

Themes from TPR Institutions with Accreditation Visits

Fall 2020

California Institute of Technology (Caltech)

Caltech proposed two themes that reflect the Institute's distinctive character: 1) Core Curriculum; and 2) Academic and Co-curricular Support Structures. The first theme focuses on the signature academic experience shared by all Caltech undergraduates. The second theme provides the Institute the opportunity to examine the many academic and co-curricular support structures that have developed over the past decade to help students thrive.

California State University, Long Beach (CSULB)

CSULB proposed three themes: 1) Inclusive Excellence; 2) the Public Good; and 3) Intellectual Achievement. These three themes permeate all aspects of the university, from student life, development, faculty and staff success, information technology and facilities and sustainability.

Loma Linda University (LLU)

LLU proposed "One Loma Linda" as its theme to help ensure the perpetual independence of the university and to establish the primacy of education within the Loma Linda University Hospitals (LLUH). LLU is independent from the hospitals yet a member of the LLUH corporation. A guiding principle is to preserve LLU board independence and control of finances apart from LLUH entities. The intent is to increase the synergy and collaboration across LLUH to provide the best clinical learning environment for students of the university.

Naval Postgraduate School (NPS)

NPS will focus on a single theme "Pursuing Graduate Education Excellence" through 1) Strategically redesigning curricula; 2) Enhancing teaching and learning with more effective pedagogy and instructional technology; and 3) Strengthening faculty by recruiting innovative junior faculty and promoting interdisciplinary collaboration.

Pardee Rand Graduate School (PRGS)

The School proposed three themes: 1) Building a truly integrated and interdisciplinary learning environment; 2) Expanding experiential learning; and 3) Assessing students' core competencies.

Samuel Merritt University (SMU)

SMU proposed one overarching theme: Student Success. In support of the theme, four subordinate interrelated themes will be examined: 1) Assessment of student learning; 2) Co-curricular contributions to student learning; 3) Increasing faculty engagement in student success; and 4) The role of inter-professional education (IPE) in preparing SMU graduates.

Soka University of America (SUA)

SUA proposed two themes: 1) Balancing growth and SUA's mission; and 2) Further strengthening excellence and long-range success. The first theme reflects SUA's goal to expand their Bachelor of Arts program while enhancing a student-centered learning community and cultivating a sense of altruism and

globalism. The second theme focuses on a continued and stronger focus on academic excellence and on institutional research and assessment.

University of California, San Francisco (UCSF)

UCSF will engage in a large project to track and report career outcomes of alumni, providing data for leaders to assess program effectiveness, for faculty to become better-informed mentors and for current and prospective students to consider program fit and professional opportunities.

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California Institute of the Arts (CalArts)

The overarching TPR theme for California Institute of the Arts is Strengthening the student experience: a deep dive into students' persistence to graduation overall and for different demographic groups. The theme builds on several years of data collection, cross-constituent discussion, campus community input and ongoing efforts to improve the student experience across multiple departments. Cal Arts will investigate the overarching theme by targeting efforts across five sub-themes: role of faculty mentoring; curricular impact; student wellness; financial support and services; and advising-related services.

University of Southern California (USC)

USC proposed two themes: 1) Embracing the Inclusive Spirit; and 2) Fostering the Convergent Spirit. The first theme focuses on initiatives to strengthen equity, inclusion and diversity. The second theme examines efforts to increase the academic breadth of students' studies, to foster interdisciplinary teaching and research, and to create new partnerships within and beyond the university to address intractable social problems.

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California State University, Northridge (CSUN)

California State University, Northridge (CSUN) proposes the comprehensive and overarching theme of "Student Success," framed through the prism of diversity and inclusiveness. The theme contains three interrelated components: 1) student achievement; 2) student engagement; and 3) student support. The theme aligns with, and expands on, existing campus-wide initiatives to raise retention and graduation rates while eliminating long-standing barriers for Pell grant-eligible and first-generation students who comprise the majority of CSUN students.

Harvey Mudd College (HMC)

HMC's umbrella theme of Healthy Excellence: Putting Success in Perspective has two subthemes-- Wellness & Culture and Mission—and three proposed projects. The first project will assess the Core Curriculum, HMC's signature academic experience. The second project will examine the workload of students, faculty and staff. The third project will identify the impact of the co-curriculum in support of HMC's mission.

Pepperdine University

Pepperdine proposed three themes to strengthen the culture of educational effectiveness and academic excellence: 1) Meaning, Quality, and Integrity of the Degrees; 2) Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence; and 3) Knowledge Sharing. The first theme considers how Pepperdine defines its degrees. The second theme examines how assessment and evaluation processes support the development and delivery of degrees. The third theme evaluates the

flow of knowledge and information and its role in strengthening Pepperdine’s learning community and educational processes.

University of Hawaii, Manoa (UHM)

The university has proposed three themes: 1) Native Hawaiian Place of Learning; 2) Transformational Student Success; and 3) Academic Innovation and Engaged Learning. The first theme focuses on Native Hawaiian student success, faculty/staff development, including Native Hawaiian faculty/staff development, and the Native Hawaiian (campus) environment. The second theme focuses on initiatives to continue improvements in retention and graduation rates. The third theme focuses on strengthening Interdisciplinary Studies, increasing the number of combined bachelor’s and master’s degree pathways, and expanding opportunities for undergraduate research and civic engagement.

University of San Diego (USD)

The institution’s strategic plan, Envisioning 2024 (the 75th anniversary of USD), is the approved theme. This theme focuses on five elements: 1) enhancing student learning and success; 2) strengthening diversity, inclusion, and social justice; 3) improving structural and operational effectiveness; 4) elevating faculty and staff engagement; and 5) amplifying local and global engagement and reputation.

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California Polytechnic State University, San Luis Obispo (Cal Poly SLO)

Cal Poly’s theme, “Promoting the Success of All Cal Poly Students While Achieving the Goals of the CSU’s Graduation Initiative 2025,” focuses on three sub-themes: 1) recruiting and retaining a more diverse community of students, staff and faculty; 2) developing a campus culture that is diverse, equitable and inclusive; and 3) teaching and learning how to live and work in a diverse world.

Claremont McKenna College (CMC)

The Claremont McKenna College (CMC) proposed theme is “Advancing Student Success.” This theme unifies every major initiative the college has undertaken since 2013 including: the Personal and Social Responsibility Initiative, dedicated to improving CMC students’ capacity to exercise responsible leadership; The Student Imperative, advancing CMC fundraising initiatives specifically for student financial aid; and The CMC Strategy which informs the college’s vision and priorities for CMC students’ collective future.

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Chapman University

Chapman proposes to evaluate the impact on student achievement of investments in research and creative activities. Chapman will 1) assess and evaluate existing data, develop institutional benchmarks and aspirational targets, and propose an institutional data system for investigating student research and creative activities, 2) investigate the role of Faculty Research and Creative Activities on student learning experiences and outcomes, and 3) develop a comprehensive and inclusive definition of student research and creative activities and determine the quality of communication and information exchange across the institution and community with regards to all research and creative activities.

Marshall B. Ketchum University (MBKU)

Marshall B. Ketchum University (MBKU) is proposing two TPR themes: 1) Assessment of their Interprofessional Education curriculum and core competencies; and 2) Evaluation of co-curricular experiences for professional students. The purposes of these themes are to enhance the student experience and increase the wide-spread use of assessment throughout the institution. MBKU asserts that “data collection, transparency in the dissemination of shared information, and cooperative decision-making will also help the university to address the issues of ‘diversity and inclusiveness’ that are embedded in these themes.”

Scripps College

Scripps College proposed two themes: 1) Innovative Learning Organization and 2) Inclusive Student Success. The first theme focuses on a decade’s worth of student learning outcomes and how those results drive decisions in teaching and learning. In addition, two initiatives will be explored: Public Humanities and Interdisciplinary Computational Programs. The second theme will examine how Scripps has created a diverse, equitable and inclusive climate.

University of California, Irvine (UCI)

UCI proposed promoting student success as the overarching theme to investigate whether and to what extent different modalities of learning, such as participating in research and student learning communities, across diverse fields of inquiry, in and out of the classroom, serve to promote equity in learning and achievement among undergraduate and graduate students from all backgrounds. As part of its work, UCI will develop a typology of learning communities and an inventory of information systems and analytical tools useful to understand student success.

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Stanford University

Stanford proposed two themes: 1) Advancing Undergraduate Education and 2) Supporting our Community for Success. The first theme focuses on evaluation of the new first-year curriculum and the reforms in the undergraduate major. The second theme includes a campus-wide survey on diversity,

equity and inclusion, documentation of best practices and resources across departments and organizations in advising, mentoring, and professional development programming, and identification of gaps in support structures for each campus population.

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Mount Saint Mary's University (MSMU)

MSMU proposed two TPR themes: 1) Becoming an Anti-Racist University - Celebrating and Promoting Diversity, Equity and Inclusion, and 2) Advancing an Education for the 21st Century - Enhancing Academic and Co-Curricular Programs and Opportunities. The two themes are among the six goals that frame the MSMU 2021 – 2026 strategic plan, Education Global Leaders for the Next Century. For the first theme, MSMU plans to intentionally integrate diversity and inclusion into policies, practices and procedures within the institution. Theme two will explore ways to help MSMU students think concretely about their professional goals and aspirations as the university exposes them to new pedagogical strategies that make use of the latest classroom technology, for both in-person and remote instruction, as well as enhanced undergraduate honors, opportunities for internships, and research programs.

University of California, Santa Barbara

UC Santa Barbara's proposed theme, Designing for Access, Designing for Success, focuses on elucidating pathways and identifying bottlenecks to: 1) access as students enter and navigate their majors and programs, and 2) achieving degrees as they near completion of their programs of study. In addition, the theme examines the relevance of students' educational programs in regard to their commitments and goals. The activities and studies involved with this theme will enable UCSB to look across the many student success efforts on campus to focus their investments of energies and resources on improved institutional practices that will better support equitable outcomes for all students.

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Spring 2024

California State University, Channel Islands

California State University Channel Islands (CSUCI) proposes a unifying theme for its institutional Thematic Pathways for Reaffirmation (TPR): "Brechas por Cerrar/Escaleras por Construir" which translates to "Closing Gaps, Building Ladders." This theme permeates all aspects of the university, from student life and development, faculty and staff success, information technology, and facilities and sustainability. Proposed by the TPR Advisory Committee after a year of data collection across student, faculty, staff, and administrator stakeholders, this theme provides the foundation for strategic priorities that undergird the university's long-range institutional plan to fully realize the mission and vision of the institution.

University of California, Davis (UCD)

UCD proposed two themes: 1) Cultivating Connections and Fostering Inclusive Excellence and 2) Strengthening Community through Diversity, Equity, and Inclusion. For its first theme UCD will undertake

initiatives that promote student success in the first year, implement Aggie Launch, advance meaningful assessment of student learning, and build partnerships with the Sacramento community. For its second theme, the university will carry out its strategic vision for diversity and inclusion, incorporate five pedagogical stances of transformative justice education, and embed a framework for inclusive excellence throughout the university.