

San José State University Special Visit Report

Submitted to
WASC Senior College and University Commission

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Contact:

Thalia Anagnos, ALO
thalia.anagnos@sjsu.edu
408-924-3861

SJSU SAN JOSÉ STATE
UNIVERSITY

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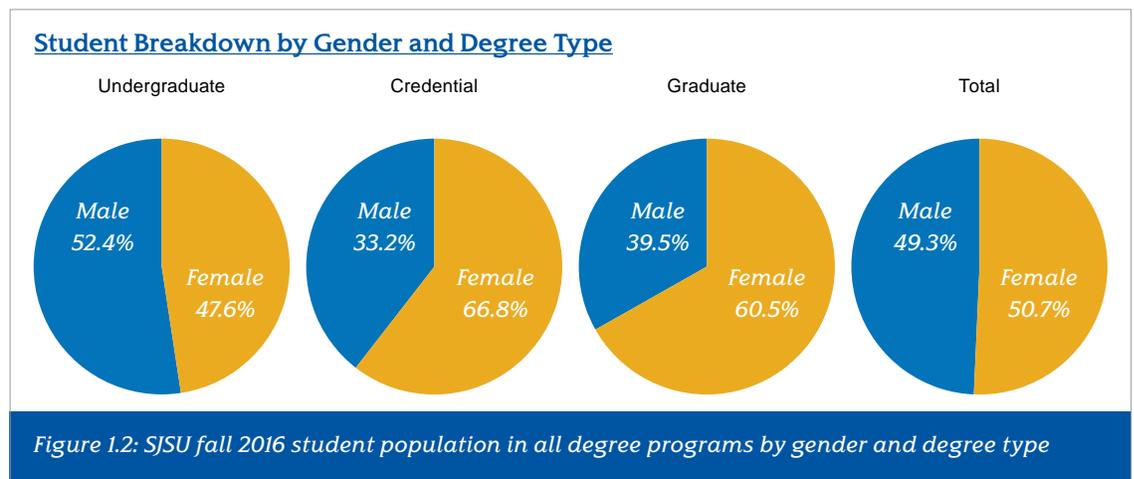
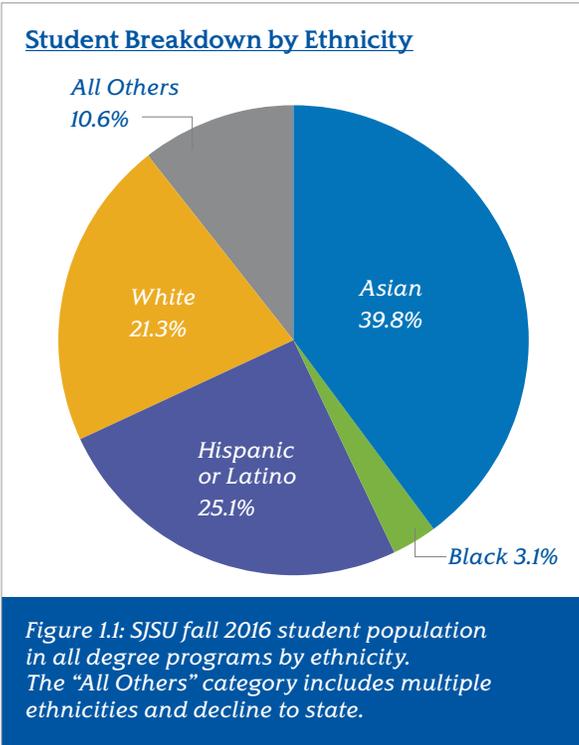
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1: San José State University

San José State University (SJSU)—the oldest public university in the west—is located in downtown San José, California. Established in 1857 as a normal school and first accredited in 1949, the comprehensive university is proud to be the founding campus of the California State University system.

The city of San José sits at the southern end of San Francisco Bay and forms part of the nine county metropolitan Bay Area. San José is the tenth largest U.S. city and, along with Sunnyvale and Santa Clara, comprises one of most linguistically diverse areas in the country. [1] (appendix 1.1)

SJSU’s student body reflects the ethnically and racially diverse demographics of the institution’s service area. As shown in figures 1.1 and 1.2, SJSU has no majority ethnic group and a nearly equal gender balance. The university is recognized by the U.S. Department of Education as an Asian American Native American Pacific Islander-Serving Institution (AANAPISI) and a Hispanic-Serving Institution (HSI). Thirty percent of SJSU undergraduates are the first generation in their families to attend college, which is up from 24 percent five years ago. More than 40 percent of SJSU undergraduates are Pell Grant recipients, a figure that has increased by five percentage points over the past five years. Over 85% of SJSU students come from California, predominantly from Santa Clara County (39%)



Students by Local Origin, Fall 2016

Local Origin	Headcount	% of University
Santa Clara County	13,390	39%
East Bay	5,813	17%
International	3,597	10%
Other California	3,127	9%
West/South Bay	2,869	8%
Southern California	2,614	8%
San Francisco/North Bay	2,011	6%
Other US	1,233	4%
University Total	34,654	100%

Table 1.1: SJSU fall 2016 students by local origin at time of admission

and the East Bay region (17%). Ten percent of students come from outside the United States. Table 1.1 shows the local area breakdown of SJSU students.

Among SJSU's points of pride is its 2017 *U.S. News and World Report* ranking as sixth overall among the West's top public universities offering bachelor's and master's degrees, and its 2016 Top 10 Social Mobility Index ranking among U.S. colleges. The Social Mobility Index tracks success in moving entering students from the bottom fifth of the income distribution to alumni in the top three-fifths. [2] (table 1.2)

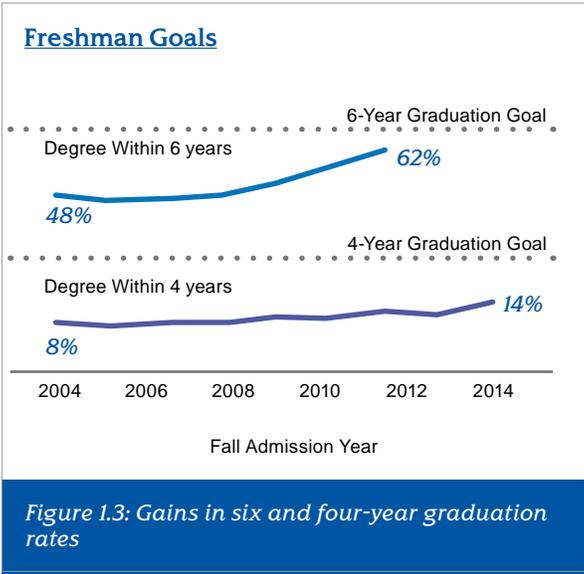
In 1862, SJSU, then the California State Normal School, awarded its first teaching degrees to 54 graduates. Today, SJSU offers 81 baccalaureate degrees (145 with all concentrations) and 73 master's degrees (96 with all concentrations) across eight colleges. The university hosts a joint Doctor of Nursing Practice (DNP) with Fresno State University and in spring 2017 awarded

its first doctorates in Educational Leadership (Ed.D). Starting in fall 2017, SJSU will offer a bachelor of arts in Mexican American Studies.

Meeting California's growing demand for college graduates is a top priority for SJSU. The university enrolled more than 34,700 students in degree and teaching credential programs in fall 2016, including both state-supported and self-supported programs. SJSU's total enrollment has grown by 11 percent from ten years ago, while the annual number of degrees awarded has risen by more than thirty percent over the same period. This reflects, in part, the university's improving graduation rates through expanded advising, improved enrollment services, and

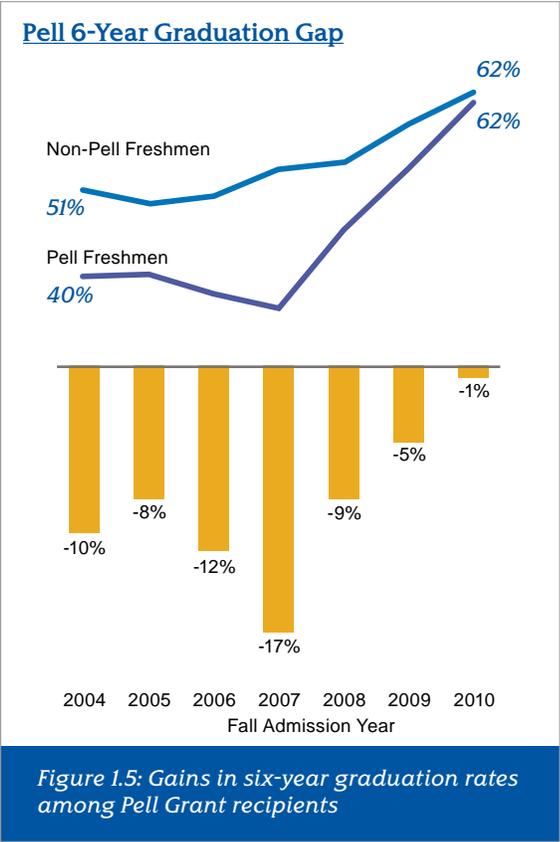
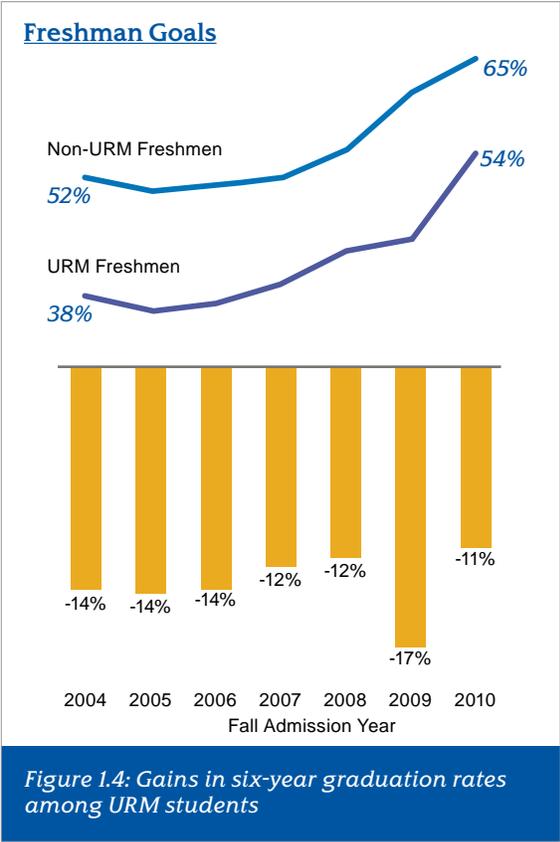
University*	Percent of Students from the Bottom Fifth of Income Distribution Who Move into the Top Three-Fifths
New Jersey Institute of Technology	85%
Pace University	82%
CSU Bakersfield	82%
UC, Irvine	81%
Cal Poly Pomona	81%
Xavier of Louisiana	80%
Stony Brook University	79%
San José State University	79%
Baruch College	79%
CSU Long Beach	78%

Table 1.2: 2016 Top 10 Social Mobility Index
*Limited to institutions with at least 500 students per class and at least 10 percent of class coming from bottom fifth of the income distribution



wider course availability. Last year, six-year graduation rates increased by five percentage points and four-year rates increased by four percentage points. (figure 1.3)

SJSU aims to raise six-year graduation rates to 71 percent and four-year graduation rates to 35 percent by 2025 while eliminating altogether the gap in graduation rates between underrepresented minority (URM) and non-URM students. SJSU closed this graduation rate gap last year by six percentage points. (figures 1.4 and 1.5)



The university also continues to make progress in shortening the time to degree for students. For example, among freshman entrants, those who graduated in the 2015-16 academic year took an average of 5.2 years, down from 5.6 years in previous cohorts. The comparable figure for undergraduate transfers dropped to 3.1 years in 2015-16 from an earlier high of 3.7 years. (figure 1.6)

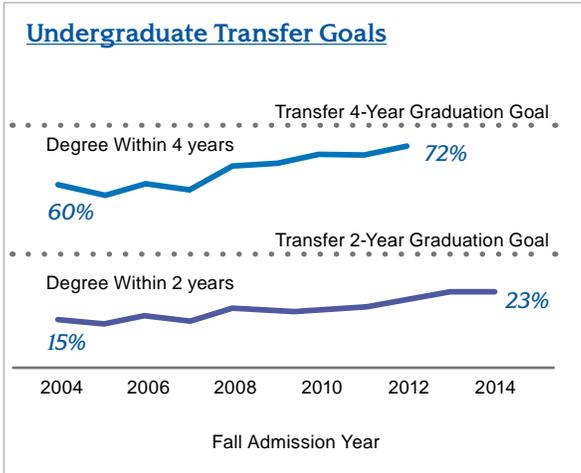


Figure 1.6: Gains in time to graduation among transfer students

In further evidence of sustained improvements, average undergraduate unit loads have also risen over the past two years, reaching an average of 12.87 in spring 2017, up from 12.56 a year earlier. Notably, for spring 2017, 36 percent of undergraduates enrolled in 15 units or more, up from 26 percent in fall 2015.

2: Major Institutional Changes

A Bright Future for California's Oldest Public University

SJSU's mission is to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

Over the past two years, the university has made a demonstrable effort to embrace shared governance and achieve inclusive excellence. Those commitments fuel SJSU's recent successes in attracting new leadership and faculty, strengthening community partnerships, and building the resources that allow a diverse, comprehensive public university to thrive.

SJSU Welcomes New Leadership, New Faculty

SJSU began this past academic year with a new president, Dr. Mary A. Papazian, who signaled her commitment to the campus at the 2016 Welcome Convocation. "I'm here for the long haul," she told students, faculty and staff. She brings with her more than 25 years of teaching and administrative experience. Dr. Papazian served as president of Southern Connecticut State University from 2012 to 2016. Prior to that, she was the provost and senior vice president for academic affairs at the Lehman College of The City University of New York.

SJSU has welcomed 126 tenure track faculty over the past two academic years: 58 in 2015 and 68 in 2016, more than double the new hires made in the previous two academic years. The university continues this trend with 54 tenure track hires confirmed as of June 2017. SJSU is investing in faculty success with increased release time for professional development and new onboarding processes for faculty and department chairs.

In consultation with the campus, the Academic Affairs Leadership Team (AALT), comprised of the Provost, Deputy Provost, College Deans, and Academic Affairs AVPs, identified research, scholarship and creative activity (RSCA) as one of three main priorities and affirmed research as a tenet of the SJSU faculty and student experience. The university has infused RSCA activities with \$2.5 million in funding over the last three years. The University Grants Academy has assisted faculty with additional funding acquisition. To ensure that RSCA remains a campus priority, SJSU has finalized a RSCA master plan with four goals drafted [through extensive discussions with stakeholders](#) in all seven academic colleges. (appendices [2.1](#) and [2.2](#))

Now in its twelfth year, CommUniverCity continues to lead SJSU in its mission to extend its base of knowledge to the local community and apply it in the service of society. In AY 2015-16, CommUniverCity organized 19,712 hours of community service valued at \$454,745, and received the Academic Award of Excellence from the California and Northern California Chapters of the American Planning Association and the C. Peter Magrath Engagement Scholarship Award from the Association of Public and Land Grant Universities. (appendix [2.3](#))

New Development and Partnerships Supporting Student Success

As downtown San José's largest employer and property owner, and with a daytime population of 40,000 students, employees and visitors, SJSU has a vital role to play in city development and revitalization. [\[3\]](#) The university has made a major investment in local communities by partnering with the city of San José to operate the [Hammer Theatre Center](#), a distinctive, high-quality performance venue located on the Paseo de San Antonio, one block west of campus. Over 9,500 people have attended events at the Hammer since SJSU took over operations. [\[4\]](#) In fall 2016, the Hammer and the School of Music and Dance hosted the first *KALEIDOSCOPE!* showcase featuring two dozen SJSU musical and dance soloists and ensembles, from jazz to string orchestra to opera theater, and contemporary to modern dance. With the help of eight SJSU student interns, the venue opened its 2017 programming with the Cinequest Film Festival, an eleven-day, multi-venue event that premiered over a hundred films from fifty countries.

In January, the Hammer hosted the launch of SJSU's Institute for the Study of Sport, Society and Social Change with a sold-out town hall on athlete activism. The institute follows in the legacy of the Olympic Project for Human Rights and the university's history of social change through sport. This spring the Hammer hosted Pachanga on the Paseo, a roving spectacle of public art and performance sponsored by the Department of Film and Theatre, and the [Legacy of Poetry Day](#) featuring dance by the Korean Student Club, Taiko drum performance, a reading by California Poet Laureate Emeritus Al Young, and a talk with Maxine Hong Kingston.

The recent completion of several major construction projects has transformed the center of SJSU's campus. The Student Wellness Center opened in fall 2015. The 53,000 square foot facility delivers basic outpatient and primary care services to hundreds of students daily. The interior of the LEED Gold-equivalent building houses a range of health and wellness services including massage, acupuncture, preventative care, a juice bar, and a demonstration kitchen that supports programmed events.

Spring 2016 saw the opening of SJSU's new and renovated wings of the Ramiro Compean and Lupe Diaz Compean Student Union. The new west wing provides an additional 100,000 square feet of space in the heart of campus and features a food court, ballroom, meeting rooms, theater, and billiards. Realized in part with a \$15 million gift in support of student services from

Lupe Diaz Compean, the union brings all student organizations together under one roof. The Compean gift established a programming fund to support visiting lectures, art exhibits, and other student-focused events, and an operating fund to meet the union's ongoing maintenance and operating needs.

SJSU opened its newest residence hall, Campus Village 2, in fall 2016. The 190,000 square foot, ten-story, LEED Silver-equivalent building has 850 beds, common study rooms and social lounges.

In 2016, SJSU broke ground on the Spartan Recreation and Aquatic Center and the Spartan Golf Complex. The 128,000 square foot recreation center will include a three-court gymnasium, weight and fitness space, a rock-climbing wall, jogging track, and competition and recreational pools. Funded by private gifts, SJSU's sixteen acre golf complex, which officially opened June 1 of this year, features 24,000 square feet of lighted USGA spec chipping and putting practice greens, and target greens for distance hitting. The complex supports SJSU's women's and men's golf teams, both NCAA champions, and is open to youth golf groups and the public.

The golf complex is the first of seven athletic venues planned for SJSU's South Campus, a 53-acre area situated 1.3 miles southeast of the main campus. Shaded walkways will connect the Simpkins Stadium Center to new softball, baseball, soccer, and track stadiums, a tennis complex, and three sand volleyball courts. The Vermeil-Walsh Athletic Complex will sit adjacent to the football stadium. The softball and baseball stadiums will house training facilities and seat over 1,200 spectators each. The soccer stadium will seat 2,500 spectators and the track stadium 1,400 spectators. The tennis complex will house twelve courts. (appendix [2.4](#))

The first two floors of the Health Building located on the southwest quadrant of campus are undergoing a major renovation. When completed, the building will house services, facilities, faculty and staff from the College of Applied Sciences and Arts Student Success Center, the Valley Foundation School of Nursing, the School of Social Work, and the departments of Occupational Therapy, Hospitality Management, Justice Studies, Health Science & Recreation, and Nutrition, Food Science & Packaging. The renovated space will feature an interdisciplinary research center designed to facilitate team-based education, a student lounge, and state-of-the-art clinics and laboratories (appendix [2.5](#)).

SJSU will break ground in summer 2018 on the [Science and Innovation Complex](#). When completed, the complex will include a new high-rise laboratory called the Interdisciplinary Science Building (ISB), a second, smaller collaboration building (pending funding), existing MacQuarrie Hall, and a renovated Duncan Hall. The ISB will provide 160,000 square feet of space accommodating teaching, labs, interdisciplinary research, and faculty offices. The building design breaks down traditional barriers in the molecular life sciences with laboratory facilities for biology, chemistry, and computer science. It also will feature a high-performance computing suite that will co-locate faculty and student researchers from disparate

data-intensive disciplines such as physics, astronomy, meteorology, and applied mathematics. One floor of the ISB will house a series of laboratory and other teaching spaces dedicated to collaborations from outside of the College of Science including science-related professional master's and certificate programs run by the College of International and Extended Studies.

Renovations to Classrooms and Buildings

SJSU continues to enhance more classrooms with technology upgrades and renovations. The AALT allocated \$3 million over two years (AY 2014-16) to transform classrooms into 21st Century Teaching and Learning Spaces, a second of its three main priorities. More than 100 rooms received upgrades between 2014 and 2016, including new blinds, furniture, new seating, whiteboards, digital projectors, screens, document and demonstration cameras, audio systems, lighting, and other enhancements.

Other major improvements to the campus included renovations to the study areas in the Dr. Martin Luther King, Jr. Library. Those renovations included the installation of 48" video screens with laptop connectors in 23 group study rooms and new collaboration tables in 34 group study rooms. Wooden chairs were replaced with 318 movable node chairs to support collaborative learning. The library supplemented AALT funds to provide 60 mobile whiteboards in 39 freshly painted study rooms. The library's fourth floor, now known as the Spartan Floor, has added a 3D printer, additional laptops available for check out, and a six-screen video wall. The Writing Center is moving into the library this summer and Peer Connections will offer drop-in tutoring in math and science four days a week in the library starting in the fall.

In addition to these enhancements, the university is updating aging buildings. This past year the sixty-year old Dudley Moorhead Hall, home to four departments and many lecture halls, was retrofitted with air conditioning and updated restrooms, as well as LED lighting, fresh paint and new signage. Morris Dailey Auditorium, one of the largest auditoriums on campus, has received a new ceiling, flooring and reupholstered chairs with "writing arms" for note-taking.

3: Report Preparation

The 2016 university policy (S16-5) established a permanent Accreditation Review Committee (ARC). With this new policy, the university formally adopts a model of continuous improvement and recognizes the benefit of on-going assessment and self-study. The 20-member committee meets throughout the academic year and includes representatives from the Academic Senate, Associated Students, Council of Deans, Office of Assessment, Office of Graduate and Undergraduate Programs, Office of Institutional Effectiveness and Analytics, the President's Cabinet, Program Planning, Student Affairs, the Tower Foundation, and five Faculty-at-Large members. ARC coordinated with offices, units, and committees across the campus to compile accurate descriptions and evaluations of the work detailed in this report.

SJSU's 2017 special visit report focuses on leadership, shared governance, and campus climate. The Division of Student Affairs, Office of Administration and Finance, Office of Diversity, Equity, and Inclusion, Office of Faculty Affairs, Office of Graduate and Undergraduate Programs, Office of Institutional Effectiveness and Analytics, Office of Student and Faculty Success, and the Senate Executive Committee contributed information and materials included in the main body of the report and/or in the appendices. The final section of the report provides updates on other recommendations made by WSCUC. The information for those updates comes from relevant campus offices, units, and committees including the Core Competency Task Forces, the Board of General Studies, the Office of Assessment, and the Program Planning Committee.

Staff, faculty, and administrators who contributed to the initiatives detailed in this report were invited to review the report, which also underwent review by the Academic Senate, AALT, the Student Affairs Leadership Team (SALT), the Office of Diversity, Equity, and Inclusion (ODEI), the Office of the Provost, and the Office of the President.

4: SJSU Responses to the 2015 WSCUC Commission Report

In June 2015, WSCUC reaffirmed SJSU's accreditation following an institutional report, offsite review, and accreditation visit. The commission commended SJSU on mid-level leadership and staff, strong financial management, and assessment of core competencies. The commission also requested a Special Visit in fall 2017 focused on two areas of concern: 1) leadership, organizational climate, and shared governance; and 2) campus climate.

The commission expressed concern with the high turnover of SJSU's top administration since the previous 2007 review. Many of those changes occurred in the final years of the university's immediate past institutional review cycle, during its last strategic planning process, and while the campus experimented with several new modes of instruction. The combination of rapid personnel changes and institutional experimentation came at the expense of SJSU's established programs and governance processes. As the commission noted, the "lack of ongoing stable leadership and issues of shared governance have made it difficult for SJSU to develop an organizational climate focused on a commonly shared mission and cohesive community."

The WSCUC visiting team further recommended that SJSU continue taking steps toward stabilizing its leadership at the cabinet level, clarify and improve shared governance processes among president, cabinet, and senate and move away from siloed decision-making by university divisions (CFRs 3.6, 3.7).

The commission raised a related concern about the overall health of the campus climate. The report found a persistent gap between SJSU's desire to serve its diverse and historically underserved student populations, and its efforts to develop the institutional knowledge and infrastructure required to achieve that goal. The commission cited insufficient leadership in the residence halls and a lack of progress in raising the retention and graduation rates of URM students as two clear indicators of that gap.

The commission's report echoed the findings of the SJSU President's Commission on Diversity, which issued a final action plan in December 2015. The President's Commission built on the work of the Special Task Force on Racial Discrimination, which had convened the previous year. Guided by the work of the task force, it made 22 recommendations for achieving best practices regarding diversity, equity, engagement and inclusion.

SJSU's 2015 Campus Climate Survey provided additional insight into the problems highlighted by the commission. The survey netted over 6,800

responses from students, faculty, staff, and administrators to questions about the frequency and form of discrimination, intolerance, and hostility at SJSU. Most students, faculty, staff, and administrators rated SJSU's overall climate positively on a range of attributes. For example, 71 percent of students perceived the university climate as either "moderately" or "very much" respectful, while 59 percent saw it as welcoming. The respective figures for faculty, staff, and administrators combined were 67 and 58 percent. While most respondents reported a positive climate, many on campus have experienced an incident of harassment or discrimination at SJSU. Among university employees, 39 percent of faculty and 34 percent of staff said that they had been subject to some form of discrimination "occasionally" or "frequently." The rates for students were lower and unchanged from 2010, with 25 percent experiencing discrimination "occasionally" or "frequently," and another 27 percent indicating "seldom" occurrences, for a total exposure of 52 percent. An appreciable number of employees were skeptical about whether SJSU had an environment conducive to open communication and civil discourse. Almost two-thirds of faculty members in 2015 said they were dissatisfied with campus administrative leadership with many believing that the university was not using its resources to help faculty succeed. The survey recorded a marked increase in fears about safety on campus. Students in particular were split almost perfectly in thirds between characterizing SJSU as safe, unsafe, or in between. (appendix [4.1](#))

Since receiving WSCUC's recommendations, the recommendations of the President's Commission on Diversity, and the findings of the 2015 Campus Climate Survey (distributed to the campus through a series of presentations in 2016), SJSU has undertaken efforts to stabilize its leadership and make inclusive and transparent its strategic planning and budget planning processes. It has also made strides toward sustained interaction between campus leadership and the wider campus community including regional partners and stakeholders.

Campus Leadership, Organizational Climate, and Shared Governance (CFRs 3.6, 3.7, 3.10)

With the hope of refocusing attention on the university's mission and in the belief that the campus would benefit from an outside perspective, SJSU's Academic Senate requested in 2015 that the CSU Chancellor's Office conduct a review of SJSU's campus leadership. That review coincided with WSCUC's accreditation visit. Major changes to senior leadership followed those reviews and culminated in a renewed spirit of engaged and supportive governance.

Prior to President Papazian's arrival, SJSU benefitted from the leadership of Interim President Susan W. Martin who served during the 2015-16 academic year after President Mohammad Qayoumi resigned in summer 2015. Interim President Martin played an instrumental role in restoring collaborative and inclusive decision-making processes. Within days of arriving at the university, Dr. Martin set to work to connect with all campus and external constituencies. Over the next year, she approved a new strategic planning policy ([S16-3](#)) and

policy F15-9 restoring the Budget Advisory Committee. The Academic Senate ([SS-S16-5](#)) expressed the university's collective gratitude to Dr. Martin for her service and her ability to listen, demonstrate respect and move SJSU forward.

New Positions and Appointments to the President's Cabinet (CFR 3.8)

President Papazian has continued to show strong commitment to shared governance processes through her engaged participation in senate debates, regular meetings with faculty leadership and the inclusion of faculty in leadership positions in all major initiatives. She has engaged in a series of restructuring and recruitment efforts designed to better align functions and serve the needs of students and faculty. (CFR 3.8). In each search for new cabinet members, President Papazian has appointed a faculty member as chair of the committee. She elevated the role of the provost by making that position a senior vice president. Andy Feinstein, who has served SJSU for four years, continues in this strong leadership role. Reginald Blaylock, Vice President for Student Affairs, and Paul Lanning, Vice President for University Advancement and CEO of the Tower Foundation (both appointed summer 2015) have continued in their roles in the new administration. In July 2016, President Papazian appointed Kathleen Wong(Lau) as SJSU's first Chief Diversity Officer (CDO). Dr. Wong(Lau) leads the new Office of Diversity, Equity, and Inclusion (ODEI), which includes the new Title IX office. In summer 2016, Charlie Faas joined as Chief Financial Officer and Vice President for Administration and Finance. In fall 2016, Jaye Bailey joined SJSU as Vice President for Organizational Development and Chief of Staff. Marie Tuite was appointed Director of Intercollegiate Athletics in spring 2017. President Papazian also created SJSU's first Vice President for Information Technology; Bob H. Lim joins the campus this summer in that role. (appendix [4.2](#))

Restructuring of Other Campus Offices and Committees (CFR 3.10)

SJSU has worked over the past two years to stabilize governance processes with structural changes in administration and campus committees. A spring 2015 sense of the senate resolution ([SS-S15-6](#)) affirmed four guiding principles of SJSU shared governance: 1) collegiality demonstrated through basic respect for different points of view, 2) engagement of appropriate stakeholders in the analysis of problems and identification of solutions, 3) wide consultation on the part of all campus governing bodies with those affected by decisions, and 4) regular and transparent communication on items important to the SJSU campus and its broader community stakeholders.

The institutional reforms that followed from those principles aim to ensure and facilitate collaborative decision-making processes. Among the structural changes made to SJSU governance is the addition of the CDO to the Senate Executive Committee, a decision made to ensure that equity, inclusion, and Title IX-issues occupy a central role with respect to the university's leadership. The addition of a CDO to the cabinet and the senate has led already to changes in routine decision-making. For instance, members of the cabinet now hold a standing strategic response meeting with the SJSU chief of police to

determine how best to follow university protocols and ethical standards when addressing incidents on campus.

Other changes made this past year include the formation of the President's Leadership Council and the addition of the chair of the senate to the Tower Foundation Board of Directors, which has added a second faculty-at-large representative as of June 2017. The university has also taken steps to staff senate committees earlier in the academic year. The Senate's efforts to ensure comprehensive representation of the campus have paid off with all college representative positions now filled (CFR 3.10). President Papazian holds regular meetings with the chair of the academic senate and other faculty-led groups. She has signaled her commitment to ensuring direct faculty participation in governance by appointing a faculty member to chair administrative-level search committees whenever possible and resuming "listening tours" with the colleges (CFR 3.6). In another major restructuring effort, all human resources operations including those historically housed in Academic Affairs were moved under a single human resources umbrella to ensure consistent application of employment policies and practices. Jaye Bailey, vice president for organizational development and chief of staff, leads this new team.

Additional restructuring of offices and committees complement changes in cabinet and senate leadership. Of particular note is the close partnership between Academic Affairs and Student Affairs under the leadership of Provost Andy Feinstein and VP for Student Affairs Reggie Blaylock. The Office of the Provost is working to extend this partnership to community stakeholders and in fall 2016 hosted two Student Success Summits with Assemblymembers Evan Low and Ash Kalra to explore ways that SJSU can work with K-12, community colleges, and legislative leaders to ensure that students are prepared for college-level math and English.

In addition to partnering with Student Affairs, Academic Affairs has reorganized its internal units to better coordinate efforts aimed at improving college readiness, advising, student engagement and clearing bottleneck courses. After assessing the structure for student academic services, Academic Affairs concluded that student success could not be sequestered as a center for stand-alone services. With the aim of integrating student success throughout the division, Student Academic Success Services become the Office of Student and Faculty Success in fall 2016 and Stacy Gleixner was appointed Associate Vice President of Student and Faculty Success in spring 2017. The office now includes Academic Advising and Retention Services, Peer Connections, Student-Athlete Success Services, TRIO McNair and Aspire Programs, Developmental Studies, the Center for Faculty Development, eCampus, Center for Community Learning and Leadership and CommUniverCity. This change completes a restructuring that included moving the Educational Opportunity Program and the student success task forces under Student Affairs. As part of that transition, Debra Griffith was appointed Associate Vice President for Transition and Retention Services, a new position in the university. She oversees both programs. Dr. Griffith received a 2017

CSU Wang Family Excellence Award for her visionary leadership, strategic management, and contributions to student success. The award recognizes four faculty members and one administrator who advance the California State University's mission.

Strategic Planning (CFR 4.5, 4.6)

In spring 2016, Interim President Martin approved university policy [S16-3](#) initiating the next cycle of strategic planning. The policy is premised on the belief that strategic planning is a collaborative process best undertaken with consultation between the senate, administration and all those affected by decisions (CFR 4.6). It establishes guidelines for improving campus engagement throughout the life cycle of strategic planning while fostering a transparent and inclusive process that identifies achievable and impactful goals. The Strategic Planning Steering Committee (SPSC) is a special agency of the Academic Senate and co-chaired by the provost and chair of the senate. Its charge is to solicit the views of the SJSU campus community, including regional partners and stakeholders, as they pertain to the university's strategic plan, and to advise the president on all aspects of the development, implementation, evaluation, and revision of that plan.

The SPSC began work in fall 2016 to determine the progress made on the five goals outlined in Vision 2017, SJSU's immediate past strategic plan. To allow adequate time to engage all campus stakeholders in articulating and refining university priorities, Senate Chair Stefan Frazier and Provost Feinstein will host town hall meetings beginning in fall 2017. (CFRs 4.5, and 4.6)

Budget Planning (CFR 3.7)

Campus budget planning likewise has undergone restructuring in the last two years. University policy [F15-9](#) restored the Budget Advisory Committee (BAC), which is co-chaired by the VP for Administration and Finance and the Vice-Chair of the Senate. Like the SPSC, the BAC is charged with ensuring engagement and transparency in SJSU's decentralized budgeting process, identifying problem areas connected to budget allocations and expenditures, and advising campus leadership on budget matters. By design, the SPSC and the BAC coordinate discussions, with the SPSC leading the BAC and each informing the other. The BAC reconvened in spring 2016 and holds monthly meetings throughout the academic year. This past year, the BAC began a review of a multi-year budget proposal that will align with campus priorities as determined by the SPSC in AY 2017/2018 and AY 2018/2019. In this first year of its existence, the BAC has laid important groundwork for an open, transparent process of budget discussions (CFR 3.7).

Beginning in the next fiscal year, 2017/2018, all campus areas (University Advancement, Administration & Finance, and Athletics, etc.) will draft three-year budget proposals for the use of university operating funds, a change in practice that should increase predictability and stability in budgeting.

Evaluation of Changes in Leadership, Organizational Climate, and Shared Governance

SJSU has seen major changes in senior leadership since May 2015 with President Papazian and five of eight cabinet members appointed within the last year. The university has adopted a number of structural mechanisms including new committee positions that ensure faculty input in major institutional decisions and greater collaboration between the president, cabinet, and senate.

The Senate Executive Committee reports that the combination of these structural changes and new leadership has reinvigorated SJSU's culture of collegial and engaged shared governance. The committee cites the following evidence in support of its assessment: full college representation in senate committees, the creation of a permanent WSCUC Accreditation Steering Committee and a Strategic Planning Steering Committee, the reactivation of the Budget Advisory Committee, the implementation of a senate meeting summary, which is sent campus-wide following every senate meeting, President Papazian's preference for appointing a faculty member to chair administrative-level search committees whenever possible, inclusion of the chair of the senate on the President's Leadership Council, inclusion of an at-large faculty representative on the board of the Tower Foundation, and regular meetings between the president, the cabinet, and faculty leadership. (appendix [4.3](#))

After reviewing this report, the ARC, the Academic Senate, the AALT, and other campus committees and offices agreed with the finding that SJSU has not only restored shared governance, but has achieved a new level of commitment to the principles of shared governance articulated in the 2015 Sense of the Senate Resolution ([SS-S15-6](#)). The opening of the ODEI and the addition of a CDO to the President's Cabinet and to the Senate executive Committee demonstrates SJSU's commitment to the principles affirmed in [SS-S15-6](#), including safety to speak regardless of one's position within the university and trust between stakeholders. A full description of the ODEI's contributions to the campus is provided in the next section of this report.

SJSU has further demonstrated its commitment to inclusive, respectful and collaborative decision-making by recruiting new leadership who exhibit those values. For instance, in the wake of an executive order imposing immigration and international travel restrictions on seven Muslim-majority countries, President Papazian issued a statement affirming the importance of supporting all SJSU students and ensuring space for constructive dialogue. (appendix [4.4](#)) Actions followed her words. The ODEI hosted eight separate two-hour support sessions for faculty and staff and provided information about counseling, local non-profit legal organizations, and instructional support for difficult classroom dialogues and student interactions. In her inaugural address, President Papazian likewise signaled a commitment to inclusive excellence when she expressed her personal pride in leading "a campus that so deeply values diversity, one that attracts students from such diverse religious, cultural, social,

and ethnic backgrounds—and one that is devoted to supporting them through a period of uncommon social and political instability.” (appendix 4.5) These statements from the university’s highest office reflect the commitment to respectful and inclusive governance formalized in university policy.

Campus Climate: SJSU’s Commitment to Equity and Inclusion (CFRs 1.4, 2.13)

A fall 2016 sense of the senate resolution ([SS-F16-1](#)) reaffirmed SJSU’s commitment to providing a safe and supportive community free from discrimination and harassment. Over the past two years, SJSU has taken significant steps toward realizing a more equitable, inclusive, engaged, and safer campus. In order to achieve these interrelated goals and in keeping with SJSU’s mission to enrich the lives of students, the university has reviewed and rethought its mechanisms for identifying and meeting student needs. The university has made progress on all 22 recommendations from the President’s Commission on Diversity. To date, 19 of 22 recommendations have been completed and three are in progress. (appendices 4.6 and 4.7) The university has undertaken this work informed by best practices identified at other institutions and by research specific to SJSU. (appendix 4.8) It is guided by an approach to education that recognizes the intellectual resources that students bring to their studies and that encourages partnering with students in providing a meaningful college education that expands options and possibilities. To ensure that these efforts generate a substantive commitment to equity and inclusion, SJSU’s reforms extend to all areas of the university and all aspects of academic life, from enrollment services to curriculum design, faculty recruitment and professional development.

Under the direction of the Offices of the Provost and Student Affairs, the Special Task Force on Racial Discrimination and the African American/Black and Chicana-Latinx Student Success Task Forces have guided the university’s efforts in actualizing a commitment to inclusive excellence through new programming and support structures. A range of new and established campus units have contributed ideas, funding, and resources that have enabled SJSU to 1) develop sustained diversity training and education programs, 2) make gains in closing the opportunity gaps that URM students face, 3) better serve the whole student, 4) make progress toward a culture of inclusivity and dialogue, and 5) improve campus safety.

These initiatives align with the following WSCUC recommendations that SJSU 1) improve enrollment management (CFR 2.14), 2) proactively develop academic as well as co-curricular programs to support the needs of underrepresented students at the institution (CFR 1.4, 2.13), and 3) institutionalize the successful pilot programs developed under the African American/Black Student Success Task Force (AABSS) and the Adelante Chicana-Latinx Student Success Task Force (Adelante) (CFR 1.4, 2.13).

Building Capacity for Diversity Training, Education, and Outreach (CFR 3.1)

SJSU has taken the foundational steps of recruiting its first Chief Diversity Officer and establishing the Office of Diversity, Equity, and Inclusion. A concerted effort was made to involve the wider campus in the national search for a CDO. The President's Commission on Diversity, department chairs, the deans, and various faculty groups vetted the position description and a committee comprised of three faculty, two students, two staff, and two administrators led the search. The search culminated in the appointment of Kathleen Wong(Lau) who previously directed the Southwest Center for Human Relations Studies at the University of Oklahoma and served as Executive Director of the National Conference on Race and Ethnicity in Higher Education. Under the direction of Dr. Wong(Lau), the ODEI also houses the Title IX Office led by Title IX Officer Natalie Brouwer Potts who joined the campus in fall 2016. Deputy Diversity Officer Fernanda Perdomo-Arciniegas joined the office in spring 2017. A full time Campus Survivor Advocate will join the ODEI in July 2017 (CFR 3.1).

In the short time since its inception, the ODEI has contributed an impressive level of service and introduced an array of training and events to the campus. (appendix [4.9](#)) Given its small staff, the ODEI alone cannot meet the demand for diversity training. To accommodate need, and to enable the campus as a whole to contribute to inclusive excellence, the ODEI is building a cohort of student and faculty facilitators and peer mentors who have received training and who in turn can assist with programming. This rhizomatic educational model is growing SJSU's organizational capacity for continued education and in-depth discussion between all university and community stakeholders.

Since August 2016, the ODEI has conducted a total of 15 in-person diversity trainings, and an additional 23 separate Title IX trainings. Between July and December 2016, the ODEI conducted diversity and inclusion and intergroup dialogue facilitation trainings for Resident Advisors, Resident Life Coordinators, and Orientation Leaders who in turn facilitated small group discussions at the Campus Climate Discussion. Additional trainings were offered for new tenure track faculty, auxiliaries staff, Hearing Officers, and Peer Health Educators. In fall 2016, the ODEI offered eight two-hour faculty diversity development workshops that gave faculty the opportunity to expand their knowledge of crucial aspects of diversity issues in academia including research, scholarship, creative activities, student mentoring, and faculty retention strategies. Dr. Wong(Lau) has led a diversity inclusion training for the Management Personnel Program (MPP) and additional trainings on unconscious bias and cognitive empathy for the Academic Senate, the Development Office, Tower Foundation, and campus advisors. The ODEI will provide 14 workshops on inclusive practices and protocols for 2017-18 search committees. Future trainings for search committees will cover recruitment strategies for diversifying candidate pools.

In fall 2017, all first year students will complete two hours of face-to-face diversity and Title IX training during orientation and a mandatory online training

on preventing sexual assault and harassment. With the help of staff and student volunteers trained in intergroup dialogue, the ODEI has conducted three face-to-face trainings for upwards of 3,000 transfer students. An additional 6,000 first year and transfer students will complete the training by fall 2017. This past year, the university contracted to provide “refresher” Title IX trainings to all students to start in fall 2017. SJSU employees likewise complete two online educational and prevention Title IX trainings.

The next phase of ODEI training will address cognitive empathy and how different identities experience social biases in ways that affect campus climate on a daily basis. The ODEI is working with Spartan Studios to film 16 short skits featuring actors. The notes and details for these scripts draw from research into interactions common to college campuses. The skits cover a wide range of groups, identities and types of comments including well-intended cheerleading. To build cognitive empathy in viewers, the skits feature each character’s internal dialogue as they engage in polite conversation that on the surface does not appear hostile or conflicted. The videos will be incorporated into freshman orientation. A second set of materials modeled on six sentence memoirs is under development for use in faculty trainings.

Over the past academic year, the ODEI has hosted or contributed to 38 educational events and organized or participated in 27 meetings and retreats with a variety of administrative, faculty, and student groups. This programming included an election dialogue series that attracted 600 people to a discussion held the night after the 2016 presidential election, a staff support group, a welcome reception for [UndocuSpartan](#) (the campus organization for undocumented students and allies) and a regular forum open to the entire campus. The ODEI also supports work throughout the campus with funds and recognition. This spring, the ODEI selected its first recipients of the Faculty Diversity Development Research, Scholarship and Creative Activities Award. The award provides ten stipends for research and creative activity that advance the careers of faculty applicants who contribute to the academic success of historically underrepresented students at SJSU. Awardees have agreed to present their RSCA projects in spring 2018 at a series of campus talks and presentations.

In addition to providing resources to the campus, the ODEI connects SJSU to resources and conversations beyond the campus. For instance, the ODEI sponsored the attendance of ten SJSU representatives at the 2017 National Conference on Race and Ethnicity. Included in that delegation was Michael Kimbarow, the outgoing chair of the Academic Senate who has been appointed interim Associate Vice President for Faculty Affairs, effective this July.

As part of its outreach efforts, the ODEI advises the university on its public messaging with an eye to becoming a model for responsiveness. SJSU’s national visibility as a recent site of racially-motivated violence and discrimination presents an occasion to lead by example as campuses and businesses throughout the country grapple with similar problems. Dr. Wong(Lau) has given invited talks this past year on diversity, inclusion and

gender equity at Yelp, Intel, and at a hearing on hate incidents hosted by Santa Clara County supervisors. In June 2017, she presented a research-based curriculum for diversity and inclusion training to a national audience of over one hundred institutions. The ODEI is at the exploratory stage of establishing an institute on equity and inclusion geared toward Silicon Valley’s tech professionals.

The ODEI’s outreach efforts dovetail with Belle Wei’s work on behalf of gender equity in STEM fields. Dr. Wei is SJSU’s Carolyn Guidry Chair in Engineering Education and Innovative Learning and organizes the annual [Silicon Valley Women in Engineering Conference](#) (WiE), which first convened in 2015. The WiE reported 365 attendees at the March 2017 conference including 178 SJSU students, 56 attendees from other universities, 105 community college students, and 13 students recently admitted to SJSU. One of the aims of the conference is to attract more women to engineering and computing majors and to prepare women for STEM careers.

Four Pillars of Student Success

College Readiness
SJSU committed nearly \$1.5 million from the Student Success, Excellence and Technology fee to the 2015-17 Spartan Scholars Program, a summer bridge program open to all Pell grant eligible students in need of remediation.
Advising
The university raised the average unit load carried by undergraduates with a communication campaign, improved course scheduling and degree auditing processes. Students can now design their desired schedules and track progress toward degree with a suite of planning tools called MyGPS. Colleges and departments are starting to use the same tools to facilitate course articulation and predict course demand. Student Success Centers in each college offer additional advising and career planning with the assistance of 20 new advisors hired this year (CFR 3.1).
Student Engagement
The African American/Black Student Success and Chicana-Latinx Student Success Task Forces are transitioning into permanent programs with base funding in Student Affairs under the AVP for Transition and Retention Services.
Clearing Bottlenecks
The Office of the Provost and Academic Affairs allocated \$2.8 million in 2016-17 to clearing bottleneck courses by funding up to 500 additional sections. Further measures are planned for 2017-18.
Table 4.1: Highlights from the Four Pillars of Student Success

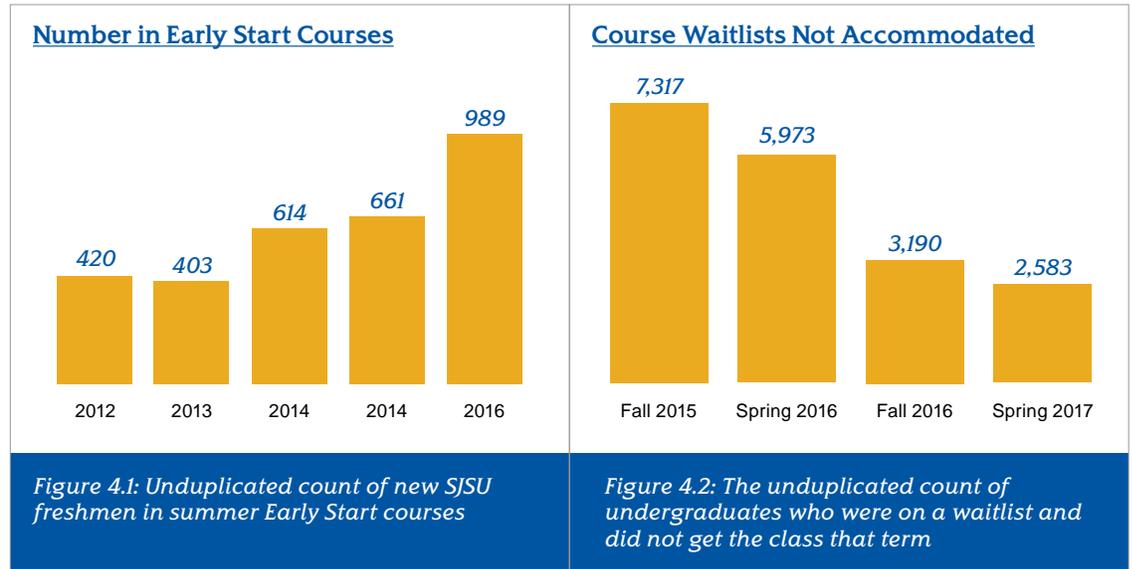
Closing Opportunity Gaps with Improved Student Services (CFR 2.10)

Retaining students and assisting them in making steady progress toward graduation are basic conditions of equity and inclusion. SJSU recognizes that without involving students in university planning, the roadblocks preventing their access to and success in higher education can be inconspicuous to all but the student. Students are more likely to leave or cannot fully participate in campus life, for instance, if they are financially or emotionally strained. The 2015 “Why Students Leave” report found that financial constraints, limited availability of classes, inconsistent advising, a lack of connection to the campus, and minimal support for mediating crisis all contribute to attrition. (appendix 4.10) These challenges are amplified for first generation and URM students. SJSU has addressed student attrition through a number of coordinated efforts and graduation rates are rising for all SJSU students.

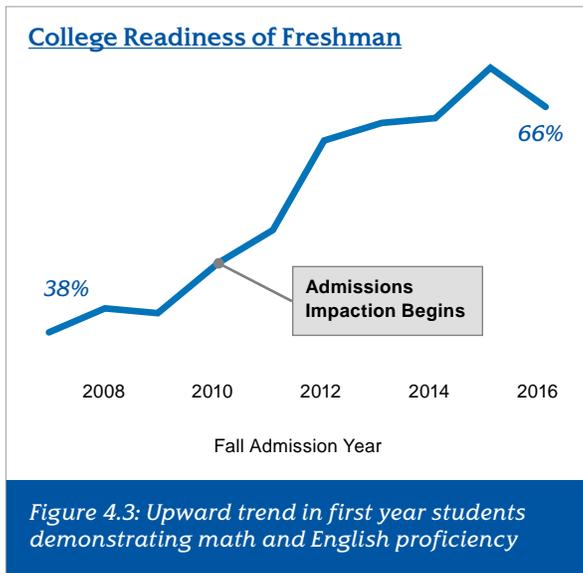
Four Pillars of Student Success (CFRs 2.12, 2.13, 2.14)

The AALT identified Educational Excellence and Student Experience as its third main priority and has addressed student attrition through a combination of initiatives. Over the 2015-16 academic year, the Offices of the Provost and the Vice President for Student Affairs collaboratively gathered information and data from faculty, staff, students, and other experts to develop the Four Pillars of Student Success, a campus-wide strategy to increase

retention and graduation rates for all students (appendix 4.11). Based on that study, the university identified four areas of focus: college readiness, advising, student engagement, and clearing bottlenecks (table 4.1). As a result of coordinated efforts to address these areas, early start in remediation is rising (figure 4.1), course availability has improved and bottlenecks have started to clear (figure 4.2). Figures 4.3 and 4.4 show improvements in college readiness. (CFRs 2.12, 2.13, 2.14)



The Four Pillars of Student Success builds on the Admission to Graduation Project (A to G), a joint effort between Academic Affairs, Information Technology Services (ITS), and Student Affairs that launched in fall 2014. A to G identifies and implements enhancements to technical and business



processes that facilitate the CSU Graduation Initiative 2025. Enrollment Services leads the functional side of A to G with assistance from ITS and the offices of Graduate and Undergraduate Programs and Student and Faculty Success. A consultant hired by the CSU chancellor in spring 2014 identified 38 business processes in need of improvement. The A to G steering committee prioritized those areas of concern and the A to G working team began implementing initial priorities with an understanding that some were multi-year initiatives. Much of that work has come to fruition in the past year. In 2016, SJSU added MyScheduler, a tool to help students plan their course schedules. The degree audit feature, MyProgress, has been updated to the 2016-17 SJSU catalog with all templates vetted by associated departments. These changes have made MyProgress

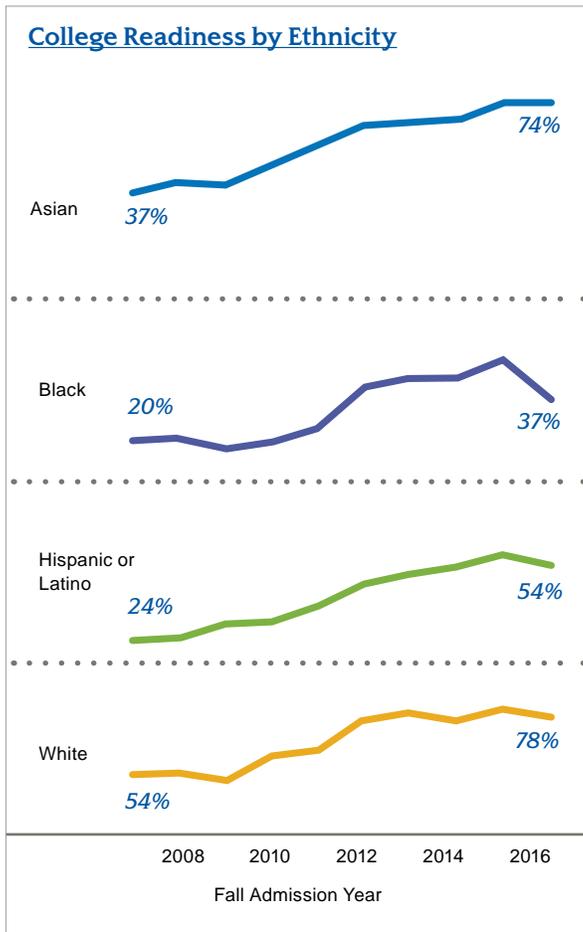


Figure 4.4: Percentage of new first-year students who demonstrated math and English proficiency within their first semester.

significantly more accurate and responsive to the automated transfer credit rules for California community colleges and other CSU campuses. Usage is high with 36,117 unique users running audits between May 1, 2016 and May 1, 2017. MyProgress templates for graduate programs are in progress.

These e-advising tools along with MyRoadmap, MyGradApp, and the future MyPlanner have been rebranded as [MyGPS](#), short for “My Graduation Pathway to Success,” and promoted by the Office of Student and Faculty Success as part of their #FinishinFour and #TakeTwo campaigns to grow awareness of the California Promise program established through California Senate Bill 412.

The newest tool in the suite, MyPlanner (still in development) interfaces with MyProgress and the first programs roll out in July 2017. MyPlanner will allow students to map efficient semester-by-semester schedules and enable departments to better anticipate enrollment demand based on students’ planned coursework. A complete progress report of all A to G initiatives through August 2016 is provided in appendix [4.12](#).

These initiatives intersect with Project Succeed, a multi-year effort funded by the U.S. Department of Education to improve the five-year graduation and retention rates for URMs across all majors at SJSU. Project Succeed has provided scaffolding and resources for

enriching first year experiences, residential life and mentoring. (appendix [4.13](#)) For instance, Project Succeed introduced block scheduling, which places incoming freshmen in at least two classes with other incoming students in their declared majors. Participation in block scheduling has expanded over the past two years to include two colleges (Business and Engineering) and seven majors (Child and Adolescent Development, Music, Economics, Health Science, Undeclared-Pre-Nursing, Biology, and Computer Science). Engineering and business students may also be assigned to engineering and business-themed living-learning communities in the residence halls. Appendix [4.14](#) reports the effects of block scheduling on engineering students. In conjunction with Project Succeed, SJSU has implemented a Peer Educator Program to provide support to first year students enrolled in classes with high failure rates. Appendix [4.15](#) includes a detailed description of the fall 2016 pilot of that program.

African American/Black and Chicanx-Latinx Student Success Task Forces (CFR 2.10)

The African American/Black Student Success Task Force (AABSS) and the Adelante Chicanx-Latinx Student Success Task Force (Adelante) have played an integral role in the university's student success initiatives. Both have led multifaceted programs to address attrition and close opportunity gaps between African American and Latinx students and their peers (CFR 2.10).

As part of those efforts, the Task Forces coordinated with Student Affairs, the College of Applied Sciences and Arts (CASA), and other campus groups to address first and second year student remediation and attrition using data-driven, micro-targeted intervention strategies. For instance, analysis

indicated a correlation between undeclared majors and disqualifications. The staff of Academic Advising and Retention Services and advisors from the CASA Student Success Center contacted students on academic probation from the following demographic groups: African American, Black, Latinx, Hawaiian, and Native American. Students wishing to clear academic probation commit to studying for six hours a week in one of three supervised study halls established through a Student Success Excellence and Technology Fee grant. One study room is located in the CASA Student Success Center, one in the MLK library, and another in Student Services. Students who attend study hall submit mid-semester and final grade reports and attend mandatory workshops on class registration. Other interventions include additional remediation courses (offered in partnership with Evergreen Valley College), assistance with resolving registration holds, advising fairs, and community study nights.

These efforts have seen a decline in the dismissal rate among African American and Black students who are undeclared majors from 35% in fall 2013 to 12% in fall 2016. Dismissal rates among Latinx students who are undeclared majors dropped from 37% in fall 2015 to 22% in fall 2016. The total percentage of undeclared students dismissed from the university due to poor academic performance has dropped from 34% in fall 2013 to 9% for fall 2016 (figure 4.5).

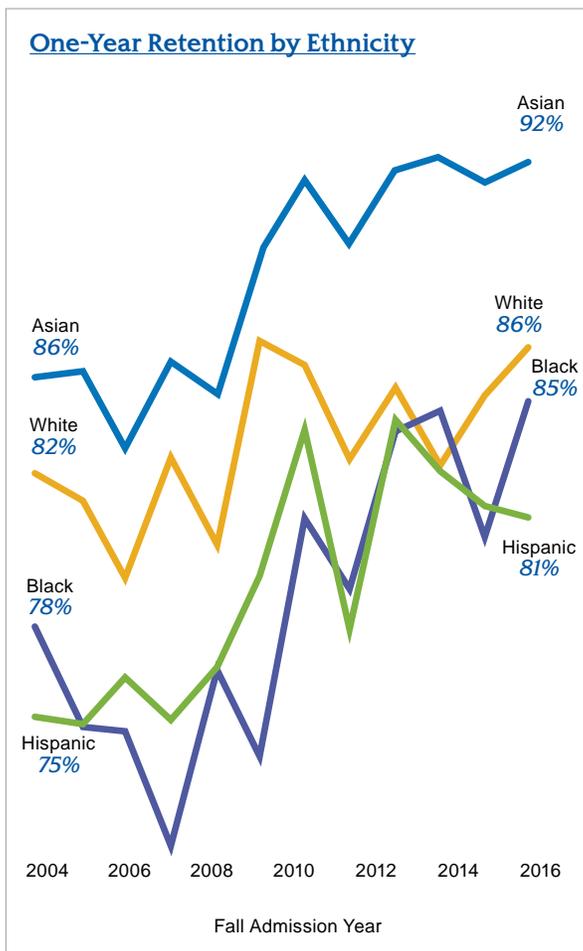


Figure 4.5: First-time, full-time freshman enrolled one year later by ethnicity

A second component of these programs recognizes the critical role that campus activities play in retention. Both task forces are working to create and sustain vibrant African American, Black, and Chicanx-Latinx student life that educates and engages all members of the campus. In 2015, the AABSS attracted over 1,400 attendees to its five largest events, which include the Black History Month Black Student Talent Showcase and the Harambee Festival, an end of the year barbeque for the campus and wider community.

The task force has also formed leadership development groups such as the Black Women's Leadership Consortium and the Barbershop Talk Series (now the Black Male Collective supported by Student Affairs). To sustain the momentum of these initiatives, the AABSS has launched the Community Blast, an email digest of special events and career development opportunities sent out several times a month. Over the past two academic years, Adelante has worked with over 1,880 students in a variety of programs including leadership retreats, dual-language learning and resiliency workshops. Adelante also hosts events including the Nuestra Cultura Week and the MolcajeteFest, a showcase of Chicanx and Latinx culture.

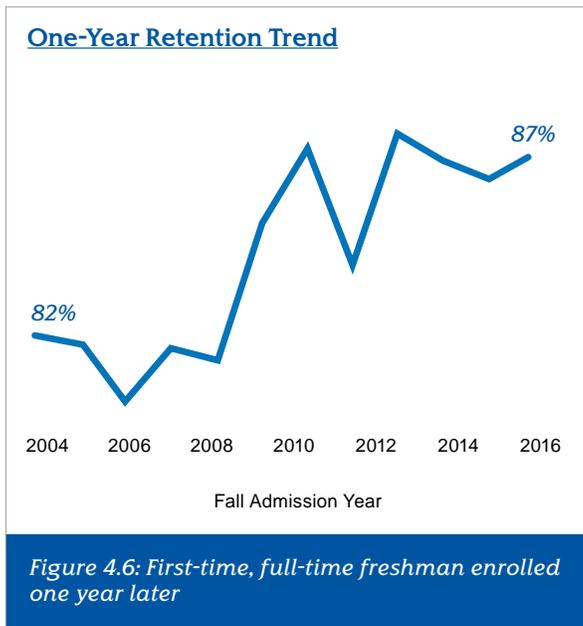
A third component of these programs identifies formal and informal institutional practices that impede African American and Latinx academic achievement and addresses those impediments by filling in institutional gaps in outreach and support services. For instance, Adelante's workshop on graduate school helps students envision themselves pursuing graduate work by identifying the resources they bring to their studies. The AABSS, likewise, hosted sessions for prospective African American and Black students and families during Admitted Spartans Day to address concerns about racial intolerance on campus and to introduce the social support mechanisms available to students.

To sustain these initiatives into the future, SJSU has committed one-time funds (\$75,000 each) to establish resource centers for both task forces. A third office, the UndocuSpartan Resource Center, opens in fall 2017 with the mission to nurture the educational and career goals of undocumented students by fostering an inclusive and supportive campus environment. The university enrolled approximately 650 undocumented students in the 2016-17 academic year.

Evaluation of SJSU's Retention Efforts

The university sees evidence of gains made in several key areas of campus services. Improved enrollment and degree audit processes are well underway with the implementation of [MyGPS](#). The university has completed MyProgress inventories for all undergraduate majors and minors, which provides students with clear roadmaps to graduation (CFR 2.12 and 2.14). SJSU is approximately midway through the implementation of a new student data warehouse that will provide timely and easier-to-use data summaries to faculty and staff for such purposes as advising and enrollment capacity planning. Among its early uses, advisors now reference the system to contact students who might benefit from additional advising and retention campaigns.

The AABSS and Adelante have used institutional data, including aggregated and disaggregated student achievement, to track students' progress toward graduation and to assess the results of programming (CFRs 2.10 and 4.1). Moreover, the gains in retention rates are encouraging. SJSU's fall 2015 retention rates nearly regain the ground lost since the university's 2012 historic



high. While gaps remain, the improvements have been broadly based, as figure 4.6 shows long-term growth in the retention of students in each of the large ethnic groups represented on campus.

The university is further encouraged by evidence of increased academic and institutional pride among students. Adelante’s report provided in appendix 4.16 describes their biggest accomplishment as the creation of an engaged Latinx community that connects students’ academics to their ethnic and racial identities. The report concludes that the work of the task force “has created a strong and engaged Latinx community at SJSU.” The AABSS report finds that SJSU’s “reputation and image” as “a viable institution for Black students to attend has been restored.” Adelante and AABSS also report a strengthening throughout the campus of the idea that student success is everyone’s job. (appendix 4.17)

Serving the Whole Student (CFR 2.13)

SJSU’s effort to build a more inclusive campus aims to serve the whole student in each aspect and phrase of the college experience. To that end, the university has overhauled undergraduate orientation and made critical changes in the residence halls and residential life staffing since 2015 (CFRs 1.4, 3.1).

SJSU introduced an overnight Frosh Orientation program in summer 2015. The program now includes “We Are Sparta — Diversity and Inclusion,” a session that flows into “University Life 101” where students explore a range of different scenarios through skits. The sequence concludes with “Spartan to Spartan” small group discussions. Students also choose from myriad special interest sessions several of which speak to issues of diversity and inclusion. The Orientation Task Force designed the new orientation in collaboration with Student Involvement, PRIDE and Women’s Resource Centers, MOSAIC Cross Culture Center, and the Cesar Chavez Community Action Center.

Increasing Residential Life Staffing and Programming (CFRs 1.4, 3.1)

In response to increased residency and programming complexities, University Housing Services (UHS) has hired a new residence case manager, phased out part-time graduate student assistants, and added four full-time professional Residential Life Coordinator positions for a total of nine (two in Suites, two in the Classics, two in CV2, and three in the Apartments). The increase in full-time live-in staff brings the university in line with American College and University Housing Officers-International (ACUHO-I) standards for staff/resident ratios (CFR 3.1). UHS recruited additional student Resident Advisors (RA) for the 2015-16 and 2016-17 academic years bringing the total to 107. The RA:Resident ratio is currently in the range of 1:32 (first year students) to 1:35 (upperclassman). Each Residential Life Coordinator oversees no more than 16 RAs. In addition to these staffing changes, all residence halls now have front

desks covered twenty-four hours a day and health and safety inspections have increased from twice a semester to once a month.

Funding from Project Succeed has allowed for the expansion and diversification of learning communities in the residence halls. SJSU has developed six [Living Learning Communities](#) including the [Black Scholars Community](#), which opened in fall 2015 on the eleventh floor of Joe West Hall. The community promotes cross-cultural understanding and dialogue, introduces students to key campus resources, and provides leadership, guidance, and mentorship for those who are a part of or in support of SJSU's

African American and Black communities. UHS works collaboratively with students, the Associate Vice President for Campus Life, Director of Mosaic, AABSS, and other university partners to develop programming for the BSC.

In collaboration with Academic Affairs and Student Affairs, Project Succeed also supports the new Faculty-in-Residence (FIR) program, which arranges for faculty to live full-time in the residence halls. The program encourages greater academic and campus involvement by connecting students who live in campus housing with faculty members. This past year, the program placed nine faculty members—six assistant professors, two tenured professors, and one lecturer—in the residence halls. The faculty-in-residence hold regular office hours on-site and share weekly meals with students in the dining commons. They also plan socials, game nights, field trips, workshops and events throughout the year. (table 4.2) The FIR program continues into the 2017-18 academic year with 14 faculty-in-residence.

A screening of *Buffalo Nation* organized in conjunction with Matika Wilbur's lecture on documenting contemporary Native America.

A lecture on the meaning and history of LGBTQ Pride Festivals organized in conjunction with the Silicon Valley Pride Festival.

A panel discussion on what engineers really do.

A discussion of mass incarceration with a trip to Alcatraz Prison in San Francisco.

An evening with journalist Nick Pope about his research for the British Ministry of Defense on UFO sightings.

A panel of three Bay Area mothers who have lost their children to police brutality organized with the help of the Inter Council for Mothers of Murdered Children.

A presentation by Sonja Huang of the Factory Farming Awareness Coalition on sustainable eating.

An Afro-Brazilian dance class with invited instructor and drummer.

Table 4.2: Examples of 2016-17 programming offered by SJSU faculty-in-residence

Growing Co-curricular Opportunities (CFR 2.13)

In an effort to understand and address students' lack of connection to the campus, each office and program within the Division of Student Affairs completed a co-curricular inventory for AY 2015-16 (appendix [4.18](#)). In that year, the division organized 2,372 co-curricular events, 32% of which involved another campus unit. Most of those events were attended by fewer than 100 students. To boost student engagement, the Division of Student Affairs committed \$60,000 to Student Involvement and \$25,000 to Associated Students over the 2015-16 academic year, and \$50,000 to Student Involvement and \$50,000 to Associated Students in 2016-17 to fund 38 programs sponsored by 42 student organizations (CFR 2.13). Those funds supported a range of events and activities including career-related alumni panels, K-12 outreach, philanthropic events, and study nights.

Two new annual activities aim to orient students to the campus and generate a greater sense of belonging. In 2015, SJSU launched “Ask Me” stations throughout campus during the first week of classes. Staff and faculty volunteers provide directions, answer questions, and share campus resources to new and returning students. Approximately 40 volunteers support the program each fall. In 2016, SJSU introduced Weeks of Welcome (WOW), a series of free programs and events that take place the first four to six weeks of the fall semester. The event welcomes returning students and supports new students in their transition to campus. Supported by both Student and Academic Affairs, WOW programs focus on academic success, navigating campus resources, engaging with the campus community and building Spartan pride.

For the first time this past year, Faculty Fellows worked with the MOSAIC Cross Cultural Center and the PRIDE Center to develop a welcoming campus environment. In spring 2017, the faculty fellows offered thirteen programs attended by 175 students. (appendix [4.19](#))

In response to the 2014 NSSE finding that SJSU students study less on average than their CSU counterparts, Student Affairs has allocated resources to finals week. Each semester since fall 2015, Student Involvement has hosted stations across campus to provide snacks and giveaways during finals week.

The division has also contributed an additional \$20,000 to Greek life this past academic year and seen success in other established programs. During the past academic year, the Career Center conducted over 180 classroom workshops that reached an estimated 5,800 students. Student Affairs held its inaugural Native American Graduation Ceremony this past May, the Counseling and Psychological Services Training Program was awarded Palo Alto University’s Center for Excellence in Diversity Award, and the MOSAIC Cross Cultural Center’s “I Relate” campaign was featured in the Education Advisory Board’s 2016 study “Transforming the First-Generation College Student Experience.” The Student Affairs’ 2016 annual report further details its programs. (appendix [4.20](#))

Developing Assessment of Campus Life Programming (CFRs 2.11, 2.13)

While increasing programming over the past few years, Student Affairs simultaneously developed new assessment practices and training (CFRs 2.11, 2.13). Since summer 2015, the division has adopted an assessment philosophy (appendix [4.21](#)), drafted a strategic plan (appendix [4.22](#)), issued its first annual report, and identified six learning goals that articulate to SJSU’s university’s learning goals. (CFRs 2.11 and 2.13). All programs and offices under that division now assess services and programming using a shared template. (appendix [4.23](#)) In addition to these new reporting practices, the division has adopted [OOHLALA](#) Assessment, a mobile app that will enable Student Affairs to count and survey participants at campus activities. The app creates a private mobile social network for the SJSU community with information about campus services such as bike racks, ATMs and printers. Student Affairs is

piloting OOHLALA during summer 2017 orientation and a campus-wide rollout is planned for the 2017-18 academic year. To assist programs and offices with implementing assessment, Associate Vice President of Student Affairs Romando Nash piloted training workshops for Student Affairs staff in fall 2016. Over sixty people attended at least one of those four fall workshops.

Fighting Food Scarcity in San José (CFR 2.10)

Health, wellness, and safety programs are another component of student success. Inconsistent access to food due to lack of money and other resources compromises students' well-being. A 2015 report commissioned by CSU Chancellor Timothy White estimates upwards of 24% of CSU students experience food scarcity (CFR 2.10). (appendix [4.24](#)) To address food scarcity, SJSU's Economic Crisis Response Team launched a monthly Just In Time mobile food pantry in October 2016 in partnership with Second Harvest Food Bank and the Student Union. A total of 243 volunteer faculty, staff, students, and community members served 2,245 unique students at eight mobile food pantries during the 2016-17 academic year. The pantries distributed over 200,000 pounds of food in 2016-17 including 80,000 pounds of fresh produce. The food pantries had impact beyond the campus. Based on the household information submitted by students receiving food, 478 children under eighteen years of age, 86 senior citizens and 6,076 adults were fed from food distributed at the mobile food pantries. (appendix [4.25](#))

New Resources for SJSU's Student Veterans (CFR 2.10)

SJSU first began tracking students enrolled through the GI Bill in spring 2015 (CFR 2.10). At that time, SJSU certified 268 military affiliated students. That student population has grown to 421 as of spring 2017. In spring 2016, the university replaced its veteran's lounge with the Veterans Resource Center (VRC), a permanent space housed in the Student Union. Two data snapshots give a sense of the VRC's impact: The center saw 890 check-ins during the month of April 2017, up from 346 check-ins to the veteran's lounge in November 2015. The VRC provides weekly on-site hours with a career counselor, and once a month visits with the Veterans Affairs medical outreach team, vocational rehabilitation counselor, and a financial coach. It also provides a range of academic and social support services including oversight of the Veterans Student Organization. (appendix [4.26](#))

Making SJSU HIP (CFR 2.8)

The Center for Faculty Development (CFD) complements new student services with regular training and education geared toward generating a culture of inclusivity (CFR 2.8). The CFD offers a repeating workshop on how to create welcoming, respectful, caring, and impactful learning environments for all students. It also maintains a network of faculty peer mentors who share ideas and experience. In fall 2016, the CFD hosted the [19th Annual CSU Teaching and Learning Symposium](#) on promoting student success through innovation, creativity, diversity, and teamwork. In spring 2017, the center hosted the "Success for All" conference on redefining ability featuring panel discussions with SJSU faculty who have an adult child with a disability who

has successfully navigated college. In conjunction with the Four Pillars of Student Success initiative, the CFD is leading the campus in adopting High Impact Practices (HIPs), or active learning strategies that SJSU recognizes as a crucial component of inclusive excellence. A 2016 survey identified 100 SJSU faculty members with expertise in HIPs and the CFD is making this collective knowledge available through its regular programming. For the 2017-18 academic year, the CFD has sponsored Faculty Learning Communities on three different HIPs: inclusive teaching, enhancing student's reading, and community engaged and service learning.

Enriching Campus Life through Dialogue (CFR 1.4)

Over the past two years, SJSU has held a number of events to facilitate campus intergroup dialogue including the 2015 Diversity Speaker Series co-hosted by the Office of the Provost, Faculty Affairs and the CFD. In spring 2016, SJSU partnered with KQED to host a national forum on campus climate. Those conversations continued into the fall with discussion of the 2015 Campus Climate Survey findings. In the 2016-17 academic year, Student Affairs hosted four guest lectures through the new Spartan Speaker's Series and University Housing Services implemented an award winning Developing Dialogues Series designed to generate conversation around issues of social justice, diversity and inclusion. The series received a Top 5 Program Award by the Western Association of College and University Housing Officers in April 2017. It features monthly sessions with RA facilitators. Topics covered in the most recent series include gentrification, the global impact of the Rio Olympic Games, the Black Lives Matters movement, the presidential debates, the school-to-prison pipeline, gender-neutral bathrooms, xenophobia and immigration and climate change.

These new opportunities for dialogue continue the momentum achieved in the 2015-16 academic year when Associated Students reported a record number of students and stakeholders at its public meetings and facilitated dialogues. The university sees this increased attendance at events as a hopeful sign of an emergent culture of dialogue on the campus (CFR 1.4). In the next phase of that effort, the university is offering opportunities for sustained dialogue in workshop form. In spring 2017, the ODEI sponsored four sessions designed for white-identified faculty on how to be a better ally to faculty and students of color. A total of 36 faculty attended one or more of the sessions led by Susan Murray, Professor of Sociology. (appendix [4.27](#)) Dr. Murray will continue that work in fall 2017 with an eight-week professional development workshop for white faculty interested in practical strategies for inter-group and in-group ally work related to teaching, research, service and policy development. The ODEI fall 2017 programming also includes six different intergroup dialogues that coordinate with courses and the Career Center.

Maintaining a Safe Campus (CFRs 3.1, 3.5)

Among the key findings of the 2015 campus climate survey is an increase since 2010 in students expressing fear for their safety while on campus. To address these concerns, the university has added new staff, improved safety

infrastructure and reporting processing, conducted trainings and established advisory groups (CFRs 3.1, 3.5).

SJSU has increased security staffing at the Dr. Martin Luther King Jr. Library, which serves both the university and the city (CFR 3.1). The library has added two sworn police officers and 15 library security officers to its staff. The library has also formed a Library Safety Task Force. The library is undergoing significant construction in summer 2017 to add safety barriers from the 2nd to the 7th floors that will enclose the previously open atrium.

In fall 2016 and spring 2017, the Associated Students, Chief of Police, VP for Administration and Finance and others conducted Night Safety Walks and identified 54 potential safety concerns. These walks have led to increased signage, improved lighting, and the trimming of greenery that obstructed visibility. Additionally, the University Police Department (UPD) routinely checks that exterior lights are functioning, Bluelight and elevator phones are in good working order, and exterior doors are locked when appropriate.

A total of 38 video cameras are being added to SJSU parking areas and will be operational in August 2017. Several critical locations on campus are protected by security alarms and/or silent panic buttons, which report to the UPD. Employees in the Student Health Center now wear wireless emergency panic buttons and the UPD is exploring other silent alarm options (CFR 3.5).

The Office of Student Conduct and Ethical Development has implemented an online tool that facilitates reporting and tracking of incidents. The Behavioral Intervention Team (BIT) has created a component of the system to manage concerning behaviors. The Title IX Officer now checks-in with complainants and respondents in Title IX investigations as they advance and works with the UPD in reviewing all Title IX-related criminal cases to determine if a crime alert should be issued.

In 2015-16, the Student Health Center hosted four violence prevention workshops attended by a total of 1,900 students, and BIT successfully led 364 people through its BIT001 training session. An additional 109 individuals received a more focused version of the training. The training is designed to improve campus safety through a pro-active, thoughtful, and caring approach to situations that may reasonably pose a threat to the safety and well-being of the SJSU campus and surrounding area.

In fall 2016, the UPD created a Student Advisory Board to provide students a voice in public safety issues impacting the campus. The meetings thus far have covered crime in the library, sexual assaults, tailgating at SJSU football games and immigration enforcement.

The UPD's future goals include a significant increase in non-sworn security staff for South campus events, and a tailgating awareness campaign jointly administered by the UPD, Athletics, and Student Affairs. The UPD is also working with an outside vendor to restructure and update its website to make it more user-friendly. That initiative will be finished in September 2017. Research

has shown that the website is accessed at a much higher rate than initially believed and feedback indicates that it is difficult to navigate. (appendix [4.28](#))

Fostering a Culture of Mentoring (CFR 2.13)

The initiatives detailed above indicate a long-term institutional commitment to equity and inclusion. The university is identifying next steps and priorities that build on current momentum. Two such priorities are 1) fostering a campus mentoring culture, and 2) diversifying SJSU’s faculty, staff, and administration.

Over the past two years, SJSU has invested additional resources in providing students with general guidance and support (CFR 2.13). Many of these mentoring programs are geared toward URM and first generation students.

	Spring 2015	Spring 2017	Fall 2017
Peer Connections Tutors	19	30	25
Classroom-based Mentors	8 serving 6 classes	23 serving 12 classes	27 serving 11 classes
Supplemental Instruction Leaders	N/A	7 serving 5 classes	26 serving 11 classes
Embedded Tutors	N/A	N/A	12 serving 5 classes
Total:	27	67	90

Table 4.3: Increases in peer mentors since spring 2015

With the opening of the Lurie College of Education Student Success Center this past year, the university now has permanent advising and mentoring hubs in all seven Colleges. Under the auspices of Academic Affairs and with funding from a federal grant, Peer Connections has tripled its peer mentors over the past two years (table 4.3). In addition to the tutors who are regularly available in various locations around campus, Peer Connections places mentors, embedded tutors, and Supplemental Instruction (SI) leaders in classes. Peer Mentors assist students with all aspects of college life from navigating the university and approaching faculty, to time management and campus involvement. Piloted through Project Succeed and now supported by Peer Connections, embedded tutors assist faculty in classes and host “office hours” for students while SI Leaders assist instructors as needed in class and

host regular study sessions outside of class. (appendix [4.29](#)) In addition to the peer mentors available through Peer Connections, the Educational Opportunity Program (EOP) offers weekly meetings with peer mentors for first generation students in their first year of college. Finally, the ongoing [Coffee with a Professor](#) program, a joint venture of Academic and Student Affairs, Associated Students and the CFD, allows students to connect with faculty outside the classroom in a low-key environment. Approximately 100 students have participated in the program each semester since spring 2016. Most surveyed participants expressed enthusiasm about the program and indicated that they would recommend it to their peers. (appendix [4.30](#))

With funding provided through Project Succeed, Mentor Community@sjsu is piloting a new phase of mentoring at SJSU. [Mentor Community@sjsu](#) hosts a web-based portal that pairs students with committed volunteer faculty and staff mentors. The project is designed to address a number of barriers that prevent students from connecting with faculty. In the coming year, the project builds on other elements of Project Succeed and embeds Mentoring Community@sjsu into courses. Students in those courses will be introduced to the idea of mentors and have a chance to explore the portal with the help of peer mentors.

Diversifying SJSU Faculty, Staff, and Administration (CFR 1.4)

The university can deepen its commitment to equity and inclusion by attracting faculty, staff, and administrators who better reflect the diversity of SJSU’s service area and national demographic trends (CFR 1.4). (figure 4.7) SJSU is at the preliminary stages of reviewing its recruitment and retention practices. The university has taken the preliminary step of asking the CDO to approve hiring pools, which are approved by deans and the Office of Faculty Affairs. The ODEI also convened an ad hoc committee on faculty diversity this past year that includes the CDO, chair of the academic senate, chair of the

professional standards policy committee, the VP for Organizational Development, the AVP for Faculty Affairs, two faculty-in-residence, and the faculty co-chairs of the faculty diversity committee. The committee has drafted two goals thus far: 1) to identify opportunities in recruitment and retention processes in which to grow awareness of diversity, and 2) better understand the factors behind offer declines and faculty attrition.

Evaluation of Campus Climate Initiatives

SJSU has made excellent progress over the past two years in building new infrastructure, services, and programming that supports the success of all students and that fosters inclusive excellence. The campus has acted on all of the recommendations issued by the President’s Commission on Diversity. Those efforts, such as the appointment of a CDO and permanent offices for the student success task forces, have laid crucial groundwork that enables continuous progress on long-term initiatives. Improvements to enrollment, advising, and degree auditing services likewise have strengthened the basic infrastructure needed to retain students and advance them toward graduation.

The coordinated, co-divisional focus on eliminating the achievement gap by 2025 provides further structural support to equity and inclusion initiatives and assures that they remain future priorities. Moreover, the gains in graduation rates made by SJSU along with the drop in disqualifications and the rise in retention rates signals the positive impact of these collaborative efforts.

Regular campus-wide diversity training is well underway as are efforts to promote dialogue and mentoring. The efforts made in the last two years to establish inclusive campus life programming are emergent. The university is moving in the right direction by establishing resources and programs that align with national best practices. In the next phase of development, the university will need to clarify formal arrangements for sustaining this programming, especially initiatives currently funded through grants such as the Faculty-in-Residence.

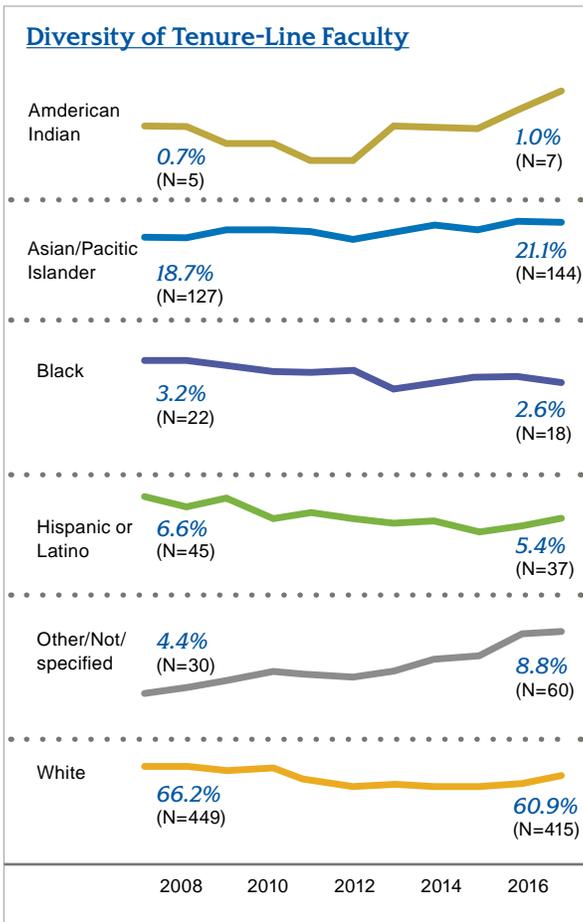


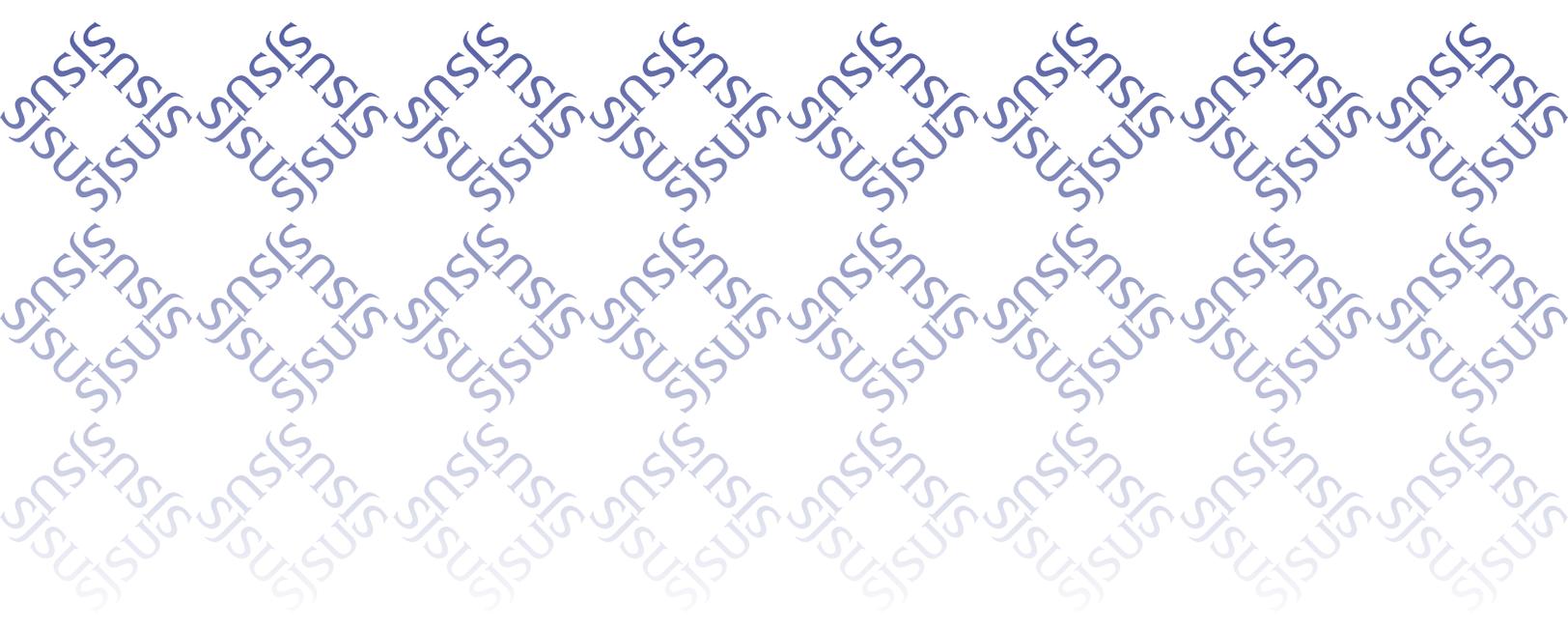
Figure 4.7: Headcount of SJSU faculty by ethnicity from fall 2006 through fall 2016. The “other” category includes “decline to state” and multiple ethnicities.

In the course of preparing this report, the university identified a range of programs and projects that promise to impact campus climate. The university will have a better sense of that impact on students, staff, and faculty in the coming year. SJSU has completed NSSE and FSSE 2017 and achieved a 41% response rate to NSSE with more than 4,000 students responding. The FSSE 2017, which included lecturers for the first time, received a 26.9% response rate with more than 500 faculty responding. The university will conduct its next campus climate survey in spring 2018. Both the NSSE and the climate survey provide routine and systematic assessment of the campus that includes dissemination, analysis, and discussion of findings to determine areas of needed improvement (CFR 1.4, 2.4, 2.10, 4.1, and 4.3, 4.5).

The Office of Institutional Effectiveness and Analytics is planning an extensive campus roll out of NSSE and FSSE findings in fall 2017 with presentations to the president's cabinet, the senate, the university council of chairs and directors, council of deans, and Student Affairs. The office will also provide custom reports relevant to specific campus services.

The progress detailed in this report makes apparent the value of coordinated activities that span university divisions such as the Four Pillars of Student Success initiative co-directed by Academic and Student Affairs. More coordinated assessment between divisions would help specify the impact of that work (CFR 2.11). For instance, students' ability to persist through setbacks and challenges, and students' sense of belonging to an SJSU community may be the result of overlapping and interconnected individual experiences that divisional assessment alone does not capture. It would benefit the cross-divisional efforts underway at SJSU to articulate surrogate outcomes related to retention and graduation that can be assessed in both curricular and co-curricular activities. Such assessment could guide the university in operationalizing the key indicators of student success. Over the course of preparing this report, the ARC has identified two avenues for improving cross-divisional assessment. First, Student Affairs is convening an assessment committee in fall 2017 that will have broad campus representation. That committee will be well positioned to explore opportunities for data discovery and prospects for collaborative assessment. Second, the university recently adopted new learning goals and completed an inventory of all GE learning outcomes that refer or relate to diversity. A related project is completing an inventory of graduate program learning outcomes that refer or relate to diversity. Once finished, the inventory will allow the ARC to identify specific shared goals that could be assessed in a cross-divisional fashion. The ARC will prepare a progress report on these efforts for the university's mid-cycle review in 2019.

The breadth and depth of equity and inclusion-related work at SJSU over the past two years signals a turning point for the university. In its 2014 institutional report, SJSU articulated the importance of graduating students who understand and are prepared to engage in civic responsibilities in a globalized world, epitomized by life in Silicon Valley. The recent work detailed in this report suggests that SJSU stands to make a significant contribution on that front. The historically underserved student populations that SJSU serves are underrepresented by Silicon Valley employers. With new services and programs in place geared toward inclusive excellence and guided by the principles of shared governance, SJSU is poised to empower diverse populations to power Silicon Valley.



5: Progress Reports on Other WSCUC Recommendations

In addition to changes in leadership, shared governance, and campus climate, SJSU has made progress on other recommendations made by the 2014-15 WSCUC Visiting Team.

Improving Assessment Practices (CFRs 2.3, 2.4, 2.7, 4.3)

The Program Planning Committee (PPC) has developed an internal process for tracking action items and data collection. The process helps the committee to maintain personal communication with departments and ensures continuity during changes in department leadership. Departments can document their responses to assessment facilitators, including efforts to articulate ULGs and PLOs in student and community-friendly terms.

The 2017 program assessment annual report (appendix [5.1](#)) found that 90% of programs engaged in closing-the-loop activities. GUP now archives and maintains all reports, reviews, and feedback on a Google drive in the effort to 1) improve consistency of assessment reports, 2) increase closing-the-loop activities, and 3) document formal processes. To facilitate closing-the-loop activities and ensure a connection is made between those activities and specific learning objectives, the annual assessment report now asks programs to report progress made on assessment action items. The chairs of Program Planning and Board of General Studies now meet regularly with the assessment director to further coordinate program planning and assessment efforts.

The Office of Assessment has reminded all program chairs that courses should be evaluated based on authentic assessment of learning, not grades earned by students, and that programs should describe their assessments of PLOs.

The Academic Senate has revised university policy (AS 1652) to clarify the goals of program planning, improve the data supplied to departments, and make the process less burdensome and more sustainable. The senate passed the policy and forwarded it to the president for review and approval. (CFR 4.3)

Improving GE Assessment (CFRs 2.2, 2.2a, 4.3, 4.4)

WSCUC has recommended that SJSU define and implement GE assessment and have programs assess the GE goals of their own majors. SJSU's Board of General Studies (BOGS) oversees the university's General Education (GE) offerings. Working in conjunction with the office of Graduate and Undergraduate Programs, BOGS completed a program planning self-study in spring 2017 and external review that provides an initial baseline for GE assessment (CFRs 4.3 and 4.4). This is the first self-study of GE on the campus

and it was submitted to the Program Planning Committee in February 2017. (appendices [5.2](#) and [5.3](#))

Data collected from the AY 2015-16 shows the size and scope of GE offerings across SJSU's seven colleges and includes an overview of student performance in GE courses including grade distributions by area, repeat rates, and bottleneck courses. The study also provides grade averages by various student populations, and compares grades earned by URM students and their peers, native SJSU students and transfer students, and first generation students and their peers.

The report makes five proposals based on data from a student survey conducted in spring 2016 and on the Board's reviews of GE courses that came up for approval or continuing certification over the previous academic year. The report proposes 1) making GE advising more uniform across campus, 2) making assessment of GE more transparent for instructors and students, 3) the development of Learning Communities for GE Course Coordinators and greater coordination between annual assessment activities and program planning processes, 4) making GE offerings more compelling and meaningful for students through the development of "Pathways" Programs, and 5) improving general perceptions of GE at SJSU by correcting misconceptions and addressing student and faculty concerns. BOGS is discussing program review of GE goals in the coming year.

Developing Assessment in Graduate Programs **(CFRs 2.2, 2.2b, 2.3, 2.4, 2.6)**

Over the past year, Graduate and Undergraduate Programs (GUP) has developed university learning goals that encompass both graduate and undergraduate programs. (CFRs 2.2b, 2.3, 2.4, and 2.6) The revised university learning goals were vetted with the GUP leadership team, the Graduate Studies & Research Committee, University Council of Chairs and Directors, Associate Deans, the ARC, and Curriculum & Research Committee. The Academic Senate reviewed and passed the ULGs in May. (appendix [5.4](#)) David Bruck, Associate Dean of Graduate Studies, and Kathleen Roe, a faculty fellow, have been studying the attributes of comprehensive exams as culminating experiences and their effectiveness as program assessment instruments. SJSU's proposal, "Making it Real: Developing a Useful and Sustainable Process to Identify, Assess, Use, and Share SJSU's Graduate Program Learning Outcomes and Evidence of Student Achievement," was selected for WSCUC's inaugural class in the Community of Practice Initiative Advancing Learning Outcomes Visibility.

Strengthening Programming for and Assessment of the Five Core Competencies (CFR 2.1, 2.2a, 2.6)

SJSU has convened three task forces—Quantitative, Oral Communication, and Written Communication & Information Literacy—to plan and implement assessment of the five core competencies. A fourth task force dedicated to critical thinking is at the planning stage. Each task force has members from diverse and varying backgrounds. All task forces have met to plan assessment and develop rubrics. The written communication task force is piloting its rubrics in summer 2017 and is exploring areas of the curriculum that can support information literacy instruction and assessment. The quantitative reasoning task force has developed a set of recommendations for placing quantitative reasoning outcomes in the upper division general education sequence known as SJSU Studies.

The university is exploring opportunities for assessing the core competencies in capstone experiences (CFR 2.6). Not all programs at SJSU currently require capstones and existing capstones vary in form. The university is reviewing capstones in the majors before making any proposals and exploring upper level GE courses as an alternative place in which to assess the core competencies.

Ensuring and Protecting Transfer Guarantees (CFRs 2.2, 2.14, 3.1, 3.4)

The Student Transfer Achievement Reform Act (SB 1440) requires community colleges to grant an associate degree for transfer (ADT) once a student has met the general education and major requirements developed by the California Community Colleges and the CSU. Upon completion of the ADT, the student is guaranteed transfer with junior standing into the CSU system (CFRs 2.2, 2.14, 3.1, and 3.4). Students are not guaranteed admission to a particular CSU campus. CSU campuses use GPA to rank transfer students for admission and SJSU gives a 0.1 GPA bump to applicants with an ADT. Those who cannot be admitted to SJSU because of impactation limits are redirected to another CSU campus. The number of redirects from SJSU has decreased from 546 in 2015 to 271 in 2016 and 254 in 2017. The CSU guarantees that students with ADTs will be able to complete their degrees with 60 additional units. SJSU has developed 77 different two-year [roadmaps](#) to support advising of transfer students. The university tags records of students with verified ADTs for tracking purposes and has assigned a dedicated advisor to transfer students. In the coming year, GUP will finish MyProgress and MyPlanner templates specific to students with ADTs (CFR 3.1, 3.4).

The California Promise is a new program established through SB 412 that facilitates graduation in four years for freshmen and two years for transfer students who have completed ADTs. Fall 2017 is the first cohort eligible for the California Promise. SJSU's active recruitment of students into the program will deepen its commitment to ADTs.

SJSU has adopted numerous practices to ensure access to local students and students characterized by low socioeconomic status and historically low rates of college attendance. Local freshman and transfer students are given a 0.2

GPA bump for admission into the major of their choice. In addition, the Spartan Pathways program enables CSU-eligible applicants who did not meet the major-specific impactation threshold to apply to the university for consideration. The university allots a minimum of 100 enrollment spaces to local applicants and distributes those spaces equally between freshmen and transfer applicants. Pending increased capacity, more than 100 enrollment slots may be provided to local Spartan Pathway applicants.

In spring 2016, SJSU and the East Side Union High School District (ESUHSD) finalized the Spartan Eastside Promise with the goal of increasing ESUHSD student applications and admissions to SJSU. ESUHSD serves an ethnically diverse student population, the majority of who are socioeconomically disadvantaged. Spartan Eastside Promise provides ESUHSD students with a well-defined pathway to admission by conveying the specific criteria for guaranteed SJSU admission.

Sustaining Financial Viability and Planning for Higher Education's Changing Environment (CFRs 1.7, 3.4, 3.5, 4.7)

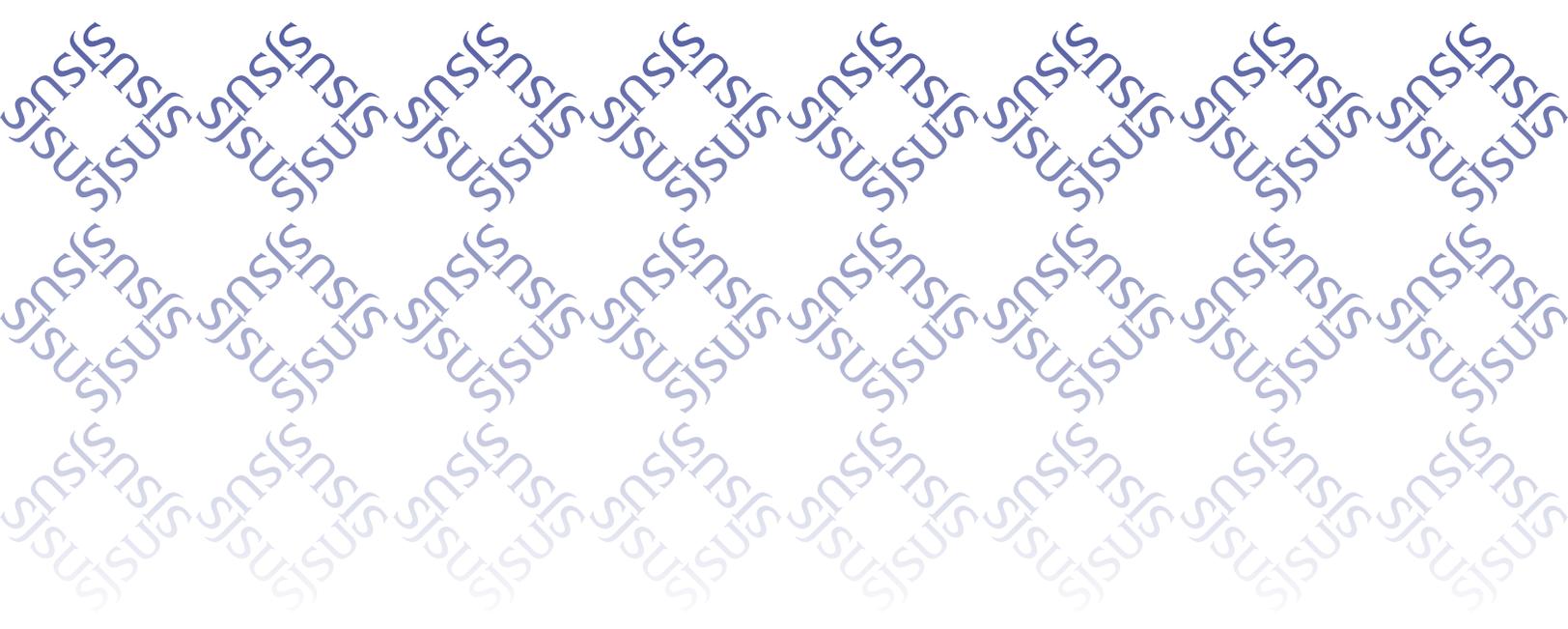
The President's Cabinet continues to review the structure of auxiliary operations with an eye to enhancing productivity and efficiency. The Tower Foundation and Research Foundation staff meet weekly to discuss the types of projects that each auxiliary serves and to ensure coverage of faculty members' external funding opportunities. The university seeks to leverage shared systems that reduce operational redundancy, such as adopting Cayuse to route electronic proposal submissions.

Developing Programs for International Student Success (CFRs 2.10, 2.12, 2.13, 3.1)

In an effort to better serve the needs of international students, Student Affairs has added new staff positions including an International Student Programs Coordinator, International Student Evaluators, and a Career Counselor for International Students (CFR 2.12, 2.13, 3.1). SJSU held graduate student orientations in fall 2015 and spring 2016 to allow international students to engage with resident students. The Associate Dean of Graduate Studies is working with the Writing Requirements Committee to develop additional writing support services for graduate students who are English language learners (CFR 2.10).

The Office of International Student and Scholar Services (ISSS) is comprised of three units that work closely together to support the international student population at SJSU: 1) The International Student Advising Team provides focused support and immigration advising to F and J visa holders from orientation through graduation, and also post-completion Optional Practical Training. 2) the Study Abroad Coordinators support exchange students who will be on campus for up to one academic year. Through information sessions and partnerships with faculty in academic departments, they promote study abroad opportunities to domestic students. 3) the SJSU International House is home to U.S. and international students attending SJSU. To promote academic success, ISSS partners with colleagues throughout campus

including Counseling and Psychological Services, Career Center, MOSAIC and PRIDE Center, Peer Health Educators, University Housing Services, Student Success Centers, Peer Connections, Library, faculty and staff in Academic Departments. One-on-one advising is offered daily and programming is offered regularly throughout the year (appendix [5.5](#)). ISSS sends a monthly announcement of highlights including regulatory requirements and campus and community programming to all international students.



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- 4.17 [African American/Black Student Success Task Force Report, 2013-2017](#)
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- 4.19 [Faculty Fellow Programming for Spring 2017](#)
- 4.20 [Student Affairs Annual Report, 2016](#)

- 4.21 [Student Affairs Assessment Philosophy](#)
- 4.22 [Student Affairs Strategic Plan](#)
- 4.23 [Student Affairs Assessment Template](#)
- 4.24 [Serving Displaced and Food Insecure Students in the CSU, 2015](#)
- 4.25 [Just in Time Mobile Food Pantry Summary, 2016-17](#)
- 4.26 [Veterans Advisory Committee Annual Report, 2016](#)
- 4.27 [Mobilizing White Allies Final Report, Spring 2017](#)
- 4.28 [SJSU Campus Safety Plan](#)
- 4.29 [Peer Connections Peer Mentors Brochure](#)
- 4.30 [Coffee with a Professor, Participant Feedback, Spring and Fall 2016](#)
- 5.1 [Program Assessment Planning Report, 2017](#)
- 5.2 [Board of General Studies Program Planning Self-Study](#)
- 5.3 [Board of General Studies Program Planning Self-Study Data Exhibits](#)
- 5.4 [New SJSU University Learning Goals](#)
- 5.5 [ISSS programming for international students, 2016-17](#)

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2016-17 Accreditation Review Committee

Thalia Anagnos, *Associate Vice President, Graduate and Undergraduate Programs*

Reginald Blaylock, *Vice President for Student Affairs*

Steve Caplan, *Tower Foundation Board of Directors*

Tracy Elliot, *Dean of SJSU's University Library*

Charlie Faas, *Vice President for Administration and Finance*

Meekyung Han, *Professor, School of Social Work*

Scott Heil, *Director, Office of Institutional Effectiveness and Analytics*

Camille Johnson, *Chief Operations Manager, Office of the Provost*

Carl Kemnitz, *Deputy Provost*

Michael Kimbarow, *Chair, Academic Senate*

Ravisha Mathur, *Vice Chair, Academic Senate*

Kathleen McConnell, *Chair of ARC*

John Murray, *Faculty, College of Science*

Annette Nellen, *Professor, Director of MST Program*

Nancy Nguyen, *Senior Coordinator for Campus Programming and Leadership Development*

Héctor Perea, *President, Associated Students*

Michael Randle, *Associate Director, Academic Advising and Retention Services*

Shannon Rose Riley, *Chair, Department of Humanities*

Chris Tseng, *Director of Assessment*

Brandon White, *Chair, Program Planning Committee*

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Maria Luisa Alaniz	Maggie Morales
Patricia Backer	Susan Murray
Magdalena Barrera	Romando Nash
Barb Black	Wendy Ng
Emily Bruce	Deanna Peck
David Bruck	Fernanda Perdomo-Arciniegas
Rebeca Burciaga	Marcos Pizarro
Matthew Capriotti	Natalie Potts
Alan Cavallo	Simon Rodan
Leann Cherkasky Makhni	Kathleen Roe
Sonja Daniels	Dayana Salazar
Robb Drury	Mary Schutten
Andy Feinstein	Lucila Serrato-Lager
Stefan Frazier	Pamela Stacks
Elna Green	Amy Strage
Debra Griffith	Cristina Tortora
Melissa Heaton	Lisa Vlay
Dennis Jaehne	Elizabeth Weiss
Melinda Jackson	Kathleen Wong(Lau)
Kevin Kinney	Nikki Yeboah

Kathleen McConnell, Associate Professor of Communication Studies in the College of Social Sciences and chair of the Accreditation Review Committee, is the primary author of this report. Thalia Anagnos, Associate Vice President of Undergraduate Studies, is SJSU's Administrative Liaison Officer and an author of the report. A special thank you to Kim Huynh for her assistance with report preparation.

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