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WASC Senior College and University Commission
985 Atlantic Avenue, Suite 100
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Dear Commissioners,

We thank the review committee for forwarding the WSCUC team report. The report aligns well with many efforts currently underway and we look forward to implementing the recommendations; we also thank you for the commendations.

In the following we briefly discuss on-going efforts to address the report's eight recommendations. We also have a few comments on the report's discussion of the Office of Equity, Diversity, and Inclusion.

Addressing the recommendations:

1. Improving time to degree overall and addressing opportunity gaps in graduation rates, graduation timing, and student retention remain a priority. The campus is committed to focusing on these issues to achieve our 2030 goals for first-year and transfer students.

2. Through collaboration between the Teaching + Learning Commons, Undergraduate Education, undergraduate colleges, and academic departments, we will continue to build on the recent gains we have made in assessment of educational effectiveness. Assessment will form an integral part of our revised program review procedures.

3. As noted in the report, we have begun to catalog and examine the many student success initiatives on our campus. We plan to follow up with greater scrutiny and assessment, as recommended, and to identify which programs merit continued campus investment, including scaling them to reach all appropriate students. In the last few weeks, for instance, we have determined that incoming students will be best served by our merging several pre-matriculation programs that had been separately offered by different offices into a single scalable collaboratively-run summer bridge program with flexible sub-tracks for students with differing needs; the new format will debut in summer 2020.

4. We absolutely agree that we should hold to our current Long Range Development Plan enrollment targets and we will continue to stress the importance of this in our conversations with the Office of the President.

5. Enrollment Management is actively pursuing strategies to diversify the both the domestic and international components of the non-resident applicant pool. This will continue to be a campus priority.

6. New resources are already being deployed for Counseling and Psychological Services this quarter, with further investments also planned; we are conducting an external review of our Office for Students with Disabilities to guide enhancements to its services; we are examining our advising structure within and across the colleges and departments; and we are moving to a new Teaching Assistant funding model. We anticipate that these will allow us to better serve the needs of our students.

7. The Academic Senate recently endorsed the recommendations of the Senate-Administration Workgroup on Holistic Teaching Evaluation; we are now moving to implement these recommendations.

8. A workgroup studying the Capacity-Based Admissions Pilot should submit its findings by the end of this term. We anticipate recommendations that should, at the very least, make the admissions process transparent. Discussions are underway on how to frame admissions and enrollment management for highly-subscribed majors more holistically.

Beyond the recommendations, we would like to comment on the report's discussion of the Office for Equity, Diversity, and Inclusion (pp. 28-29).

The report mentions that "the Vice Chancellor for Equity, Diversity, and Inclusion serves as a link with HR to better integrate the principles of diversity." While this is true, it conveys only a small subset of the Vice Chancellor's role. This cabinet-level position oversees the eponymous office, charged with infusing equity, diversity, and inclusion into all areas and campus functions, as documented in its Strategic Plan for Inclusive Excellence.

We appreciate the report's acknowledgment of the important work already undertaken by the office. For completeness, we wish to highlight that the initiatives mentioned have been undertaken within an overarching strategic approach. Two key elements of the strategy have been [a] making a wealth of diversity data readily available to campus units (most is also available on a public website) and [b] instituting a Diversity Accountability Framework, that requires detailed reports on faculty, student, and staff diversity progress and practices and incentivizes further progress. Our Framework promotes a culture of assessment, as units are required to assess their diversity initiatives to illuminate challenges and successes, so we may improve our impact over time. In the first annual cycle of the Framework, unit leaders, including divisional deans and others, presented their 2019 reports to the Chancellor, Executive Vice Chancellor, the Vice Chancellor for Equity, Diversity, and Inclusion, and the Equity, Diversity, and Inclusion Advisory Council. The Council will be providing detailed feedback and holding unit heads accountable for making additional progress over time.

Again, we thank the team for engaging our campus in an insightful conversation about our campus' educational mission. We feel that the campus has gained a great deal from the entire accreditation process and look forward to making progress in the areas the team has identified.

Sincerely,

Pradeep K. Khosla
Chancellor