

SCRIPPS COLLEGE

Thematic Pathway for Reaffirmation Proposal

Executive Summary

As the College approaches its next reaffirmation, the collective emphasis during this time is centered on excellence. For nearly a decade, the College has committed to assessing student learning inside and outside the classroom, which has become systematically embedded in the organization's culture (CFRs 1.2, 2.3, 2.4, 2.5, 2.6, 2.10, 2.11, 4.1, 4.7). Simultaneously, dedicated attention has been put forth by Scripps to promote and nurture an inclusive educational environment for people from diverse backgrounds and different perspectives (CFR 1.4). In reflection, Scripps College has strived for a decade of excellence, and beyond, through its vigorous attention to teaching and learning while creating an environment that fosters diverse and inclusive partnerships with its community stakeholders. Scripps is excited to engage in the Thematic Pathway for Reaffirmation (TPR) to illuminate *A Decade of Excellence and Beyond* elucidating the College's commitment to an *Innovative Learning Organization* and its intentional focus on *Inclusive Student Success*.

Overview of the institution

[Scripps College](#) is situated on 32-acres located in Claremont, California, 30 miles east of Los Angeles, was founded in 1926 and was first accredited in 1949. Ellen Browning Scripps, the founder, created the College's mission that has resonated for over 90 years.

Scripps is a women's residential liberal arts college that offers degrees in more than 60 majors in Arts, Letters, Social Sciences, and Natural Sciences and Mathematics. Our [Core Curriculum](#), a hallmark program, is a three-semester interdisciplinary program that provides a common academic experience for all students. The average undergraduate enrollment is slightly over 1,000 students; approximately 41% of the fall 2019 population are students of color and five percent are international. Our average first-year retention rate is 93% and six-year graduation rate is 90%, which are both above the national average. The student to faculty ratio is 10:1 with an average class size of 16. Approximately 70% of faculty are full-time and 61% are tenured/tenure track. For additional data points from previous years about our College, please refer to the [Fact Book](#) posted on the [Assessment and Institutional Research](#) website (CFR 4.2). In addition to the undergraduate experience, Scripps also offers a [Post-Baccalaureate Premedical Program](#) that affords students the opportunity to complete the prerequisite science courses to successfully pursue a career in medicine in a thirteen-month program that enrolls approximately 18 students annually (CFRs 1.5, 1.6).

Scripps is part of [The Claremont Colleges](#) consortium. This consortium offers a rich intellectual network with myriad benefits for students, faculty, and staff: joint academic programs, cross-registration in courses, a two-million-volume library, student bookstore, health and counseling services, chaplain's offices, and recreational facilities, among others. The consortium is comprised of five undergraduate liberal arts colleges, two graduate institutions, and The Claremont Colleges ([TCC](#)) administrative offices, providing shared institutional resources (CFR 2.13). The seven independent institutions offer rigorous curricula, small classes, distinguished professors, and personalized instruction in a vibrant residential college community that provides intensive

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interaction between students and faculty. Essentially, the consortium generates an endless variety of intellectual, cultural, and social experiences.

History

Ellen Browning Scripps, a reporter, global adventurer, suffragist, businesswoman, and philanthropist was a woman ahead of her time. She would have been an exceptional woman in any era; her lifetime achievements were truly remarkable. With a small bequest from her late grandfather and savings from her wages as a schoolteacher, Ellen and her brothers founded one of the country's leading newspaper and publishing enterprises. Her business acumen, on which her brothers depended, was a tremendous benefit to the venture, and her daily column was one of the nation's best-read features in more than 1,000 newspapers.

Ellen was an early and ardent supporter of women's suffrage and a devoted philanthropist. Her generosity supported innumerable educational and scientific endeavors, including the Scripps Institute of Oceanography, the Scripps Clinic, the San Diego Zoo, and Scripps College, her crown jewel. Her leading influence at The Claremont Colleges led to the purchase of land on which not only Scripps College flourished, but provided space to establish Claremont McKenna, Harvey Mudd, and Pitzer Colleges. Her role in the launching of the Claremont group plan led to her feature on the cover of Time Magazine in 1926. Ellen Browning Scripps characterized her involvement with Scripps College as her most important work in a rich lifetime of creating opportunities to widen human knowledge.

Mission

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 (CFR 1.1). Ellen Browning Scripps stated, "The paramount obligation of a college is to develop in its students the ability to think clearly and independently, and the ability to live confidently, courageously, and hopefully."

Process for the development of themes

After our interim report was approved by WSCUC (CFRs 1.1, 1.8) in early spring 2019, the Assessment Steering Committee, including [Vice President for Academic Affairs and Dean of Faculty](#) (VPAA/DOF) Amy Marcus-Newhall, Associate Dean of Faculty (ADOF) Jennifer Armstrong, [Vice President for Student Affairs and Dean of Students](#) (VPSA/DOS) Charlotte Johnson, and Director of [Assessment and Institutional Research](#) (DAIR) and Accreditation Liaison Officer (ALO) Junelyn Pangan Peeples, began early discussions of possible themes in preparation to submit our request in fall 2019 to participate in the Thematic Pathway for Reaffirmation (TPR) scheduled for fall 2022. We submitted a request on November 7, 2019 to our WASC ALO to participate in the TPR and were approved by WSCUC on February 14, 2020.

The Scripps TPR Steering Committee (formerly known as the Assessment Steering Committee) shaped its discussions in identifying an appropriate theme by relying on the [Scripps Centennial Plan](#), which is the College's most recent strategic plan. The plan was crafted with multiple community

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stakeholders, with assistance from consultant CREDO, between 2017 and 2019 (CFR 4.6). The planning process was led by President Lara Tiedens, her senior staff, and the Centennial Planning Team. The planning team reviewed input from the Scripps community, including feedback from strategic planning workshops and results of an online survey to identify and advance four strategic themes. These themes are Inclusive Student Success, Innovative Learning Organization, Distinctive Identity, and Mission Driven Outreach. The Centennial Plan (CP) was completed and approved by Scripps Board of trustees (CFR 3.9) in late 2018 and shared with the community on January 17, 2019. The Centennial Plan and its four pillars were the central point of reference for the TPR Steering Committee's in deciding which theme(s) would be most appropriate for the TPR.

During the spring 2020 term, the TPR Steering Committee focused on the TPR theme to recommend to [Senior Staff](#), which includes the [President](#) (CFR 3.8) and all the respective Vice Presidents of the College. Essentially, the TPR Steering Committee decided the themes in the CP should fall under one comprehensive umbrella that captures the institution's multitude of activities over the past decade, as well as how the College is moving forward, aligning nicely with the TPR criteria. In summer 2020 the TPR Steering Committee recommended the TPR theme be Innovative Learning Community with two sub-themes focused on Excellence in the Classroom and Inclusive Student Success. In mid-July, President Lara Tiedens and her senior team approved the committee's recommendation, but asked that the language be amended slightly to focus on the culmination of Scripps' past, present, and future. The TPR Steering Committee reconvened in early August and decided on an overarching theme, *A Decade of Excellence and Beyond*, which we believe more appropriately captures the substance of work the College has engaged in since its last affirmation. The two sub-themes reflect two of the CP's themes: *Innovative Learning Organization* and *Inclusive Student Success*. These themes were accepted by the senior team and will serve as guiding posts for the College's self-study.

A Decade of Excellence and Beyond

Scripps College has maintained a decade of excellence in capturing and demonstrating its institutional effectiveness. The College has systematically assessed student learning inside and outside the classroom since its last reaffirmation. Ongoing assessment and evaluation of the College's institutional learning outcomes has been conducted since 2012-2013 to purposefully enhance educational programming (CFRs 1.2, 2.2a, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 4.3, 4.4, 4.5, 4.6, 4.7). Departmental assessment in the divisions of academic and student affairs has been continuous since academic year 2012-2013 (CFRs 2.3, 2.5, 2.6, 2.10, 2.11, 4.4, 4.5).

In the summer of 2017, Senior Staff embarked on initial discussions regarding a new strategic plan (CFRs 3.6, 3.7). Through an inclusive and diverse engagement with community members and relevant stakeholders, the College's Centennial Plan was publicly launched in early January 2019. This plan considered Scripps commitment to its legacy, values, and mission. The plan took into account the activities the College pursued and supported as well as looking ahead to its future, specifically where Scripps will be when it celebrates its 100th year in 2026. The four themes established in the CP were central to identifying an overarching theme focused on a decade's worth of institutional efficacy, and beyond. Scripps will highlight initiatives and priorities which have led to our innovative and inclusive educational environment. The sub-themes of innovative learning

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organization and inclusive student success will be the primary areas of focus for the self-study in Scripps upcoming reaffirmation, scheduled for fall 2022.

Innovative Learning Organization

Scripps College has intentionally focused on educational delivery with excellence. Since our last reaffirmation, we have reflected on our successes related to our highest priorities of teaching and learning. Scripps has innovatively advanced teaching and learning across and beyond the organization, developing initiatives for the College's centennial milestone. The Innovative Learning Organization theme exemplifies where the institution has been and provides a roadmap for where the College should be and wants to be in the future.

Scripps College has cultivated a culture of learning through ongoing systematic assessment of the College's [institutional](#) and departmental student learning outcomes. The College has produced student learning assessment in the divisions of [academic](#) and [student affairs](#) that is meaningful to and productive for faculty, staff, and students (CFRs 2.6, 2.7). Annual assessment reports are submitted by each department across these divisions and assessment outcomes are incorporated into their departmental self-study as part of their program review (CFR 4.2). The Office of Assessment and Institutional Research monitors all assessment activities, collects rubrics and student work artifacts, and provides summary reports for each department's student learning outcomes. This enables departments to integrate multi-year findings as part of their annual report and program reviews. In the TPR self-study, the College will elaborate on a decade's worth of student learning outcomes and how those results drive decisions in teaching and learning pedagogies (CFR 4.3).

Scripps welcomes and supports transformative teaching and learning. Faculty embrace collaboration within Scripps, throughout the consortium, and with community partners, with the goal of effective and excellent teaching. The arts and humanities have been and continue to be central to Scripps, even as the context, tools, and methodology for nurturing critical thinking, conversation, and the exploration of ideas shift over time. In the next decade, Scripps will maintain and expand its use of innovative strategies to take advantage of 21st-century approaches to education while preserving what is best about the College's traditions.

The [Innovative Learning Organization](#) (ILO) theme in the CP is being realized through several initiatives. The Public Humanities initiative uses a humanities-centered approach to develop interdisciplinary, humane solutions to complex problems. Scripps is taking advantage of existing curricula, programs, and expertise to create new opportunities for collective/community-driven innovation in our curriculum. Some activities that have already taken place include a clinic course in Foreign Language and Culture in collaboration with a local elementary school, a clinic course titled *Artistas in the Americas* that collaborated with the Alliance for California Traditional Arts and Boyle Heights Arts Conservatory, and course development workshops for faculty (CFR 3.3) such as Community-Based Learning Across the Disciplines. Another initiative under the ILO theme is the Interdisciplinary Computational Programs. This initiative provides Scripps students with the computer science and applied technology skills to be leaders in their chosen fields. Scripps has offered several courses such as *Introduction to Python and Data Analysis*, a 10-week intensive

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Applied Machine Learning course in conjunction with Google, and sent students to a coding program offered by Adjacent Academies that partnered with Davidson College. In fall 2019, the Fletcher Jones Scholar in Computation was hired in Media Studies to bring creative, cutting edge opportunities to our students. We also hired three new tenure-track faculty members whose experiences are focused on computation in the areas of math, media studies, and physics. In addition, a minor for Data Science was approved by our faculty and is now available to our students. The ILO theme working group is co-chaired by Vice President for Academic Affairs Amy Marcus-Newhall and Associate Professor of Classics David Roselli to ensure the College's unique approach will be Scripps-centric and interdisciplinary.

The TPR self-study will provide substantive outcomes on the various initiatives developed in the ILO theme. A comprehensive account of activities and outcomes associated with this theme that have commenced, are currently underway, and/or are developing will be reported to elaborate on how the College is meeting the goal to nurture critical thinking, conversation, and the exploration of ideas through an interdisciplinary approach that advances an innovative learning organization.

Inclusive Student Success

Scripps' students, faculty, and staff community include diverse identities and backgrounds, which serve to enrich Scripps culture and education. The Inclusive Student Success (ISS) theme captures the various initiatives Scripps College has engaged in over the last decade and looks to build on in the future. Importantly, this theme focuses on identifying how the College's efforts have created a climate that is diverse, equitable, and inclusive, as well as how it promotes the unique benefits of a Scripps education (CFRs 1.4, 2.11, 2.12, 2.13).

Since the last reaffirmation, Scripps College has made substantial progress on eight diversity initiatives identified in the College's 2007 strategic plan, which addressed goals for admission and financial aid, student success, campus climate, academic programs, and institutional capacity building (CFR 1.4). These are examples of the progress the College has made on its diversity initiatives in the last decade:

- The College has expanded its community of transfer students by developing a pathway to become a Scripps student through development of its transfer articulation in partnership with the California community colleges (CFR 2.14). Scripps also partnered with the Honors Transfer Council of California, which connects transfer ready students to counselors knowledgeable about the Intersegmental General Education Transfer Curriculum and other issues as they assist students' transfer to four-year colleges. This has resulted in a steady increase in the number of transfer students at Scripps, with the number of enrolled transfer students doubling between 2012-2013 and 2019-2020.
- Institutional support for need-based grants and scholarships in 2007 was \$8.6 million. By 2019 need-based grants and scholarships increased by \$11.3 million, bringing the financial aid budget to \$19.9 million for the 2019-2020 academic year. Over the past several years, the College has been able to package many of its highest need students without loans.
- Scripps has increased resources for prospective students, including those from low performing high schools. The Scripps College Academy (SCA) fosters underrepresented high school students

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college attendance. Since its inception in 2002, SCA scholars have enrolled in more than 80 different colleges and universities across the United States. In the last five years, 87% of SCA participant matriculated directly into a four-year college or university, with 43% attending a “selective” or “most selective” institution. In 2020, 98% of the SCA Scholars have enrolled in a postsecondary institution within six months of high school graduation.

- In addition, Scripps College sponsors two student organizations, the Asian American Student Union (AASU) and the Asian American Sponsor Program (AASP), which support Asian American and Pacific Islander students. A dedicated staff is a member of the advisory group to support student programming. The College also supports Café con Leche, which support LatinX students, Watu Weusi, a student organization focused on Black students, and Scripps International Community.
- Scripps joined the [Consortium for Faculty Diversity Program](#) (CFD) that focuses on enhancing the diversity of faculty members, curriculum, and applicants for faculty positions at liberal arts colleges (CFRs 1.4, 3.2). CFD Fellows were hired in Politics, Art History, and Dance and the contributions of these faculty has been extensive and impactful. Scripps subsequently mentors and supports their pursuit of tenure-track positions. Likewise, the Academic Deans Committee of The Claremont Colleges tasked the collective (7C) Associate Dean Diversity Working Group to work on faculty initiatives around diversity and inclusion. This work includes sharing best practices in hiring, promotion, and tenure across the Claremont Colleges, hosting workshops and networking events, and recognizing faculty for the work they do through the Faculty Diversity and Mentoring Awards. The 7C Diversity Working Group has provided an executive summary of diversity, equity, and inclusion practices in faculty hiring conducted over the last several years. This group also put together the Diversity Awards and Faculty of Color and Allies Networking Event, which was attended by over 30 faculty members across the Claremont Colleges including President Tiedens.
- The IDEA initiative (Inclusivity, Diversity, Equity, and Access) was developed following the adoption of the 2007 strategic plan. Scripps has provided workshops, trainings, and facilitated sessions for faculty, students, and staff. Topics include Power, Privilege, and Oppression; What’s the “T” – Supporting Trans and Non-Binary Students; ConverActions – facilitated conversations on the national climate on race, community, and change; and Critical Conversations. A monthly on-site training is offered and open to all staff on various topics, which include communication skills for the workplace, giving effective feedback, and valuing difference. In addition, the College provides online course instruction through Lynda.com, which is available to all faculty and staff. Courses include and are not limited to Managing Diversity; Managing A Diverse Team; Diversity, Inclusion, and Belonging; Creating Change, and Inclusive Leadership. These offerings are reviewed on an ongoing basis to ensure they best serve the professional development needs of staff and faculty (CFRs 3.3, 3.5).

Scripps promotes an experience that represents differing identities, amplifies voices, and imbues its community with confidence, courage, and hope. The College is proud of its accomplishments and acknowledges that we have more work to do. The Inclusive Student Success theme embodies goals and objectives from the 2007 Diversity Strategic plan (referenced earlier) and the 2013 Diversity Strategic Plan (CFR 2.5), the Committee on Inclusion, Diversity, and Equity ([CIDE](#)), an advisory committee to the president, and the Inclusion Diversity Equity Access ([IDEA](#)) Initiative. The overarching goal of all these groups is to create and implement initiatives which demonstrate the

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College's increased commitment to economic, ethnic, religious, political, and cultural diversity including Scripps ongoing commitment to anti-racist structures within the academy. The specific ways Scripps is building on the work of the last decade to shape a more equitable and inclusive educational environment will be discussed in detail in the College's TPR self-study.

Scripps approach and strategy underlying selection of TPR theme Inclusive Student Success is to illustrate all the work done since the last reaffirmation, including what the College is accomplishing under the Centennial Plan. For example, the Advising 360 working group hopes to build a robust team model that integrates academic and other forms of advising to help students navigate the entirety of their Scripps educational experience. The Residential Vibrancy initiative redesigns how new students transition into the Scripps community by helping to ensure students have access to the resources they need to be successful. A primary objective of the focus on Inclusive Student Success is to structure support systems, academic and cocurricular offerings which facilitate each student thriving inside and outside of the classroom. Ultimately, the College is preparing its graduates to make a better world. A comprehensive report will be provided in the TPR self-study of all the milestones and accomplishments of this theme.

Timeline for each theme:

Assessment of learning outcomes will continue as part of the culture of the College. Programs and initiatives associated with each theme have individual assessment timelines which run from the start of the program or initiative up to and beyond the fall 2022 reaffirmation.

- Assessment of Institutional Learning Outcomes: 2012-2013 – Present
- Assessment of Student Learning Outcomes in Curricular Programs: 2012-2013 – Present
- Assessment of Student Learning Outcomes in Co-curricular Programs: 2012-2013 – Present
- Assessment of TPR Themes:
 - Programs, events, and various initiatives related to Innovative Learning Organization and Inclusive Student Success themes: 2012-2013 – ongoing per activity
 - Innovative Learning Organization Centennial Plan Initiatives: 2018-2019 – ongoing per initiative completion
 - Inclusive Student Success Centennial Plan Initiatives: 2018-2019 – ongoing per initiative completion

Resources:

The Presidential Budget Advisory Committee is co-chaired by the Vice Presidents for Academic Affairs and Business Affairs /Treasurer that also includes faculty, staff, and students (CFRs 4.6, 4.7). They review annual budgets with the opportunity for the community to submit annual requests for additional human and financial capital resources that aligns to the institution's short and long-term goals of the College's educational delivery. The Centennial Plan incorporated various human and financial capital investments needed to launch our various initiatives.

Institutional stipulation:

See the signed Institutional Report Certification Form from Scripps College CEO and President Lara Tiedens of her endorsement of this proposal.

Scripps College
INSTITUTIONAL REPORT CERTIFICATION FORM

To: WASC Senior College and University Commission

Re: Thematic Pathway Review for Reaffirmation

From: Chief Executive Officer
Lara Tiedens
1030 N Columbia Avenue
Claremont, CA 91711

This report is submitted in support of our institution's accreditation review.

I affirm the accuracy of the information presented and the institution's intention to comply fully with WSCUC's Standards and policies.

Signed: 
Chief Executive Officer

Name: Lara Tiedens

Title: President

Date: 10/19/2020