The College of Engineering’s Strategic Plan includes strategic priorities with associated goals that include and focus on aspects of justice, equity, diversity and inclusion. The Diversity Action Plan highlights specific strategic priorities intersecting with justice, equity, diversity and inclusion.

**Strategic Priority:**
**Excelling in Teaching and Scholarship**

**GOAL** — Expand Learn by Doing activities and infrastructure with an emphasis on cross-disciplinary opportunities which support curricular and co-curricular threads on societal challenges, data literacy, systems thinking, ethics, justice, equity, diversity and inclusion.

**Actions will include:**
- Renovate and upgrade Learn by Doing facilities across the college
- Develop vibrant faculty communities of practice focused on each curricular thread
- Integrate curricular thread topics into required course curricula
- Expand interdisciplinary collaborations
- Expand Learn by Doing student opportunities related to the curricular threads

**Metrics will include:**
- Percentage of students taking required courses in at least one of the curricular thread topics
- Percentage of students participating in clubs and co-curricular Learn by Doing activities
- Number of Learn By Doing facilities upgraded

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**Strategic Priority:**
**Ensuring Equitable Student Success**

**GOAL** — Provide clear and realistic pathways in each degree program for transfer students to graduate in two years.

**Actions will include:**
- Development of clear and equitable transfer student pathways for all degree programs
- Expansion of community college partnerships and course articulation agreements
- Appointment of “transfer student champions” in each department

**Metrics will include:**
- Graduation rates across all demographics

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**Strategic Priority:**
Fostering a Welcoming, Supportive, Just, Equitable, Inclusive and Diverse Environment

**GOAL** — Show continual and measurable improvement in the diversity of the CENG community so that our students, faculty and staff better reflect the demographics of the state of California and exceed national averages for engineering representation.

**Actions will include:**
- Recruit and retain faculty committed to creating equitable and inclusive educational experiences
- Expand pipeline activities in K-12 partner schools
- Expand activities focused on ensuring students offered admission chose to join Cal Poly at equitable rates across all demographics
- Highlight alumni success stories in our recruiting
- Expand scholarship support

**Metrics will include:**
- Graduation rates across all demographics

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**View the College of Engineering Strategic Plan**
The following represent some of the actions undertaken to support our Diversity, Equity and Inclusion Action Plan for 2019-2022.

**GOAL** — Develop an inclusive college culture where actions and policies support the equitable success of the entire CENG community and where everyone is valued for being their own unique self.

Actions will include:

- Review and revise college policies to ensure equitable success of the entire college community
- Grow and expand workshops on the intersection of justice, equity, diversity and inclusion in engineering education and the student experience
- Integrate evidence-based assessment strategies into coursework to support equitable outcomes
- Implement activities focused on fostering an inclusive college culture

Recent Actions: Diversity, Equity and Inclusion

The 2022-2027 strategic plan builds on the hard work the college has undertaken over the past few years to ensure an excellent Learn by Doing education for our diverse student body. We celebrate our successes.

The following represent some of the actions undertaken to support our Diversity, Equity and Inclusion Action Plan for 2019-2022.

**GOAL** — Cultivate an inclusive college culture and eliminate all forms of oppression

- In winter 2022 a cohort of 15 college faculty members took training on inclusive class room teaching. This training will be repeated regularly
- Content addressing diversity, equity and inclusion were introduced into required classes in civil engineering, environmental engineering and biomedical engineering. Mechanical engineering developed a new elective in social justice and engineering
- The college introduced a DEI day of learning in which faculty and students led workshops on integrating inclusivity in the college actions

**GOAL** — Increase graduation rates and achieve equitable outcomes for all students

- The 2021 six-year graduation data showed that 82.3% of URM students graduated compared to 87.7% of non-URM students, a difference of 5.4 percentage points. This gap was 13.8 in 2017 and 9.7 in 2020
- The 2021 six-year graduation data showed that 87.7% of non-Pell eligible students graduated compared to 81.8% of Pell eligible students, a difference of 5.9 percentage points. This gap was 8.5 in 2017
- The 2021 two-year graduation data for transfer students showed that 11.8% of students graduated, an increase from 5.1% in 2019 and 8.9% in 2020. The transfer student four-year graduation rate is over 86%

**GOAL** — Strive for a diverse CENG community and exceed national averages for representation in engineering programs

- Three college majors enroll more than 50% women students (environmental, biomedical and liberal arts/engineering studies) and the college student population is approaching 30% women
- The demographics of the entering first-year class better reflect the demographics of the state of California than in the past, and is 38% white, 24% Hispanic/Latino, 9% Multiracial and 23% Asian/Pacific Islander
- In fall 2022 the college launched a 16-person faculty cohort hire with a focus on hiring for experience in implementing inclusive and equitable engineering educational experiences along with excellence in their disciplinary topics and in implementing Learn by Doing

**COLLEGE OF ENGINEERING MISSION**

To provide an excellent Learn by Doing Engineering and Computer Science education that empowers all of our students to innovate, design and create sustainable solutions to real-world challenges.