REPORT OF THE WSCUC TEAM
For Reaffirmation of Accreditation

To Scripps College

November 16-18, 2022

Kathleen Murray
WSCUC Team Chair
President Emeritus, Whitman College

Stephen Schellenberg
WSCUC Assistant Team Chair
Director of First Year Seminar and Chair of Geological Sciences
San Diego State University

Helen L. Chen
Research Scientist, Department of Mechanical Engineering
Stanford University

Eric M. Frank
Professor of Art History, Emeritus
Dean of the College, Emeritus, Occidental College

Leslie Grinage
Dean of the College, Barnard College

Barbara Gross Davis
WSCUC Vice President and Staff Liaison

TABLE OF CONTENTS

SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Accreditation History

Scripps College is a private, non-profit, residential, liberal arts college for women, and was founded and initially endowed in 1926 by newspaper entrepreneur and philanthropist Ellen Browning Scripps. The college is located in Claremont, California, and is a member of the Claremont Colleges consortium. The mission of Scripps College is to:

> *"Educate women to develop their intellects and talents through active participation in a community of scholars, so that as graduates they may contribute to society through public and private lives of leadership, service, integrity, and creativity."*

The institution currently has 127 faculty and 249 non-instructional staff, and serves approximately 1,000 undergraduates across more than 60 majors as well as approximately 20 post-baccalaureate students in an intensive twelve-month premedical program. Classes average 16 students with a 10:1 student:faculty ratio.

Scripps College is a member of The Claremont Colleges, a consortium of five undergraduate-serving and two graduate-serving institutions that are largely contiguous within a less than one square mile area within Claremont, California. Consortium members have access to a set of shared services, including library, information technology, campus safety, health services, financial and administrative services, and the Center for Teaching and Learning. In addition, students have access to over 2,000 courses per year across the consortium campuses; for example, in Fall 2021, ~30% of the courses taken by Scripps College students were in another Claremont College (n=1,288) and ~7% of students in Scripps College courses were from another Claremont College (n=1,036). In addition, Scripps College students were enrolled in 1,259 courses associated with their majoring in a degree offered at another college or the Keck

Science Department. Each member of the consortium maintains its own campus, students, faculty, staff, and unique missions. Scripps College does not have any off-campus locations nor does it offer any degrees or specific courses in a distance education modality.

Scripps College earned its initial WSCUC accreditation in 1949. The most recent WSCUC reaffirmation of accreditation was in 2012 for a nine-year period, and included a request for an Interim Report in 2018 to focus on (1) the sustainability of the assessment process for curricular and co-curricular programs and (2) status of eight diversity-related initiatives in the Scripps Strategic Plan. Based on this Interim Report, a 2019 WSCUC Action Summary acknowledged substantive progress in these two areas, and recommended that four specific items be addressed in this 2022 visit. Based on established WSCUC criteria, Scripps College was eligible for a Thematic Pathway for Reaffirmation (TPR), and was approved for this process in 2021.

B. Description of Team's Review Process

The review team was formally constituted by WASC on March 16th, 2022, and the team chair, assistant team chair, and WSCUC staff liaison video-conferenced on July 19th and August 2nd to discuss the TPR reaffirmation process and the roles of the chair, assistant chair, team members, and liaison. The team chair distributed the "Chair Communication to the Team" on September 7th, which included team member assignments as primary and secondary leads for the review of each Standard and for the institution's two TPR themes. The team chair held a pre-visit call with the president of Scripps College on August 24, 2022, and a follow-up call on November 9, 2022, to see if there were any final questions before the Accreditation Visit.

On September 8th, 2022, the review team received the Institutional Report and associated materials for the Thematic Pathway Review (TPR), and subsequently worked individually and

collaboratively to gather, analyze, and interpret the provided information, including a video-conference on October 22 to prepare for the Accreditation Visit. The assistant chair worked with the Scripps College Accreditation Liaison Officer to obtain additional available information and documents and to finalize the visit schedule. The visit began with a review-team-only meeting on November 15th, 2022 and continued on the morning of November 16th with interviews of groups and individuals on campus, and concluded on the morning of November 18th. During the visit, the review team met with 14 different groups, including open meetings with faculty, staff, and students. The WSCUC-based confidential email account received two communications on student diversity, equity, and inclusion and staff salary concerns. On the morning of November 18th, the review team chair met privately with the Scripps College president, and then presented the review team's Commendations and Recommendations to the broader campus community to close the Accreditation Visit.

C. Institution's Reaccreditation Report and Update: Quality and Rigor of the Report and Supporting Evidence

Scripps College provided a wealth of evidence in support of its compliance with the Standards through the completed Compliance with WSCUC Standards and Federal Requirements worksheet, the Institutional Report, and other provided materials. The Institutional Report was generally well-organized and clearly written, and claims were supported by appropriate evidence within the narrative, embedded links, and appendices. Some minor areas of confusion for the review team were readily resolved during the Accreditation Visit. The TPR themes of Inclusive Student Success and Innovative Learning Organization within the Institutional Report were broadly congruent with its WASC-approved proposal, though some thematic subcomponents and supporting evidence included in the proposal received little

coverage within the Institutional Report. Overall, the Institutional Report accurately portrayed the condition of the institution, and the institution appears to have used the worksheet and Institutional Report as an opportunity for action and improvement (e.g., making some previously internal documents publicly available). Finally, Scripps College's approach to and preparation for the Accreditation Visit, led by the TPR Steering Committee, appears to have been inclusive of leadership, faculty, staff, and students, through, for example, multiple focus groups with guiding questions and other community engagement and feedback opportunities as outlined in the Institutional Report (i.e., Pages 22-23 and 25-26) and demonstrated over multiple meetings during the Accreditation Visit.

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

A. Component 1: Response to Previous Commission Actions

In its 2019 letter, the Commission requested that four issues be addressed by Scripps College for this 2022 visit:

(1) Demonstrate how the results of assessment and program review inform resource allocation: On an annual basis, Scripps College formally invites funding requests from across the campus that are supported by appropriate evidence (including assessment and program review findings) and align with the institution's short- and long-term strategic goals as outlined in The Scripps Centennial Plan. These funding requests are prioritized by the respective vice presidents and then reviewed by the Presidential Budget Advisory Committee (PBAC), comprised of the vice presidents for business affairs and academic affairs (who co-chair), staff from business affairs, and rotating faculty, staff, and student representatives. PBAC then presents funding recommendations to the president and senior leadership team, and the president subsequently presents recommendations to the Board of Trustees as part of the broader budget approval

process. In service to loop-closing and broad communication, the PBAC chairs provide a public budget presentation to share annual budgetary decisions and their rationale.

The Institution Report described plans to strengthen transparency and communication around budgetary issues through the centralized posting of budgetary information, decisions, and rationales, and the review team encourages Scripps College to implement these plans in service to shared governance. As a representative example of how assessment and program review information inform broader budgetary decisions, the Institutional Report cites the recent financial investment in teaching space and equipment based on findings from the recent program review of the art department. As highlighted in the review team's recommendations, the suggested support for a broader approach to department-level assessment would likely strengthen the ability of the program to provide more evidence-based arguments to inform broader resource allocation decisions in the future.

While the first issue above is addressed at length in Pages 10-17 in Component 1 of the Institutional Report, the following three issues are discussed within a single paragraph on Page 18, and readers are largely referred to the TPR theme of Inclusive Student Success for a broader response:

(2) Assess the effectiveness and document the impact of the initiatives described in the strategic plan to strengthen diversity, equity and inclusion;

(3) Provide year-over-year changes in the demographic profiles of students, faculty and staff since the last reaffirmation;

(4) Explore ways of measuring changes in campus culture as a result of efforts to enhance diversity, equity, and inclusion.

Issue 3 has clearly been addressed internally through the institution's development of the Inclusion, Diversity, Equity, and Access (IDEA) Dashboard as well as externally through WASC's development of the Key Indicator Dashboard. Both dashboards were referenced within the Institutional Report and discussed during the Accreditation Visit as common sources of institutional data for discussion, planning, and action.

In contrast, the closely related issues 2 and 4 above are not explicitly addressed in terms of "effectiveness" or "measuring" (i.e., program assessment and/or evaluation) within the Institutional Report beyond generalities and a discussion of the recent deployment of, and future plans for analyzing results from, the National Assessment of Collegiate Campus Climates (NACC) survey. Hence, the institution's stated intent in Component 1 to "use the TPR themes as a focus to look beyond specific programmatic outcomes" is accurate with respect to coverage, but problematic with respect to addressing these two identified issues. The Institution Report and Accreditation Visit clearly demonstrates an ongoing deep institutional commitment to diversity, equity, and inclusion, but the review team cannot provide substantive specific commentary on these two issues—issues that should be deeply integrated into ongoing DEI efforts to assess effectiveness and identify opportunities for improvement moving forward.

B. Component 2: Compliance: Review under WSCUC Standards and Compliance with Federal Requirements

Standard 1: Defining Institutional Purpose and Ensuring Educational Objectives

Institutional Purposes (CFRs 1.1, 1.2)

The mission of Scripps College is rooted in the ideals and vision of the college's founder, Ellen Browning Scripps. Reflected in the curricular and co-curricular experiences of students, as well as the college's commitment to including faculty and staff in the holistic development of its

students, Scripps' mission reads, "The mission of Scripps College is to educate women to develop their intellects and talents through active participation in a community of scholars, so that as graduates they may contribute to society through public and private lives of leadership, service, integrity, and creativity."

The Scripps curriculum has an intentionality that begins with a sequential three semester sequence of Core I/II/III courses and culminates with a required thesis or capstone experience for each student regardless of major. Rubrics are used to assess the institutional and departmental student learning outcomes on a semesterly basis dependent on any graduates for that semester. In all instances, the Office of Assessment and Institutional Research, working closely with faculty, plays an integral role in developing rubrics and informing assessment plans.

Holistic support and responsiveness from faculty, as well as student affairs and other non-academic staff, contribute to the college's attentiveness to the needs of its students in fulfillment of the institutional mission. Student affairs staff, through out-of-the-classroom programs and interaction with students, express a responsibility for teaching and learning that complements the charge of the faculty. Annually, student affairs staff collaborate with the Office of Assessment and Institutional Research to outline assessment plans for co-curricular departments in the upcoming academic year.

Integrity and Transparency (CFRs 1.3-1.8)

Institutional policies and practices to promote an open and accessible learning and working environment are found throughout the Scripps website and through open communication among stakeholders. In addition, as part of this re-affirmation process, the college identified some additional policies and information about procedures previously only available to the Scripps community and moved this content to the public-facing website. A

shared governance model, including student and faculty representation on standing committees of the Board of Trustees, adds to the transparency of college operations, as does an annual public budget presentation by the Presidential Budget Advisory Committee.

The Principles of Community, Principles of Diversity, and Curriculum Overview complement the college's statement on academic freedom. Together these guiding documents reflect a desire for and acknowledgment of an increasingly diverse campus community as well as a commitment to developing students "through active participation in a community of scholars" as expressed in the mission statement. Both the Principles of Community and Principles of Diversity are included in the catalog as well as in the Guide to Student Life and Staff Handbook, demonstrating a stated value of community and diversity for the college.

The Scripps College curriculum represents the college's academic goals. The curriculum overview provided in the catalog states that Scripps College develops analytical, quantitative, and verbal skills through its liberal education. This skill development is explicitly reflected in the first institutional learning outcome (ISLO) "Students will be able to demonstrate analytical/critical thinking" and implicitly through the remaining six ISLOs, which require a demonstration of writing and interdisciplinary competence, as well as a breadth and depth of knowledge in myriad subjects. The curriculum overview outlines a process for all students, including those who transfer to the college, to earn the required 32 courses required for graduation across General Education (i.e., three Core courses, four courses across the Breadth of Study [i.e., one each within Fine Arts, Letters, Natural Science, and Social Science], one race and ethnic studies course, one Gender and Women's Studies course, three foreign language courses, and one Mathematics course), Requirements for the Major (i.e., eight or more courses), Senior Thesis, and a variable number of Elective Courses. Academic policies and the process to

petition the Committee for Academic Review for any exception to policy are outlined in the catalog, including timelines and oversight of the petition process.

Policies applicable to students, faculty, and staff are accessible in documents for each community. For students, policies such as tuition and fee refund schedules, standards of conduct, and disability services are found in the catalog or guide to student life. Similarly, faculty and staff can find information about equal employment opportunities in the staff handbook. Inherent to its nature as one of the group of colleges that comprise The Claremont Colleges (TCC), many of Scripps College's policies and procedures necessarily extend beyond the boundaries of the campus. One such policy is the TCC Title Nine Sexual Harassment Policy, which was adopted by six of the seven TCC institutions in acknowledgment that "as a consortium, the Institutions work together to resolve concerns that cross the boundaries of individual Institutions." Scripps College applies this policy to students, faculty, and staff.

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with the Standard. Final determination of compliance with the Standards rests with the Commission.

Standard 2: Achieving Educational Objectives Through Core Functions

Teaching and Learning (CFRs 2.1-2.7)

Scripps College's commitment to teaching and learning is evident in the breadth and depth of its academic offerings, which are described in detail in the academic catalog and institutional website. Each student is required to complete the Core Curriculum, a set of major requirements, and a culminating senior thesis. Additional options for dual majors and minors as well as exploration of programs at other members of The Claremont Colleges are encouraged. Curricular offerings are further enhanced with opportunities to engage with high impact

experiences such as study abroad, learning communities, first year experiences, and common intellectual experiences. The degree requirements are clearly operationalized in the academic program goals and learning outcomes delineated within course syllabi as well as in the academic catalog. Academic policies and procedures designed to guide students in their academic journey are also presented in the catalog and various institutional webpages as appropriate. (CFRs 2.1, 2.2a, 2.3, 2.4, 2.5)

A robust process for systematic program review follows established best practices and typically occurs every ten years. Program self-study reports are submitted to an external review team of expert practitioners, who visit the program and campus and produce a review team report. The program has the opportunity to respond to the review team report and comment upon specific actions and opportunities for improvement and change. The review team and program reports are reviewed by academic affairs leadership and collectively serve to inform short- and long-term planning. (CFR 2.7)

Scripps College has a strong infrastructure for assessment led and supported by the Assessment and Institutional Research (A&IR) office (CFR 2.6). Selected Institutional and Departmental Student Learning Outcomes (ISLOs and DSLOs) are assessed annually by faculty reviews of senior theses using rubrics tailored to each department. Annual assessment of the Core Curriculum follows a similar process to evaluate samples of student work each semester based on general education student learning outcomes. The A&IR office also serves as the repository of the annual assessment reports and liaises with the Faculty Assessment Committee in addition to the departments, the Core Curriculum, and co-curricular programs.

The limited usefulness of the senior-thesis-based assessment approach to DSLOs to inform curricular changes (p.15, Institutional Report) and departmental functioning (p.16,

Institutional Report) was explored during review team meetings with the WSCUC Steering Committee and the Faculty Assessment Committee during the campus visit. Efforts to improve the value of the DSLO assessment process are being undertaken by A&IR in conversations with department chairs to review the departmental rubrics, annual assessment reports, and a multiyear summary of rubric results in order to increase the self-efficacy of departments around assessment and especially the applications of the rubrics. In addition, senior exit surveys and listening sessions with graduating seniors are being considered to provide qualitative indirect assessment that many faculty believe would be valuable and facilitate greater alignment among the DSLOs, course outcomes, and rubrics. The review team encourages Scripps College to continue to explore innovative approaches to assessment, such as "ungrading" and course-embedded assessments, that suit the relevant needs and questions for each department and program as a means to identify opportunities to celebrate student achievement and focus curricular redesign to increase learning for all students.

Scholarship and Creative Activity (CFRs 2.8, 2.9)

Scripps demonstrates a commitment to supporting faculty and student engagement in research through funding, resources, and guidelines aimed to foster and recognize scholarship and creative activity as part of faculty career trajectories. An excellent example of this commitment is the recently (2018) awarded four-year $800,000 Mellon Foundation Award in support of the College's Interdisciplinary Humanities Initiative. This award will provide support for both undergraduate and faculty research and professional development. (CFR 2.8, 2.9)

Student Learning and Success (CFRs 2.10-2.14)

Scripps College's commitment to student learning and success via a strong liberal arts approach is evident in several areas. Academic and student support services are available across

a student's academic trajectory at Scripps College, from advising and academic resources to career planning (CFR 2.12, 2.13). Evidence of student success is documented through a variety of direct and indirect measures ranging from longitudinal data on Institutional Student Learning Outcomes to disaggregated retention and graduation rates in the Diversity, Equity, and Inclusion Dashboard and Fact Book. In addition, as in past years, the institution has recently deployed the Higher Education Research Institute College Senior Survey to gain insight into student attitudes toward, and perspectives on, what they have learned from their education relative to peer institutions, and the review team encourages the institution to consider these results to inform the broader assessment of, and approach to, student success. (CFR 2.10)

In conclusion, the team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with the Standard. Final determination of compliance with the Standards rests with the Commission.

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

Faculty and Staff (CFRs 3.1-3.3)

Scripps College has 128 faculty including tenure/tenure track and lecturers and a tenure density of 86% (all data in this section was gathered from reporting documents submitted for this review). This level of tenure density ensures that faculty roles and governance responsibilities are able to be fulfilled and that faculty have the appropriate backgrounds by discipline. (CFR 3.1) In addition, the campus has 249 staff and administrators and overall the workforce of Scripps College has become somewhat more diverse between Fall of 2014 and Fall of 2021. Since 2014, a higher percentage of faculty and staff self-identified as being non-white, although the percentage of female faculty members has declined slightly since 2014. Scripps College

recognizes in its Institutional Report that increased diversity among faculty, staff, and students requires more work, and through the Committee on Inclusion, Diversity, and Equity and associated initiatives and committees, it is clear that the institution is committed to this goal. The institution provided the review team with extensive links to published policies and procedures for recruitment and evaluation of faculty, staff, and managers, including faculty retention, promotion, and tenure data (CFR 3.2).

Fiscal, Physical, and Informational Resources (CFRs 3.4, 3.5)

The institution provided the review team with published documents that demonstrate no operational deficit for the last three years (CFR 3.4). There appears to be a transparent, deliberative, and consultative process in place which begins with the Presidential Budget Advisory Committee (PBAC) to ensure that the allocation of any new permanent base funding is aligned with the mission, strategic plan, and the needs and priorities of the academic program.

The institution is financially stable as is clearly demonstrated in the 2021 audit and reports a current endowment of $542 million. This is a robust 43% change over the 2020 endowment and reflects how well Scripps College managed COVID-19-induced financial challenges (CFR 3.4). The 2013-18 capital campaign successfully raised $4 million more than the original target of $175 million. Based upon the published documents provided to the review team, budget planning appears realistic and based upon enrollment targets (CFR 3.4). Scripps College supports and encourages the faculty use of technology in instruction and their professional development through its Faculty Instruction Technology Support (IT-FITS) (CFR 3.5). Indeed, one of the thematic components of the review, Innovative Learning Organization, highlights Scripps College's development of teaching and learning and cites technology as one of three important elements for the future of the institution.

Organizational Structures and Decision-Making Processes (CFRs 3.6-3.10)

The campus adopted its strategic plan, The Scripps Centennial Plan, in 2018, and is very intentional and transparent about tracking the plan's progress (CFR 3.6). Based on interviews and information shared during the Accreditation Visit, the review team was satisfied that the campus's organizational structure and decision-making processes were clear and consistent with their mission, vision, and values. The current campus organization chart provided to the review team appears to adequately support the campus mission and is aligned with best practices for institutional organization (CFR 3.7). The chief executive officer is the campus president, and the chief financial officer reports directly to the campus president. The duties and responsibilities of these two positions are accurately reflected in the respective position descriptions (CFR 3.8). The relatively new president is visible in the community and is actively engaged with the campus.

The review team notes executive-level and other important staff changes at Scripps College from 2018-2022. In this timeframe, there were transitions in the office of the President, Dean of Faculty, External Relations and Institutional Advancement, Student Affairs, and, at the Associate Dean level, responsibilities for racial equity and for curriculum. The 30-member Board of Trustees adopts regulations and policies and is very transparent about their operations and purview (CFR 3.9). The institution provided the review team with links to various documents, including the Faculty Handbook, that define the governance roles as well as rights and responsibilities of the faculty (CFR 3.2, 3.7).

In conclusion, the team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with the Standard. Final determination of compliance with the Standards rests with the Commission.

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

Quality Assurance Processes (CFRs 4.1, 4.2)

Scripps College has made significant progress with assessment efforts since its last review and continues to evaluate assessment processes to increase their sustainability and value. The "bookends" to a Scripps College education, the three-semester interdisciplinary Core Curriculum course sequence and the senior thesis, both of which are required of all students, provide the institution with distinctive opportunities for assessment of student learning. Assessment efforts are guided and coordinated by the Assessment and Institutional Research (A&IR) office, which supports and collaborates with the Faculty Assessment Committee, the Core Curriculum Director, the Core Curriculum Steering Committee and Reimagining Committee, academic department chairs, and student affairs leadership. The results of assessment efforts, including both curricular and co-curricular program reviews conducted every ten years, are used to inform budgetary decisions that are ultimately made by the Board of Trustees. The Institutional Report provides ample evidence of comprehensive compilation of data sources, in particular multiple surveys aimed at gathering student perspectives across the students' trajectory at Scripps College.

Institutional Learning and Improvement (CFRs 4.3-4.7)

Assessment efforts engage faculty, staff, and students across the campus as well as the Board of Trustees. The Faculty Assessment Committee is co-chaired by two administrative staff members and includes faculty from across the academic departments. Faculty, staff, and students are involved in the Presidential Budget Advisory Committee, which considers assessment results in making budget recommendations to the administration and the board. The 2018 strategic plan,

entitled The Scripps Centennial Plan, was developed with broad representation from throughout the campus community.

The TPR process led to a critical reevaluation of the entire assessment process, and Scripps College is considering substantive changes, some of which will be implemented in the spring of 2023. The relatively new Director of Assessment and Institutional Research is working effectively with individual departments to build discipline-appropriate approaches to assessment. The review team encourages Scripps College to build on the momentum generated by the TPR process and the faculty's current high level of engagement with assessment to generate more sustainable and valuable protocols.

The review team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with the Standard. Final determination of compliance with the Standards rests with the Commission.

C. Component 8: Institution Specific Themes

Theme 1: Inclusive Student Success

Inclusive Student Success (ISS) is one of the four ongoing initiatives of the The Scripps Centennial Plan established in 2018 and includes the four components below with descriptions drawn from the strategic plan website:

- Advising 360: Build a robust team that integrates academic and other forms of advising to help students navigate the entirety of their experience; stated as currently on hiatus.
- Bridge to Community: Redesign the ways we introduce new students to the Scripps community by better emphasizing the joys and responsibilities of the strong relationships possible at Scripps; stated as transitioned to operations.

- Inclusion, Diversity, Equity, and Access (IDEA) 2.0: Build a stronger, more inclusive community in which members understand, appreciate, and learn from each other's differences of identity, experience, and access to resources. IDEA 2.0 will cultivate a greater sense of belonging and enable our students to build more diverse, accessible, equitable communities in their lives after graduation; stated as active.

- Presidential Scholarship: Delivering on the Scripps invitation to success and achievement by enabling all students to fully participate in the Scripps experience regardless of financial resources; stated as initial goal met.

Based on recommendations from the TPR Steering Committee, the concept of Inclusive Student Success was approved as a TPR theme by the previous president and her senior team in the summer of 2020. The resulting Inclusive Student Success (ISS) theme within the Institutional Report has a nearly exclusive focus on the latter two strategic plan components (i.e., IDEA 2.0 and Presidential Scholarship) as a means to explore and demonstrate "how the College's efforts have created a climate that strives to be diverse, equitable, inclusive, and just" (Institutional Report, Page 27). The review team notes while coverage of the ISS theme is naturally much deeper in the Institutional Report than outlined in the WASC-approved TPR proposal, this coverage is also demonstrably narrower. This observation is made more in response to the WSCUC Team Report Directions and Template prompts than as criticism of the institution; narrative and focus naturally evolve, especially within limited pages of the Institutional Report. However, the broader breadth of the college's DEI efforts highlighted in the TPR proposal and observed during the Accreditation Visit only reinforce the review team's Recommendations 3, 4 and 6. Furthermore, the review team encourages the institution to ensure continued focus on the

laudable Advising 360 and Bridge to Community components in concert with the two components focused on within this TPR theme.

Shifting focus to the Institutional Report, the ISS theme provides a detailed picture of Scripps College's desire to use financial aid as a means to increase access and student diversity. In addition to five scholarship programs that aid in no-loan and loan reduction efforts, the college was recently awarded a $15 million match from the Schuler Education Foundation Access Initiative to support undocumented and Pell-eligible students. The Presidential Scholarship, a feature of The Scripps Centennial Plan, awarded about 5% of enrolled students no-loan packages in the 2021-2022 academic year. As a focus of the ISS theme, both in the Institutional Report as well as The Scripps Centennial Plan, this is commendable, as is Scripps College's ability to surpass fundraising goals to meet the needs of this scholarship initiative. Also commendable is that the median student debt of Scripps graduates trended lower than the national average from 2014-2019. Thus, Scripps College appears to be doing well in using financial aid as a successful tool to increase access and cultivate a fulfilling student experience.

Given this achievement as a need-aware institution, the review team notes that Scripps College's stated "ultimate goal of offering need-blind admission" (Institutional Report, Page 27) could unintentionally have an adverse effect on the experience the college wishes to create for students, as it may become more challenging to meet the financial needs of the students who require support. The institution's own definition of need-aware, "that we commit to ensuring that the students we accept will be funded for the full Scripps educational experience, so that they are not excluded from activities due to lack of funds" (Institutional Report, Page 28) does not detail how or if additional funds are given to students to limit their exclusion on campus. The Accreditation Visit illuminated that funding for the full Scripps educational experience includes

tuition, fees, room and board, a travel allowance, and, for the highest need students, health insurance. Although the college has a very generous financial aid budget, it is beginning the process of modeling other expected costs that are not currently covered in the traditional financial aid package, which could help reduce barriers for students, aid in a successful and sustained transition to the Scripps community, and expand the meaning of one being funded for the full Scripps educational experience. Regardless, Scripps College has a compelling story of their financial aid packaging, and data from the Higher Education Research Institute (HERI) Institute College Senior Surveys shows continued satisfaction among graduating seniors with financial aid packages over the last three years. The review team recognizes that Scripps College is committed to developing a method to more effectively communicate their aid and debt profiles, which will also help avoid future misinterpretations of poorly contextualized data by students, families, and other interested parties.

Scripps College is also lauded for a commitment to increasing racial diversity among its student population. While the average percent of students of color is notable at 41% in fall 2021, and 40% between 2014-2020, it is noteworthy that the percentage of Black students remained at 4% from 2014-2020. During the visit, the college acknowledged that the stagnant percentage of Black students is a concern, and noted that it is already working from a limited pool of applicants as a women's college. The review team endorses the college's ongoing efforts to develop sustainable recruitment structures, and an approach that directs any cost savings from a distributed DEI administrative model towards diverse recruitment. Information gleaned from data collection through the recently completed student component and upcoming faculty and staff components of the National Assessment of Collegiate Campus Climates (NACCC) should help inform any additional considerations for, and opportunities to, diversify the student

populations and support the success of all students. Scripps has made an effort to make information and training on themes consistent with the IDEA 2.0 initiative available to the campus community. The college's participation in Liberal Arts College Racial Equity Alliance (LACRELA) and its partnership with the California Conference for Equality and Justice (CCEJ) is complementary to direct institutional efforts that are encompassed in the IDEA 2.0 Initiative.

The inclusion of the entire Scripps College community within the ISS theme is appropriate as one considers the role faculty and staff play in the student experience. While the theme appears to focus on student needs and how institutional policy and practices support student success, a clear rationale for the prevalence of faculty and staff experiences within the theme was not evident in the Institutional Report. However, the Accreditation Visit clarified the importance of focusing on faculty and staff within the ISS theme as a means to support efforts to help faculty create classrooms of belonging and leverage opportunities to help students thrive within Scripps College and beyond. In particular, the Accreditation Visit helped the review team understand the creation of the triumvirate Equity and Justice Leadership Team (versus, say, a single chief diversity officer) as a means to demonstrate a shared commitment to diversity, equity, and inclusion (DEI) work across campus and promote greater communication and representation across stakeholder groups. The intention is for the Equity and Justice Leadership Team to have thought partners in each other, share the responsibility for DEI work, and for them to be seen as a resource for students (i.e., SCORE director), faculty (i.e., associate dean of faculty for racial equity), and staff (i.e., vice president/secretary for the Board of Trustees and convenor of the Inclusion, Diversity, Equity, and Access [IDEA] initiative).

The creative and adaptive approach to DEI leadership at Scripps College is to be lauded, but may require further consideration as the Equity and Justice Leadership Team continues to

take shape. While the team appears to understand its charge, and senior leadership is also able to speak to the group's role, the Accreditation Visit highlighted that other members of the community may be unclear about who is leading DEI efforts on campus and/or do not believe that this critical organizational and operational information is well communicated. Additionally, each member of the Equity and Justice Leadership Team has other job responsibilities, which may limit the team's ability to effectively strategize and operate. Without a consistent funding source or other support measures that might have been in place with a sole chief diversity officer, any inclusive student success initiatives, be they focused on faculty, staff, and/or students, may fall short of their potential.

The review team commends the effort to infuse this DEI work throughout the entire community, and in particular, the creation of the Equity and Justice Leadership Team structure to focus on DEI initiatives. However, the review team also identified concerns intrinsic to this team-based approach; for example, who is ultimately responsible for success and which department(s) are expected to lead efforts to widen student access, increase faculty diversity, increase staff diversity, and deal with extra burdens placed on faculty and staff of color. The goal of IDEA 2.0 to "build a stronger, more inclusive community in which members understand, appreciate, and learn from each other's differences of identity, experience, and access to resources" is commendable, but it is not clear how that goal will be achieved or who will be held responsible for genuine, measurable progress on a specific timeline. During the Accreditation Visit, senior leadership acknowledged the need to develop a communication plan to help the broader community understand this intentionally distributed model for addressing DEI issues.

As highlighted in the Institutional Report and during the Accreditation Visit, student affairs and other student-facing staff at Scripps College are integral to the ISS theme. Staff

members were proud that they knew students and were able to work together within departments and divisions to directly support students, and it was reiterated throughout the visit that the college has been and continues to be very responsive to student needs. This responsiveness, however, has come with burdens that are felt by staff employees of the college. The review team noted that while there was a great deal of pride felt in providing "white glove" service to students and their families, an increase in the needs of students, especially compounded by the COVID-19 pandemic, has put a strain on staff. The review team also noted that the student affairs staff is a relatively lean team that has been asked to manage a lot, often at the expense of the relationship with students. Within the Institutional Report, student affairs staff defined success as "holistic" (Institutional Report, Page 40) and inclusive student success as "students seeking a college experience where they would not have to question their belonging to the Scripps community" (Institutional Report, Page 41). Not dissimilarly within the Institutional Report, faculty definitions of inclusive student success were holistic in an academic nature, and their definition of inclusive student success paralleled that of staff as it also referenced a level of belonging and student ownership of their academic experience.

The Accreditation Visit confirmed the sentiment in the Institutional Report that "Student Affairs staff . . . share a responsibility for learning and teaching, so the responsibility does not rest solely on faculty." (Institutional Report, Page 56). However, while faculty and staff at Scripps College all appear to be committed to student success, a shared understanding of inclusive student success, one that does not separate in-the-classroom and out-of-classroom learning was not evident in the Institutional Report or during the Accreditation Visit. Further, the review team noted that a conversation with the Equity and Justice Leadership Team highlighted that, with respect to students and their experiences, the college should "aim to build better

relationships between the faculty and the staff so they are presenting more consistent messaging."

Theme 2: Innovative Learning Organization

Like the first TPR theme, the second TPR theme, Innovative Learning Organization, also shares the same name as a much broader initiative within The Scripps Centennial Plan, but the Institutional Report focuses more narrowly on an exploration of the challenges and opportunities around the Core Curriculum completed by all Scripps College students as part of their graduation requirements. This Core Curriculum consists of a sequence of three courses, with two in the first year and an independent-project-focused course in the fall of the second year, that represent a key element in the academic identity of Scripps College. The Institutional Report openly describes ongoing spirited discussions, and indeed some dissent and tension, within the academic community as to how the Core Curriculum component could be reimagined for the future. These ongoing discussions include such aspects as 1) the meaning of interdisciplinarity, 2) the relationship of Core Curriculum to the overall curriculum, 3) the role of writing in the first Core I course, 4) the learning objectives in the Core courses, and 5) workload issues regarding the three-semester sequence of the program, in particular for faculty of color, who are, as is the case at many institutions, overburdened, in this case with teaching and student conferences around race and ethnicity in the current Core I course. Scripps College also reports the differing impact of some Core courses, especially Core I, on Black, Indigenous, and People of Color (BIPOC) students. These matters were identified in 2017. To address the need for Core Curriculum innovation, the Faculty Executive Committee established a Core Restructuring Committee at the end of the 2022 academic year, with a goal to implement a revised program in Fall 2025. This timeline seems ambitious and attenuated at the same time, although the review team understands

this is necessary to accommodate the current Core Curriculum cycle, which is already established for 2023-2024. The Core Curriculum Steering Committee and Reimagining Committee recognize these concerns, and are reexamining the overall coherence and structure of the Core courses, actively engaging with DEI experts to inform curriculum planning, providing opt-in opportunities for professional development opportunities for Core Curriculum faculty, and addressing fundamental questions regarding who should be teaching in the Core and the challenges of recruiting faculty instructors.

In addition to changing the Core Curriculum, Scripps College has embarked on an innovative and admirable ambition to infuse computational skills into multiple disciplines in response to the broad and growing demand for computational literacy, and plans to build faculty strength in this general approach through future hiring across the college. These efforts, and the approval of a Computer Science minor in the Spring of 2022, will move the Scripps College curriculum in this direction. The Faculty Executive Committee is aware that this trend might begin to compromise the college's fundamental educational commitment to the arts and humanities. In this regard, the review team notes that from 2014-2021 the number of bachelor degrees granted by Scripps College in the humanities has declined. While this is a general trend across liberal arts institutions, for those institutions with an uncommon commitment to the arts and humanities, it can be concerning. However, the fundamental and historical institutional commitment to the humanities is strongly reflected in the Mellon Foundation's $800,000 grant to conduct faculty-mentored research and development in these disciplines. An innovative part of this grant will foster community partnerships in the humanities, which aligns closely with Scripps College's strategic plan. The review team notes the institution's commitment to establishing and assessing the success of this curricular innovation, and was reassured by the

senior leadership team that fundraising efforts and prioritization within the strategic plan are underway to ensure that these initiatives are sustained beyond the life of the grant. The review team was confident, after meeting with the Core Curriculum Steering Committee & Reimagining Committee, that these concerns will be addressed in a judicious and appropriate manner.

The review team also finds that Scripps College's engagement with The Claremont Consortium has its challenges. Students at Scripps College are able to enroll in up to 11 courses (and can be approved by their academic advisor for more than 11) at other Claremont Colleges, and many more Scripps College students take courses outside of Scripps College than other consortium students take at Scripps College. Additionally, Scripps College students can face obstacles in enrolling at other consortium schools. For example, the review team was told that some departments at one consortium college have added an application to the registration process, and Scripps College faculty are unaware of departmental standards for admittance to these courses. Scripps College faculty are also not necessarily aware of the learning goals and outcomes for courses taken outside of Scripps College, and presumably visa-versa. Since the character of consortial learning does not appear to have been studied or assessed in any systematic manner (and since many students take courses outside of their college), the review team suggests that future planning and efforts might include a focus on the impact of consortial learning on a Scripps College education.

Finally, it was evident to the review team that Scripps College understands future institutional innovation in precisely the way the Institutional Reports states: "…continuing to embed appropriate technology; supporting faculty's creative pedagogical endeavors; and retooling key components such as the Core Curriculum." (Page 56) It will be important for Scripps College to carefully assess these categories into the future.

D. Component 9: Reflection and Plans for Improvement

Scripps College has used the occasion of its TPR-based reaffirmation of accreditation as an opportunity to ask important questions and begin to develop innovative responses to those questions. The conversations described in the Institutional Report demonstrate a willingness to grapple with substantive issues and seek robust data and evidence to inform those discussions and decisions. These impressions were confirmed during the Accreditation Visit. Scripps College has maintained its mission-driven focus on the humanities and its foundational values, even while seeking to innovate in order to meet the needs of today's students.

The Institutional Report speaks convincingly of the need for courage and risk-taking in order to advance innovation; for example, "innovation thrives when failure is allowed and regrouping receives support and encouragement." (Page 55) and it requires a "willingness to fail." (Page 56) The review team encourages the Scripps College community to genuinely embrace those concepts to move as expeditiously as possible from planning to implementation of the ideas under discussion. It will require courage to move forward with those changes, studying the outcomes and regrouping as needed along the way.

SECTION III – OTHER TOPICS

Not applicable.

SECTION IV – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

Based on the Institutional Report and the Accreditation Visit, the WSCUC Reaffirmation of Accreditation process was clearly used by the Scripps College community to reflect on its mission, ensure compliance with institutional accreditation standards, and focus on two broad themes of Inclusive Student Success and Innovative Learning Organization. Based on its

evaluation of submitted materials and interactions with the campus community, the review team identified the following commendations and recommendations:

Commendations

The review team commends Scripps College for:

1. Effective use of the TPR process to ask important questions, undertake initiatives to respond to those questions, and acknowledge issues that need to be addressed.

2. The response to the COVID-19 pandemic from March 2020 to the start of the fall 2021 semester through innovative on-line teaching and delivery of student services, and especially shrewd financial management.

3. Community-wide attention to both curricular and co-curricular assessment efforts, the results of which are being used to inform budgetary decisions that will positively impact student learning and development.

4. A variety of initiatives and programs reflecting a deep commitment and distributed approach to diversity, equity, and inclusion across the campus, and the recent establishment of the Equity and Justice Leadership Team.

5. Excellent retention and graduation rates across all student demographics.

6. Receipt of a Schuler Education Foundation Access Initiative matching grant of $15 million to support student financial aid and help the college reach its goal of increased access.

7. A broad commitment to Scripps' liberal arts mission, being responsive to the needs of students, and relevant to the evolving societal context.

Recommendations

The review team recommends Scripps College:

1. Continue to intentionally develop and implement a reimagined CORE sequence based on data, faculty expertise, and institutional student learning outcomes, currently planned for launch in the academic year 2025-2026. (CFRs 2.1, 2.2, 2.2a, 4.6)

2. Continue to explore and implement discipline-appropriate approaches to assessment across the college that celebrate student achievement and identify curricular and pedagogical opportunities to enhance student learning and success. (CFRs 2.4, 2.6, 2.9, 4.4)

3. Identify a sustainable funding source to support and institutionalize the ongoing work of the Equity and Justice Leadership Team and their initiatives across campus. (CFR 1.4, Policy on Equity and Inclusion, Equity and Inclusion Guide)

4. Develop and implement a communication plan around the distributed campus approach to diversity, equity, and inclusion that promotes and sustains a shared understanding of this approach among students, faculty, staff, alumni, and board. (CFR 1.4, Policy on Equity and Inclusion, Equity and Inclusion Guide)

5. Improve communication between senior leadership and the faculty in order to strengthen shared governance. (CFRs 3.6, 3.10)

6. Create and operationalize a shared definition of student success between Academic Affairs and Student Affairs that frames student competence in terms of relevant skills, tools, and knowledge from both a curricular and socio-personal lens. (CFRs 2.10, 2.11, 2.13, 4.1)

APPENDICES

A. Federal Compliance Forms

1. Credit Hour and Program Length Review Form

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? √ YES ❒ NO
	If so, where is the policy located? Catalog

Language below drawn from Course Requirements and Credit Values section of Catalog: https://catalog.scrippscollege.edu/content.php?catoid=27&navoid=3512#course-requirements-and-credit-values

Scripps College emphasizes the following: "The unit of academic measurement is the course unit. Scripps College does not view learning as being defined by, or limited to, instructional time alone. Credit is determined by a holistic sum of time, effort, intellectual growth, and academic performance within and outside of classroom-based learning, throughout a 15-week semester. Courses offered during the summer have equivalent workloads but are concentrated into a shorter period of time."

In terms of specific credit hours: "A typical course meets for a total of 150 minutes each week, although the number of actual hours spent in class or in the laboratory may exceed 150 minutes depending on the subject matter and the level of the course. Scripps College does not generally award course units for extra class meetings, practica, film screenings, rehearsals, studio time, labs, or other academic obligations that are in addition to the standard course meeting. Students are generally expected to study a minimum of two to three hours for every hour in class although more or less may be devoted by the student depending on the subject matter and preparation required for a particular class. For the purpose of conversion at schools on such systems, each semester course unit at Scripps College is considered the equivalent of four semester hours or six quarter hours."

Translating Scripps' course units to credit hours: "A Bachelor of Arts degree is awarded upon completion of at least 32 courses, comprising the Core sequence, general education requirements, at least one major program of study, and elective courses." |

	Additionally, from Requirements for Bachelor of Arts Degree: https://catalog.scrippscollege.edu/content.php?catoid=27&navoid=3474#Requirements_for_Bachelor_of_Arts_Degree Scripps' 32 required course units would be the equivalent of 32 x four semester credit hours: 128 semester credit hours needed for a Bachelor's degree award.
	Comments: None
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? √ YES ☐ NO Periodic review of credit hour assignments is embedded into academic processes including program reviews and the new/revised course proposal process. Review of Academic Programs in Faculty Handbook: https://catalog.scrippscollege.edu/content.php?catoid=29&navoid=3702 Course Requirements and Credit Values in Catalog: https://catalog.scrippscollege.edu/content.php?catoid=27&navoid=3512#course-requirements-and-credit-values
	If so, does the institution adhere to this procedure? √ YES ☐ NO
	Comments: None
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? √ YES ☐ NO Course Schedule Time by Intercollegiate Agreement: https://catalog.scrippscollege.edu/content.php?catoid=29&navoid=3709#pilot-2-year

	Academic Calendar: https://www.scrippscollege.edu/registrar/academic-calendar Course descriptions: https://catalog.scrippscollege.edu/content.php?catoid=27&navoid=3511
	Comments: None
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? *No online or hybrid courses are currently offered.*
	What kind of courses (online or hybrid or both)? —
	What degree level(s)? ❏ AA/AS ❏BA/BS ❏ MA ❏ Doctoral
	What discipline(s)? —
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? √ YES ❏ NO
	Comments: None
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g.,	How many syllabi were reviewed? Two
	What kinds of courses? Studio, laboratory
	What degree level(s)? ❏ AA/AS √ BA/BS ❏ MA ❏ Doctoral

internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	What discipline(s)? Painting, Behavioral Neurobiology
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? √ YES ❏ NO
	Comments: None
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? Four
	What kinds of programs were reviewed? Academic degrees within the college
	What degree level(s)? ❏ AA/AS √ BA/BS ❏ MA ❏ Doctoral
	What discipline(s)? Economics, French, Psychology
	Does this material show that the programs offered at the institution are of a generally acceptable length? √ YES ❏ NO
	Comments: None

Review Completed By: Stephen A. Schellenberg

Date:15 November 2022

2. Marketing and Recruitment Review Form

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? √ YES ❐ NO Scripps College does not provide incentive compensation to employees or third-party entities for their success in securing student enrollments.
	Comments: None
Degree completion and cost	Does the institution provide information about the typical length of time to degree? √ YES ❐ NO From Curriculum Overview in Catalog: https://catalog.scrippscollege.edu/content.php?catoid=27&navoid=3474#curriculum-overview "Thirty-two (32) courses, or an average of four (4) each semester, are needed for graduation, though students are encouraged to, and often do, exceed the minimum." From Course Requirements and Credit Values in Catalot: https://catalog.scrippscollege.edu/content.php?catoid=27&navoid=3512#course-requirements-and-credit-values "A Bachelor of Arts degree is awarded upon completion of at least 32 courses, comprising the Core sequence, general education requirements, at least one major program of study, and elective courses. The undergraduate program averages four course units per semester for graduation in four years." Additionally, for every entering Scripps first year, the Registrar's office automatically defaults their planned grad session/year to four years out. This information is always visible to every student in their student portal at all times. Each year the Registrar's office sends a degree progress letter to every

	student that reiterates "our records indicate your planned grad sess/year is SPXX, are you on track to finish?"
	Does the institution provide information about the overall cost of the degree? √ YES ❒ NO

Expenses: https://catalog.scrippscollege.edu/content.php?catoid=27&navoid=3399 |
| | Comments: None |
| Careers and employment | Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable?   √ YES ❒ NO

The Center for Career Planning & Resources (CP&R) collects and communicates information about graduate's post-graduationjobs and careers in a variety of ways. The center has traditionally collected each year graduate's job information through in-house First Destination/Graduating Senior surveys.

This information is shared with students through various websites:

Life after Scripps College: https://www.scrippscollege.edu/life/life-after-scripps

Postgraduate Opportunities: https://www.scrippscollege.edu/student-services/career-planning-resources/postgraduate-opportunities

Career Planning & Resources: https://www.scrippscollege.edu/student-services/career-planning-resources

CP&R also collaborates with Scripps College's Office of Alumnae Engagement to intentionally connect current students with alumnae, communicating graduates' life paths and creating connection opportunities. Examples include the Olive Grove networking community, the La Semeuse Mentorship program, and resources such as the Career Conversations series among others. |

	Does the institution provide information about the employment of its graduates, as applicable? √ YES ❒ NO Career Planning & Resources: https://www.scrippscollege.edu/student-services/career-planning-resources
	Comments: None

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third-party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Stephen A. Schellenberg
Date:15 November 2022

3. Student Complaints Review Form

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? √ YES ❏ NO
	If so, is the policy or procedure easily accessible? Is so, where? Policies are located in the 2022-2023 Guide to Student Life and can be accessed from the Student Resources section of the Scripps College intranet or from the Student Affairs web page. The Guide to Student Life contains sections that relate specifically to student complaints policies, procedures, and records such as the following: ● Grade Disputes ● Standards of Conduct and Judicial Hearing System ● Hazing Policy ● Discrimination and Harassment Policies and Grievance Procedures ● Bias Incidents and Hate Crimes ● Academic Policies and Hearing Procedures ● Conduct Resolution Policies and Procedures ● The Appeals Process
	Comments: None
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? √ YES ❏ NO If so, please describe briefly: As outlined in the 2022-2023 Guide to Student Life document: Discrimination and Harassment Policies and Grievance Procedures:

	Appendix C2. #5. Guide to Student Life pgs. 78-79 Additionally, through Title IX at Scripps College: https://www.scrippscollege.edu/titleix/: Bias Incidents and Hate Crimes: Appendix C2. #5. Guide to Student Life pgs. 79-80 Additionally through Title IX at Scripps College: https://www.scrippscollege.edu/titleix/: Academic Policies and Hearing Procedures: Appendix C2. #5. Guide to Student Life pgs. 83-88 Conduct Resolution Policies and Procedures: Appendix C2 .#5. Guide to Student Life pgs. 89-102
	If so, does the institution adhere to this procedure? √ YES ❒ NO
	Comments: None
Records	Does the institution maintain records of student complaints? √ YES ❒ NO If so, where? Student complaints and policy infractions are mostly low-level incidents that result in and informal warnings or low-level sanctions. It is rare for Scripps to have to convene a hearing board for academic or non-academic infractions. Such records are maintained in the Dean of Students Office and/or the Registrar's Office depending on the nature of the incident. More specific information is contained in Section 3.30 of the Guide to Student life.
	Does the institution have an effective way of tracking and monitoring student complaints over time? √ YES ❒ NO If so, please describe briefly:

	Student Records/Confidential Personal/Conduct Records: in Guide to Student Life (pgs. 46 – 47): Appendix C2.#5. Guide to Student Life
	Comments: None

*§602-16(1)(1)(ix)
See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Stephen A. Schellenberg
Date: 15 November 2022

4. Transfer Credit Policy Review Form

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? √ YES ❒ NO
	If so, is the policy publicly available? √ YES ❒ NO If so, where? Transfer Credit in Academic Catalog: https://catalog.scrippscollege.edu/content.php?catoid=27&navoid=3512#Transfer_Credit Transfer Credit FAQ: https://www.scrippscollege.edu/registrar/office-of-the-registrar/transfer-credit-faq
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? √ YES ❒ NO
	Comments: None

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

1. Are publicly disclosed in accordance with 668.43(a)(11); and

2. Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission's Transfer of Credit Policy.

Review Completed By: Stephen A. Schellenberg
Date: 15 November 2022

B. Off-Campus Locations Review, as appropriate

Scripps College does not operate any off-campus locations.

C. Distance Education Review Appendix

Institution: Scripps College

Type of Visit: Thematic Pathway for Reaffirmation of accreditation

Name of reviewer/s: Stephen Schellenberg

Date/s of review: 11/16/22 – 11/18/22

Section Completed: Section B for Institutions Without Approved Distance Education Programs (Section A omitted)

SECTION B:

Courses reviewed (as appropriate; please list):

None; Scripps College does not currently provide distance education in any capacity. In response to the COVID-19 pandemic, Scripps College requested WSCUC authorization to provide temporary remote instruction and education to Scripps College students. Starting in March 2020, Scripps shifted to remote operations, requesting and using the WSCUC approval given to carry out temporary distance instruction from Fall 2020 through Spring 2021. While Scripps College requested temporary authorization for distance education as a precautionary measure for Fall 2021 and Spring 2022, the institution returned fully to in-person instruction from the Fall 2021 semester.

Starting from the Fall 2021 semester, Scripps College has not engaged in distance education as defined by WSCUC in any systematic fashion. Any remote resources or ability to

log into a class through remote platforms such as Zoom returned to pre-pandemic case-by-case

special instances, such as where a specific student was sick and unable to attend a specific class

or set of classes, or the same for a faculty member. Scripps College has no online learning

courses or any courses where the whole of a course or any part thereof is instructed remotely.

Nature of review (material examined and persons/committees interviewed)

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
Nature of Online Learning Courses. How do faculty use distance learning options in face to face courses e.g., blended learning, hybrid learning, hybid flexible (hyflex), flipped classroom, or other instructional strategies that allow student/instructor separation? How extensive is distance learning in the curriculum?	Not applicable.	
Faculty and Student Preparation for Distance Education. What training is offered to faculty who incorporate distance learning in their courses? Can students request a distance learning option for onsite courses? How is their placement in the option determined? What orientation to distance education do students receive?	Not applicable.	
Quality of the Distance Education Infrastructure. Are the learning platform and academic infrastructure of the institution conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?	Not applicable.	

Faculty Initiated Regular and Substantive Interaction. How does the institution ensure compliance with the federal expectation for "faculty-initiated, regular and substantive interaction"? How is compliance monitored? What activities count as student/instructor substantive interaction"?	Not applicable.	
Academic Engagement. How does the institution ensure compliance with the federal expectation for "Academic Engagement"? How is compliance monitored? What activities contribute to academic engagement?	Not applicable.	
Student Identification Verification. What is the institution's process for student verification, e.g., a secure login and pass code; proctored examinations; other technologies or practices that are effective in verifying student identification?	Not applicable.	
Quality Assurance. What processes are in place to collect data from courses that use some type of remote learning? How are the findings used to improve instruction?	Not applicable.	

Revised September 2022