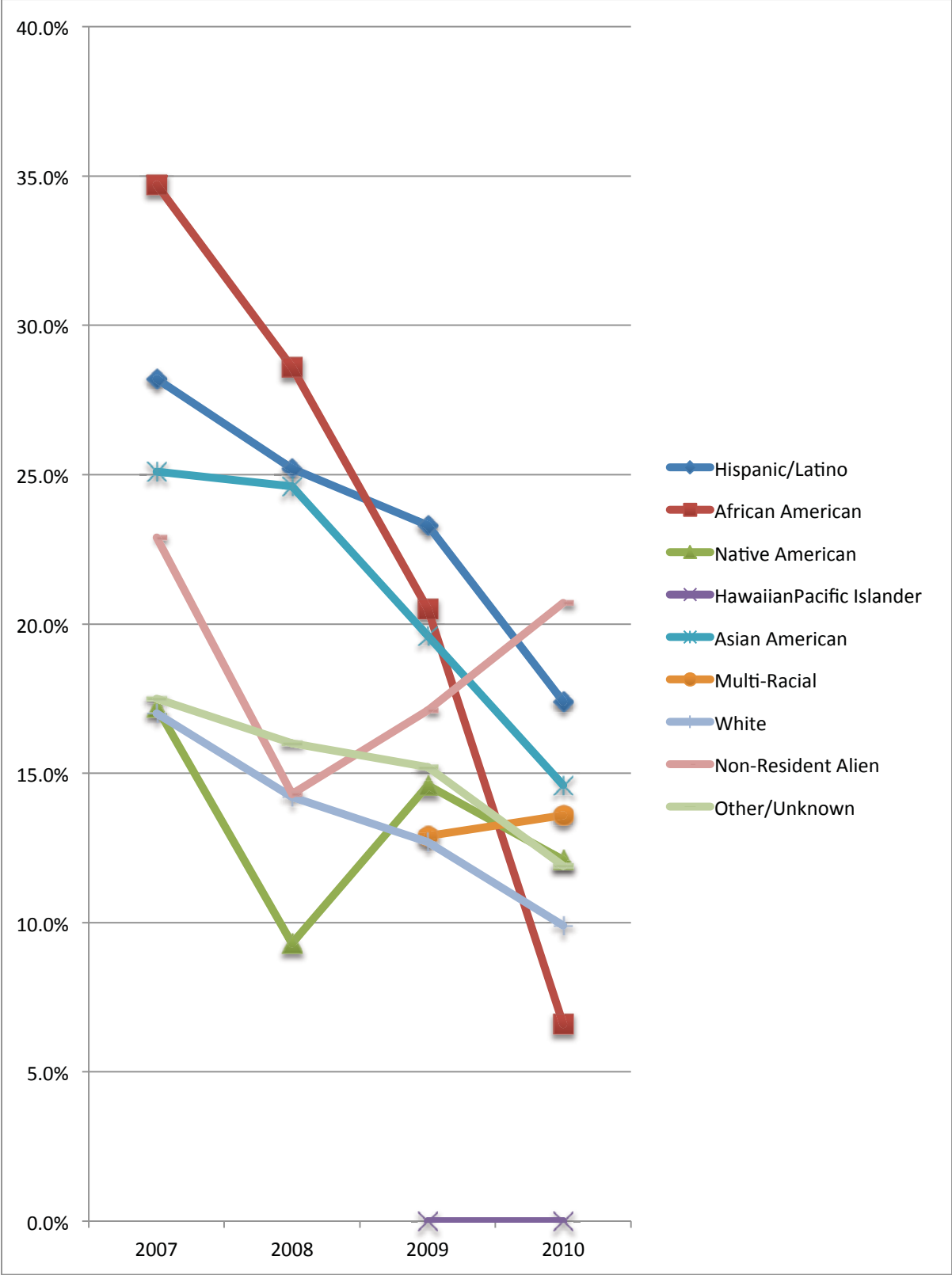


The following charts, for all students and those in STEM majors, track the percentages of undergraduates in various demographic categories “on probation and subject to dismissal” (meaning that decisions were made within their colleges, on a case-by-case basis, as to whether they could continue at Cal Poly). The criteria for a student being placed in this status are listed at http://records.calpoly.edu/stu_info/probation.htm. Note that the percentages in most categories decreased between 2007 and 2010, with African Americans showing the largest drop (from about 25% to about 12.5% for all students and from about 35% to about 7% for those in STEM majors). In general the percentages for students in STEM majors are more volatile than those for all students, possibly reflecting the fact that URM populations in STEM are typically smaller. Furthermore, the percentages of students in STEM majors on probation or subject to dismissal almost always exceed those of all students; the percentages of URMs exceed those of non-URMs; and the percentages of men exceed those of women.

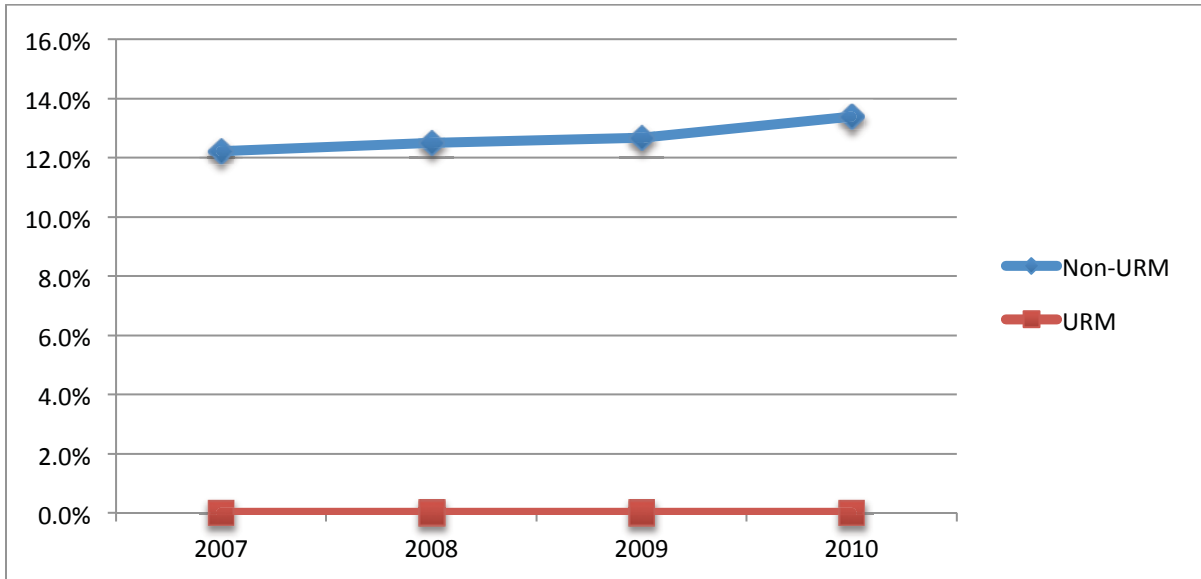
Undergraduates on probation/subject to dismissal by ethnic origin



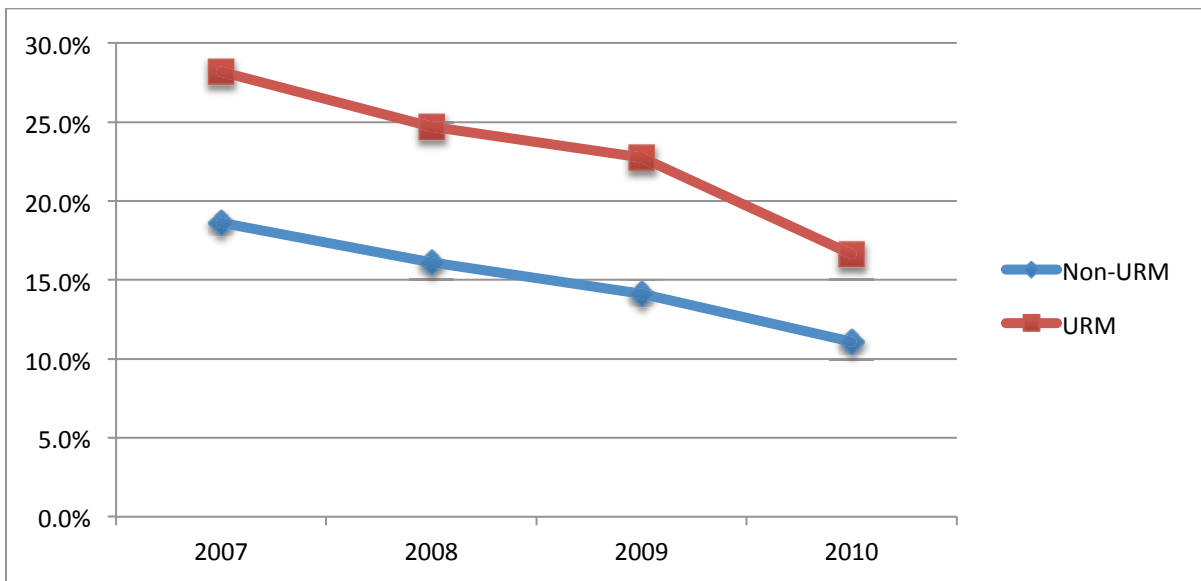
STEM undergraduates on probation/subject to dismissal by ethnic origin



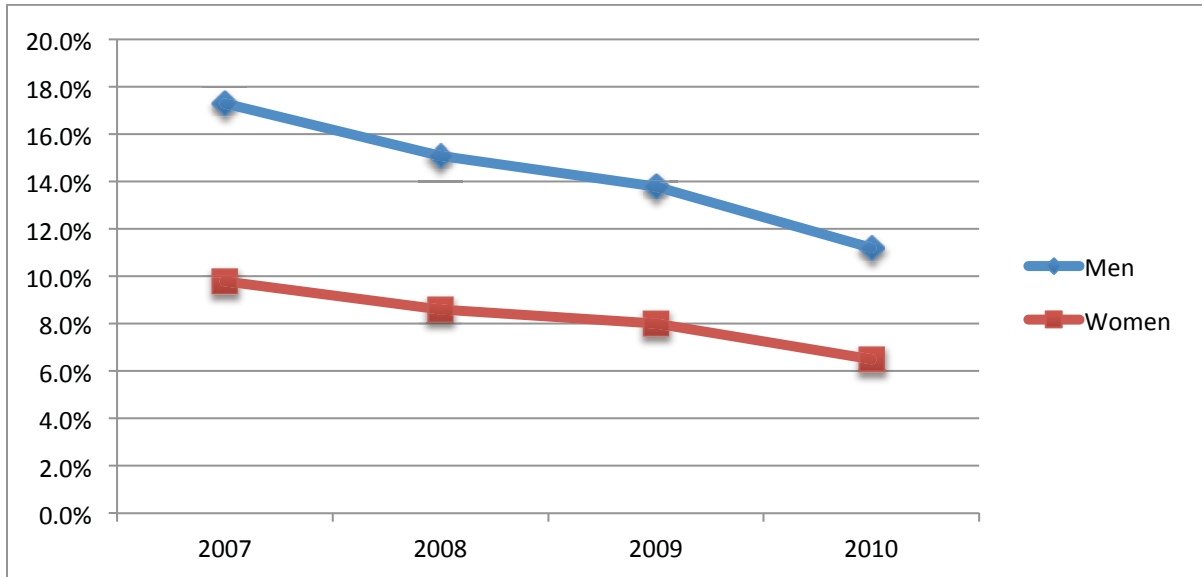
Undergraduates on probation/subject to dismissal by minority status (URM, Non-URM)



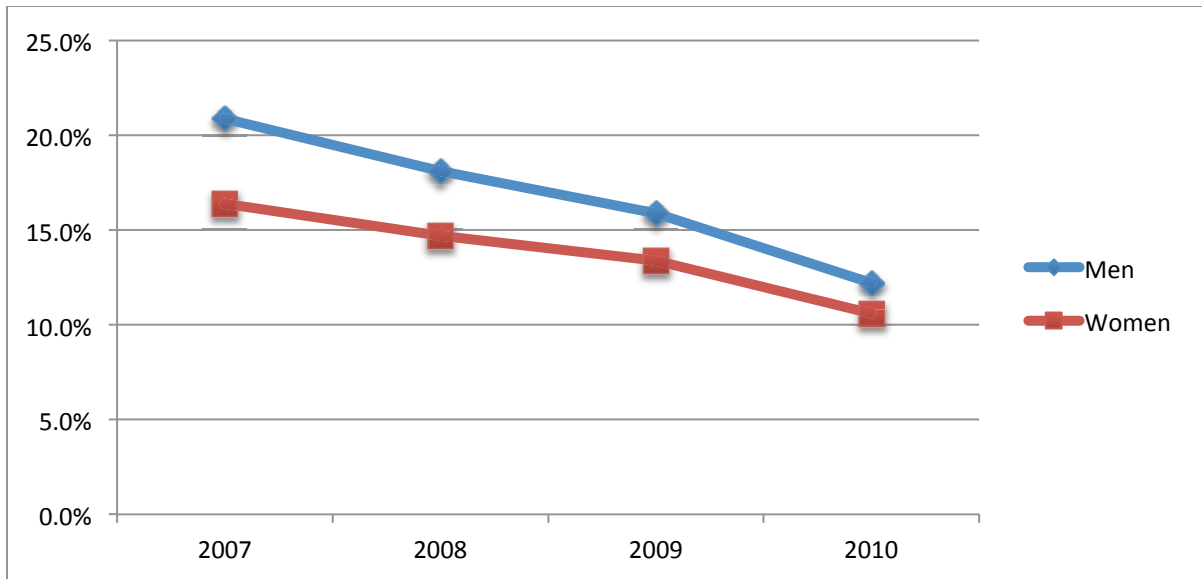
STEM undergraduates on probation/subject to dismissal by minority status (URM, Non-URM)



Undergraduates on probation/subject to dismissal by gender

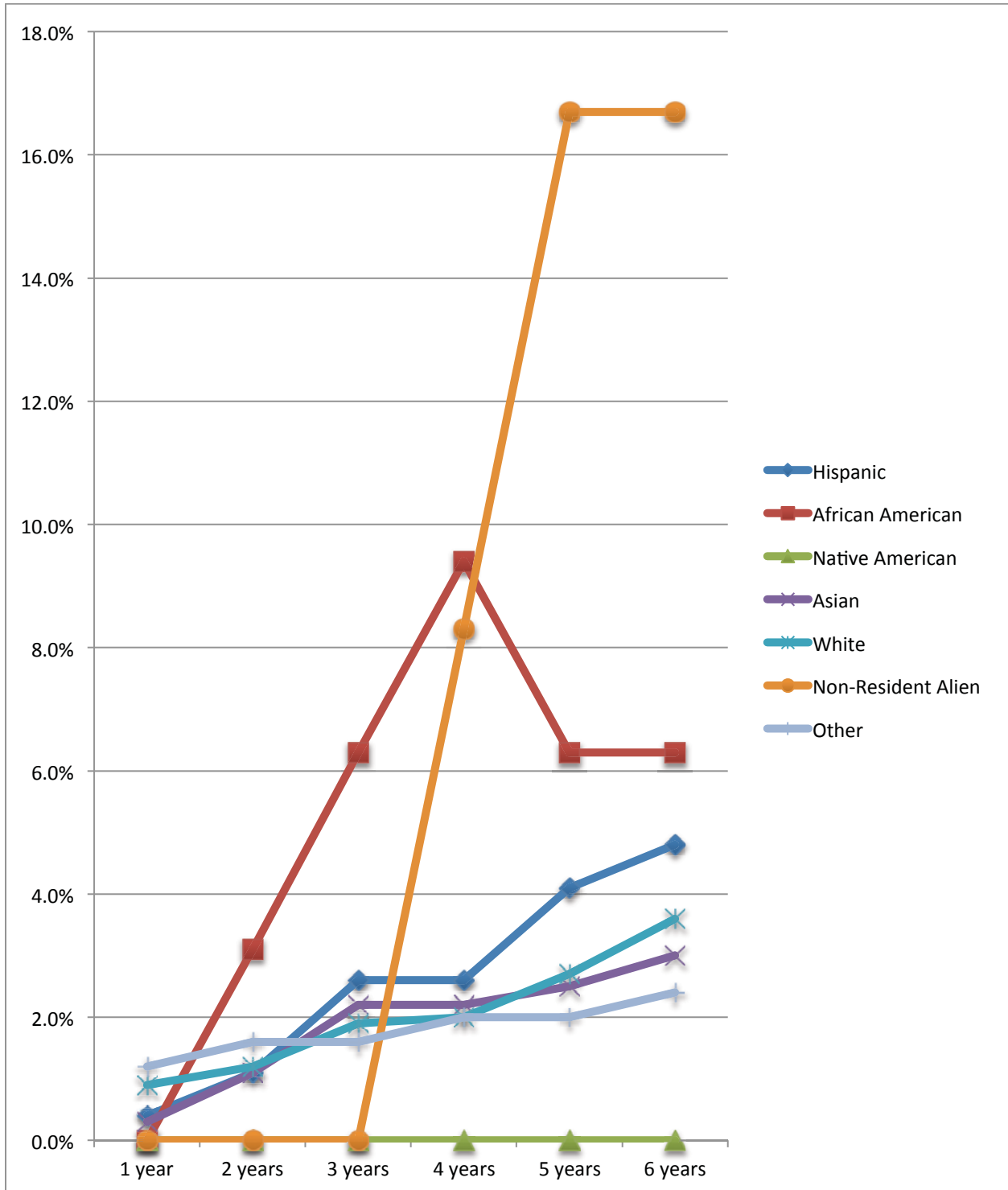


STEM undergraduates on probation/subject to dismissal by gender

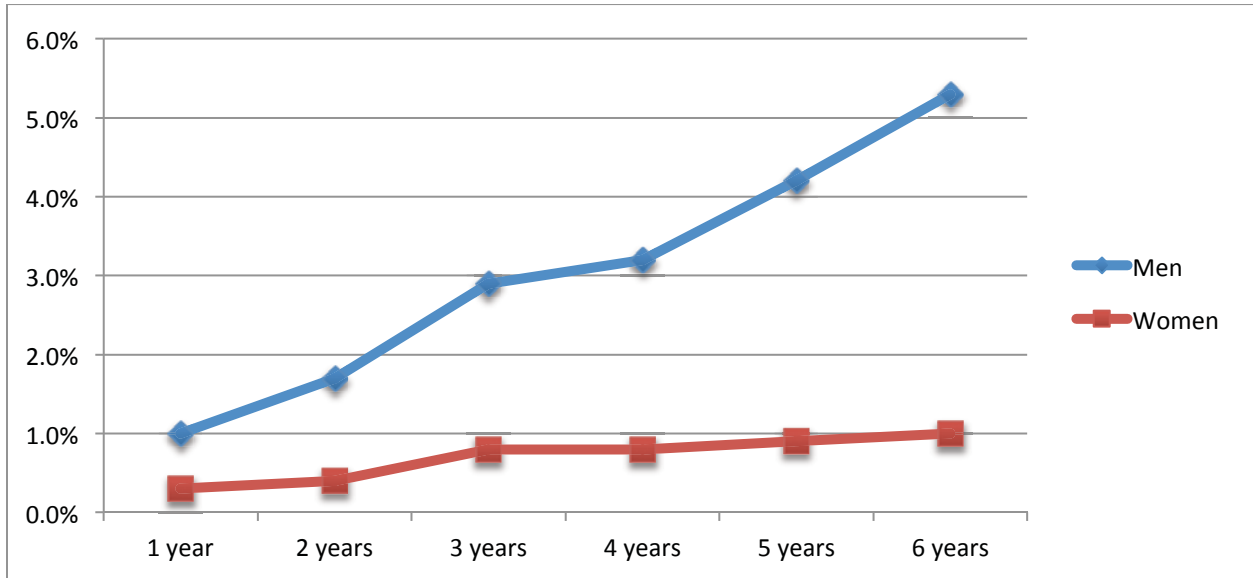


The following charts, for all students and those in STEM majors, track the percentages of the 2004 cohort of undergraduates in various demographic categories who had actually been disqualified (cumulatively) by the end of each year in the six years following entry. The drop for African American students between the fourth and fifth year is surprising and may indicate that some students were able to get their disqualifications reversed (the numbers in this category are small).

2004 cohort disqualified by ethnic origin



2004 cohort disqualified by gender



Graduation

“...the university has set two graduation rate goals: 80% by the end of AY 2015-16 for all identity groups and 90% as a longer-term goal. While non-STEM programs at Cal Poly nearly meet or exceed the 80% goal for most identity groups, it is a significant stretch for most under-represented minority (URM) groups in many STEM programs, e.g., Latino students in the College of Engineering...” ([WASC Educational Effectiveness Review Report](#), 2012, p. 22)

The following “bubble charts” display six year graduation rates disaggregated by (respectively) parent’s education level and ethnic origin, high school GPA and ethnic origin, gender and ethnic origin, high school GPA and parent’s education level, and high school GPA and college. The size and color of the bubbles provide a visual measure of the graduation rates. Some observations are as follows:

1. Average six year graduation rates for undergraduates as a whole increased almost every year from the fall 1999 cohort until the fall 2003 cohort (and have continued to increase since then). Increases within subgroups have been less consistent.
2. As would be expected, year-to-year volatility tends to be pronounced for categories with small cell sizes.
3. Visual analysis suggests that the following are more significant determinants of six year graduation rates than ethnic origin:
 - a. Parent’s education level
 - b. High school GPA
 - c. Gender (women outperformed men)
 - d. College (OCOB and CLA students outperformed the other colleges, with CENG generally recording the lowest graduation rates)
4. Ethnic origin is still significant: Hispanics outperformed by Asians, Whites, and “Other”. There are so few African-Americans that it is difficult to separate them out. Within the colleges, OCOB and CLA stand out not only for high graduation rates overall but also for consistency across ethnic categories (i.e., small to non-existent achievement gaps, measured by six year graduation rates); this is true for 99-03 for OCOB and 01-03 for CLA. Hispanic students generally seem to have struggled relative to Whites and others in CAFES, CAED, and CSM; in CENG, Hispanic consistently performed the worst, but the generally poor performance was observed across all ethnic categories.

Cal Poly Six-Year Graduation Rate Trends

Parent's Education Level (highest of mother/father) by Ethnic Origin

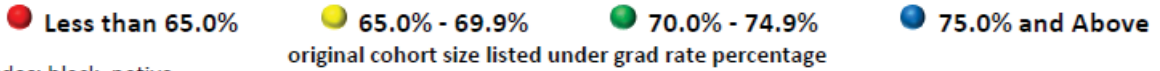


* includes: black, native american, NR alien, unknown

		Cohort Matriculation Term				
		Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
All Students	Hispanic	● 56.8% 234	● 60.5% 309	● 55.7% 366	● 61.4% 241	● 60.3% 257
	Asian	● 67.5% 302	● 65.7% 347	● 68.2% 447	● 74.1% 344	● 71.9% 349
	White	● 70.6% 1,299	● 71.4% 2,109	● 71.3% 2,433	● 74.4% 2,053	● 76.1% 2,053
	Other*	● 72.8% 1,013	● 64.1% 482	● 69.0% 384	● 69.7% 439	● 71.7% 350
	Total	● 69.9% 2,848	● 68.6% 3,247	● 69.1% 3,630	● 72.7% 3,077	● 73.8% 3,009
No College	Hispanic	● 52.6% 95	● 39.6% 91	● 46.2% 104	● 55.9% 59	● 44.1% 59
	Asian	● 59.3% 81	● 60.6% 71	● 66.2% 71	● 69.2% 52	● 65.9% 44
	White	● 57.6% 59	● 63.5% 74	● 53.3% 90	● 56.1% 66	● 71.2% 73
	Other*	● 52.3% 65	● 36.7% 30	● 75.0% 20	● 73.7% 19	● 60.9% 23
	Total	● 55.3% 300	● 51.5% 266	● 55.4% 285	● 61.2% 196	● 60.8% 199
Some College/4-yr Grad	Hispanic	● 56.8% 44	● 60.0% 90	● 50.0% 94	● 55.6% 72	● 63.8% 58
	Asian	● 63.3% 49	● 64.8% 54	● 63.1% 65	● 71.7% 53	● 62.7% 51
	White	● 65.2% 290	● 64.6% 413	● 68.7% 441	● 70.1% 361	● 71.8% 358
	Other*	● 70.4% 213	● 47.7% 88	● 66.7% 60	● 58.1% 74	● 74.6% 59
	Total	● 66.3% 596	● 61.7% 645	● 65.3% 660	● 66.8% 560	● 70.3% 526
Post-Bacc College/Degree	Hispanic	● 62.7% 83	● 78.1% 114	● 65.4% 153	● 68.0% 103	● 65.7% 137
	Asian	● 73.7% 156	● 69.2% 201	● 71.5% 277	● 75.4% 211	● 75.9% 237
	White	● 73.7% 914	● 73.7% 1,549	● 73.4% 1,780	● 76.1% 1,566	● 77.4% 1,567
	Other*	● 75.6% 700	● 67.3% 300	● 69.1% 249	● 73.9% 314	● 71.5% 239
	Total	● 73.9% 1,853	● 72.6% 2,164	● 72.3% 2,459	● 75.3% 2,194	● 75.9% 2,180

Cal Poly Six-Year Graduation Rate Trends

HS GPA by Ethnic Origin



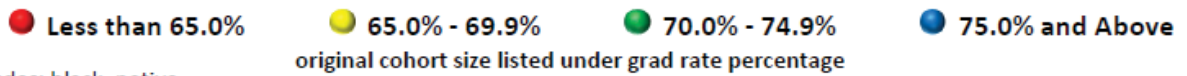
* includes: black, native american, NR alien, unknown

		Cohort Matriculation Term				
		Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
All Students	Hispanic	● 56.8% 234	● 60.5% 309	● 55.7% 366	● 61.4% 241	● 60.3% 257
	Asian	● 67.5% 302	● 65.7% 347	● 68.2% 447	● 74.1% 344	● 71.9% 349
	White	● 70.6% 1,299	● 71.4% 2,109	● 71.3% 2,433	● 74.4% 2,053	● 76.1% 2,053
	Other*	● 72.8% 1,013	● 64.1% 482	● 69.0% 384	● 69.7% 439	● 71.7% 350
	Total	● 69.9% 2,848	● 68.6% 3,247	● 69.1% 3,630	● 72.7% 3,077	● 73.8% 3,009
3.75 and Above	Hispanic	● 73.2% 71	● 76.9% 104	● 70.6% 126	● 66.7% 102	● 65.0% 123
	Asian	● 74.5% 110	● 76.0% 125	● 79.9% 179	● 82.6% 144	● 79.2% 159
	White	● 78.3% 548	● 80.3% 949	● 78.5% 1,040	● 80.2% 1,061	● 81.3% 1,110
	Other*	● 81.7% 475	● 74.9% 171	● 79.5% 151	● 78.9% 199	● 79.3% 174
	Total	● 79.0% 1,204	● 78.9% 1,349	● 78.1% 1,496	● 79.3% 1,506	● 79.6% 1,566
3.50 thru 3.74	Hispanic	● 53.1% 64	● 60.6% 71	● 57.0% 93	● 56.9% 72	● 59.1% 66
	Asian	● 72.4% 87	● 72.2% 90	● 65.9% 88	● 73.9% 92	● 72.1% 86
	White	● 74.3% 323	● 73.4% 467	● 73.7% 567	● 74.1% 440	● 75.1% 478
	Other*	● 73.3% 236	● 69.9% 93	● 67.4% 86	● 74.5% 98	● 71.4% 77
	Total	● 71.8% 710	● 71.6% 721	● 70.4% 834	● 72.4% 702	● 72.8% 707
Less than 3.50	Hispanic	● 47.5% 99	● 47.8% 134	● 42.2% 147	● 58.2% 67	● 52.9% 68
	Asian	● 56.2% 105	● 51.5% 132	● 58.1% 179	● 63.0% 108	● 60.6% 104
	White	● 58.1% 427	● 57.7% 693	● 60.5% 826	● 63.4% 552	● 64.9% 465
	Other*	● 58.3% 300	● 53.1% 211	● 60.0% 145	● 53.2% 141	● 58.8% 97
	Total	● 56.8% 931	● 55.0% 1,170	● 58.1% 1,297	● 61.3% 868	● 62.4% 734

Source: IP&A, BSG, 8/24/10

Cal Poly Six-Year Graduation Rate Trends

Gender by Ethnic Origin



* includes: black, native american, NR alien, unknown

		Cohort Matriculation Term				
		Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
All Students	Hispanic	● 56.8% 234	● 60.5% 309	● 55.7% 366	● 61.4% 241	● 60.3% 257
	Asian	● 67.5% 302	● 65.7% 347	● 68.2% 447	● 74.1% 344	● 71.9% 349
	White	● 70.6% 1,299	● 71.4% 2,109	● 71.3% 2,433	● 74.4% 2,053	● 76.1% 2,053
	Other*	● 72.8% 1,013	● 64.1% 482	● 69.0% 384	● 69.7% 439	● 71.7% 350
	Total	● 69.9% 2,848	● 68.6% 3,247	● 69.1% 3,630	● 72.7% 3,077	● 73.8% 3,009
Men	Hispanic	● 48.4% 122	● 51.6% 190	● 50.8% 193	● 54.5% 145	● 56.3% 158
	Asian	● 60.7% 178	● 62.2% 217	● 62.1% 269	● 68.9% 225	● 67.3% 220
	White	● 61.4% 638	● 68.3% 1,110	● 65.8% 1,288	● 69.9% 1,100	● 71.6% 1,118
	Other*	● 69.8% 539	● 61.6% 294	● 64.8% 196	● 67.2% 250	● 64.2% 179
	Total	● 63.3% 1,477	● 64.7% 1,811	● 63.7% 1,946	● 68.1% 1,720	● 68.8% 1,675
Women	Hispanic	● 66.1% 112	● 74.8% 119	● 61.3% 173	● 71.9% 96	● 66.7% 99
	Asian	● 77.4% 124	● 71.5% 130	● 77.5% 178	● 84.0% 119	● 79.8% 129
	White	● 79.4% 661	● 74.8% 999	● 77.4% 1,145	● 79.5% 953	● 81.5% 935
	Other*	● 76.2% 474	● 68.1% 188	● 73.4% 188	● 73.0% 189	● 79.5% 171
	Total	● 77.0% 1,371	● 73.6% 1,436	● 75.3% 1,684	● 78.5% 1,357	● 80.0% 1,334

Source: IP&A, BSG, 8/24/10

Cal Poly Six-Year Graduation Rate Trends

HS GPA by Parent's Education Level (highest of mother/father)

● Less than 65.0%
 ● 65.0% - 69.9%
 ● 70.0% - 74.9%
 ● 75.0% and Above
 original cohort size listed under grad rate percentage

		Cohort Matriculation Term				
		Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
All Students	No College	● 55.3% 300	● 51.5% 266	● 55.4% 285	● 61.2% 196	● 60.8% 199
	Some College/ 4-yr Grad	● 66.3% 596	● 61.7% 645	● 65.3% 660	● 66.8% 560	● 70.3% 526
	Post-Bacc College/ Degree	● 73.9% 1,853	● 72.6% 2,164	● 72.3% 2,459	● 75.3% 2,194	● 75.9% 2,180
	Total	● 69.9% 2,848	● 68.6% 3,247	● 69.1% 3,630	● 72.7% 3,077	● 73.8% 3,009
3.75 and Above	No College	● 67.3% 101	● 61.8% 89	● 63.7% 102	● 66.7% 81	● 64.9% 111
	Some College/ 4-yr Grad	● 74.3% 265	● 76.7% 258	● 76.0% 271	● 77.2% 268	● 80.7% 270
	Post-Bacc College/ Degree	● 82.4% 796	● 81.5% 937	● 80.7% 1,033	● 80.9% 1,086	● 80.8% 1,138
	Total	● 79.0% 1,204	● 78.9% 1,349	● 78.1% 1,496	● 79.3% 1,506	● 79.6% 1,566
3.50 thru 3.74	No College	● 64.6% 79	● 57.7% 71	● 49.2% 61	● 67.3% 49	● 63.2% 38
	Some College/ 4-yr Grad	● 64.0% 150	● 62.7% 150	● 67.8% 143	● 68.4% 152	● 64.7% 119
	Post-Bacc College/ Degree	● 76.5% 459	● 76.8% 465	● 73.6% 573	● 74.5% 478	● 75.3% 522
	Total	● 71.8% 710	● 71.6% 721	● 70.4% 834	● 72.4% 702	● 72.8% 707
Less than 3.50	No College	● 39.5% 119	● 38.7% 106	● 51.6% 122	● 50.0% 66	● 50.0% 50
	Some College/ 4-yr Grad	● 56.4% 181	● 45.1% 235	● 52.0% 246	● 45.0% 140	● 54.7% 137
	Post-Bacc College/ Degree	● 60.8% 597	● 59.1% 760	● 61.2% 852	● 66.2% 630	● 65.6% 520
	Total	● 56.8% 931	● 55.0% 1,170	● 58.1% 1,297	● 61.3% 868	● 62.4% 734

Source: IP&A, BSG, 8/21/10

Cal Poly Six-Year Graduation Rate Trends

HS GPA by College

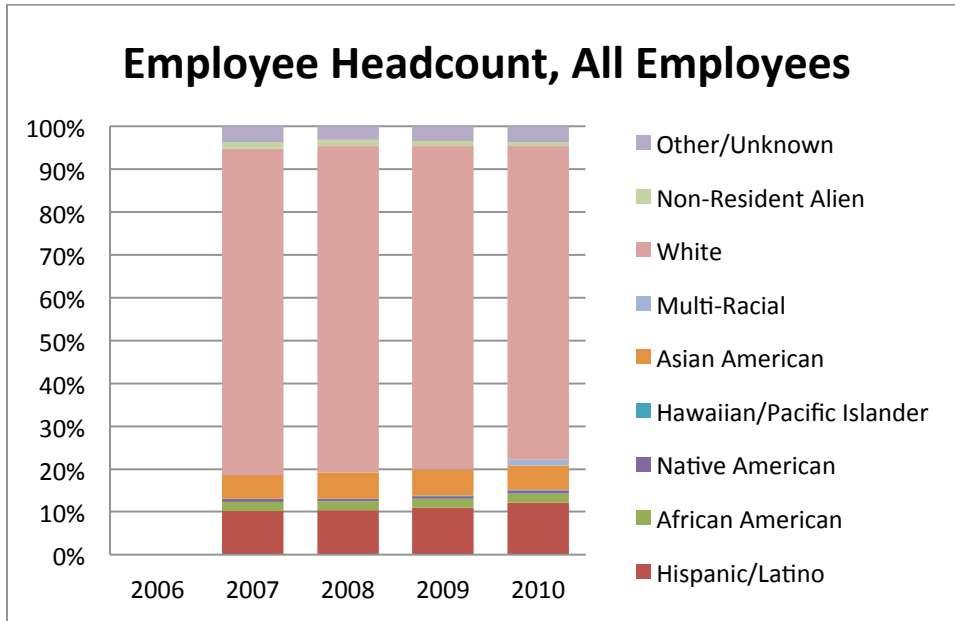
● Less than 65.0%
 ● 65.0% - 69.9%
 ● 70.0% - 74.9%
 ● 75.0% and Above
 original cohort size listed under grad rate percentage

		Cohort Matriculation Term				
		Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
3.75 and Above	CAFES	● 81.3% 139	● 73.5% 132	● 78.7% 164	● 78.9% 185	● 83.2% 191
	CAED	● 73.0% 111	● 70.9% 141	● 71.1% 152	● 78.7% 141	● 75.3% 182
	CENG	● 71.3% 366	● 72.5% 432	● 71.5% 501	● 72.0% 490	● 73.9% 495
	CLA	● 85.4% 185	● 90.0% 210	● 84.1% 220	● 85.3% 232	● 84.7% 202
	OCOB	● 93.3% 223	● 89.9% 228	● 89.5% 239	● 90.9% 243	● 88.0% 266
	CSM	● 72.2% 180	● 78.2% 206	● 79.1% 220	● 77.6% 214	● 77.7% 229
	Total	● 79.0% 1,204	● 78.9% 1,349	● 78.1% 1,496	● 79.3% 1,506	● 79.6% 1,566
3.50 thru 3.74	CAFES	● 68.3% 142	● 68.9% 135	● 71.7% 173	● 78.0% 150	● 78.0% 173
	CAED	● 57.1% 56	● 60.9% 69	● 55.6% 72	● 77.5% 80	● 67.7% 65
	CENG	● 58.8% 153	● 59.0% 212	● 56.0% 166	● 63.6% 184	● 53.3% 169
	CLA	● 78.1% 160	● 83.8% 111	● 77.7% 166	● 79.3% 92	● 86.4% 118
	OCOB	● 88.9% 126	● 93.6% 109	● 85.5% 145	● 78.2% 119	● 89.5% 105
	CSM	● 74.0% 73	● 71.8% 85	● 68.8% 112	● 59.7% 77	● 64.9% 77
	Total	● 71.8% 710	● 71.6% 721	● 70.4% 834	● 72.4% 702	● 72.8% 707
Less than 3.50	CAFES	● 56.6% 297	● 53.9% 401	● 55.1% 372	● 62.2% 341	● 64.7% 272
	CAED	● 47.7% 86	● 54.6% 97	● 55.9% 111	● 57.6% 92	● 60.9% 69
	CENG	● 33.8% 136	● 42.9% 266	● 37.9% 285	● 49.1% 165	● 37.6% 141
	CLA	● 68.3% 208	● 60.0% 170	● 74.6% 228	● 71.9% 114	● 85.3% 95
	OCOB	● 73.8% 130	● 76.2% 130	● 75.0% 168	● 74.1% 85	● 76.8% 82
	CSM	● 48.6% 74	● 56.6% 106	● 61.7% 133	● 57.7% 71	● 57.3% 75
	Total	● 56.8% 931	● 55.0% 1,170	● 58.1% 1,297	● 61.3% 868	● 62.4% 734

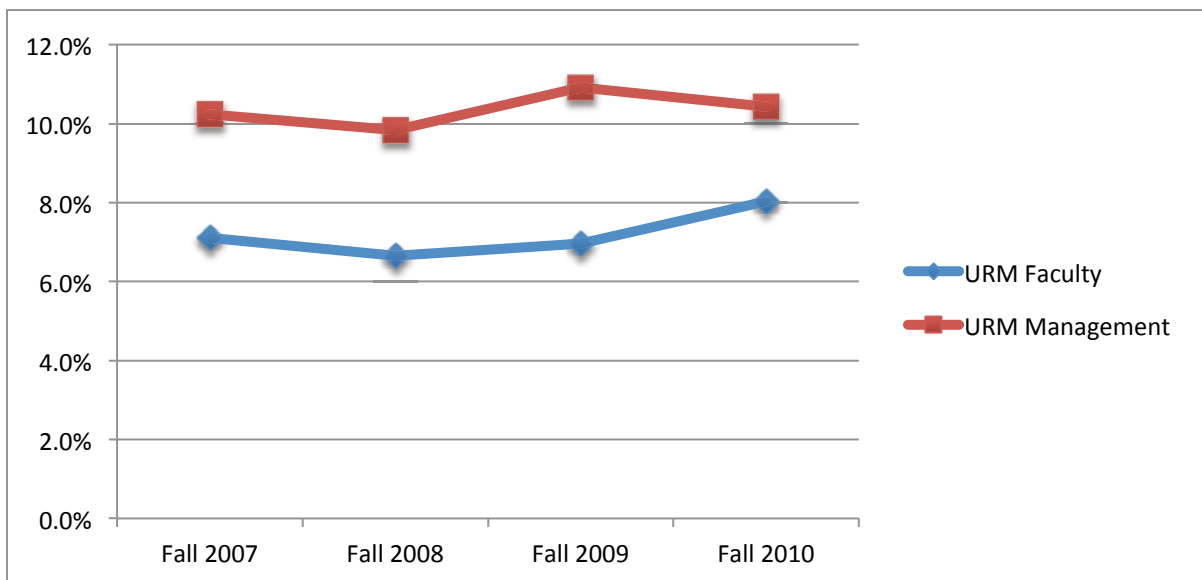
Source: IP&A, BSG, 8/23/10

Compositional Data for Faculty & Staff

The following charts track the employment of faculty and staff at Cal Poly, disaggregated by rank, race/ethnicity, and gender. In all employment categories, the percentage of white employees greatly exceeds the individual and combined percentages of those in the other racial/ethnic categories.



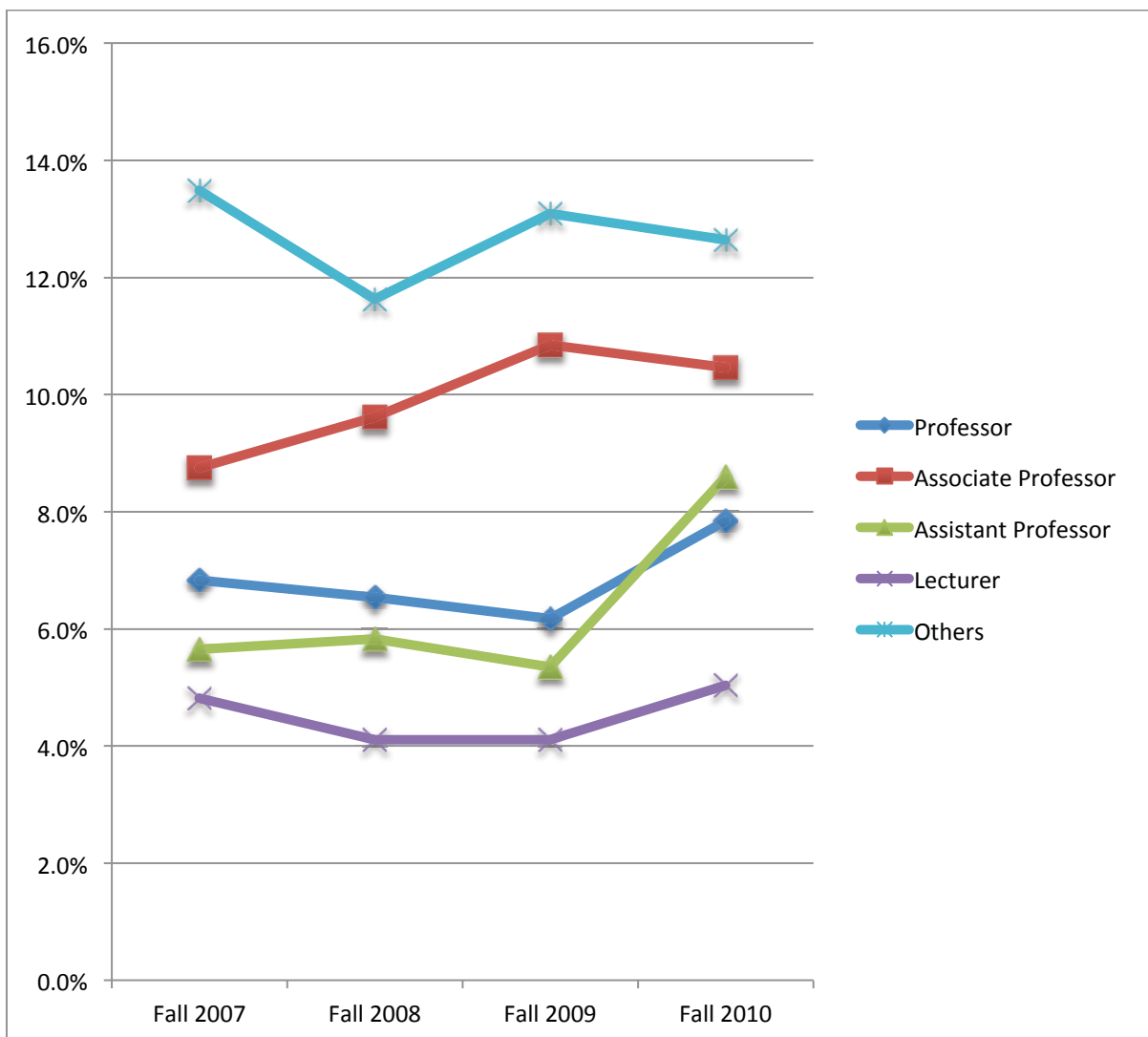
URM employees as percentages of totals, categorized by faculty and management



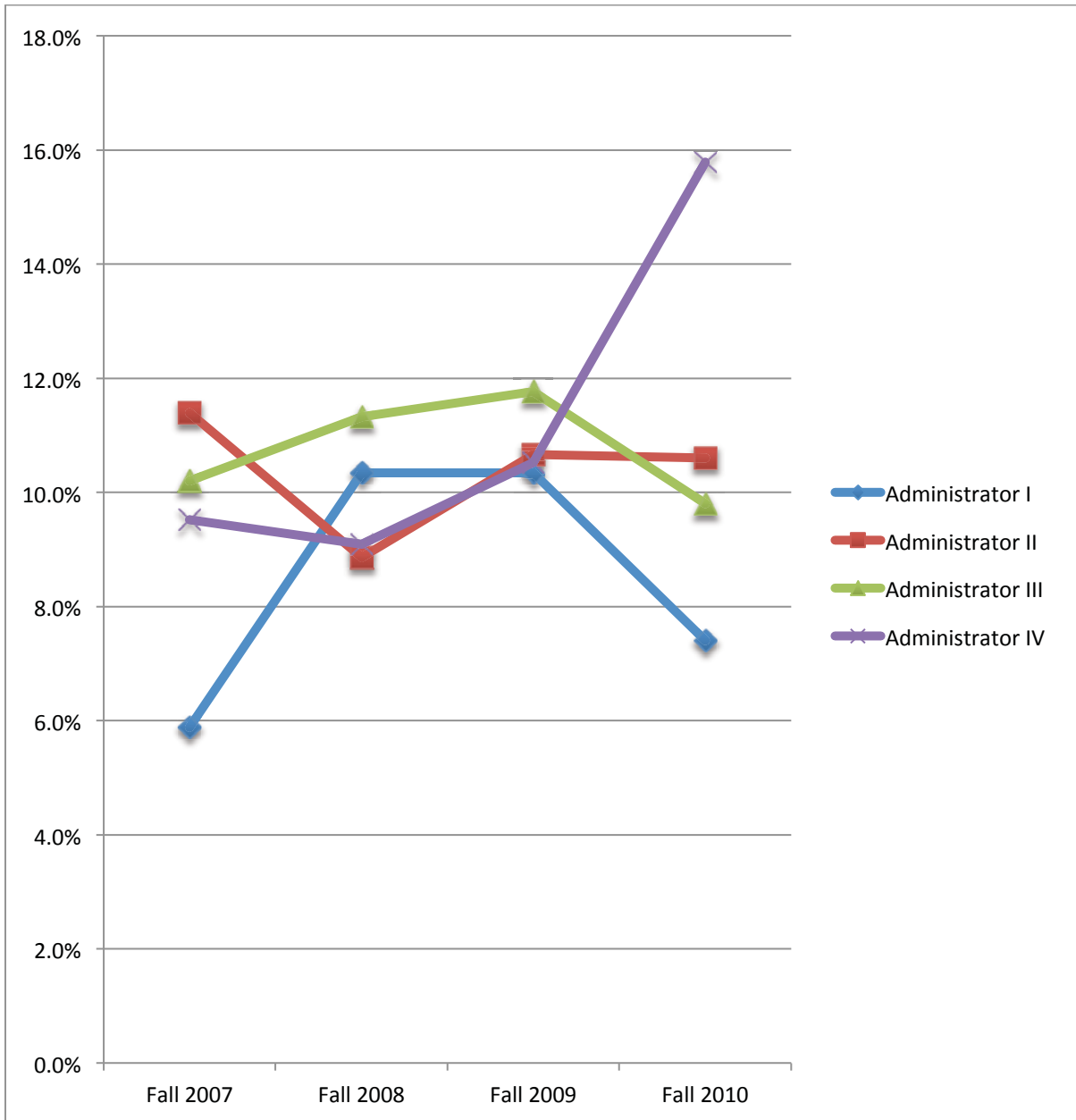
Among the faculty, the highest proportion of URM faculty fall into “other” category, with next highest proportion in the associate professor category. From 2007-09 there were relatively few URM faculty in the assistant professor category, although the numbers jumped in fall 2010. Not many lecturers are URM, as might be expected since lecturers are typically drawn from the local community which is not very diverse.

The presence of URM faculty in the administrator ranks has been more volatile (not surprising, given the small numbers), with a jump in the administrator IV category in fall 2010.

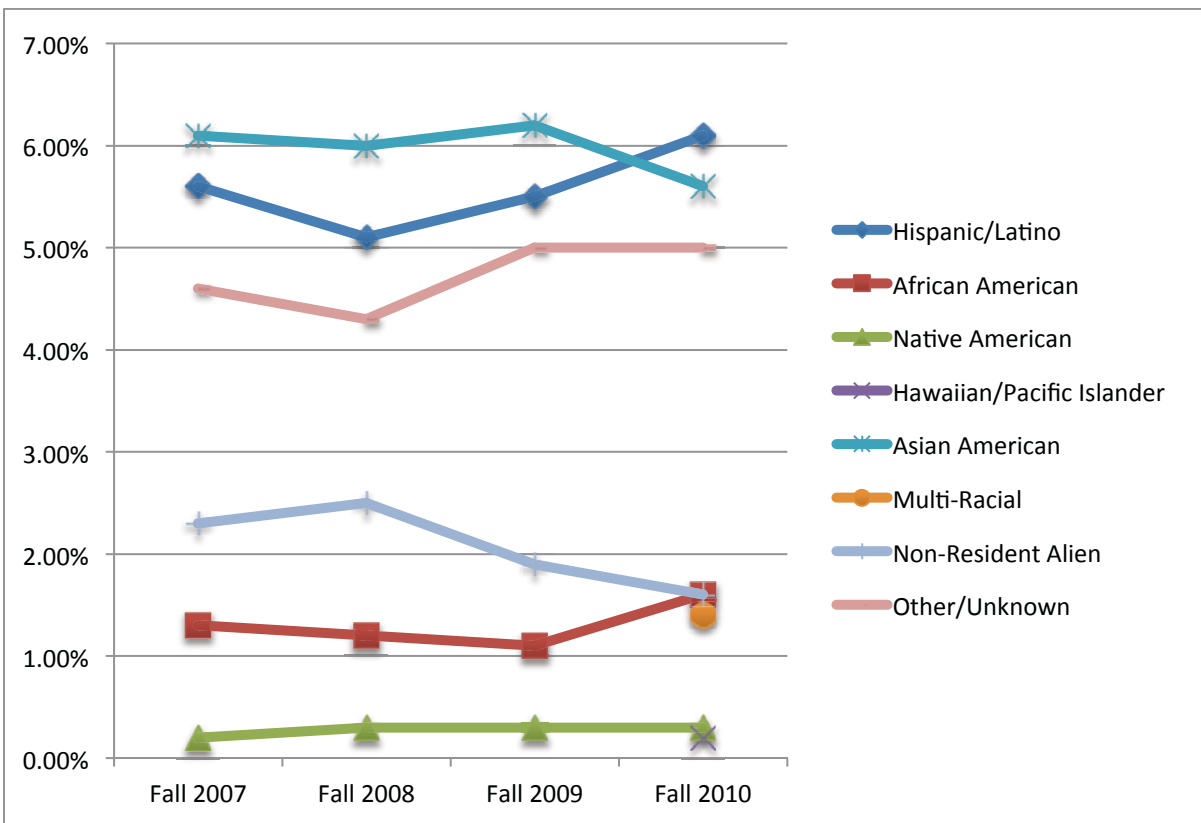
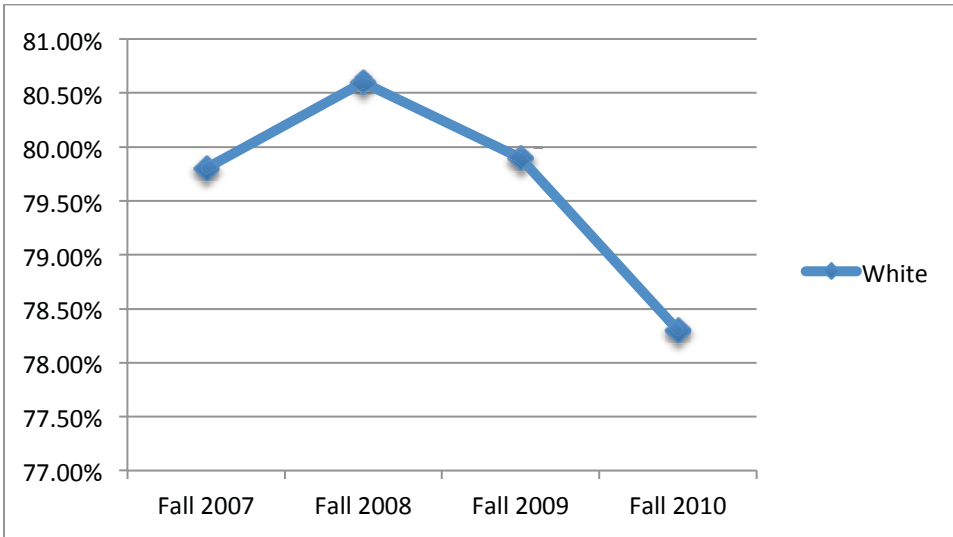
URM faculty by rank



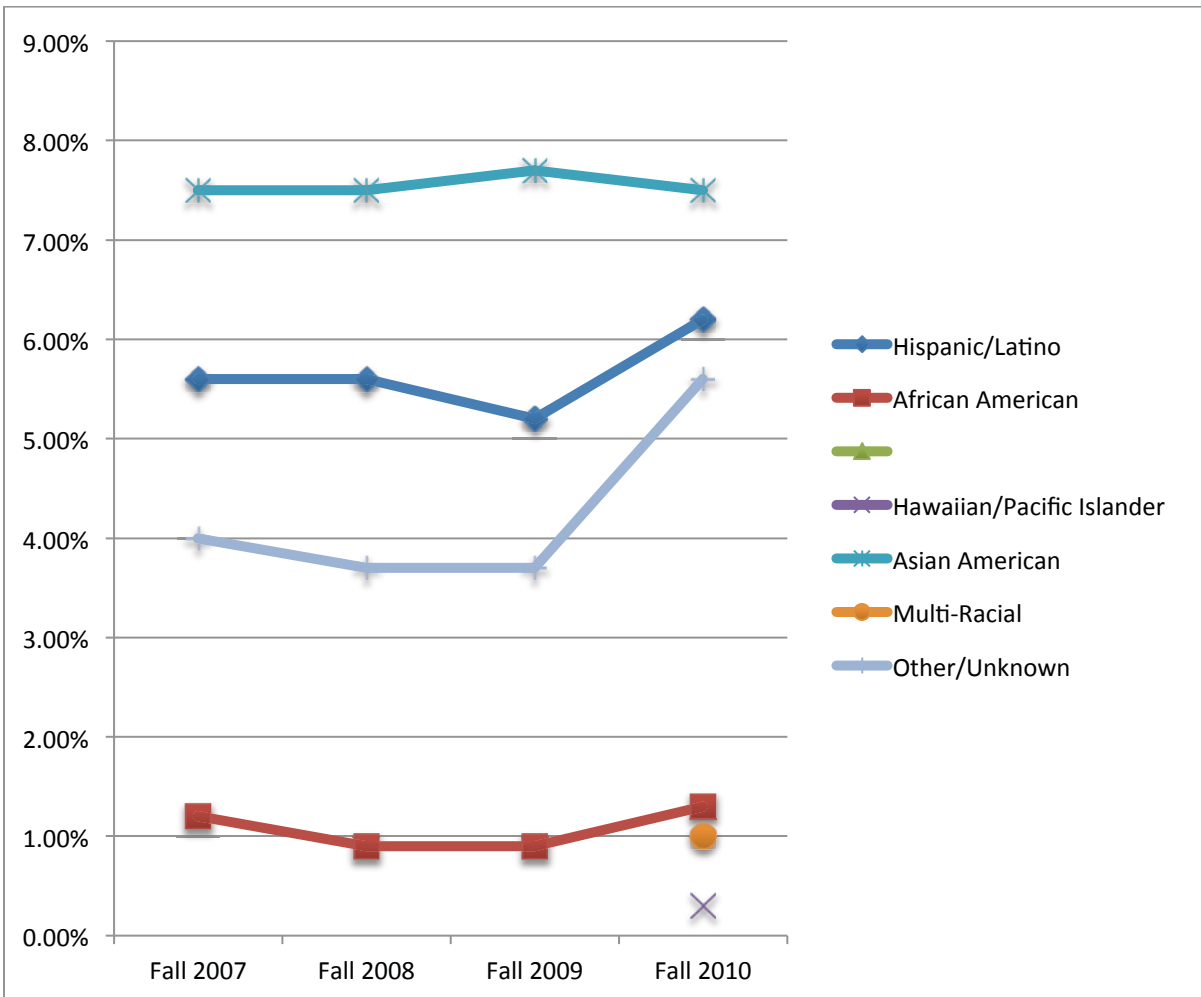
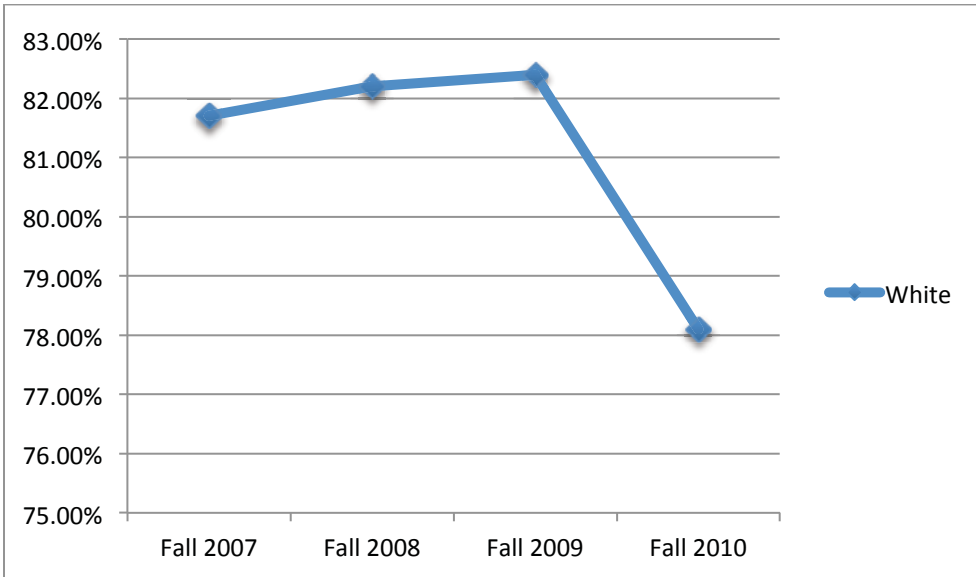
URM management by rank



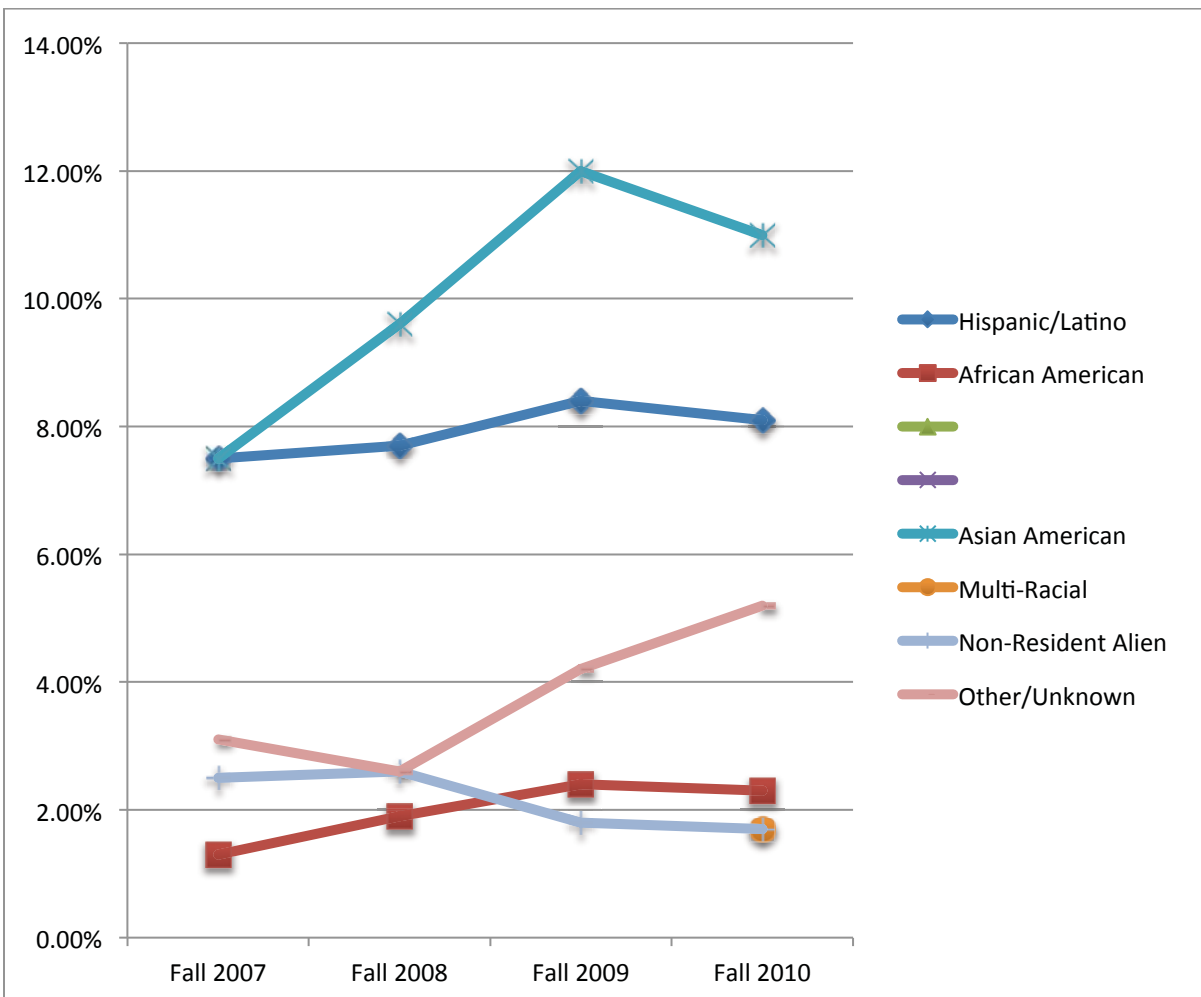
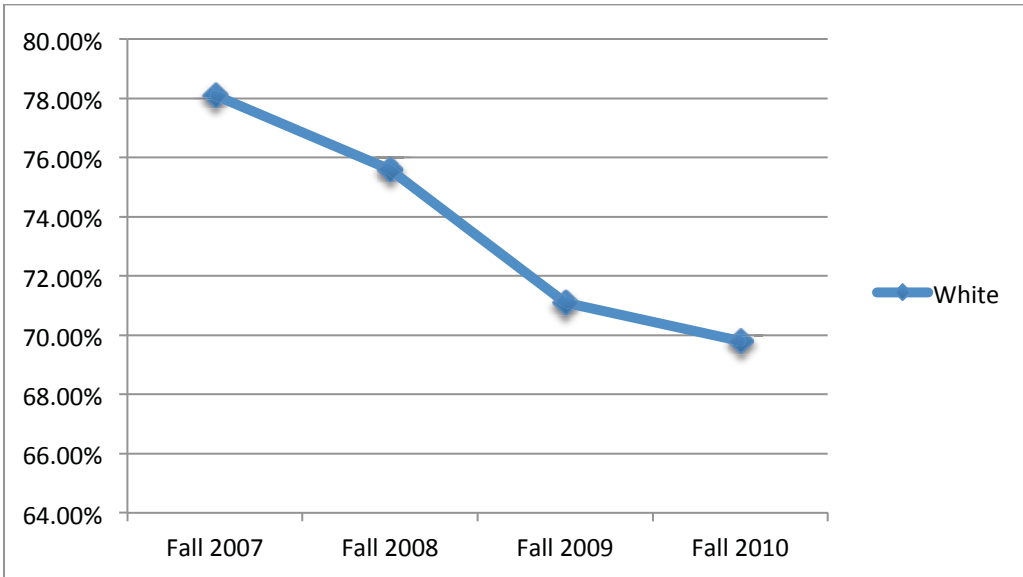
All faculty by ethnic origin



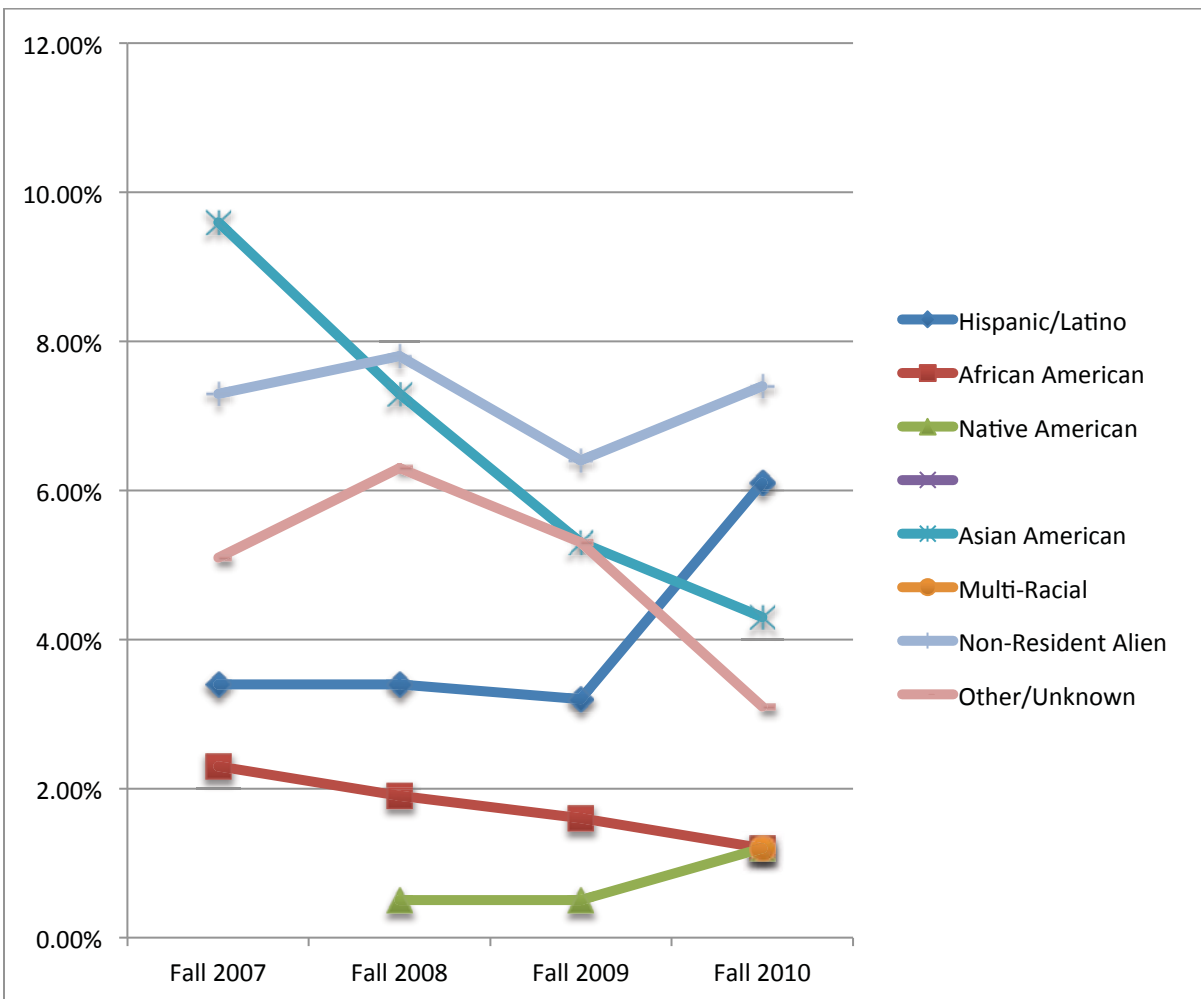
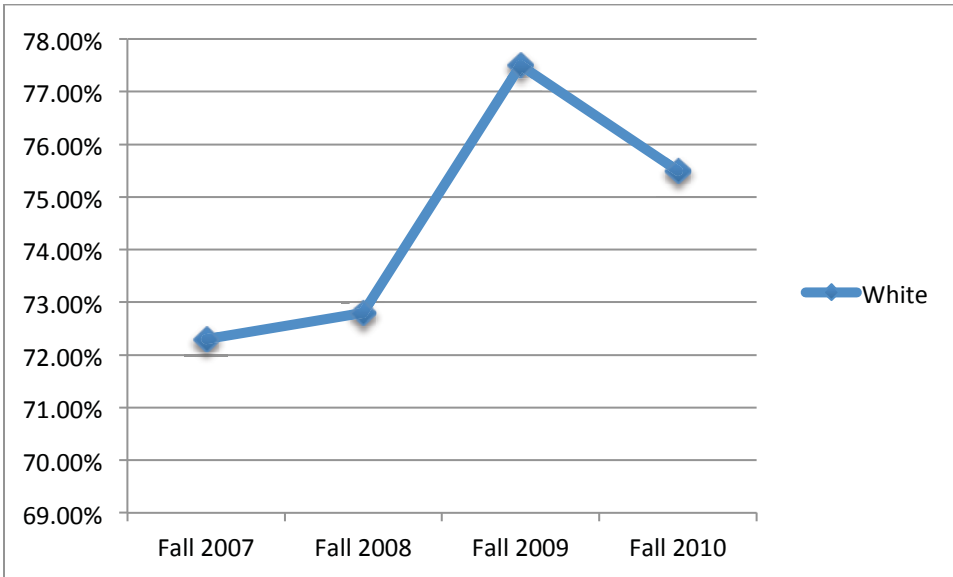
Professor by ethnic origin



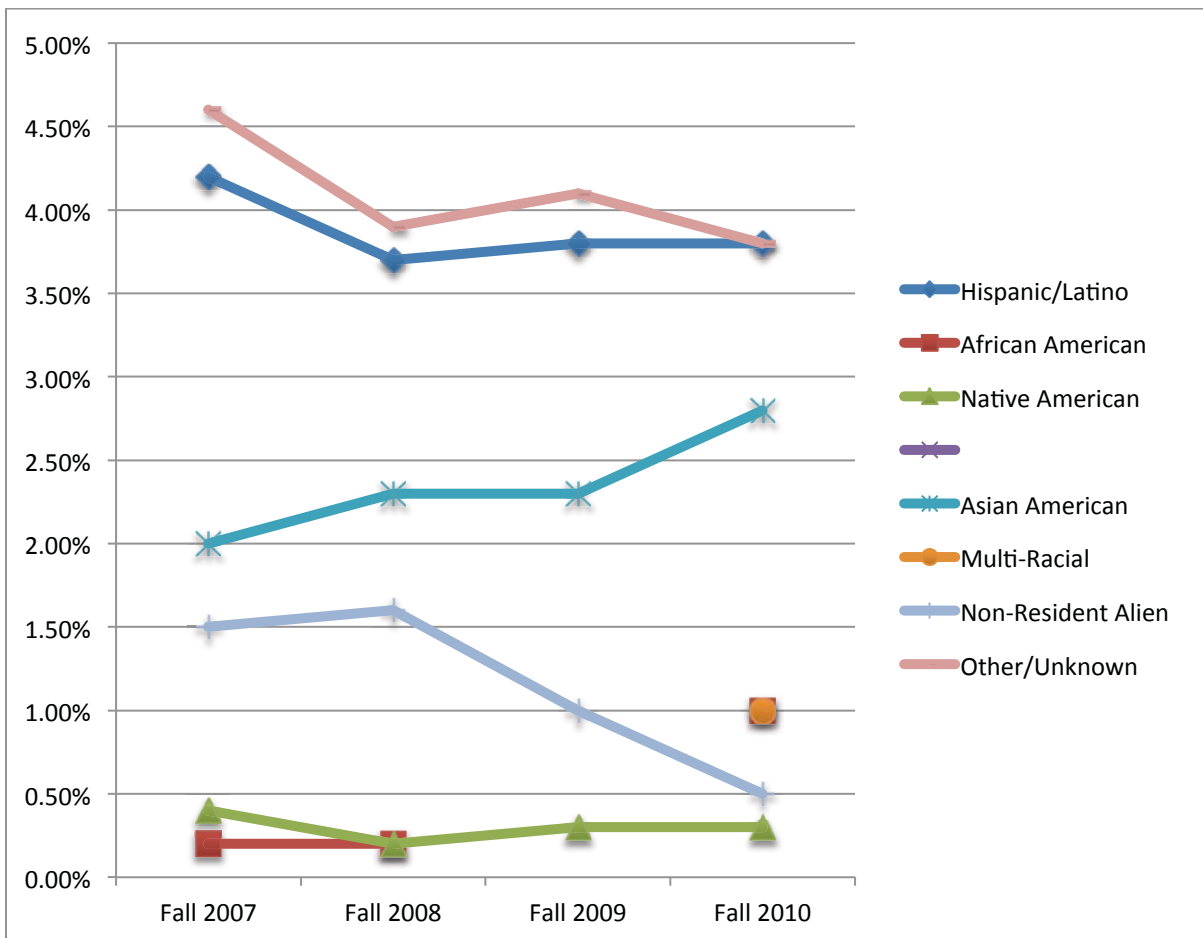
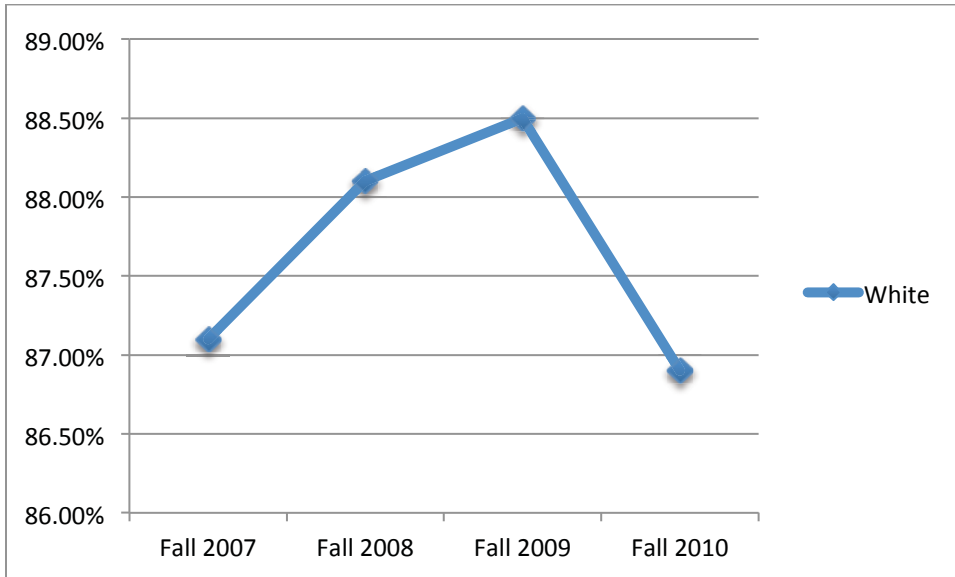
Associate professor by ethnic origin



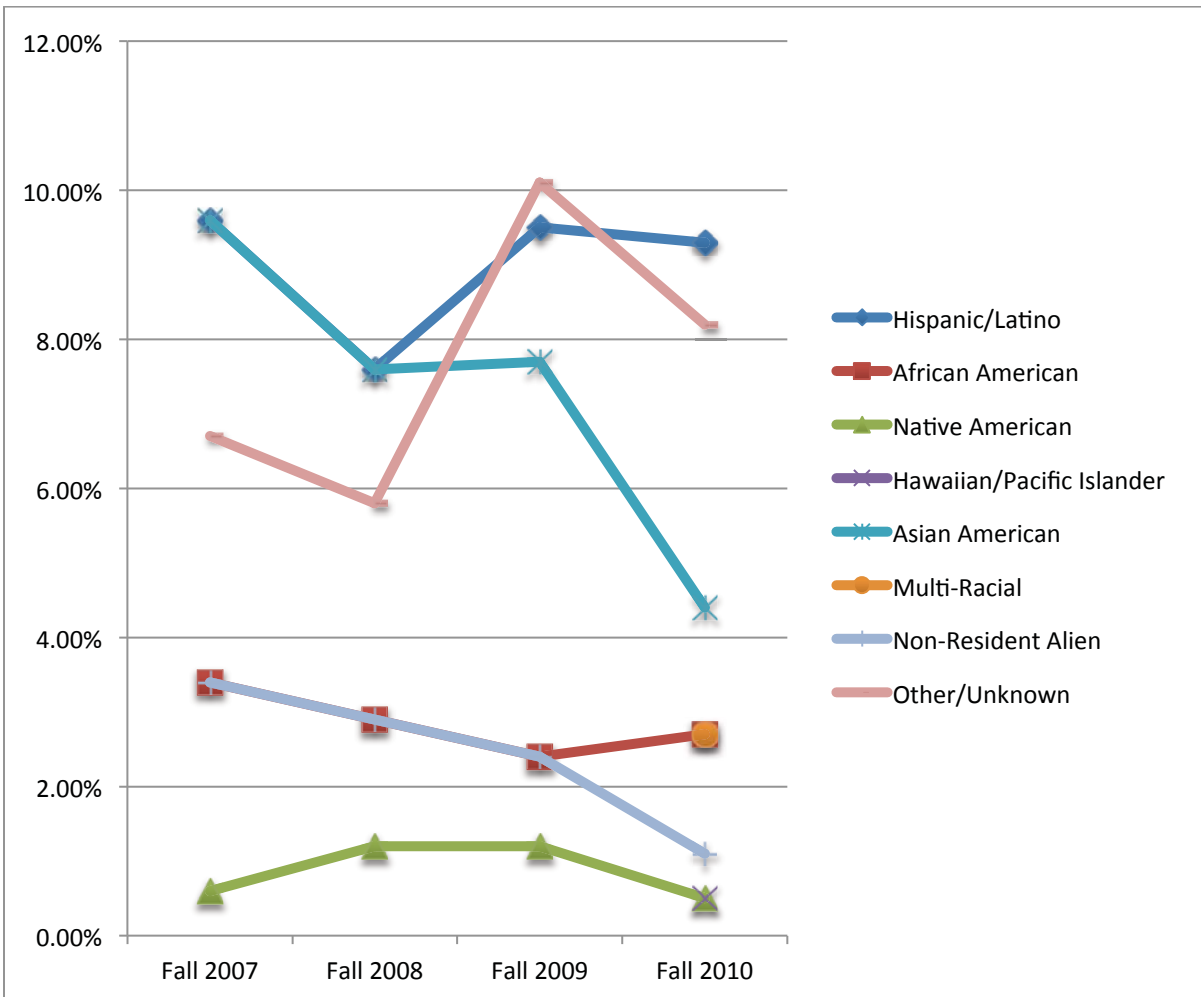
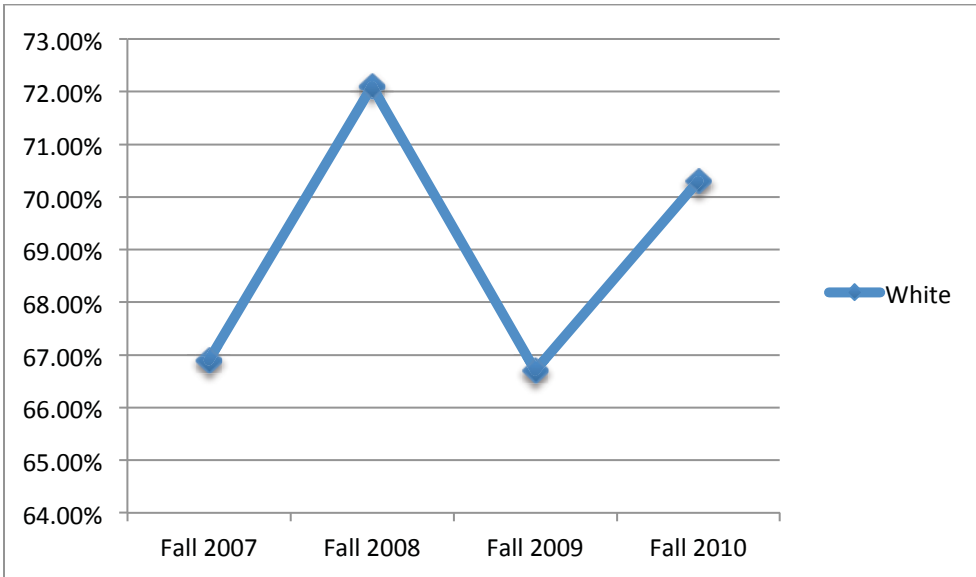
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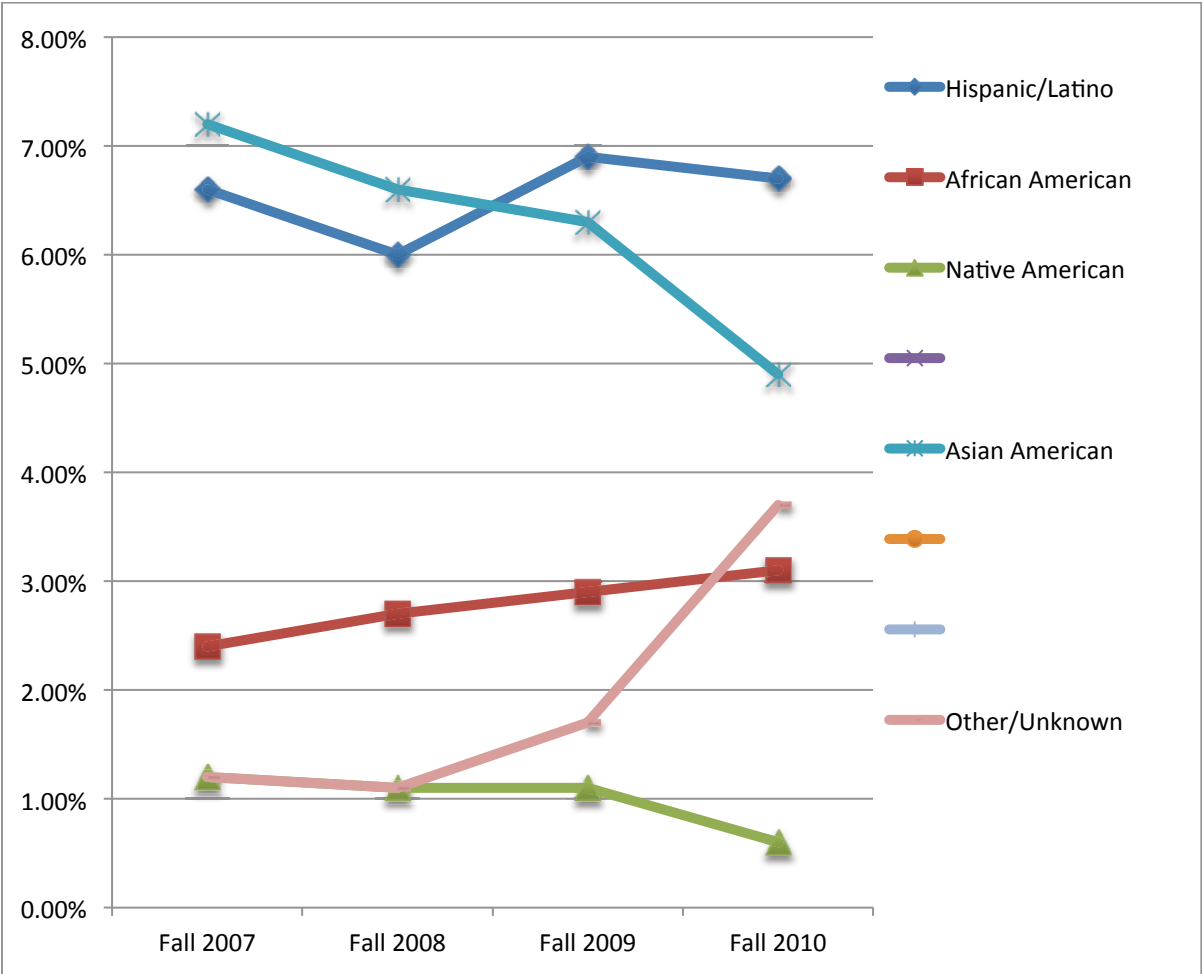
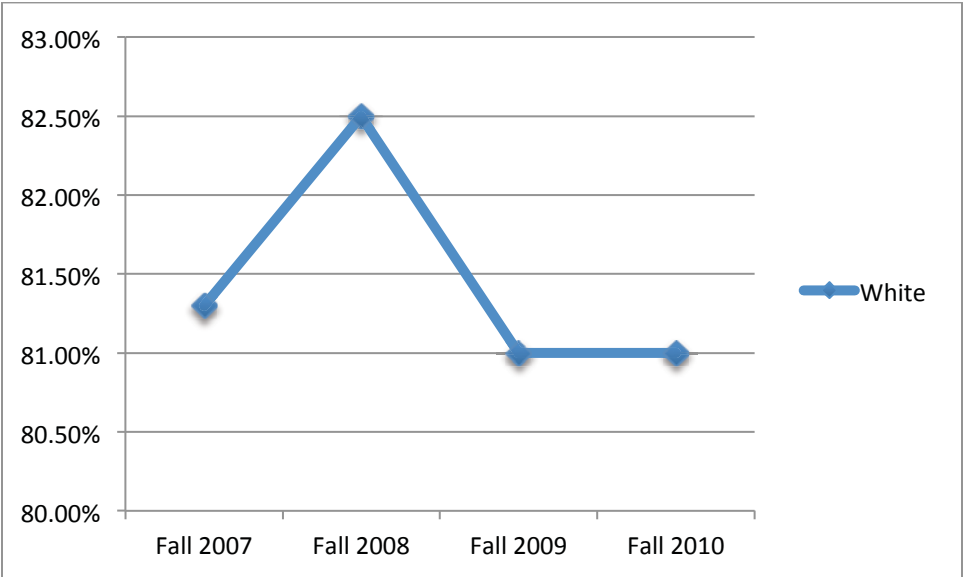
Lecturer by ethnic origin



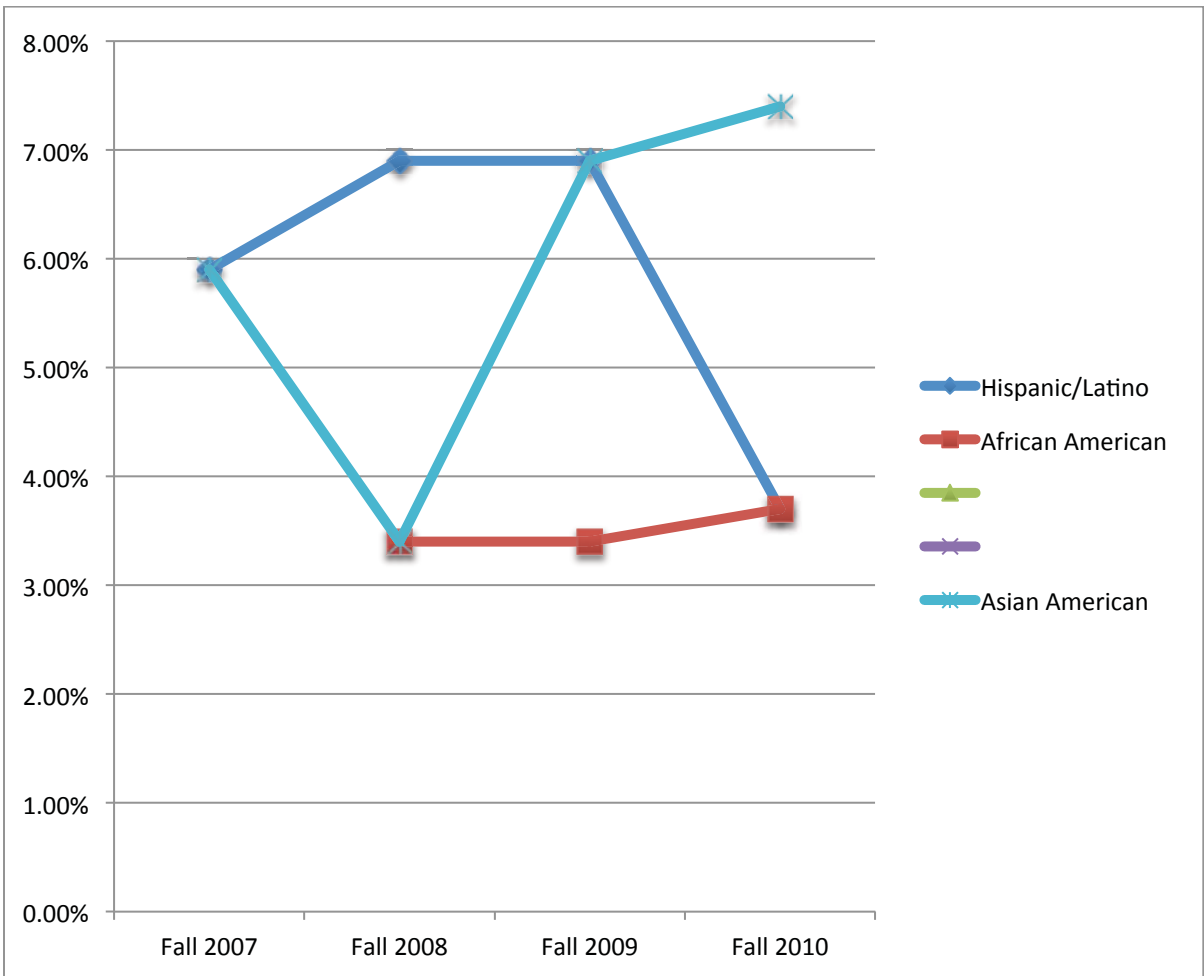
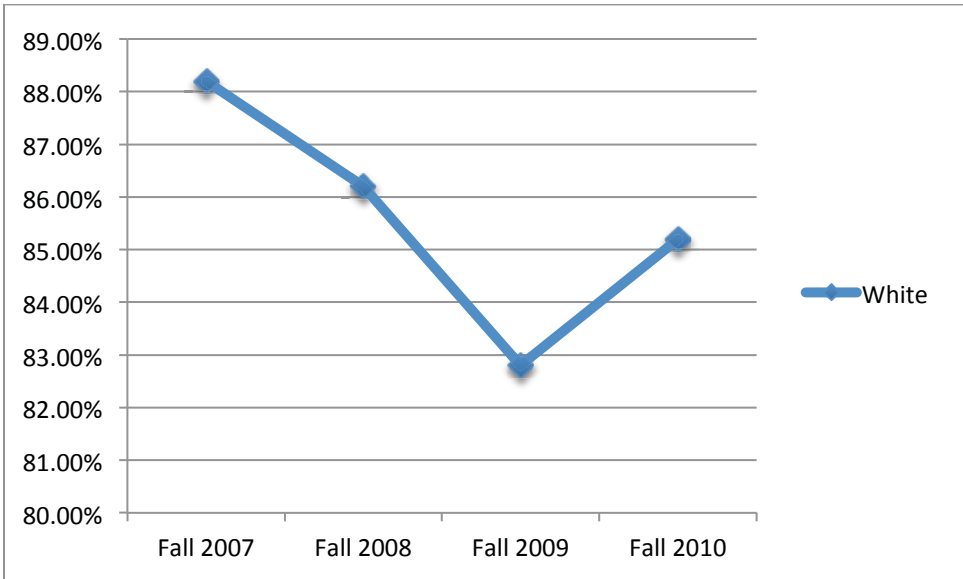
Other faculty by ethnic origin



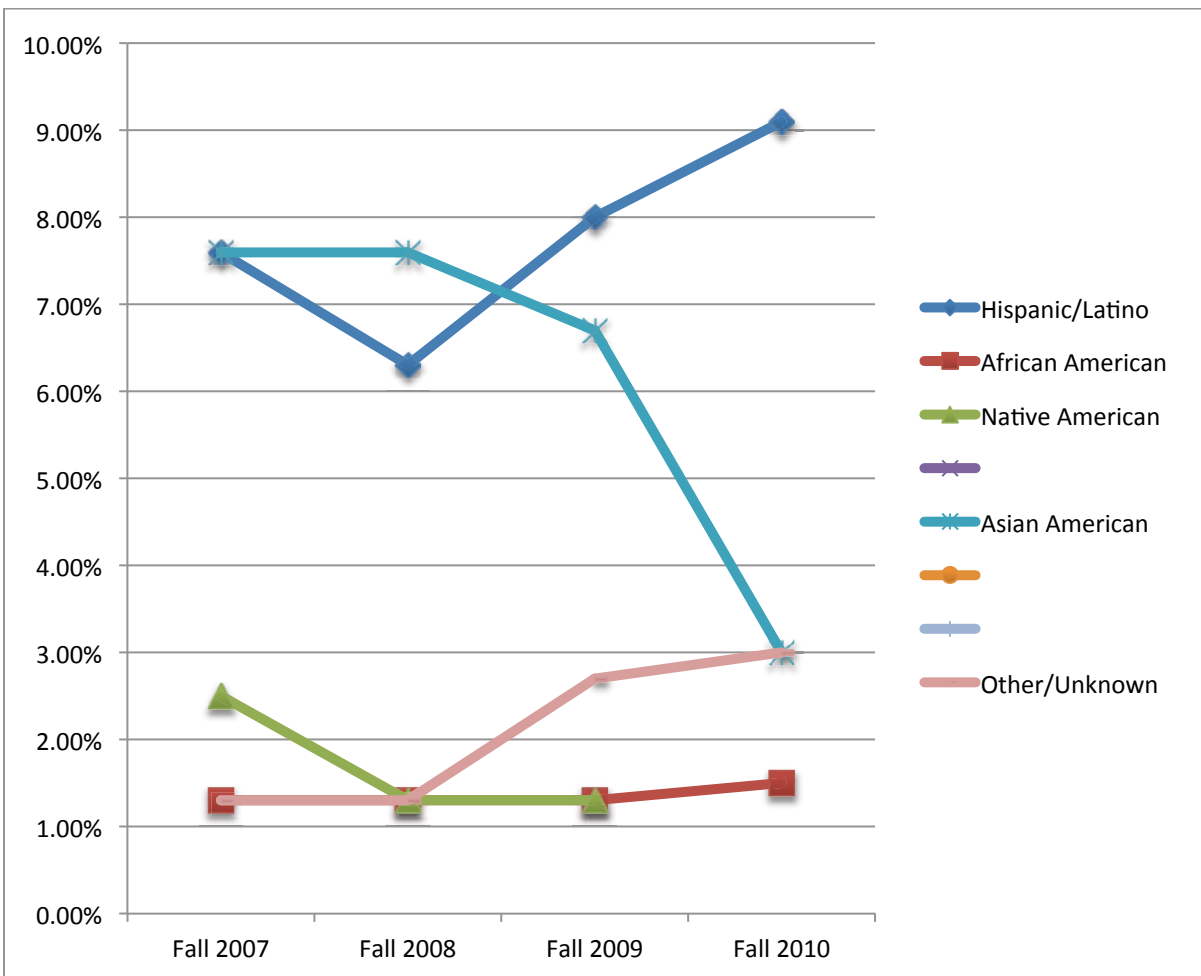
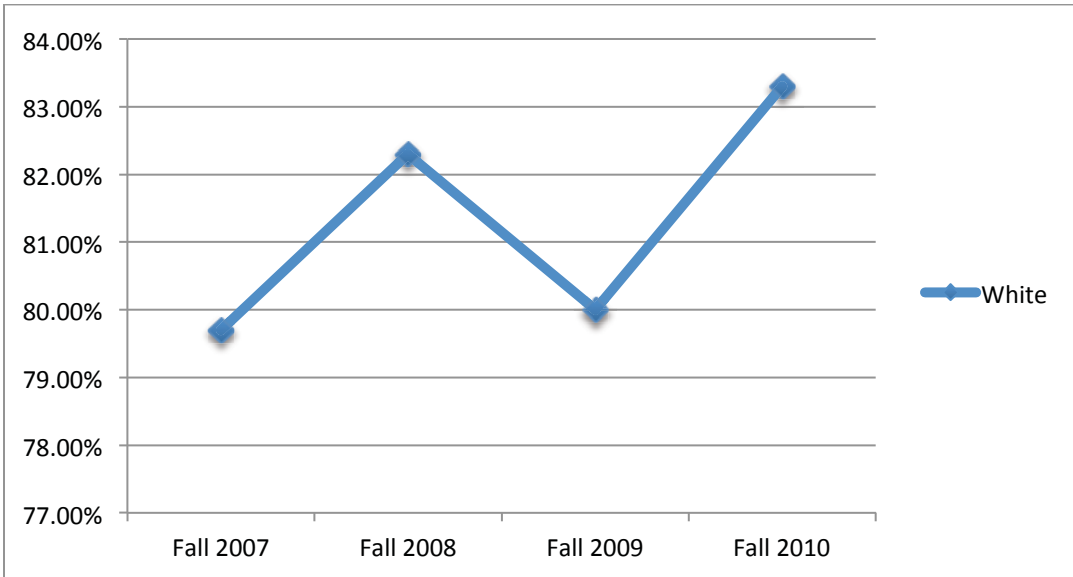
All management by ethnic origin



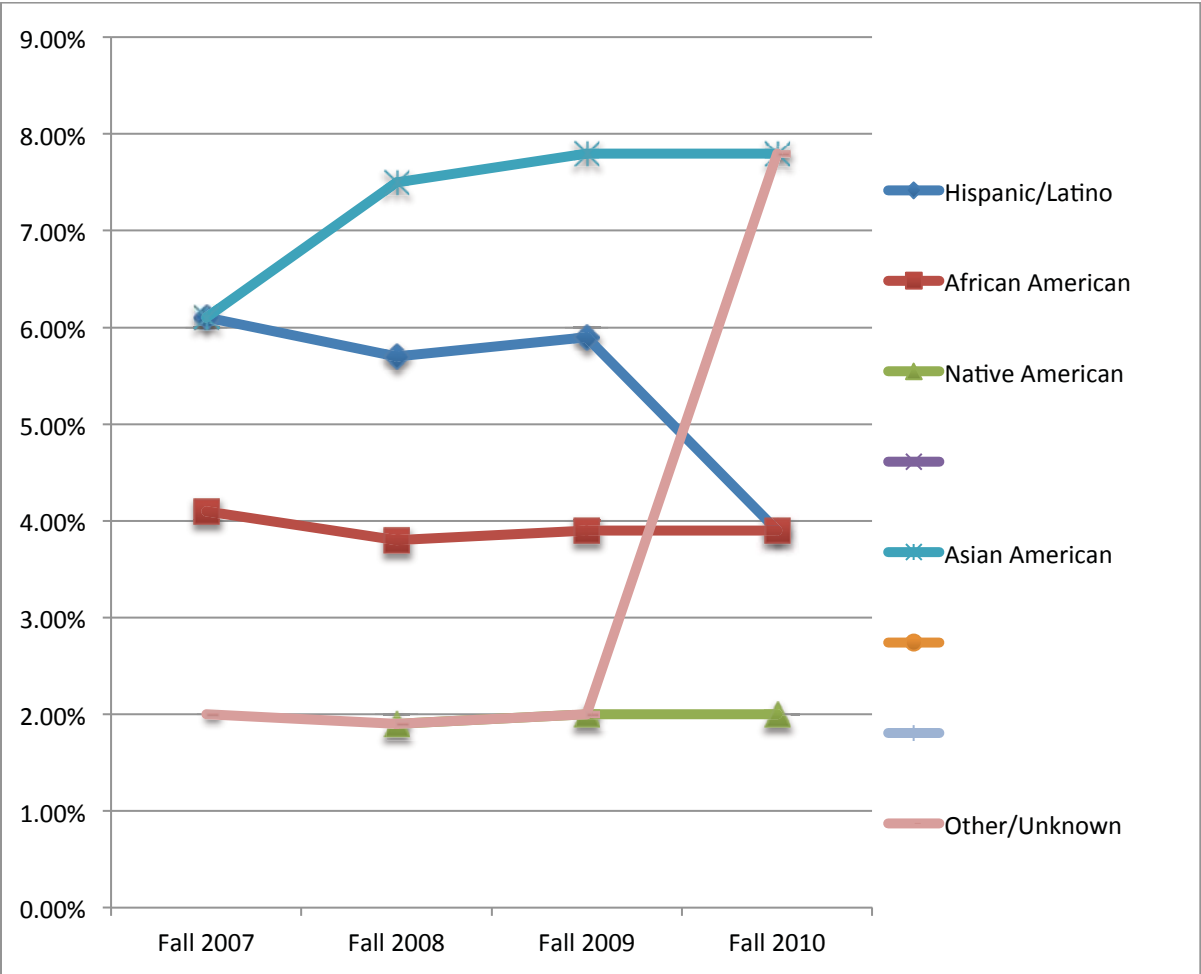
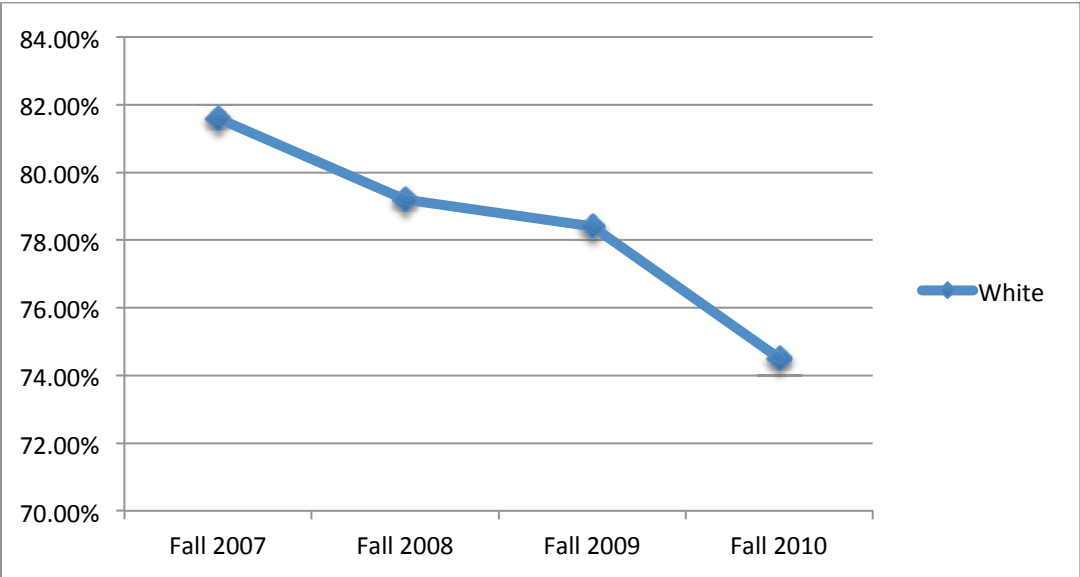
Administrator I by ethnic origin



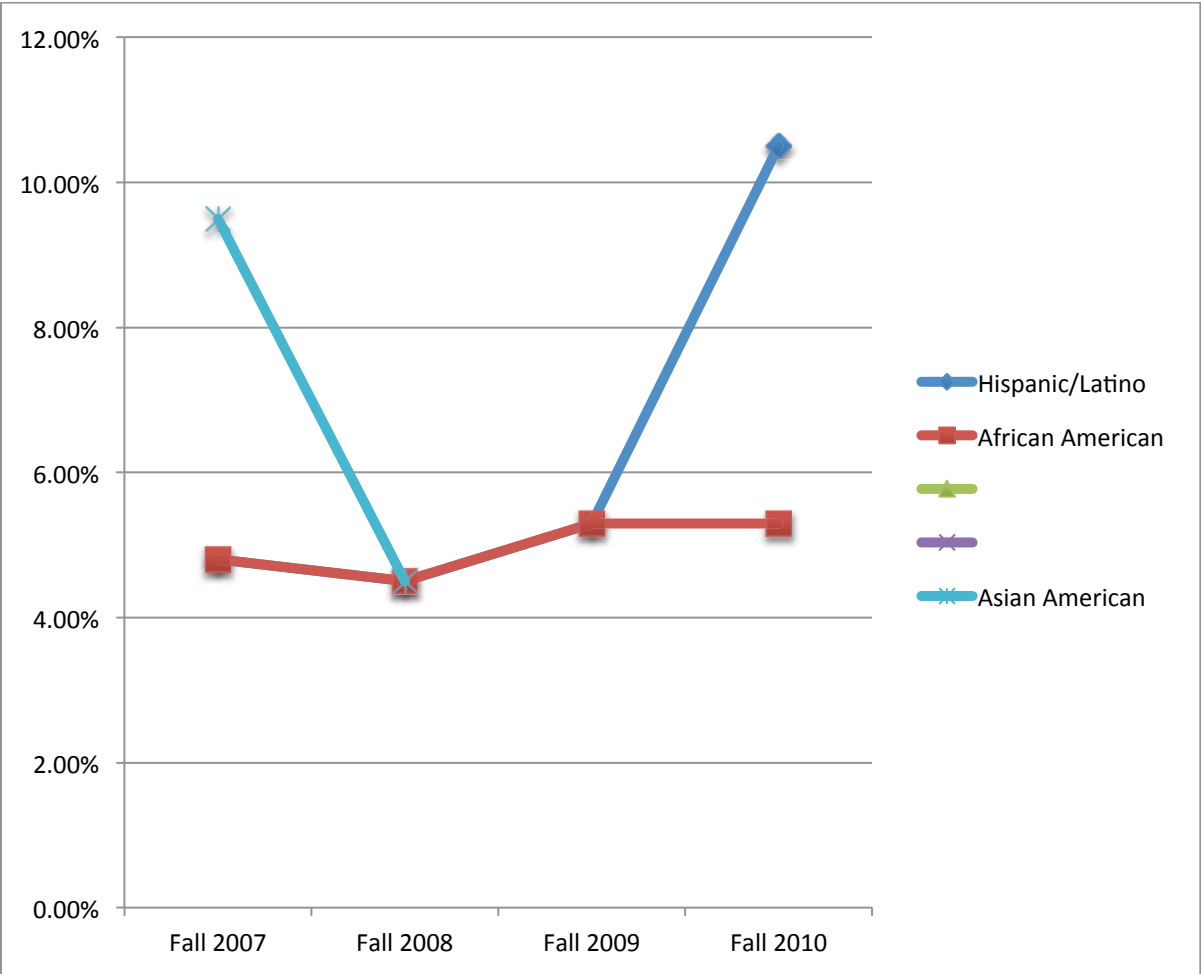
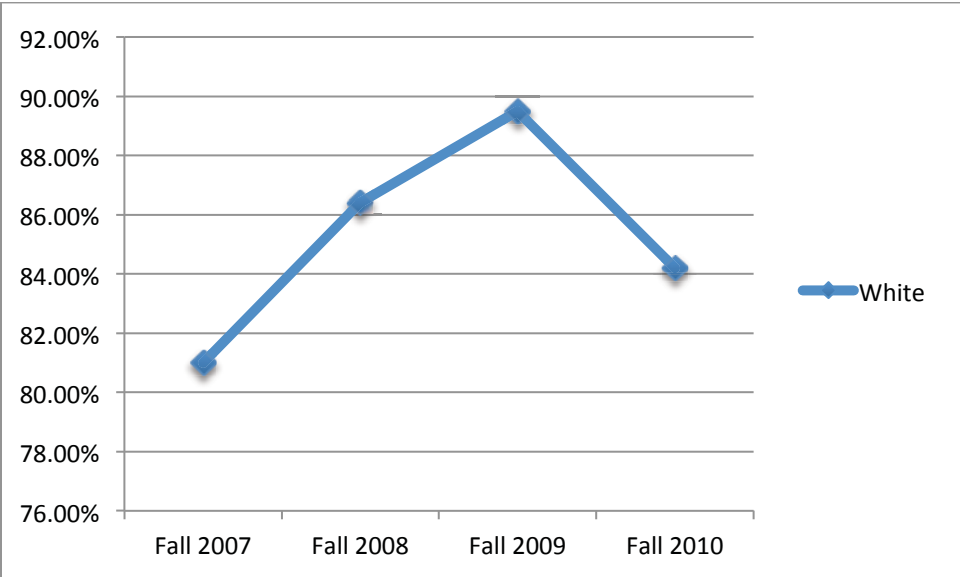
Administrator II by ethnic origin



Administrator III by ethnic origin



Administrator IV by ethnic origin



Student Learning

Diversity in the Formal and Informal Curriculum

All undergraduate students are required to take one course in U. S. Cultural Pluralism (USCP) and one course in GE Area D3 Comparative Social Institutions.

Currently, candidates for certification as USCP courses must focus on all of the following:

- One or more diverse groups, as defined in the Cal Poly Statement on Diversity, whose contributions to contemporary American society have been impeded by cultural conflict or restricted opportunities, as stated in the Diversity Learning Objectives
- Contemporary social issues resulting from cultural conflict or restricted opportunities, including , but not limited to, problems associated with discrimination based on age, ethnicity, gender, nationality, abilities, religion, sexual orientation, socioeconomic status, or race
- Critical thinking skills used by students to approach these contemporary social issues in a sensitive, responsible manner; examine their own attitudes; and consider the diverse perspectives of others
- The contributions of people from diverse groups to contemporary American society

These criteria were modified slightly in 2007 from those adopted in 1992 when the requirement was first established. The original resolution stated that the “requirement may be fulfilled by courses in Major, Support, General Education and Breadth, or Free Elective category” and that “the number of courses proposed for the initial implementation of the requirement be of sufficient number ...so as not to overtly impede the progress of students to their degree objective” (Resolution on a Cultural Pluralism Curriculum Requirement, adopted December 1, 1992 AS-39S-92/CC).

The GE Area D3 objectives and criteria address the question, "Have we prepared (and are we preparing) our students in their disciplines in order to be successful professionals, civic leaders, and informed citizens in a diverse national and global society?"

As part of its work, the Task Force on Diversity in the Curriculum (which reported in May 2004) sought information from the academic departments regarding the extent to which diversity-related subject matter was included in major courses. A “Diversity Inclusion Metric” was devised as a numerical average based on the degree to which the diversity learning outcomes and diversity content areas were self-reported by the major department. Academic Programs staff calculated each department's metric.

Column	Diversity Inclusion Metric Range	Level of Diversity	% of Programs
A	0 - 1.49	None-Low	51%
B	1.50 - 2.99	Medium-Low	29%
C	3.00 - 4.49	Medium-High	12%
D	4.50 - 6.00	High	8%

*The Diversity Inclusion Metric for one major was 7.68. This observation was considered an outlier and was subsequently excluded from the summary.

The Diversity Inclusion Metric scores of all major programs in engineering, mathematics, life and physical sciences fell into Column A. Columns C & D revealed medium-high and high metric scores for the majors Nutrition, Recreation Administration, Agribusiness, and Kinesiology, in addition to majors in English, Modern Languages and Literatures, History, and Social Sciences and the Multiple Subject Credential.

Although the Task Force report is now over seven years' old, anecdotal evidence as well as results from the National Survey of Student Engagement and the Faculty Survey of Student Engagement suggest that the extent to which diversity-related subject matter is included in major courses generally remains low.

Noteworthy changes have included the establishment of a new major in Comparative Ethnic Studies, while Women's Studies has been given departmental status and renamed Women's and Gender Studies.

Among its recommendations, the Task Force suggested that the University adopt diversity learning objectives, a step that was finally taken, as an amplification of the University Learning Objectives, in 2008 (see below).

Although not required of all students, other options for diversity-related learning exist within the formal curriculum, including Service Learning and Study Abroad.

Diversity Learning Objectives

In 2007, seven University Learning Objectives (ULOs) were adopted by Cal Poly to define the institution's expectations for student learning. One of the seven is:

- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability

In 2008 Cal Poly supplemented the ULOs by adding four Diversity Learning Objectives (DLOs). These are:

- Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally;
- Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities;
- Consider perspectives of diverse groups when making decisions; and
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.

Assessment of Student Learning

¹¹In AY 2008-09, the Academic Programs office together with the GE Program charged the DLO Assessment Committee with the task of assessing student learning with respect to the four Cal Poly diversity learning objectives. For three of the DLOs, the assessment approach was to have students in selected classes write short essays that were then evaluated by members of the faculty and staff using carefully constructed rubrics. Freshmen and a mix of juniors and seniors participated in this assessment.¹² Attainment of the fourth DLO was assessed by means of focus group discussions involving freshmen and senior students.

¹¹ Extracted from WASC Educational Effectiveness Report 2012

¹² For the most part, freshmen were asked to respond to the survey using paper-and-pencil during class sessions whereas juniors and seniors were administered the survey online, out of class. This meant that the juniors and seniors had a greater opportunity be self-selective in deciding whether or not to participate. Because of this, it is difficult to draw definitive conclusions based on observed differences in scores between different class levels.

Method for DLOs 1-3

In fall quarter, the committee collected responses to the DLO questionnaires from 320 freshmen enrolled in ENGL 134, ENGL 145, and ECON 303. In Fall 2009 and Winter 2010, the committee collected 380 responses from juniors and seniors enrolled in several GE D5 (the upper division elective in Area D/E Society and the Individual) courses as well as ECON 303, IME 482, KINE 411, MATE 481 and ME 430. Students randomly assigned to respond to only one DLO survey completed either paper-and-pencil or online versions. [Figure 1.6](#) shows the resulting sample as a function of College and Class Level, as determined by students' self-reported expected graduation date. Across the samples, there were 343 men (51%) and 324 women (49%), which approximates the university's gender mix. 400 students (60%) self-identified as white, the largest racial/ethnic group, while 86 (13%) self-identified as multiracial, the next largest group.

Figure 1.6. Numbers of ULO Project on Diversity Participants across All Traits as a Function of College and Class Level

Class Year	CAED	CAFES	CENG	CLA	OCOB	COSAM	TOTAL
Freshman	8	15	29	29	3	18	102
Junior	1	11	3	14	15	12	56
Senior	1	4	9	6	8	16	44
<i>TOTAL DLO 1</i>	<i>10</i>	<i>30</i>	<i>41</i>	<i>49</i>	<i>26</i>	<i>46</i>	<i>202</i>
Freshman	13	17	19	19	6	49	123
Junior	3	11	6	13	22	3	58
Senior	4	7	8	13	7	17	56
<i>TOTAL DLO 2</i>	<i>20</i>	<i>35</i>	<i>33</i>	<i>45</i>	<i>35</i>	<i>69</i>	<i>237</i>
Freshman	8	16	17	16	4	35	96
Junior	1	11	6	14	25	8	65
Senior	4	8	11	18	10	16	67
<i>TOTAL DLO 3</i>	<i>13</i>	<i>35</i>	<i>34</i>	<i>48</i>	<i>39</i>	<i>59</i>	<i>228</i>

In Spring 2010, after ensuring inter-rater reliability, the committee conducted three scoring sessions with faculty and staff members. Although data were collected from all class levels, evaluators did not score the sophomore essays due to resource and time constraints and the assessment emphasis on value added.

For DLO 1, students answered four short essay questions, each corresponding to one of four traits in the rubric: knowledge and understanding, ability to apply a critical perspective, awareness of how personal values and/or ethical/moral frameworks shape individual beliefs, and self-reflection and engagement. Two evaluators scored each set of essays for each trait on a scale of 0 to 4 with 0 being no response and 4 being complex. The two scores were then averaged to obtain one score for each trait, and the four trait scores were then averaged to yield one total mean score for each participant in the assessment. The same process was employed to create mean scores for DLOs 2 and 3.

Results for DLO 1: Diversity, Inequality, and Power

A statistical analysis was conducted on the total mean scores for DLO 1 as a function of Class Level (freshman, junior, senior), College, Survey Mode (in-class, online), and Gender. Figure 1.7 shows the breakdown of scores by various student categories. The sample sizes were too small to support analyses of the interactions of more than two variables. The results were significant for Survey Mode, Gender, Class Level, and College. Significantly higher scores were evident for the online survey and for males. Follow-up analysis of Class Level yielded evidence of value added: both seniors and juniors scored higher than freshmen but did not differ from one another.¹³ With regard to College, the follow-up analysis showed that Agriculture students scored significantly lower than Business, Science and Math, and Engineering students. No other College differences were significant (see Appendix 1.1 of WASC EER Report for full statistical analysis).

Figure 1.7. Mean Scores and Distribution of Scores by Various Student Categories on DLO 1

Student Category		No Response	Incomplete	Basic	Moderate	Complex	
Class Level	N	0	1	2	3	4	Mean
Freshmen	102	16.7%	53.9%	27.5%	2.0%	0.0%	1.56
Juniors	56	10.7%	42.9%	33.9%	12.5%	0.0%	1.93
Seniors	44	15.9%	27.3%	36.4%	18.2%	2.3%	2.04
College	N	0	1	2	3	4	Mean
CAFES	30	30.0%	50.0%	16.7%	3.3%	0.0%	1.29
CAED	10	30.0%	40.0%	30.0%	0.0%	0.0%	1.38
CENG	41	19.5%	34.1%	39.0%	7.3%	0.0%	1.81
CLA	49	12.2%	55.1%	28.6%	4.1%	0.0%	1.71
OCOB	26	3.8%	30.8%	38.5%	23.1%	3.8%	2.34
COSAM	46	6.5%	50.0%	32.6%	10.9%	0.0%	1.88
Gender	N	0	1	2	3	4	Mean
Female	103	22.3%	43.7%	28.2%	5.8%	0.0%	1.62
Male	99	7.1%	46.5%	34.3%	11.1%	1.0%	1.93
Ethnicity/Race	N	0	1	2	3	4	Mean
Asian	20	25.0%	90.9%	9.1%	0.0%	0.0%	1.81
Hispanic/Latino	11	0.0%	26.6%	50.5%	14.7%	0.9%	1.73
Multi-Racial	28	2.6%	25.6%	46.2%	23.1%	2.6%	1.95
White	129	14.0%	40.3%	36.4%	8.5%	0.8%	1.82
Other*	14	28.6%	50.0%	14.3%	7.1%	0.0%	1.41
Survey Type	N	0	1	2	3	4	Mean
In-Class	106	21.7%	53.8%	23.6%	0.9%	0.0%	1.46
Online	96	7.3%	35.4%	39.6%	16.7%	1.0%	2.11

*Aggregates across responses of African-American, Native American, Other/Unknown, and Non-Resident Alien

There was also a significant interaction of Gender by Class Level. The value added was more apparent in men, such that male seniors had significantly higher scores than male freshmen. This was not so with women, whose scores did not differ as a function of Class Level. It should be noted that marginally significant interactions were also present for College by Class Level and College by Survey Mode, but these interactions were not broken down further because of concerns with sample sizes.

¹³ Footnote 9 suggests that this finding should be treated with caution.

Results for DLO 2: Contributions by Diverse Groups

As with DLO 1, a statistical analysis was conducted on the total mean scores for DLO 2 as a function of Class Level, College, and Survey Mode. Gender was not included in the analysis. Figure 1.8 shows the breakdown of scores by various student categories. The results were significant for Survey Mode, Class Level, and College. Again, the online survey mode resulted in significantly higher scores. The Class Level effect showed that while there were no differences between junior and senior scores, both seniors and juniors scored significantly higher than freshmen. The College effect showed that Science and Math students scored significantly higher than Agriculture and Engineering students, with no other differences among colleges reaching significance. There was, however, a significant interaction between Class Level and College. Among freshmen, Science and Math students scored significantly higher than Business students; among seniors, Science and Math students scored significantly higher than Engineering students. Small, unequal sample sizes mean that caution should be used in interpreting these results.

Figure 1.8. Mean Scores and Distribution of Scores by Various Student Categories on DLO 2

Student Category		No Response	Incomplete	Basic	Moderate	Complex	
Class Level	N	0	1	2	3	4	Mean
Freshmen	123	17.9%	54.5%	26.8%	0.8%	0.0%	1.55
Juniors	58	15.5%	37.9%	34.5%	12.1%	0.0%	1.90
Seniors	56	10.7%	41.1%	32.1%	14.3%	1.8%	1.98
College	N	0	1	2	3	4	Mean
CAFES	35	28.6%	45.7%	17.1%	8.6%	0.0%	1.48
CAED	20	5.0%	65.0%	25.0%	5.0%	0.0%	1.74
CENG	33	12.1%	69.7%	15.2%	3.0%	0.0%	1.51
CLA	45	22.2%	42.2%	31.1%	4.4%	0.0%	1.60
OCOB	35	17.1%	37.1%	31.4%	14.3%	0.0%	1.94
COSAM	69	8.7%	40.6%	43.5%	5.8%	1.4%	1.97
Gender	N	0	1	2	3	4	Mean
Female	117	13.7%	53.0%	26.5%	6.0%	0.9%	1.68
Male	120	17.5%	41.7%	33.3%	7.5%	0.0%	1.80
Ethnicity/Race	N	0	1	2	3	4	Mean
Asian	25	16.0%	52.0%	28.0%	0.0%	4.0%	1.73
Hispanic/Latino	19	5.3%	57.9%	26.3%	10.5%	0.0%	1.88
Multi-Racial	27	7.4%	59.3%	33.3%	0.0%	0.0%	1.68
White	143	16.8%	42.0%	32.2%	9.1%	0.0%	1.78
Other*	23	26.1%	52.2%	17.4%	4.3%	0.0%	1.46
Survey Type	N	0	1	2	3	4	Mean
In-Class	92	21.7%	58.7%	18.5%	1.1%	0.0%	1.45
Online	145	11.7%	40.0%	37.2%	10.3%	0.7%	1.92

*Aggregates across responses of African-American, Native American, Other/Unknown, and Non-Resident Alien

Results for DLO 3: Perspectives of Diverse Groups

Figure 1.9 presents the mean scores for DLO 3. The results of the statistical analysis were significant for Class Level, College, and Gender. There were no significant interactions between variables. Men scored significantly higher than women; students in the College of Business scored significantly higher than students in all other colleges except Liberal Arts; Liberal Arts students scored significantly higher than Agriculture students. Finally, there was once more evidence of value added: both seniors and juniors scored higher than freshmen but did not differ from one another. The pilot nature of the project needs to be stressed, especially with regard to college results. The low and uneven numbers of participants make these patterns tentative at best.

Figure 1.9. Mean Scores and Distribution of Scores by Various Student Categories on DLO 3

Student Category		No Response	Incomplete	Basic	Moderate	Complex	
Class Level	N	0	1	2	3	4	Mean
Freshmen	96	29.2%	45.8%	19.8%	5.2%	0.0%	1.44
Juniors	65	12.3%	32.3%	44.6%	10.8%	0.0%	2.06
Seniors	67	6.0%	29.9%	44.8%	19.4%	0.0%	2.19
College	N	0	1	2	3	4	Mean
CAFES	35	22.9%	51.4%	25.7%	0.0%	0.0%	1.46
CAED	13	30.8%	53.8%	15.4%	0.0%	0.0%	1.38
CENG	34	32.4%	35.3%	23.5%	8.8%	0.0%	1.60
CLA	48	14.6%	27.1%	45.8%	12.5%	0.0%	2.00
OCOB	39	5.1%	25.6%	46.2%	23.1%	0.0%	2.33
COSAM	59	13.6%	42.4%	32.2%	11.9%	0.0%	1.84
Gender	N	0	1	2	3	4	Mean
Female	104	20.2%	43.3%	31.7%	4.8%	0.0%	1.66
Male	124	15.3%	32.3%	36.3%	16.1%	0.0%	1.99
Ethnicity/Race	N	0	1	2	3	4	Mean
Asian	26	11.5%	38.5%	22.6%	9.7%	0.0%	2.02
Hispanic/Latino	31	29.0%	38.7%	22.6%	9.7%	0.0%	1.66
Multi-Racial	31	12.9%	41.9%	29.0%	16.1%	0.0%	1.99
White	128	17.2%	32.8%	39.1%	10.9%	0.0%	1.85
Other*	12	16.7%	66.67%	16.67%	0.0%	0.0%	1.36
Survey Type	N	0	1	2	3	4	Mean
In-Class	109	28.4%	46.8%	20.2%	4.6%	0.0%	1.46
Online	119	7.6%	28.6%	47.1%	16.8%	0.0%	2.18

*Aggregates across responses of African-American, Native American, Other/Unknown, and Non-Resident Alien

Contribution of USCP Program

Starting with the 1994-97 catalog, Cal Poly students have had to satisfy the United States Cultural Pluralism (USCP) Requirement by completing a course focusing on diverse groups and social issues. Because fulfillment of the requirement is the major curricular path for developing diversity-related competence, a separate analysis was conducted to compare mean DLO scores for juniors and seniors grouped together as a function of having taken a USCP course. Although the overall average score for juniors and seniors who had not completed a USCP course (2.02) was lower than the score for juniors and seniors who had completed a USCP course (2.18), this difference

was not statistically significant. The percentage of student essays that scored in the 3 (moderate) or 4 (complex) levels was equal to 32% for juniors and seniors who had not completed a USCP course and 38% for juniors and seniors who had completed a USCP course. Although the average score and percentage of essays that met higher standards were both somewhat greater for students who had completed a USCP course, the results do not indicate that having taken a USCP course makes a large positive contribution to diversity learning as defined by the DLOs.

Contribution of Service Learning

Another avenue by which students may gain diversity-related competence is service learning. Although not a graduation requirement, a number of students take service learning courses in fulfillment of GE or major requirements.

The overall average score for juniors and seniors who had not completed a service learning course (2.08) was lower than the score for juniors and seniors who had completed a service learning course (2.19), but this difference was not statistically significant. The percentage of student essays with scores in the 3 or 4 levels was 32% for juniors and seniors who had not completed a service learning course and 40% for juniors and seniors who had completed a service learning course. Similar to USCP, these results do not indicate that service learning makes a large positive contribution to diversity learning as defined by the DLOs.

Method and Results for DLO 4: Professionals in a Diverse World

The committee conducted focus-group sessions with approximately 80 freshmen enrolled in Honors 100 during Fall 2009 and with approximately 90 seniors enrolled in ECON 303 during Winter 2010. These classes were selected because they were available and because students enrolled in these courses likely had the maturity level necessary to explore the issues seriously. Using transcripts of these sessions, the committee compiled a list of key themes discussed by students. The list served as the context for the committee's conclusions about student knowledge, perceptions, and beliefs about working together with people from diverse backgrounds—an appropriate focus for Cal Poly, whose institutional identity is marked by the preponderance of professional degree programs.

The focus-group responses reveal a negative student bias against diversity learning, especially in the context of classroom instruction, which seems to exist before students enter Cal Poly. Senior students were better able than freshmen to reflect on their experiences of diversity learning in the classroom but still gave mixed responses; some were positive about these experiences while others viewed them as a form of indoctrination. Virtually all students who spoke were positive about WOW (the Week of Welcome orientation for freshmen) and other cultural events outside the classroom and wished that there were more such opportunities and more campus diversity in general.

Summary of Results

In general, the evidence supported a conclusion that the level of diversity learning by Cal Poly juniors and seniors exceeds the level exhibited by incoming freshmen.¹⁴ However, the diversity learning exhibited in the majority of the junior essays and senior essays fell short of what the evaluators considered to be the desirable level of achievement for Cal Poly graduates. Furthermore, the overall assessment results do not demonstrate a large positive contribution to diversity learning from either Cal Poly's US Cultural Pluralism (USCP) courses or its service-

¹⁴ But see footnotes 9 and 10.

learning courses in general (although this conclusion may not apply to individual courses). As pointed out by the assessment committee, the conclusion that the majority of Cal Poly juniors and seniors do not fulfill the diversity learning objectives with a high level of competence is also supported by findings from the 2008 National Survey of Student Engagement (NSSE) and from the 2008 Faculty Survey of Student Engagement (FSSE).

Actions in support of DLO-related student learning

In light of the DLO assessment, a review of the USCP criteria and courses is likely, as may be a review of diversity-related courses in General Education. In the meantime, as reported below, a pilot of the Intergroup Dialogues program was completed in fall 2011, and efforts are now being made to implement the program on a sustainable basis. Many other actions that serve to increase diversity learning have been taken individually or collectively by members of the faculty and staff, inside or outside the classroom, but not necessarily as part of university or program requirements for all students. Examples include co-curricular offerings of Student Life & Leadership and other units in Student Affairs. Another notable example is the Forum on Hate Crimes, organized by the Inclusive Excellence Office in March 2011 with the intent of turning a much-publicized racial incident in the local community into a “teachable moment.” The Inclusive Excellence office co-sponsored with the Center for Teaching & Learning a series of diversity-related workshops including one on “Incorporating Diversity into STEM Education.”

Consultant’s Recommendations on IE-Related Student Learning

Student Affairs, in partnership with the Center for Teaching and Learning and the Inclusive Excellence Office, invited Aaron Thompson, Senior Vice President for Academic Affairs at the Kentucky Council on Postsecondary Education, to visit Cal Poly in early May 2011. Dr. Thompson is a nationally recognized expert on diversity, cultural competence, and related topics and the co-author of several books including *Diversity and the College Experience* (2011). During his visit, he led a series of workshops for a university-wide audience and met with the president, the Inclusive Excellence Council and others. He covered topics such as the meaning of diversity, its importance, and the difference between diversity and cultural competence. He also presented his “Staircase Model” of incremental progress toward the achievement of cultural competence.

Following his visit, Dr. Thompson sent the president written comments regarding Inclusive Excellence at Cal Poly. He began by praising the campus for its efforts to increase diversity and cultural competence and applauded the commitment of staff, faculty, and leadership in both Academic Affairs and Student Affairs while urging a stronger bridge between the two. He expressed the need to ensure that the Inclusive Excellence plan permeates all areas. In keeping with the staircase model, Dr. Thompson presented a year-by-year curricular and co-curricular agenda for undergraduates that builds on a strong first-year experience and leads toward cultural competence. Finally, he suggested tactics for increasing diverse students’ access to Cal Poly, such as summer academies, mentoring of school children by college students, deeper partnerships with community colleges, e.g., dual enrollment, and scholarships.

Student Satisfaction with Learning

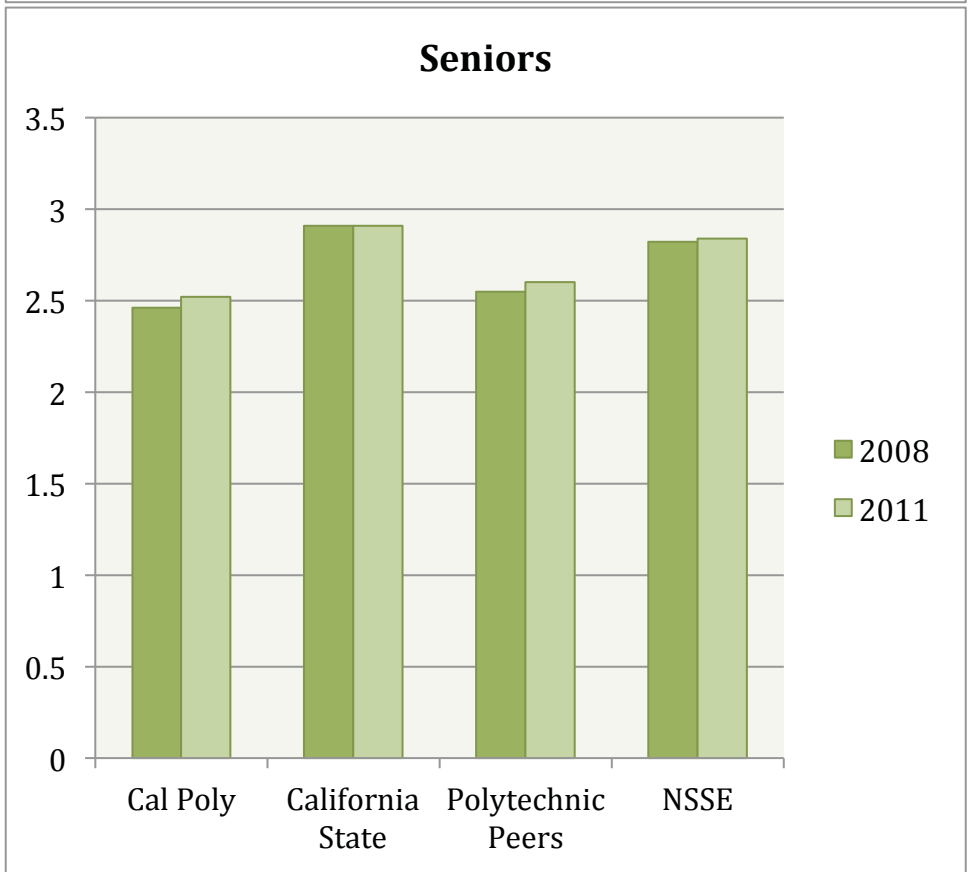
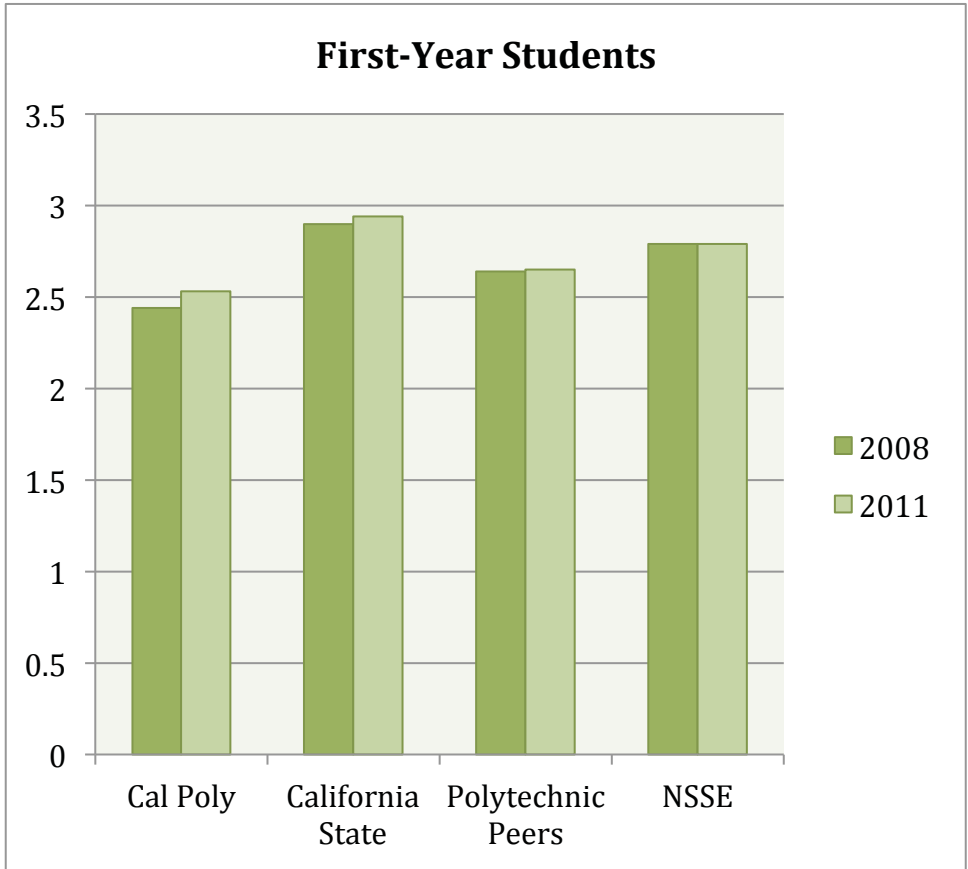
Results of the National Survey of Student Engagement (NSSE)

In analyses of NSSE results from previous years, statistical significance was estimated. Specifically, items were labeled “statistically significant” if they had $p < 0.001$ with a medium or large Cohen size effect, when comparing Cal Poly to other institutions.¹⁵ Statistical significance has not yet been estimated for the latest (2011) data.

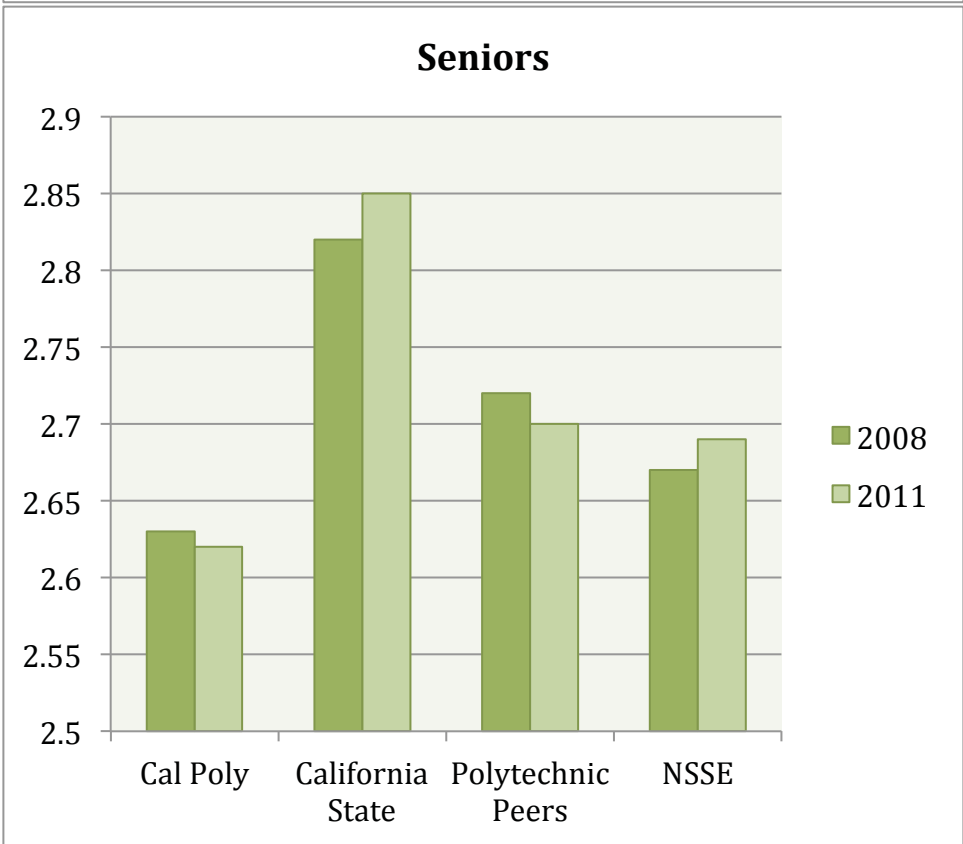
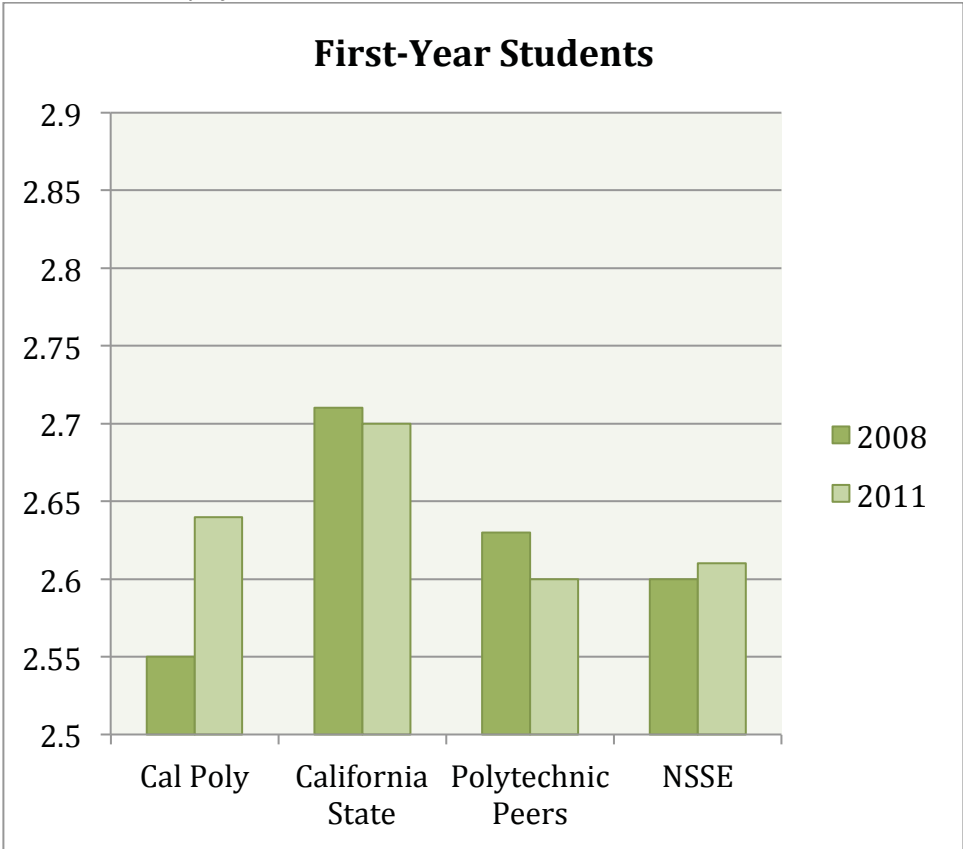
Comparison groups changed from 2008 to 2011. In the CSU comparison group, there were 8 overlapping respondents (out of 14 that participated in 2008, 12 in 2011). In the Polytechnic comparison group, there were 11 overlapping respondents (out of 16 that participated in 2008; 19 in 2011).

¹⁵ Effect size is a simple way of quantifying the difference between two groups that has many advantages over the use of tests of statistical significance alone. Effect size emphasizes the size of the difference rather than confounding this with sample size. Coe (2002) <http://www.leeds.ac.uk/educol/documents/00002182.htm> (6/6/12 4:15 pm)

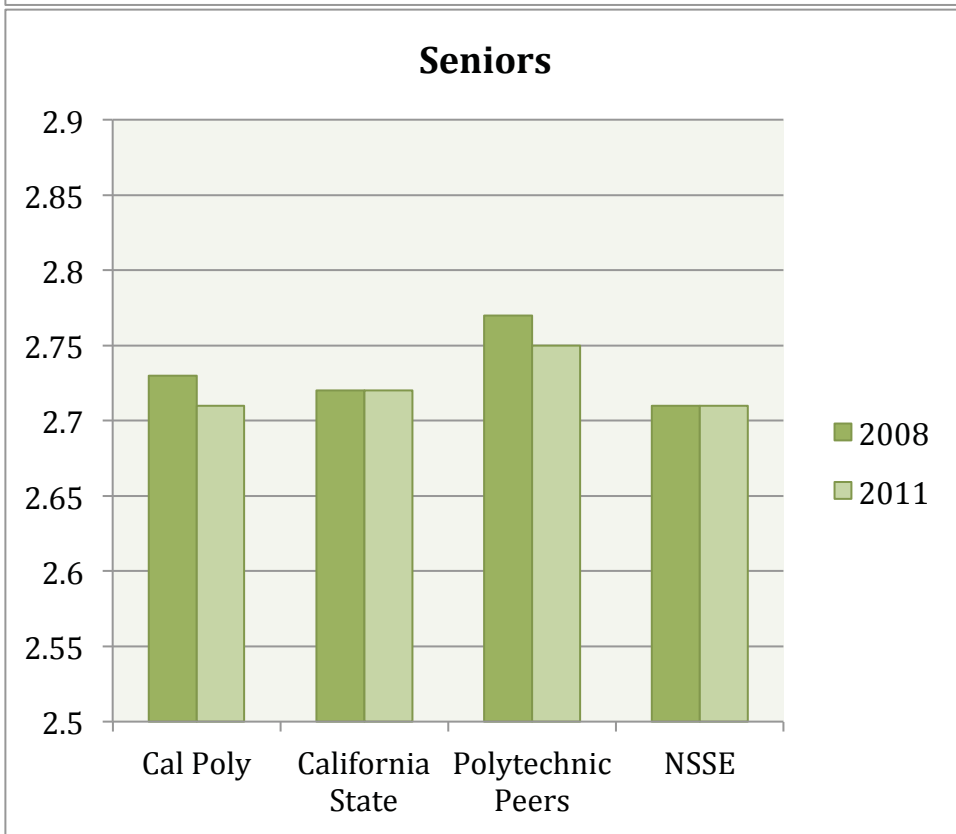
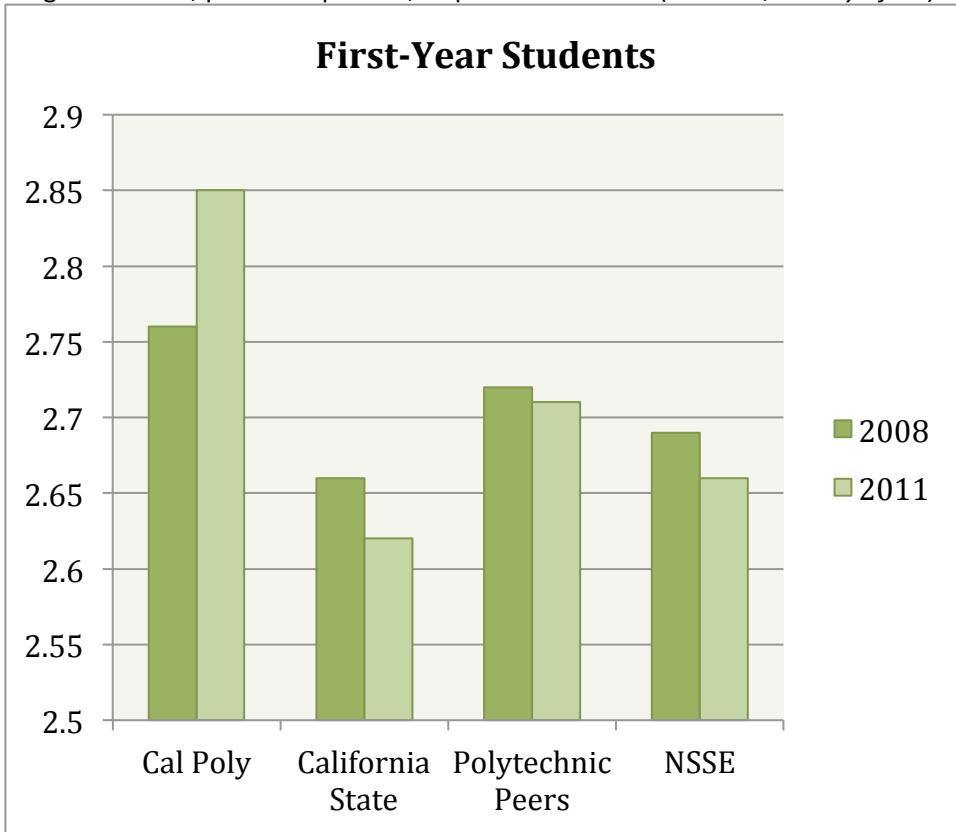
1.e) How often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments? (0=never; 4=very often)



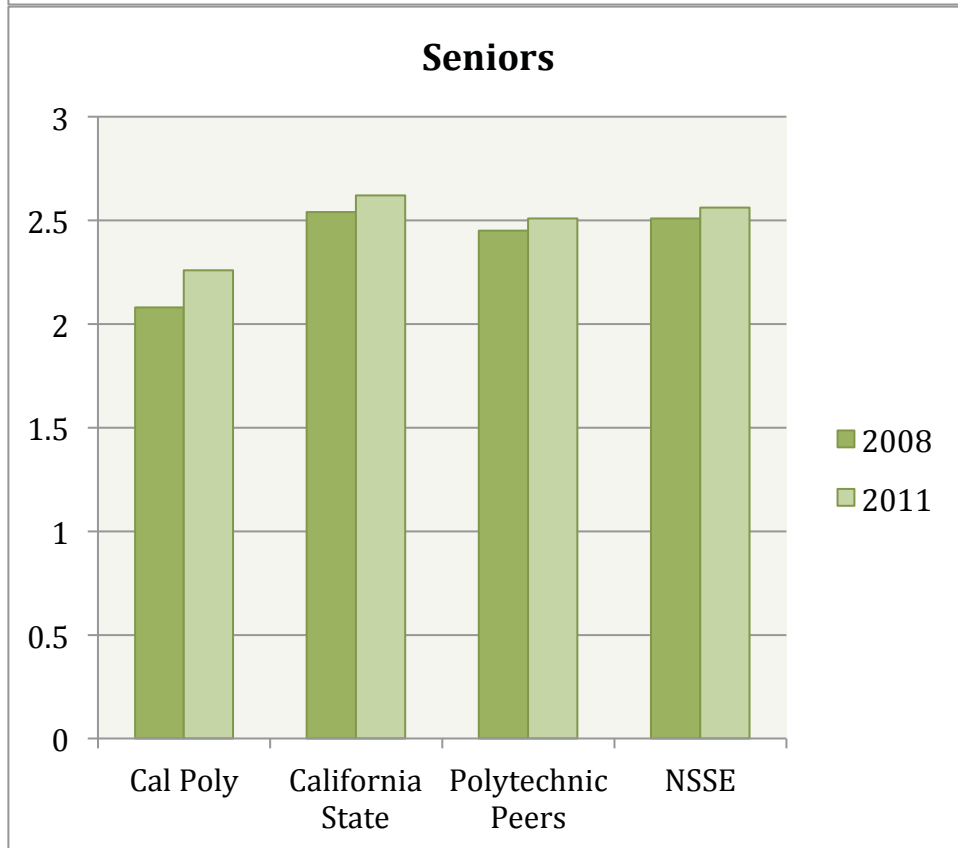
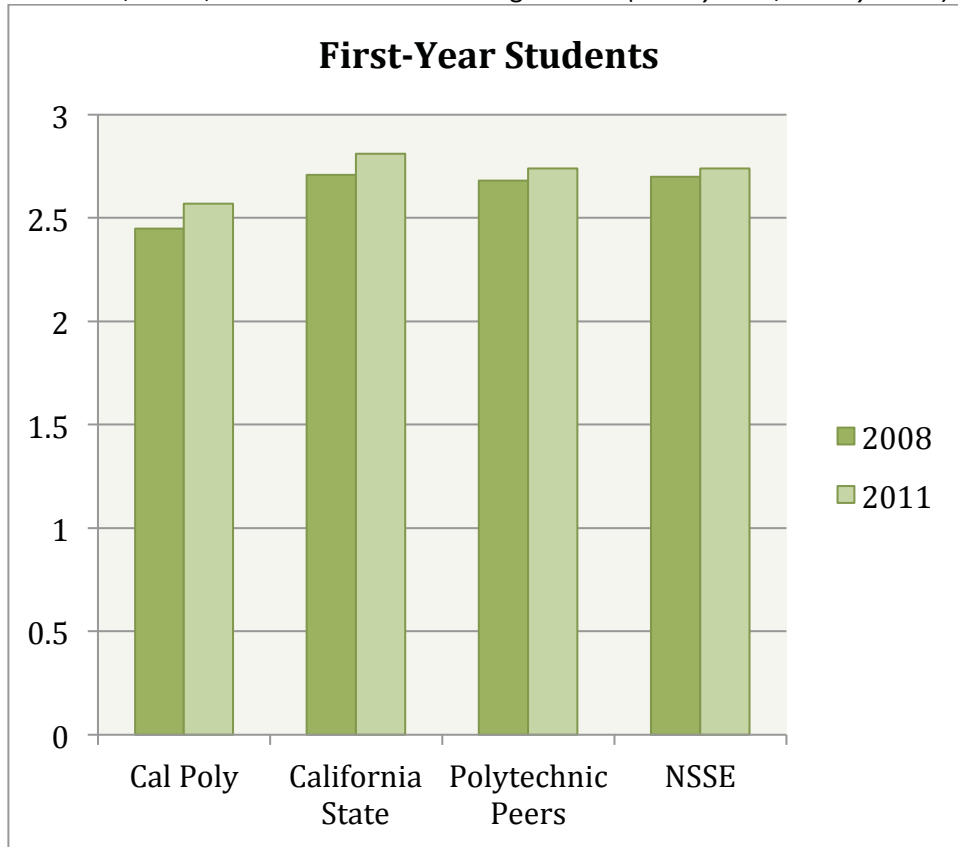
1u. How often have you had serious conversations with students of a different race or ethnicity than your own?
 (0=never; 4=very often)



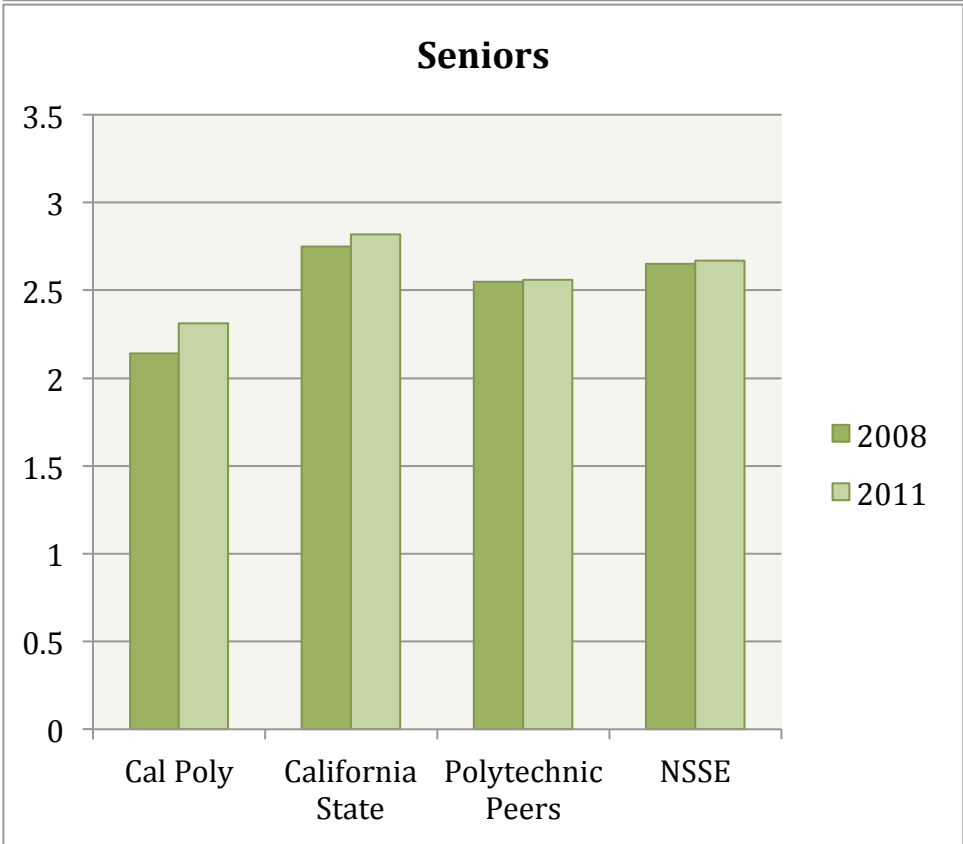
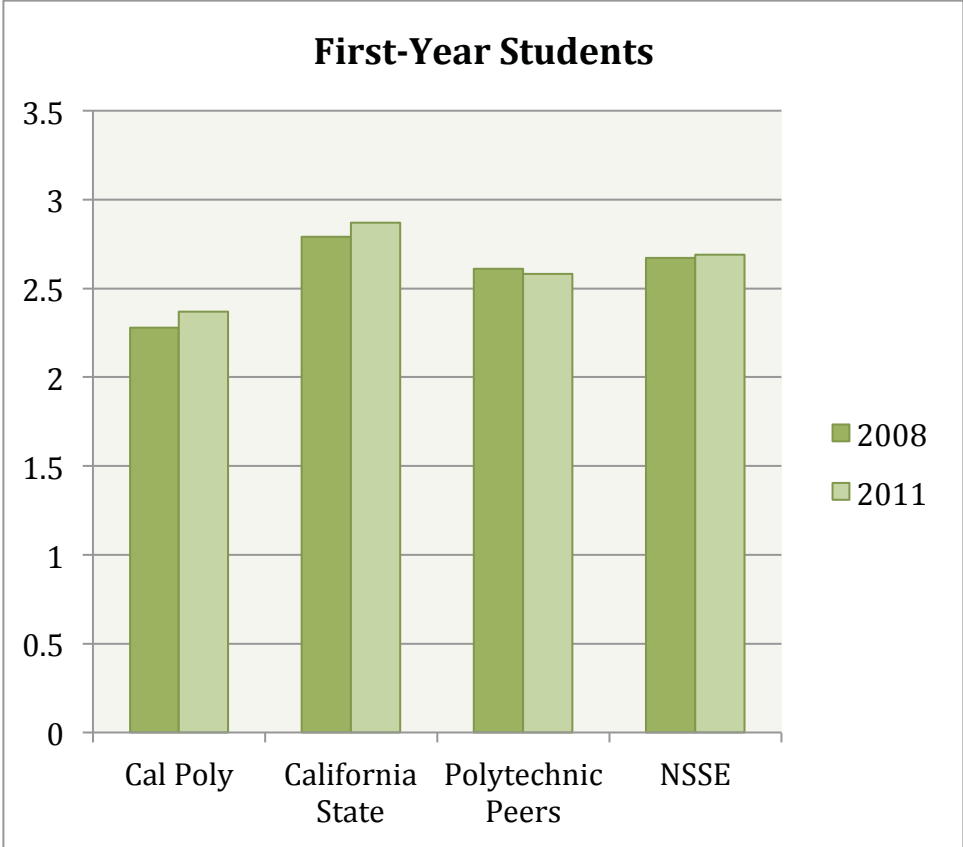
1v. How often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values? (0=never; 4=very often)



10c. To what extent does your institution emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds? (0=very little; 4=very much)



11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in ... Understanding people of other racial and ethnic backgrounds? (0=very little; 4=very much)



What Employers Tell Us

¹⁶ Employers are obviously an important stakeholder group for Cal Poly because they contribute to the ultimate success of our students. Career Services has used employer surveys to obtain direct feedback on the overall quality of graduates, their readiness for industry, and their skill attainment in various areas, including those represented by the ULOs. The surveys are administered by mail or to employers participating in career fairs and on-campus recruiting.

In collaboration with Academic Programs, the Academic Assessment Council, the Academic Senate, and Student Affairs, Career Services expanded the scope of employer surveying in 2008-09 to secure feedback on the importance of diversity in the workplace and the perceived quality of Cal Poly graduates. In working with the Colleges of Engineering, Business and Liberal Arts, four diversity questions were developed and integrated into the employer survey instrument. Surveys were collected in 2008-09 through industry leaders, managers, supervisors and HR administrators. Two hundred and one (201) different employers participated giving eight hundred and twenty (820) survey responses.

The surveys probed the following diversity outcome areas:

1. Workforce Needs: Cal Poly meets the cultural diversity needs of your company compared to graduates from other universities
2. Diverse Perspectives: Cal Poly graduates understand diverse perspectives and generate solutions that incorporate them
3. Diverse Backgrounds: Cal Poly graduates interact and communicate effectively with co-workers from culturally diverse backgrounds compared to graduates from other universities.
4. Diverse Backgrounds: Cal Poly graduates interact and communicate effectively with clients from culturally diverse backgrounds compared to graduates from other universities.

Using a five point scale (1 = lowest; 2 = low; 3 = medium; 4 = high; 5 = highest), employers reported the following findings:

Scores are averaged for surveys completed by engineering, business and liberal arts employers and weighted according to the numbers of responses from each.

	Skill Attainment Weighted Average Scores	Importance Weighted Average Scores
Diverse Workforce Needs	3.63	3.72
Understand Diverse Perspectives	3.80	3.85
Diverse Backgrounds – Co-Workers	4.01	3.90
Diverse Backgrounds - Clients	3.92	4.00

Score Range	Interpretation
4.25 & above	Very Strong and Highest Satisfaction
3.75 to 4.25	Strong and High Satisfaction
3.00 to 3.75	Acceptable to Room for Improvement
1.00 to 3.00	Problem Areas

¹⁶ Extracted from Career Services report

Skill attainment

- Employers reported Cal Poly scale scores for skill attainment range between medium to high ratings (3.63 to 4.01) in the four diversity outcome areas.
- Employers reported higher scale scores (4.01 and 3.92) in the two areas related diverse backgrounds. Cal Poly graduates were able to interact and communicate effectively with both co-workers and clients from culturally diverse backgrounds compared to graduates from other universities. Scores in these ranges are strong in skill attainment and represent high employer satisfaction.
- Employers reported a scale score of 3.80 for graduate ability to understand diverse perspectives and generate solutions that incorporate them. Scores in this range are strong in skill attainment and represent employer satisfaction.
- Employers reported a scale score of 3.63 in the area related to Cal Poly graduates meeting the cultural diverse needs of the company compared to graduates from other universities. Cal Poly's ability to meet the cultural diversity needs of their company was the lowest of the four diversity outcome areas. This is a not a skill attainment level but reflects Cal Poly's ability to meet the cultural diversity needs of the company from a recruiting standpoint. Scores in this range are acceptable but may indicate some room for improvement.
- The Diversity Report also breaks down the data by academic college. Liberal Arts employers (4.17) and Engineering employers (3.78) reported higher satisfaction with Cal Poly's ability to meet the cultural diversity needs of their company as compared to business employers. (3.31).

Employer importance¹⁷

- Employers placed the greatest importance on areas related on diverse backgrounds (3.90 and 4.00). Employers valued the ability of graduate's to interact and communicate effectively with both co-workers and clients from culturally diverse backgrounds. Scores in these ranges are strong and represent high importance. This aligns with the higher skill attainment levels of graduates.
- Employers reported a scale score of 3.85 for understanding diverse backgrounds. Employers valued the ability of graduates to understand diverse perspectives and generate solutions that incorporate them.
- Employers placed the least importance on workforce needs. Employers reported a scalescore of 3.72 which was the lowest of the four diversity learning outcomes. This corresponds with the lower scale score of 3.63 for Cal Poly's ability to meet the workforce needs of employers compared to other universities. Although Cal Poly may not score high in terms of diversity recruitment, it is not as important a factor as compared to Cal Poly graduates being able to interact and communicate effectively with both co-workers and clients from culturally diverse backgrounds and understanding diverse perspectives.

¹⁷ Information was not collected on the importance attached by employers to diversity outcomes relative to other outcomes such as critical thinking, ability to communicate, etc.

Campus Climate

¹⁸ Based on preliminary surveys as well as historical documents, focus groups, open forums, and the expertise of committee members, the [Campus Climate](#) section of the 2000 Cal Poly Self-Study for the Western Association of Schools and Colleges (WASC) reported that:

- Most of Cal Poly's 345 student survey respondents, including many URMs, were proud of being affiliated with the university.
- Most student respondents were not conscious of hurtful incidents related to race, ethnicity, sexual orientation, etc., although they were more likely to have been conscious of such incidents when sex/gender was a factor.
- Some students, especially students of color and members of the LGBTQ community, had encountered incidents of perceived or actual discrimination or insensitivity related to race, gender, sexual orientation, or disability. Some women, especially in nontraditional majors; lesbians; gay men; older, female, re-entry students; and students of color expressed feeling unwelcome at Cal Poly. Some women indicated that they were subject to gender and sexual harassment from faculty and peers. Some were afraid to report this behavior because they felt that to do so might endanger their futures, grades, or references for jobs or grad schools.
- Of the 266 faculty survey respondents, 58% reported experiencing or witnessing hurtful incidents in the academic work place with regard to sex/gender, followed by 50% who said the same for race/ethnicity, 47% for cultural heritage, 43% for socioeconomic factors, 40% for sexual orientation, and 34% for disability. The corresponding percentages for the 411 staff respondents were significantly lower, ranging from 12% for sex/gender to 11% for socioeconomic status.

Although the 2000 self-study was not followed by a valid, comprehensive, campus climate assessment, Cal Poly has participated in some systematic surveys that partially address climate issues. These include Your First College Year (YFCY), a national survey administered by the UCLA Higher Education Research Unit (HERI); the National Survey of Student Engagement (NSSE), in which Cal Poly generally participates every three years; Speakout, a one-time survey administered by Cal Poly's Counseling Services in 2008; the national Healthy Minds Survey, administered by the University of Michigan School of Public Health in partnership with the multidisciplinary University of Michigan Comprehensive Depression Center and Survey Sciences Group; and Diverse Learning Environments, a new HERI survey administered to sophomores and juniors in 2011 at the same time that the NSSE was administered to freshmen and seniors. We know from academic disciplines that rely heavily on ethnographic research that some survey respondents and focus group participants do not reveal all the details of their experiences, particularly when sensitive issues are involved. Nevertheless, the 2000 self-study findings and the more recent survey results provide a starting point for understanding the climate at Cal Poly.

Overall satisfaction

Most Cal Poly students appear to be quite satisfied with the university. The 2011 NSSE had 664 freshmen and 1549 senior respondents; when asked whether they would choose the same institution if starting over, Cal Poly freshmen and senior respondents both rated the university significantly higher (3.55 for freshmen and 3.53 for seniors on a scale of 1 to 4 with 1 being definitely no and 4 being definitely yes) than their CSU (3.12 and 3.10), polytechnic (3.37 and 3.32), and NSSE (3.26 and 3.21) peers. This finding is consistent with the observation that participants at Black Commencement consistently express pride in receiving Cal Poly degrees. They also comment, however, that they had to overcome significant challenges.

¹⁸ Extracted from WASC Educational Effectiveness Review report 2012

Integration/Segregation/Discrimination

In the 2005 YFCY study, which had 855 respondents, Cal Poly freshmen disagreed or strongly disagreed less often than respondents at all other institutions with the statements, “I have been singled out because of my race/ethnicity, gender, or sexual orientation,” “I have heard faculty express stereotypes about racial/ethnic groups in class,” and “There is a lot of racial tension on this campus.” In addition, when asked in the 2011 NSSE about the extent to which the institution encourages contact among students from different economic, social, and racial or ethnic backgrounds, Cal Poly freshmen rated the university at 2.57 and seniors at 2.26, both improvements on scores in past NSSE surveys but still significantly lower than their CSU (2.81 for freshmen and 2.62 for seniors), polytechnic (2.74 and 2.51), and NSSE (2.74 and 2.56) peers. However, Cal Poly YFCY respondents stated more often than other respondents that they had “dined or shared a meal,” “shared personal feelings and problems,” “had intellectual discussions outside of class,” “studied or prepared for class,” and “socialized or partied” with students from a racial/ethnic group other than their own.

In the Speakout survey,¹⁹ which had 3486 respondents, the majority (60%) disagreed or strongly disagreed with the statement, “I view the campus community as racially and culturally integrated, without issues of racial/ethnic/cultural ‘clustering,’ separation, or segregation,” while a minority (20%) were neutral. In the same survey, however, an overwhelming number of respondents agreed or strongly agreed with or were neutral toward the statement that they are “treated like other Cal Poly students;” i.e., they do not feel discriminated against because of their gender (91%), sexual orientation (90%), ethnic/racial background (89%), nationality (90%), or disability (93%). The number of those who do not feel discriminated against because of their religion was somewhat smaller (73%). Because the university has not disaggregated the survey data by ethnicity, we do not know what percentage of URM respondents felt discriminated against based on ethnic/racial background.

The same pattern of mixed results emerged from the Healthy Minds survey, which had 1420 Cal Poly respondents. 77% reported never having been treated unfairly because of race, ethnicity, or culture in the past year, as compared to 68% nationally. However, 23% of Cal Poly respondents said that they had been treated unfairly once in a while, sometimes, or a lot. When asked, “Have you been the target of obvious, direct, ‘in your face’ discrimination because of your ethnicity or race,” 79% said never, and 6% said sometimes to very often (9% for males and 5% for females). On the other hand, when asked, “Have you been the target of subtle, indirect, not-so-obvious, ‘deniable’ discrimination because of your ethnicity or race?,” 19% said sometimes to very often (20% for males and 18% for females).

In summary, evidence collected to date suggests that while most students do not believe that the campus climate is a problem, there is a fraction that does. While major bias incidents seem to be relatively rare, mostly informal observations made by students of color, members of the LGBTQ community, and others suggest that “micro-aggressions” are not unusual, both on campus and in the surrounding community. Micro-aggressions are brief and commonplace, daily, verbal, behavioral, and environmental indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative racial, gender, sexual orientation, and religious slights and insults to the target person or group (Sue, 2010). All these data add to a sense that Cal Poly is not as welcoming as it might be to students who are different. This situation needs to be assessed on an ongoing basis.

¹⁹ In the Speakout survey, half of the students received the questionnaire before a major bias incident on campus and half after, suggesting the need for caution in interpreting the results.

Status of Women

²⁰In August 2008 Cal Poly received an NSF Advance IT-Start award to assess the current status of recruitment and retention of female STEM faculty, with the goal of devising a comprehensive plan for institutional transformation in this area. Over the past two years, the project team gathered qualitative and quantitative data by conducting focus groups, administering a campus climate survey, analyzing academic personnel data and interviewing the deans of the STEM colleges at Cal Poly. With the high response rates to the climate survey (~80% of women in STEM colleges) and the focus groups (~44 % of women in STEM colleges), the collected data produced statistically significant and representative results. The study, completed in July 2010, identified factors that negatively affect the job satisfaction, retention and recruitment of women faculty in STEM disciplines. The provost and the deans were regularly informed of the findings and the reports were disseminated across the university. Presentations of statistically significant data to the deans and provost have fostered awareness and willingness for action by the upper administration.

IT-Start study showed that some of the factors that affect retention and recruitment of women faculty were specific to the rural setting of Cal Poly and others were campus-climate issues that are seen in many other institutions. Work-life balance issues emerged as a major concern for women faculty. Cal Poly is located in a small town, more than 200 miles from any major metropolitan area, and job opportunities for trailing partners are very limited. This affects recruitment and retention of women faculty disproportionately. As shown in Figure 1, living arrangements of women faculty at Cal Poly are quite different from those of male faculty. Roughly one in five STEM women lives apart from her spouse/partner, compared to one in thirty-seven STEM men and one in 15 non-STEM women. Perhaps as a result of this, both in the climate survey and the focus-group sessions, one third of STEM women faculty reported that they were likely to leave Cal Poly in the next three years.

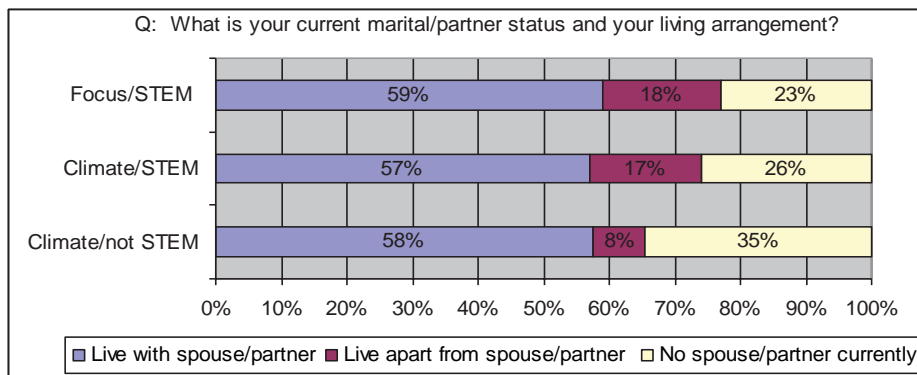


Figure 1: Data from responses by STEM (n=65) and non-STEM (n=26) women in the climate survey and a questionnaire completed by focus group participants (36 STEM women).

²⁰ Extracted from “An evidence-based approach to improving recruitment and retention of STEM women faculty at Cal Poly: Project Description,” proposal to National Science Foundation, 2011.

An analysis of academic personnel data on voluntary, non-retirement attrition also showed that women leave Cal Poly at a higher rate than men (Table 1).

Table 1: Voluntary, non-retirement attrition rates by gender.

College	women	men	women who left	women who left (%)	men who left	men who left (%)
CAFES	15	58	3	20%	2	3%
CENG	23	102	3	13%	4	4%
CSM	41	92	4	10%	2	2%

First two columns show the number of tenured and tenure-track faculty by gender in the STEM colleges in 2008; remaining columns show the number and percentage of faculty who left during 2003-2008 by gender. (CAFES: College of Agriculture Food and Environmental Sciences, CENG: College of Engineering, CSM: College of Science and Mathematics)

Interviews with the college deans revealed that half the faculty who left, regardless of gender, had cited spousal/partner employment as their reason for leaving; the deans also identified partner employment as the most significant obstacle to hiring and retaining women faculty. Nonetheless, some departments in the College of Science and Mathematics have been successful at hiring and retaining women faculty. Some of this success can be attributed to hiring of couples; for example, there are three dual-hires in the physics department where women now comprise 25% of the tenured and tenure-track faculty, twice the national average for physics. The lack of on-campus childcare is yet another major concern for women faculty at Cal Poly. The shortage of quality day-care in the area and the living arrangements of many women faculty contribute to this problem. In the climate survey, the odds of women rating on-campus childcare as a high priority in terms of job satisfaction were 15 times greater than those for men. During focus sessions, childcare emerged as the top priority for immediate action.

With respect to the quality of their work environment, all women faculty identified feelings of isolation, a need for mentoring, and a perception of gender bias as the most important factors that negatively affect their satisfaction with the work environment. Figure 2 shows responses to selected questions in the climate survey related to work environment; the bar graphs show the odds of women being in agreement with a given statement in comparison to men.

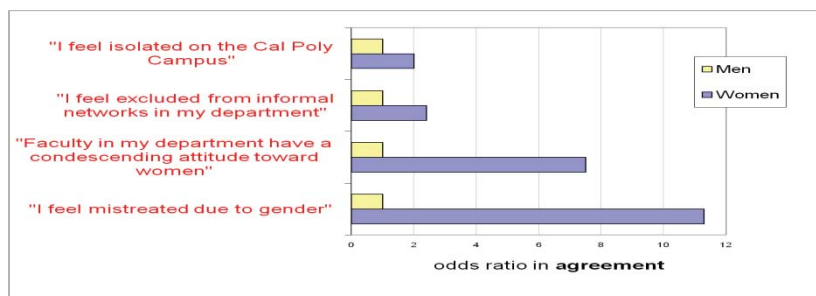


Figure 2: Odds ratios for responses that are in agreement with the statements shown in quotes; an odds ratio of 2.0 means that the odds of a woman agreeing with the statement were twice those of men.

The responses shown in Figure 2, along with other questions in the climate survey and the focus group report, revealed that women have a more negative perception of department and campus climates. When compared to other colleges, women in the College of Engineering - where in most departments women make up less than the generally accepted value (~30%) for critical mass^{1,2} - had the most negative perceptions. Women in College of Engineering had two to three times higher odds of feeling isolated and five to ten times higher odds of feeling mistreated in comparison to women in other STEM colleges. In comparing the responses from different colleges, it was also noted that women faculty in the College of Agriculture, Food and Environmental Sciences were least

likely to feel isolated from informal networks and most satisfied with the mentoring they received. This could be attributed to the existence of a formal mentoring program in that college, administered through the dean's office, something the other colleges lack.

Analysis of campus data on retention, tenure and promotion, and responses from the climate survey did not reveal any gender differences. The only potential gender difference that was detected was in early promotion and tenure application rates, where men applied at a higher rate than women. However, it was not clear from the records whether this was due to credit given at hiring as a result of previous experience, which happens more often for men. As reported by other Advance institutions, institutional data-keeping practices at Cal Poly are not optimal for studying trends and patterns and need to be improved.

Additional issues related to workload and support for research were identified as factors affecting job satisfaction of faculty; however these were not gender- or discipline-specific and most likely arise from an increase in research expectations for faculty over the past five years. Related to this, in the focus groups STEM women faculty expressed a need for more networking, mentoring and opportunities for collaboration.

Childcare

Women STEM faculty who participated in focus groups rated on-campus childcare as their top priority. In the climate survey, ~80% of faculty with children, regardless of gender, indicated that they would use on-campus childcare if it were available. These findings are consistent with other studies that have explored barriers in retaining women STEM faculty^{4,5}. Women continue to be the primary caretakers of young children. The child-rearing years for women in academia often coincide with establishing tenure-track goals and the timeline for achieving retention, promotion and tenure. This type of conflict between one's personal and professional goals disproportionately impacts Cal Poly's female faculty.

Cal Poly currently has an on-campus childcare facility operated by the Associated Students Inc.(ASI), the student-body auxiliary organization. The mission of the childcare center is primarily and foremost to serve students. Currently the Center is operating at maximum capacity, with a waiting list of approximately 64 faculty/staff waiting for placement. There is generally a 3-4 year waiting list for faculty and staff to use the Center; however, there are no current plans to expand the existing on-campus childcare facility to accommodate faculty and staff needs. Because of the small-town setting of Cal Poly, few alternative childcare options are available and many are not of high quality. Over the last ten years there have been some faculty-led efforts to establish an on-campus childcare program, similar to the acclaimed ASI facility, but these have been unsuccessful.

Partner Placement

As noted earlier, Cal Poly is located far from a major metropolitan area, in a primarily rural county. The largest city in the County is San Luis Obispo, with ~44,000 residents. Government (including Cal Poly), agriculture and the tourism industry are the major employers in the region. Thus, employment opportunities for trailing spouses/partners who are seeking professional jobs, especially positions in technical fields, are limited. Even when a potential match might be made for a trailing partner, this usually does not occur because Cal Poly currently does not provide coordinated or consistent assistance to prospective faculty with partners who are also seeking employment. As discussed earlier, our climate survey and subsequent focus groups have shown that women faculty, in general, and STEM women, in particular, are much more likely to be living apart from their spouses and are more likely to leave Cal Poly (Figure 1 and Table 1) than are their male counterparts. In the past 10 years, about half of the STEM faculty (both male and female) who voluntarily left Cal Poly cited dissatisfaction with spousal/partner employment as their reason for leaving.

Climate Improvement Initiatives

In both the climate survey and the focus groups, women faculty reported feelings of isolation and not being valued by their departments. These feelings were more pronounced in colleges and departments where the percentages of women faculty are very low. In focus groups, when asked to come up with solutions, women faculty proposed creating networking and collaboration opportunities, mentoring programs, and management training for those in administrative positions.

Mentoring/networking

It has been well established that mentoring is an important factor in advancing women in academia and is among the recommendations from NRC³, NAS⁴ and COACHE¹⁰. Cal Poly does not currently have a university-wide formal mentoring program. However, one has existed in the College of Agriculture, Food and Environmental Sciences (CAFES) since 2004, and our climate survey showed that the faculty in CAFES are more likely to be satisfied with the mentoring they receive and less likely to feel isolated. A mentoring program for women faculty was also implemented in the College of Science and Math and the College of Engineering during 2007-2009. This program, which eventually led to the Advance IT-Start project, was initially proposed by the Status of Women Committee and was coordinated by the co-PI, Dr. Sungar, who was appointed by the provost to undertake this task. The program was voluntary; junior women faculty were matched with senior women faculty and participated in social and networking group events as well as one-on-one mentoring. However, there were several impediments to the effectiveness of the program: as more people opted to participate, a shortage of mentors resulted; assessment showed that due to heavy workload and an extra service-burden on women, the mentoring pairs did not find time to meet; the available resources were very limited; and mentors did not receive recognition for their service. These impediments are not unique to Cal Poly and have been shown to exist in other women-to-women mentoring programs¹¹. Nonetheless, the networking events associated with the program, such as lunch with the deans and discussion groups, had a high level of participation and participants reported satisfaction with their effectiveness.

Institutional data collection, maintenance and management

As noted earlier, our efforts to obtain meaningful data related to hiring, retention, tenure and promotion patterns at Cal Poly were thwarted in various ways. For example, while the Office of Academic Personnel has an electronic system for receiving and reviewing applications for faculty positions, they do not retain data once the recruitment process has been completed. Such data would be valuable in better understanding changing trends in our applicant pool. Similarly data on faculty personnel actions (tenure, promotion, early promotion/tenure, equity salary increases, etc.) were difficult to obtain, requiring office staff - either in Academic Personnel or deans' offices - to manually review files. As well, attempts to determine reasons why offers to applicants were turned down, or why faculty voluntarily left Cal Poly, were inconsistent and data scarce.

Resources/Organizations

Councils, Committees, and Other Groups at Cal Poly

Inclusive Excellence Council

Formed in 2009 by a merger of the University Diversity Enhancement Council with the Student Success Council, and guided by the University's strategic plan, the Inclusive Excellence Council advises the President on ways of implementing the principles of Inclusive Excellence at Cal Poly. The Council, in consultation with campus leaders:

- Develops and recommends comprehensive goals and measurable objectives for the campus relating to Inclusive Excellence.
- Develops, recommends, reviews, coordinates, and, in some cases, carries out campus policies, plans, projects, and practices that affect the implementation of inclusive excellence, including cultural competency.
- Monitors and evaluates the progress and success of campus efforts to achieve Inclusive Excellence.
- Reviews and recommends revision of freedom of expression policies from the perspective of Inclusive Excellence.
- In collaboration, as appropriate, with the Office of Public Affairs, informs the university community about the progress and success of campus efforts to achieve Inclusive Excellence.

Partners Program Collaboration Team

The Partners Program Collaboration Team meets regularly to exchange information and discuss issues relating to the Partners Program. It includes representation from all the colleges, Admissions, Housing, Student Academic Services, and the Multicultural Engineering Program.

Status of Women Committee

The Status of Women Committee addresses issues that concern women students, faculty, and staff on campus, including but not limited to: employment and educational equity and campus safety and climate. It assists in the review of the University's Sexual Assault, Discrimination and Harassment Policies and Programs.

Support Group for Student Veterans and Student Dependents of Veterans

This support group, comprising students, faculty, and staff, was established by the IEC chair to advise the President on ways of improving the services provided by Cal Poly to student veterans and student dependents of veterans.

Diversity Coalition

The Cal Poly Diversity Coalition is an ad hoc advocacy group comprising faculty and staff that acts on an as-needed basis to address diversity-related issues on campus. These issues may include promoting consideration of diversity in university hiring decisions and raising awareness and coordinating responses to campus incidents that are potentially harmful to diverse groups at Cal Poly.

Faculty/Staff Associations

Black Faculty & Staff Association (BFSA)

The Cal Poly Black Faculty and Staff Association is set to have a greater impact on diversity related issues on campus and in the local community. The purpose of the organization is to: Establish and facilitate communication amongst Cal Poly Black faculty, staff, students, members of the Central Coast Black Community, and all other interested persons within the university, state, and nation (CPSU, Cal Poly Black Faculty & Staff Association).

Chicana Latino Faculty & Staff Association

The Chicano Latino Faculty & Staff Association's goal is to foster an atmosphere of mutual respect, support, advocacy, understanding and 'familia' between and among Chicana Latino faculty, staff, students and the wider university community. It is open to all faculty and staff.

Asian/Pacific Islander Faculty & Staff Association

Asian Pacific Islander Faculty & Staff Association is committed to supporting Asian Pacific Islanders in higher education to become stronger leaders and to create networking and social opportunities. They are committed to promoting diversity at Cal Poly and maintaining productive cross-cultural relations on campus. They are a diverse association and membership is open to all Cal Poly faculty and staff as well as individuals from the community.

Awareness/Skills Development for Faculty & Staff

IE Enhancement

More than 30 members of the faculty and staff were offered training in summer 2010, which focused on diversity knowledge and skills. These individuals were certified to provide IE enhancement to other campus community members, in order to make the campus more welcoming, safe, and inclusive. The group offers

- Short (12-15 minutes) "drop-in" presentations that might be included in regular departmental meetings, explaining the meaning and purpose of Inclusive Excellence and describing the opportunities for follow-up. The student-produced video "Words Matter" is often included.
- Department-specific workshops tailored to particular needs and interests, ranging in length from 15 minutes to 2 hours or more.

During 2010 and 2011, units in Academic Affairs and Student Affairs as well as a few student organizations requested a total of twenty-two presentations from the new trainers.

CTL Workshops (IE Thread)

The Center for Teaching and Learning (CTL) can provide faculty development opportunities to:

- Increase diversity awareness
- Include diversity learning outcomes and content in the curriculum
- Obtain grants and other resources to develop courses
- Initiate a visiting scholar program that would invite recognized scholars who have expertise in fields of study that relate to diversity issues to teach courses and give public lectures at Cal Poly.

In 2010-11, the Inclusive Excellence Office co-sponsored quarterly workshops with the CTL—one on stereotyping, a second on incorporating diversity in STEM curricula, and a third on the purposeful design of student teams to promote diversity learning.

Units and Programs

General

In response to periodic requests to identify their efforts in support of Inclusive Excellence, the academic colleges and other units throughout the university have listed a variety of activities, some of which are relatively unremarkable (i.e., to be expected in any major four-year institution), while others seem worthy of special note. The latter include “Learn by Doing” labs for 3rd-8th grade children; summer camps and other outreach events to engage and excite high school students, especially those from disadvantaged backgrounds, in the STEM disciplines; PolyCultural Weekend (admitted students invited to spend a weekend with current students at Cal Poly prior to deciding on whether to enroll); first year college seminars; targeted scholarships and academic support for first generation students and/or students from Partner Schools; opportunities for service learning and volunteerism assisting diverse sectors of the local community; programs offered by student clubs and organizations such as Cal Poly’s nationally recognized chapter of the Society of Women Engineers; and support for a student-run campaign (“iRespect”) encouraging students to sign a pledge to be more sensitive to, and work to educate others about, issues of diversity.

Intergroup Dialogues

Introduced at the University of Michigan more than twenty years ago, the Intergroup Dialogues (IGD) program employs a guided and structured model to engage members of different social identity groups in face-to-face interactions. The model is effective in developing intergroup understanding by helping students explore their social identities and statuses, the role of social structure in relationships of privilege and inequality, the development of empathy and motivation to bridge differences, and the role of personal and social responsibility in leading to greater social justice.

Cal Poly began a full-scale IGD pilot in AY 2010-11 following a workshop conducted by Michigan experts and experimental offerings through Cal Poly’s Honors Program. During Winter 2011, an external consultant conducted a ten-week “train the trainer” for graduate students, staff, and faculty members, all of whom were asked to complete pre- and post-training self-assessments in the areas of knowledge, awareness, skills, and commitment/passion. In each area, average ratings increased significantly.

Seven IGD sections were offered in Fall 2011 for undergraduates pursuing a variety of majors, two as a mandatory component of a particular United States Cultural Pluralism class in Agribusiness and five as a graded option in several other cultural pluralism classes in Ethnic Studies, Economics, and Food Science and Nutrition. Three of the IGD sections focused on race and ethnicity while the remaining four focused on gender. Doctoral interns in the Counseling Center and graduate students who had completed the winter training facilitated the dialogues. Based on an assessment of the pilot, which was almost entirely positive, efforts are being made to implement IGD on a sustainable basis. An initial step is to offer an elective IGD course in Psychology, and a course proposal to this end is currently being reviewed (summer 2012).

Louis Stokes Alliance for Minority Participation (LSAMP)

The university has begun its fifth year participating in the NSF-funded LSAMP, a comprehensive, statewide project dedicated to increasing the number of URM students who graduate from the CSU with baccalaureate degrees in STEM disciplines. LSAMP emphasizes the goals of increasing graduate school preparedness, conducting interventions for community college transfer students, and expanding opportunities for student engagement in international activities. Undergraduates who face social, cultural, educational, or economic barriers to careers in STEM are eligible for the program. At the end of AY 2010-11, Cal Poly had approximately 100 students enrolled in the program, many of whom were honored at Cal Poly's annual LSAMP recognition ceremony for significant achievements in academic performance and undergraduate research. Several have been accepted into graduate school, and one won first place in his division at the statewide CSU Research Competition in Fresno.

Multicultural Agricultural Program (MAP)

The mission of the Multicultural Agriculture Program (MAP) Student Center at Cal Poly is to provide academic and personal support to students of all cultural backgrounds in the College of Agriculture, Food & Environmental Sciences.

Multicultural Engineering Program (MEP)

The Multicultural Engineering Program (MEP) is an academic support program designed to recruit, retain, and graduate educationally disadvantaged students in engineering, computer science disciplines. MEP builds an academic support community and provides the necessary bridges for students' academic and professional success.

Partners Program

The Partners Program is a recruitment and retention program which partners with a select number of high schools throughout the state of California. The University has established partnerships with high schools that were part of the College Preparation Partnership Program introduced by Senator Tom Hayden in 1998. Additional schools have been added since that time. The goal of the program is to support these schools in their efforts to increase the number of students who succeed in obtaining a college degree. A limited number of scholarships are awarded to newly admitted freshmen each year.

President's Diversity Award

The President's Diversity Award is designed to celebrate campus units that have exhibited commitment to the value of cultural diversity. Provided that deserving entities are nominated in each category, the award is shared between a recognized student organization and another unit of the university or auxiliary, such as a department or program. Each winning unit receives a \$1,000 augmentation to its budget for one year.

Provocative Perspectives

Initiated by the Vice President for Student Affairs in 2003, the Provocative Perspectives program has regularly brought interesting and challenging speakers to the campus. The program gives faculty, staff, and community members the opportunity to hear diverse voices on important issues. Previous speakers have included Leon Panetta, Richard Rodriguez, Arianna Huffington, and Nikki Giovanni. The series presents speakers at a breakfast, typically attended by approximately 100 people, at which the presenter speaks for approximately 30-40 minutes,

with 15 minutes of Q&A. Depending on their schedules, the speakers also may present a talk to the community and students later on the same day. The series is co-sponsored by the Cal Poly Corporation, Dean of Students Office, Career Services, Student Life & Leadership, Multicultural Center, and the Inclusive Excellence Council.

Residential Life

Following completion of Poly Canyon Village, Cal Poly boasts the largest residential program in the CSU, with 6959 students living on campus in fall 2011, including virtually all (97%) freshmen and many (53%) sophomores giving the University a greatly expanded opportunity to supplement co-curricular offerings.

“In Our Home”

The “In Our Home” campaign is a cultural inclusion initiative for students to become more aware of how their words and actions matter when living in a residential community. Its learning outcomes are: To create and maintain safe and respectful on-campus housing communities; To create a system of support for all students who live on campus; To educate on-campus students about cultural inclusion; To educate on-campus students on components of respect; To educate on-campus students about University Housing and campus rights and responsibilities; To promote awareness and respect for individual differences in beliefs, values, race, and sexual orientation.

Student Academic Services (SAS)

Through Student Academic Services, students can utilize a network of academic services, advisors, and activities designed to assist students in excelling at Cal Poly and enhancing learning skills. The goal of SAS is to ensure that all students at Cal Poly have equal opportunity to achieve academic success and graduation.

Educational Opportunity Program

The primary goals of the Educational Opportunity Program (EOP) are to improve the access, retention and graduation of students who have been historically, economically and/or educationally disadvantaged. EOP assists students by providing comprehensive academic support services (including admissions, financial assistance, orientation, academic support, as well as academic and personal advising).

Connections for Academic Success

The Connections for Academic Success (CAS) program was originally established via a joint venture between the University and Cal Poly's student government, ASI (Associated Students Incorporated). CAS provides support services to students in Cal Poly's Partners Program along with other assigned student groups. The program also supports students who are referred by faculty, staff and other students. Students are helped to understand the policies and guidelines associated with fulfilling the requirements for a degree from Cal Poly, and assisted in resolving any problems they might encounter.

Student Support Services

Student Support Services program (SSS), a federally funded TRIO program of U.S. Department of Education, is designed to assist participants with enhancing their academic skills, increase their retention and graduation rates and promote graduate and professional school programs. Eligible students have parents of whom neither earned a four-year college degree, come from low income households, or have documented disabilities.

Summer Institute

Cal Poly's Summer Institute (SI) is an annual, three-week, residential program geared at helping newly admitted freshmen make a successful transition from high school to college. It provides a mini-quarter of academic and social activities including six units of coursework and opportunities to become familiar with campus facilities and

services; to meet and network with academic advisors, faculty, and students; to strengthen study skills; and to get to know the SLO area before the start of the regular year.

Student Life & Leadership (SLL)

The programs of Student Life & Leadership are designed to add value to students' lives at Cal Poly. SLL provides opportunities to develop leadership skills, set goals, make decisions, share in group dynamics, experience diversity, and work independently to reach your goals.

The Community Center

The Community Center at Cal Poly connects students with meaningful volunteer opportunities that complement their educational experience, strengthen their understanding of diversity and social responsibility, and develop skills to become ethical and knowledgeable leaders who contribute to a global society. The Center cultivates reciprocal service and learning partnerships between the university and community partners. The Center also serves community-based organizations and governmental institutions seeking university support to address unmet community needs. The Center includes Student Community Services (SCS), Service Learning, Alternative Breaks, AmeriCorps and VolunteerSLO.org.

Soup and Substance

A regular series of presentations and discussions of the issues facing our world today over a hot bowl of soup.

Gender Equity Center

The Gender Equity Center is a campus resource where the Cal Poly community can connect for information, educational events, and leadership programs related to gender equity and identity. The center is a place for all individuals interested in working towards social justice concerning gender inequities. It fulfills the mission of Student Life and Leadership by providing educational and leadership opportunities for students and by empowering all individuals to have a voice at Cal Poly. The Gender Equity Center is committed to fostering a comfortable and all-encompassing Cal Poly experience for all regardless of gender identity. Its goals are to: Provide a safe space for respectful discussions about gender and social justice; Discuss the intersections of sexism, hetero-sexism, racism, gender bias and violence; Enhance the quality of Cal Poly students' lives by providing services that acknowledge the diversity of our students' experiences; Sponsor events that address gender issues; Create a campus free of violence and hate; Provide leadership roles and opportunities for students; Provide information and referrals concerning the personal safety of Cal Poly students.

Women's Programs

Women's Programs is dedicated to educating the Cal Poly community on local, national and global women's issues including gender equality, body image, feminism, women's history, and violence against women. Women's Programs mission is to create and sustain a university environment that promotes the personal, educational and professional growth of women.

Men and Masculinity Programs

The mission of Men and Masculinity Programs is to educate the Cal Poly community concerning local, national, and global men's topics including defining masculinity, influences of the media, men's health, fatherhood, and relationships. The intent of Men and Masculinity Programs is to cultivate a community for men that positively affect their campus and surrounding area, through service and personal example.

SAFER

The SAFER Program is Cal Poly's sexual assault resource and prevention program. Through our prevention education curriculum, we work to make the campus community a safer place for all its members, raising

awareness, providing resources, and fighting to end sexual violence. SAFER is a joint program between Student Life & Leadership and the SARP Center.

Multicultural Center (MCC)

The MultiCultural Center (MCC) cultivates a campus-wide community that represents and celebrates the diversity of Cal Poly's student body. The MCC empowers students to grow beyond their personal barriers, strengthen their understanding of diversity and social responsibility, and develop leadership skills, while fostering a sense of belonging. Through cross-cultural dialogues and examining the issues relevant to diversity and social justice, the MCC seeks to nurture a generation of ethical and knowledgeable leaders who contribute to a global society.

Culturefest

Sponsored by the MultiCultural Center and Student Life and Leadership, this student-run festival is a free, family-friendly event filled with live performances by community and campus organizations, a diverse array of freshly cooked foods, and many other activities. The event aims to spread cultural awareness and promote cultural appreciation.

Diversity Advocacy Training

2-Hour workshops for Cal Poly students, staff, and faculty who are interested in increasing their awareness and sensitivity for living in a pluralistic society. Through critical reflection and group dialogue, the training is designed to increase awareness of multiculturalism by first examining our social identities.

PRIDE Center

The Pride Center is dedicated to the promotion, education, and celebration of the LGBT, queer, questioning, and ally communities. The Pride Center coordinates programs, resources, and services designed to meet the needs of students, faculty, staff, and alumni and promotes multicultural competence education and programming. Its goals are to: Raise awareness of issues of gender identity and oppression; Support the academic mission of the University; Challenge existing definitions of gender and sexuality; Build coalitions on- and off-campus; Develop visibility; Develop a sense of community; Educate on LGBT, queer, questioning, and ally related issues; Work to eliminate heterosexism, homophobia, gender identity oppression, and discrimination.

Ally Training

Ally Training is a regularly offered, 2-hour workshop for Cal Poly staff, faculty, and students who are interested in becoming allies for the LGBT, Queer, and Questioning community. Our definition of an Ally is a person, often straight, who is accepting and supportive of the LGBTQ community.

PRISM

Online and in-person LGBT Peer Counseling & Mentoring Program.

PolyCultural Weekend

Admitted students invited to spend a weekend with current students at Cal Poly prior to deciding on whether to enroll.

Student Ombuds Services

This office was established in February 2010, initially under the direction of the Associate Vice President for Inclusive Excellence. The office, which now reports to the president, offers a safe place for students seeking assistance with any university-related issue, not only those that are diversity- or climate-related. Use of its services is voluntary, and all communications are confidential, informal, impartial, and independent, in accordance with the policies and practices of the International Ombudsman Association (IOA). The Student Ombuds, who is certified by IOA as an Organizational Ombudsman Practitioner, considered over forty cases in

Winter and Spring 2011, and the caseload grew in Fall 2011. Based on issues raised by students, while protecting individuals' confidentiality, the Ombuds office has made several recommendations to the president regarding possible changes in university policies and practices.

Student Clubs and Organizations

American Indian Science & Engineering Society

This club promotes the presence of Native Americans in the fields of Science and Engineering.

Chi Delta Theta

This club is an Asian Interest Sorority involved in academic, cultural, sisterhood, social, and community activities.

Chinese Cultural Club

The Chinese Cultural Club strives to unite students descending from Mainland China, Hong Kong, Taiwan, Southeast Asia, and other parts of Asia. It is a cultural and academic based organization.

Chinese Students' Association

CSA is one of the oldest cultural clubs on campus; it's a social club for those interested in Asian American culture.

Driven Toward Sisterhood

This is a club dedicated to the empowerment of women.

Epic

This is an Asian American Ministry of Campus Crusade for Christ

Gamma Zeta Alpha

This is a Hispanic Academic Fraternity dedicated to academic excellence, community service, preserving Latino culture, and brotherhood.

Hispanic Business Student Association

This is a club built to help further the advancement of Hispanic students in the business world.

Indian Students Association

This club promotes Indian culture and diversity at Cal Poly.

Japanese Cultural Exchange

This club's mission is to create a fun and comfortable space for students to come together and increase awareness of Japanese culture on campus.

Korean American Student Association

The Korean American Student Association is a student-driven cultural club that promotes the bringing together of all who are interested in Korean culture.

Lambda Phi Epsilon

This is an Asian interest Fraternity.

Lambda Sigma Gamma

This is a Multicultural Sorority.

Latinos for Academic Design Advancement

This is an academic, cultural and social club that aims to ease the transition into college. It focuses on networking between disciplines to spread knowledge on important information and resources that are available. *(This club may not currently be active.)*

Latinos in Agriculture

(This club may not currently be active.)

Movimiento Estudiantil Xicano de Aztlán

M.E.X.A. is an organization established in the 1960's to address the educational rights of minority students. It focuses on pursuing higher education and encourages social, political and cultural awareness for Xicanos.

Persian Students of Cal Poly

The Persian Students of Cal Poly is a club that promotes Persian culture and raises awareness about current events in Iran.

Pilipino Cultural Exchange (PCE)

PCE is a student organization aimed at bringing people together through Filipino culture and its exchange with other cultures. PCE also provides a creative outlet for students to sing, dance, perform, and interact with the local community.

Society of Black Engineers and Scientists

This club focuses on increasing the number of culturally responsible Black engineers who excel academically, succeed professionally, and positively impact the community.

Society of Hispanic Professional Engineers

SHPE is an organization focused on empowering the Hispanic community through engineering, math, and science.

Society of Women Engineers

SWE strives to provide a voice for women that will encourage them to achieve their full potential as engineers and as leaders.

Thai Vietnamese Student Association

This is a cultural club dedicated to increasing cultural awareness and diversity on campus. TVSA welcomes people of all ethnicities to learn about and appreciate the rich cultures of Thailand & Vietnam.

The Real

This is a bible study group for Black and Latino students.

Pre-Collegiate

Academic Talent Search

Educational Talent Search (ETS), a federally funded TRIO program of U.S. Department of Education, is designed to assist participants in reaching a postsecondary education. This program serves young people in grades six through twelve. In addition to counseling, participants receive information about college admission requirements, scholarships and various student financial aid programs.

Bridges to the Baccalaureate

Funded by an NIH grant, the Bridges to Baccalaureates program at Cal Poly San Luis Obispo brings community college students from a high-needs area to work on research projects under the direction of Cal Poly faculty. The goal of the program is to encourage underrepresented students to go on to STEM careers.

EPIC

Over the summer, Cal Poly is host to the Engineering Possibilities in College (EPIC) Camp, which is a one-week program for high school students. At EPIC, the students learn about engineering and take part in hands-on labs, taught by Cal Poly professors or grad students and assisted by current Cal Poly students. In addition to getting the whole university experience, the students can explore the different types of engineering available in college. Students are able to meet other students through fun activities on Cal Poly's campus like bowling, rock climbing, scavenger hunts, or video game systems.

Partners Program Pre-Collegiate Symposium

The Pre-Collegiate Symposium is an event sponsored each year by the Admissions Department to give sophomores from a select group of Partner high schools an opportunity to visit Cal Poly for an overnight stay. Visiting students are hosted overnight by a current student who lives on campus. In addition to staying overnight in one of the residence halls, the program offers a variety of activities including tours of the campus, workshops presented by the academic colleges and games in the University Union. The event generally takes place during the month of February. Currently enrolled students can serve as hosts (see Vista Host Program for details) or as paid Student Leaders.

Upward Bound

Hosted in SAS, Upward Bound provides fundamental support to local low-income, first-generation college bound high school students. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Services include a 6 week residential summer school session at Cal Poly, tutoring, career advisement, supplemental instruction, and cultural and recreational activities

External Organizations

Anti-Defamation League (ADL)

The Anti-Defamation League's Santa Barbara/Tri-Counties Office serves Santa Barbara, Ventura and San Luis Obispo Counties. The Santa Barbara office is supported locally by an advisory board in San Luis Obispo.

The Santa Barbara Tri-Counties region is dedicated, as is ADL national and internationally, to combating anti-Semitism and all forms of hatred and bigotry by investigating and exposing extremism, protecting as well as advocating for civil rights and religious freedom, educating on how to promote diversity and respect through our many programs and resources and by fostering interfaith relations.

5 Cities Diversity Coalition

The 5 Cities Diversity Coalition was formed to promote human understanding of the intersections of gender, ethnicity, race, sexual orientation, age, physical and mental abilities, socioeconomic status, physical attributes, as well as all other personal and social characteristics that comprise individual identity. Coalition members represent many diverse community-based segments of society, including local governments, in the 5 Cities (South San Luis Obispo County) area.

San Luis Obispo Chamber of Commerce Diversity Committee

The mission of the San Luis Obispo Chamber of Commerce Diversity Committee is to establish an active outreach effort and raise awareness about the benefits of creating a diversity-friendly business community.