San José State University Institutional Report

Submitted to
WASC Senior College and University Commission

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SAN JOSÉ STATE UNIVERSITY *powering* SILICON VALLEY

1: San José State University

San José State University (SJSU) -- the oldest state university in California -- is a large comprehensive public university serving 31,049 resident and non-resident students in the heart of Silicon Valley.

SJSU Mission Statement

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: 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.

SJSU's distinctive character has been forged by its long history, its location, and its vision -- a blend of the old and the new, of the traditional and the innovative. From our beginnings as a normal school that trained teachers for the developing frontier over 150 years ago, SJSU has matured into a metropolitan university offering 73 baccalaureate degrees (146 with all concentrations) and 71 master's degrees (104 with all concentrations). In 2012, we offered our first doctoral level program (a joint Doctor of Nursing Practice with Fresno State University) and in summer 2014, we admitted our first cohort to the new Ed.D. in Educational Leadership.

We are proud of our commitment to offer access to higher education to all persons in our local service area who meet the criteria for admission, yielding a stimulating mix of age groups, cultures, and economic backgrounds for teaching, learning and research. SJSU takes pride in its commitment to teaching and learning, and in a faculty that is active in scholarship, research, technological innovation, community service and the arts. Among our points of pride are our top 15 ranking among master's-level public universities in the West by *U.S. News & World Report*, and our ranking as the top supplier of education, engineering, computer science and business graduates to power Silicon Valley's high tech, innovative, and entrepreneurial economy.

Our instructional modalities blend tradition and innovation and our courses vary in their use of online components. In fall 2014, our 4,700 class sections will range across a mix of traditional lecture, seminar, lab and activity formats as well as courses and degree programs in multiple off-site locations and in special session (self-support) modality. Roughly 120 courses are conducted entirely online each semester, whereas others blend web components with regularly scheduled on-campus meetings, are broadcast via television to distant program locations, or are offered through Internet-based video streaming. In 2013-14, courses that used online components fulfilled 28 different GE areas, promoting greater accessibility for the working student.

Foundational to teaching with technology is the Canvas learning management system (LMS); our Academic Technology Services unit creates a Canvas course shell for each section we schedule; faculty simply activate the course to make full use of its features. Each semester last year, about 2200 courses used Canvas, engaging 1,100 instructors and 29,708 students. We will strive in the coming two years to reach 90 percent faculty actively using Canvas and achieve widespread use of the LMS to gather and report our learning assessment data.

Faculty also use Blackboard *Collaborate*; *WebEx*; ETS *Criterion* (writing assessment and feedback tool); *Qualtrics* (survey software); and *iClicker* (classroom polling). We provide authentication and work to reduce plagiarism through *Turnitin*, the widely-used plagiarism detection software. *Respondus* users have a Lockdown Browser to prohibit roaming on the computer while taking a quiz. Instructors also have the option of using *ProctorU* for online proctoring of exams and quizzes, although we have yet to establish a process and appropriate fee mechanism to secure campus-wide access to *ProctorU*.

Through ongoing technology upgrades, we have significantly boosted wireless capability, added flexible furniture to classrooms for engaged learning spaces, and created next-generation classrooms with high-end lecture capture, video share equipment, and services.

Figure 1: SJSU Student Race/Ethnicity from Top Feeder High School District

Figure 2: SJSU Student Race/Ethnicity
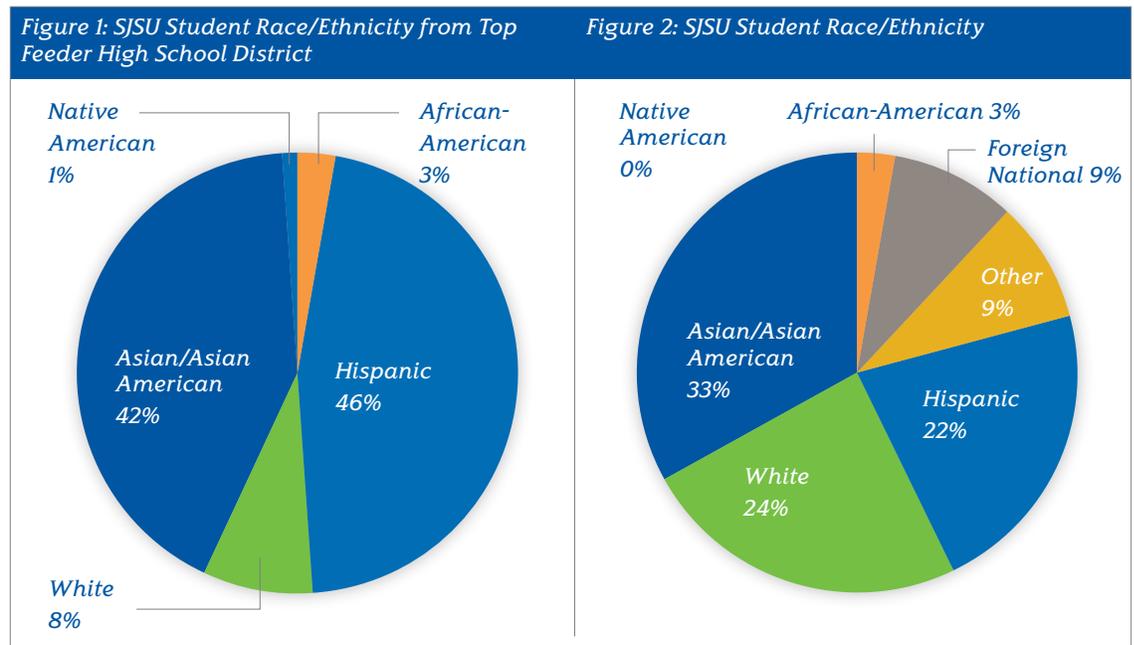
Serving Silicon Valley (CFR 1.2, 2.5d)

As a major provider of the Silicon Valley workforce, we help to fulfill the mission of the California State University system to "prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future" and to "encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study." Over the past decade, our enrollment growth and access profile reflect

our commitment to that mission. Our 31,000 student enrollment is up more than 10% over ten years ago, and more than 25% over 20 years ago. Over 90% of our students come from California, predominantly from Santa Clara county (46.0%) and the East Bay region (18.1%) with the highest acceptance rates (73-80% over the past five years) from Santa Clara County.

Guiding Principles

A Strong and Unique Sense of Place

SJSU has a strong and unique sense of place, both physical and virtual, with modern learning spaces, gathering places and technology infrastructure. We create a welcoming, vibrant and safe environment that fosters a sense of belonging and Spartan pride.

Unbounded Learning

SJSU is an innovative, engaged learning community committed to preparing students with adaptive skills and knowledge for a global 21st century. Our highly-regarded faculty members facilitate unbounded learning by actively engaging with students to provide a wide range of access to and delivery of learning content through in-and-out-of-the classroom experiences.

Our student body is racially and ethnically diverse and reflects the demographics of our service area (see Figure 1) -- we have no majority ethnic group on campus (see Figure 2) and a nearly equal gender balance. For the fall 2013 student profile, see our quick facts page.

SJSU students and faculty proudly contribute to the surrounding community through a variety of projects and services. One notable example is CommUniverCity, a collaborative Community, University, and City partnership in which SJSU service learning students' efforts result in tangible, positive changes in the community, including: tutoring elementary school children; encouraging young students to attend college and helping them create that vision; helping families adopt environmentally friendly living practices; harvesting and delivering surplus fresh produce to more than 300 low-income families; helping community members gain financial independence and economic advancement through workshops and consulting services; expanding urban agriculture in the city of San José; mentoring at-risk youth transitioning out of probation and into their home school; and working to clear hundreds of legal records for low-income residents. More examples can be found in Appendix 1.1.

Our professional degree programs make broad use of industry advisory boards and our Silicon Valley location allows us to bring contemporary industry expertise directly into the classroom in many of our programs.

Overall, SJSU strives to be a model productive citizen of Silicon Valley, collaborating with city and industry to create the workforce of the future.

Our Mission and our Strategic Plan (CFR 1.1)

In summer 2011, newly appointed President Mohammad Qayoumi established a broadly participative strategic planning process that resulted in Vision 2017, the plan that now guides implementation of our mission. Based on collaborative contributions from all sectors of the university community, gathered through nearly 50 Town Hall meetings with over 1,000 participants, this plan had immediate impacts in helping us shape solutions to the series of state budget cutbacks during the recent economic downturn and to the structural budget deficit SJSU had developed. The full Strategic Plan, including

a description of the data-driven process behind it, can be found in Appendix 1.2. We address budget and sustainability issues in Essay 7.

Goals

Spartan Pride
Develop vibrant, safe and welcoming communities that create a sense of belonging and instill Spartan pride.

Unbounded Learning
Enhanced student success through continuous learning innovations.

Helping and Caring
Create a culture of helping.

Agility through Technology
Improve organizational responsiveness through an advanced technology infrastructure and by elimination of procedural obstacles.

21st Century Spaces
Provide gathering spaces and up-to-date facilities.

To provide guidance for setting programmatic directions and allocating resources, *Vision 2017* sets forth two overarching principles and five broad institutional goals with measurable and attainable goals and aspirations. In 2017, we will be able to assess – and report to our stakeholders – what we have achieved. Each division also produced its own strategic plan aligned with *Vision 2017* goals. A *Vision 2017* website provides periodic updates to the SJSU community on steps we are taking and how well we are attaining our goals.

Responses to previous WASC reviews

Since the last accreditation cycle in 2007, SJSU has experienced economic and societal forces of change, both internal and external; these have provided both challenges and opportunities to the university. The impacts of these changes on campus leadership can be seen in the timeline in Appendix 1.3. Throughout, however, we have remained focused on the areas of improvement outlined by WASC in 2007.

In June 2007, the Commission re-affirmed accreditation following our completed EER and requested an Interim Report in Fall 2010 focused on three areas: 1) results and sustainability of assessment at all levels; 2) development of the three themes (from our previous EER), particularly "Inclusive Excellence," into core campus values as well as the improvement of retention and graduation rates; and 3) provisions for sustaining initiatives through leadership transitions. The Commission's decision to accept our Interim Report was received in February 2011; it asked us to address four areas in our next accreditation review: 1) Assessment and Program Review; 2) Development of EER Themes; 3) Leadership Transitions; and 4) Improvement of Graduation and Retention Rates. While impressed with the "quality of effort and number of activities and processes" we had introduced, the Commission stressed that it would be essential for us to "shift the focus from the activities themselves to the effectiveness of those activities in relation to defined targets, with data disaggregated to reflect the experience of various student subpopulations." Further, the disaggregated data and improved results should apply not just to student success data, but "equally to student learning, program review, and diversity."

Since the conclusion of our last review, SJSU has remained attentive to these recommendations and has undertaken policy, process, and structural changes to meet them. For example, numerous Academic Senate policies were created in direct response to WASC recommendations (see Appendix 1.4). Additional efforts and outcomes are described in the essays.

Assessment and Program Review

SJSU has increased the emphasis on participation in assessment and program reviews for all programs and recognizes on a public website the programs that complete assessment in a timely manner. Essay 6 provides a full description of our improved participation in assessment and program review. Additionally, as the Commission recommended, we have defined and adopted new institutional learning goals based on the AAC&U VALUE rubrics and LEAP goals and the Lumina *Degree Qualifications Profile* (see Essay 3) and aligned them with both General Education and degree program outcomes.

Development of Educational Effectiveness Review Themes

In 2007, SJSU's three EER themes were Integrative Learning, Community Connections, and Inclusive Excellence. *Vision 2017* revisited those themes in identifying goals and principles. Although the current WASC Standards for Review no longer require themes, Essay 7 describes recent efforts to innovate with pilot projects using flipped classes and large enrollment online education. There we discuss our recent, highly publicized collaborations with two online learning platforms, Udacity and EdX. These efforts speak to SJSU's ongoing efforts to expand integrative learning options, improve attainment of competencies, and broaden access. Regarding inclusive excellence, we are sad to report that, in spite of our best ideals of respecting and engaging with diversity, we experienced a lamentable failure during the past year, with a widely publicized incident of racially-motivated abuse in student housing. We describe the institutional response to these challenges in Essay 7 and Appendix 1.5.

Leadership Transitions (CFR 3.6)

In 2011, SJSU had just completed the search for a new President when the Commission noted a need for SJSU to make provisions for sustaining our initiatives through leadership transitions as well as to engage in strategic planning. At that time, SJSU had been in presidential transition for eight years, since the resignation of President Robert Caret. From 2003 to 2011, four individuals served as president on an interim or permanent basis (Our timeline in Appendix 1.3 details transitions in other key offices during this period.)

This era of presidential transition ended with the arrival of President Mohammad Qayoumi in August 2011. He moved immediately to create a sense of purpose and focus on campus, beginning with the development of a comprehensive strategic plan for the university, Vision 2017, described above. This framework ensures that even as leadership transitions occur, the university is able to keep programs and resources focused on unbounded learning, agility through technology, 21st century spaces, Spartan pride, and helping and caring.

Leadership in academic affairs has continued to evolve and change, as the timeline (Appendix 1.3) indicates. In April 2014, President Qayoumi appointed Provost Andy Feinstein, who has begun to chart a course focused on innovation, measurable outcomes, and accountability. We discuss in Essay 7

how *Vision 2017* guides SJSU's responses to the changing ecology of higher education -- both nationally and within the CSU system.

The Commission also noted the pressures on CSU budgets from the economic downturn and the need for skillful management to address budgetary concerns while maintaining academic quality. President Qayoumi moved quickly and firmly to address these concerns. First, he addressed the campus' $32 million structural budget deficit through swift and serious budget cuts (Essay 7). Second, we implemented a new Student Success, Excellence and Technology Fee (SSETF) to enable us to support progress in needed areas where our state budget allocation was falling short. The university's budget is now structurally balanced and all units are adapting to these changes. In our discussion of how we are adapting to changing conditions, Essay 7 includes a fuller description of budget changes.

Improvement of Graduation and Retention Rates

The Commission noted that while SJSU should be commended for initiating student success programs, we needed to evaluate those programs based on disaggregated student achievement data. At the same time, CSU implemented a Graduation and Retention Initiative (GRI) aimed at raising the freshman six-year graduation rate by eight percentage points by 2015, and cutting in half the existing gap in degree attainment by CSU's under-represented minority (URM) students. Essay 5 fully describes how we are working to meet our GRI goals with data-supported initiatives. In brief, while our graduation rates are increasing, our achievement gap has remained constant. The specific performance tracking and reporting measures, as well as SJSU's responses to the issues they raise, are discussed in Essay 5.
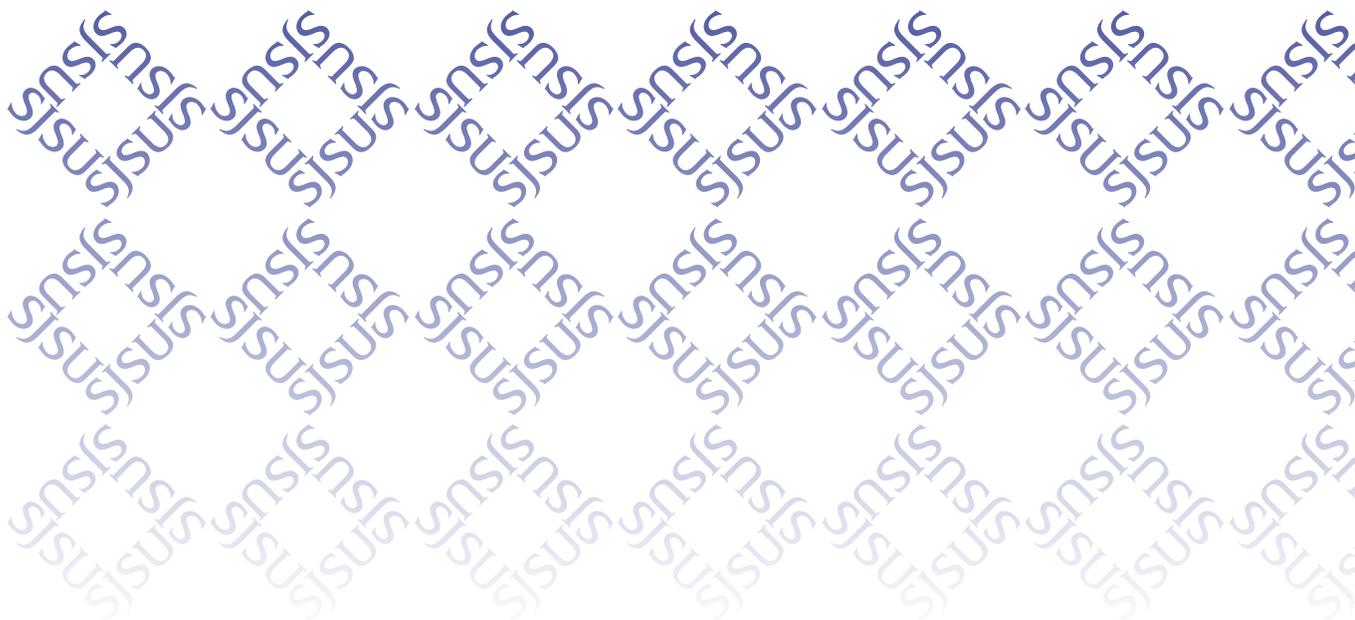
2: Compliance with Standards: Self-Review Under the Standards; the Compliance Checklist

Since the last WASC reaccreditation review (2007), SJSU has worked to improve quality, performance, and accountability across the university. Beyond the specific responses to WASC recommendations and the development of *Vision 2017* outlined in Essay 1, we have worked to improve assessment and achievement of learning outcomes and establish a "culture of evidence." Work to improve retention and graduation rates and close the achievement gap has been ongoing. As we approached the current review, the Academic Senate passed a resolution (SS-S12-1) creating a WASC Steering Committee charged with overseeing the planning of our reaccreditation process, the Steering Committee has participated in every step, setting directions, gathering and evaluating data, and overseeing the completion of the Self-Review under the Standards. Following a campus wide call to all faculty, the Senate formed the Steering Committee from a broad range of nominees in February 2012, naming Dr. Kathleen Roe, an active participant in our 2006-07 accreditation review, to chair the group. A list of Committee Members indicating the breadth of representation across campus is found in Appendix 2.1. Reflecting our understanding of the emerging revision to the *Accreditation Handbook* at that time, we organized the Steering Committee into four task groups:

▸ Mission, Outcomes, and Meaning of Degree: Worked with faculty in all seven colleges to develop and build support for adoption of the University Learning Goals (ULGs). See Essay 3.

▸ Disciplinary/Major Learning Outcomes: Worked with the existing Assessment Committee and Program Planning Committee to describe and evaluate the program review and assessment infrastructure of SJSU, as described in Essay 6.

▸ Core Competencies: Piloted assessments for several of the 5 Core Competencies (full report in Appendix 2.2).

▸ Graduation and Retention Initiative (GRI) & Student Success: Continued implementation of SJSU's 2009 GRI plan described in Essay 5.

In 2013-2014, with the release of the new WASC *Handbook of Accreditation*, we named a new Steering Committee chair, Dr. Camille Johnson, to accommodate changes in faculty commitments and schedules; we also added the Director of the Center for Faculty Development to the Steering Committee. From this point on, the Committee Chair, and the Director of Assessment served as the executive committee for the larger group. We

revised the SJSU-WASC website to include informational videos, links, and information for the entire SJSU community.

Worksheet for Self-Review/Compliance Checklist (CFRs 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.8, 2.9, 3.1, 3.2, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1)

To complete the Self-Review, eight working groups took responsibility for a group of CFRs, collected relevant data, provided links to relevant documents/policies, and wrote a narrative statement summarizing their findings, which we then compiled in the Worksheet (although no longer required, we have included it in Appendix 2.3). We based assignments on expertise, with redundant responsibilities for some CFRs to ensure that we obtained multiple perspectives. In addition, all committee members provided information relevant to all the CFRs through a guided round-robin activity. We housed this information and made it accessible to all Steering Committee members on a shared Google Drive.

After the groups submitted their information, the Steering Committee repeated the process focusing on the four WASC standards. Through inquiry and analysis, the groups completed the summary questions related to each of the Standards, identified areas of strength and challenge, as well as specific action-steps for improvement.

Groups prepared drafts of Essays 2, 3, 4, 5, and 6 in spring 2014 and the entire Steering Committee discussed them. To provide an opportunity for even broader campus input, we posted drafts of Essays 3, 4, 5, and 6 and invited the community to three open forums in April which, though sparsely attended, garnered additional comments and feedback.

Areas of Strength (CFRs 1.2, 2.2, 2.4, 2.7, 3.4)
Strengths included the development and official adoption of the ULGs, the progress made towards linking ULGs to program learning outcomes, and the improvements in reporting both program assessment data and program planning results. In particular, the increases in program and faculty participation in assessment, as well as increased attention across academic programs to "closing the loop," represented genuine progress towards becoming a culture of evidence. Other strengths were found in our documentation of procedures, organizational structure and guidelines, and in completion of appropriate financial audits.   Also a strength is the more comprehensive public availability of information, including graduation and retention data and a web-based *SJSU Catalog* and *Schedule of Classes*, creating greater transparency and broader access to important information linked to student success.

Areas of Challenge (CFRs 1.6, 2.3, 2.2a, 2.2b, 2.12)
Because our ULGs are so new, they are not yet fully integrated with all PLOs, nor implemented fully across the University; this is the coming challenge. Awareness of the goals as guiding principles for students, staff, and faculty remains low and the ULGs are not yet broadly present on university webpages or in departmental promotional or instructional material. In addition, while the

core competencies are well represented in our ULGs, our ability to assess each of the core competencies at the time of graduation is not yet developed. These are at the forefront of the challenges we are now working on (see Essay 4).

Though WASC no longer requires submission of the Compliance Checklist, we had completed it prior to learning this and include it in Appendix 2.4. Completing it helped us learn that while SJSU makes available the relevant policies and procedures, outdated versions of many documents are still scattered across websites and, in some cases, the appropriate policies for a particular process could be difficult to find. We continue to work to provide easy and accurate access to this information.

Addressing Areas of Challenge

In addition to exposing the broken or outdated links, the self-review revealed other areas of challenge and opportunity where we could begin making improvements immediately.

Implementation of the ULGs (CFRs 2.3, 2.4). Our goal is for all members of the SJSU community to become aware of the ULGs, and deploy them appropriately and productively to guide their unit. Essay 3 describes these initiatives, including increased web presence, mapping of PLOs to ULGs, and integration of the ULGs with Career Center outreach and publications.

Transparency and Availability of Policies and Procedures (CFRs 1.6, 2.12). Our SJSU web presence is complex and evolving; the various elements are administered by a range of campus units, with some functions controlled by outside vendors. To avoid fractured and fragmented patterns of information access, we have developed some "clearinghouse" websites, such as the Advising Hub. In response to our findings from the *Self-Review* and *Compliance Checklist*, we also created two other clearinghouse webpages. First, to help students find and use each of the 10 separate processes for grievances, appeals, and complaints, we created a page that describes each process and links to further information on how to use each process. We then placed a link to this page, along with other useful links for students (e.g. ULGs, Counseling Services, Student Involvement, and academic policies) on the homepage of Canvas, SJSU's learning management system (see screenshot in Appendix 2.5). Because most students have at least one course using the Canvas LMS, these services are now more visible to them.

Core Competencies (CFRs 2.2a, 2.2b). The Steering Committee discussed core competencies and strategies for assessing student achievement of core competencies at the time of graduation, as WASC now requires. Though WASC requires our accreditation review cohort to provide such assessment for only one of the core competencies, we have started planning the development of appropriate assessment practices for all five. We report more about these discussions in Essay 4.

3: Degree Programs: Meaning, Quality, and Integrity of the Degree

Developing University Learning Goals (ULGs) (CFRs 2.3, 2.4)

SJSU has followed the emerging discussion surrounding the Meaning and Integrity of Degrees both within the WASC network and in the national discourse. Though the "meaning and integrity" language was new, the underlying concepts have been an ongoing topic of academic planning and discussion at SJSU since the "Educated Person" dialog began in 2003. These dialogs, sponsored by our Center for Faculty Development, centered on questions such as:

▸ What does it mean to be an educated citizen/person? What do we expect an educated person/citizen to be able to do?

▸ What role should the university, departments and colleges play in helping students become educated citizens/persons?

By Fall 2007, these dialogs resulted in a University Scholar Self-Assessment Tool that was used to ground the curricular integration of our First Year Experience program. That rubric was considered in developing ULGS as envisioned in WASC's call.

In 2012-2013 we appointed a task force to develop ULGs that would establish institutional identity and purpose, be aspirational, and provide a framework for goals and objectives at all levels, including both curricular and co-curricular units and graduate programs. We described the process of developing the ULGs in a presentation to the WASC ARC in 2013, and we provide that, along with a narrative summary and the committee membership, in Appendices 3.1 and 3.2.

To begin, this Mission, Outcomes and Meaning (MOM) group reviewed SJSU's history with student learning outcomes in GE and in BA/BS programs; the Lumina's *Degree Qualifications Profile (DQP)*; SJSU's mission statement; the aforementioned Educated Person Dialogue and University Scholar rubric; and the prior strategic plan *(Vision 2010)* as well as the newly adopted *Vision 2017*. The goal was to gain insights from past efforts, the commitments and obligations of the university, recurring themes, and the current environment.

The group determined that the DQP reflected current thinking in higher education and fit with our mission as a public comprehensive university in an innovative region within a progressive state. They also found AAC&U's LEAP framework to be appropriate, not least because the CSU had recently

adopted LEAP Outcomes and the associated VALUE rubrics for the CSU General Education program statewide, and we were already in the process of adapting our [General Education program](#) to these outcomes and rubrics. They subsequently adapted the DQP and the AAC&U LEAP Outcomes and, in spring 2012, proposed five overarching competency areas for ULGs to the Academic Senate: specialized knowledge, broad integrative knowledge, intellectual skills, applied learning, and societal and global responsibilities. The Senate [approved this list](#) and stipulated that assessment requirements for the new ULGs be implemented through existing processes.

Following our normal procedures, we reviewed the proposed ULGs in the university Curriculum and Research (C&R) committee, and circulated the draft to the University Council of Chairs and Directors (UCCD), the Academic Senate Executive Committee, and the Deans and Associate Deans. The WASC Steering Committee also provided input. We determined that the ULGs would be met – and assessed – within the degree programs. The Academic Senate approved the final ULGs and the President signed them into campus policy in February 2013.

Relationship of the University Learning Goals to SJSU Mission (CFRs 1.1, 1.2, 2.2a, 2.2b)

The ULGs support the [mission of SJSU](#) and [the CSU](#) by articulating the knowledge, skills, and responsibilities required both by local industries and by contemporary society; they also reflect the uniqueness of our diverse and multidimensional campus community. The ULGs are appropriate for a large, comprehensive public university awarding primarily bachelors and masters degrees. Undergraduates are required to acquire the traditional depth in a program of study and breadth of knowledge expected of an educated person, as well as core competencies for lifelong learning and professional success and advancement. They reflect our belief that it is important that SJSU graduates understand and are prepared to engage in civic responsibilities in a globalized world, epitomized by life in Silicon Valley. Graduate students are held to the same goals with the exception of the broad academic areas typically covered by general education at the baccalaureate level.

Implementing University Learning Goals and Integrating with the Student Experience (CFRs 1.2, 2.3)

Starting in fall 2013, the Steering Committee focused on widely communicating the new ULGs and engaging campus groups with the ULGs across the institution. Broad engagement with the learning goals was expected to: 1) help students integrate and recognize the significance of the learning occurring in their courses and 2) provide a vocabulary and understanding for translating learning experiences into employment-relevant terminology.

With resources and support from the Office of Undergraduate Studies (UGS) and the Office of Graduate Studies and Research (GSR), as well as the Division of Student Affairs, we worked to ensure the integrity of the degree through integration of the ULGs at multiple levels.

Mapping Undergraduate and Graduate PLOs to ULGs

The first step of the implementation plan called for each academic program to map its (PLOs) onto the ULGs. Appendix 3.3 is a table showing the mapping of PLOs to ULGs for each of the programs. All of the undergraduate degree programs that submitted assessment reports were responsive to all five ULGs. Not unexpectedly, most departments performed the mapping only at the highest level of learning goals (the ULGs have numerous sub goals) and many programs cited lower- and upper-division GE requirements in their mapping. The gap we need to close is for the academic degree programs to own and assess that their graduates are meeting those GE outcomes and goals. To this end, we are embarking on an effort in 2014-15 to increase the number of majors with capstone courses where culminating assessments of all competencies can be measured.

In 2013-2014, GSR provided a faculty leader to assist the graduate programs in defining PLOs and mapping them to the ULGs. All graduate degree programs were able to define PLOs, an improvement over 2012-2013; more than 70% of graduate programs address all five ULGs; and the remaining graduate programs address at least four out of five goals. The most common goals not addressed were "social and global responsibilities," followed by "broad integrative knowledge." Given that graduate programs do not include general education, are more focused on advanced disciplinary study, and have only 30 semester units of study this was not unexpected. In addition, the mapping project revealed that some departments undertook revisions to PLOs following the graduate mapping initiative in order to improve alignment with the ULGs; a small number of the reports did omit the mapping step, or had obvious errors in the task. We provide a full report on the graduate mapping process, in Appendix 3.4.

Translate ULGs to Student-Friendly Terminology

We enlisted the student advertising group _Dwight Bentel Hall_ to create a ULG campaign focused on creating awareness among current students. The students created a motto ("_Learn More, Earn More_") and made the learning goals student-friendly. Appendix 3.5 outlines the work of the students and includes samples of the redesigned ULG information.

Increase Web Presence of the ULGs

We developed a learning goals webpage explaining the ULGs and associated GE learning outcomes; increased mention of ULGs on webpages frequented by students (e.g. student involvement); and engaged SJSU's Marketing Communications group, which had already embarked on an ambitious branding effort for the university, to increase emphasis on learning at the university in their outreach materials.

Map to Real-World Experiences

The Career Center developed materials linking ULGs to career-related skills and aspirations.

Future Actions

Several areas for improvement emerged through the mapping projects.

Evaluation and Feedback to Departments and Programs

Departments should receive feedback regarding their assessment and implementation of ULGs through a formal mechanism. In addition to the feedback from the Assessment Facilitators group (see Essay 6), UGS and GSR should also be represented in feedback, with a particular focus on improving alignment, capturing meaningful assessment evidence, and implementing improvements as warranted ("closing the loop").

Updates to the University Learning Goals

The goals could be updated to distinguish more clearly the meaning and level of performance expected for bachelors and masters degrees, as well as the two new doctoral level degree programs. This could be through a more formal articulation of CFR 2.2b (engagement with the literature of the field, as well as scholarship and/or professional practice) in the adaptation of ULGs to graduate degree programs. Last, although most graduate programs do appear to address all five goals, it is unclear whether the remaining programs can or should be expected and required to do so since they have no general education requirement and a restrictive number of units.

Processes to Ensure Meaning, Quality, and Integrity of Degree (CFRs 2.7, 4.1)

Five-year program reviews and annual assessment of learning outcomes in degree programs are the central mechanisms for ensuring meaning, quality, and integrity of degrees. Further details on the program review and assessment processes, committee memberships, compliance, and results are found in Essay 6.

4: Educational Quality; Student Learning, Core Competencies, and Standards of Performance at Graduation

The Core Competencies are embedded within the GE program outcomes, the ULGs and within each program's specific PLOs. Essay 6 describes the assessment of PLOs at the program level and how SJSU has institutionalized assessment of GE SLOs and the core competencies at the lower-division. Here we discuss our assessment of the five core competencies at the upper division, in consideration of WASC's focus on assessing competency "at the time of graduation." Institutions reviewed in our Cohort are expected to show competency in at least one of the five areas at this time and we review our established processes for assessment of information literacy in detail. Because the five competencies are not new to us (Appendix 2.2), we also report on our processes for the assessment of written and oral communication, pilot studies we have conducted, and our efforts to improve our ability to assess critical thinking and quantitative reasoning. We review SJSU's participation in national assessment practices, specific internal practices, and the results of both direct and indirect assessments. Appendix 4.1 provides a table of core competency assessment status.

National Assessment Participation

SJSU participates in several national-level assessments. These measures provide both direct and indirect assessment of student learning and provide external benchmarks. A brief overview of the findings follows. As we discuss each core competency in subsequent sections, we provide references to specific evidence in the Appendices.

Collegiate Learning Assessment (CLA)

As part of a national study, sponsored by the American Association of Colleges and Universities (AAC&U) and the Council for Aid to Education (CAE), SJSU is participating in a longitudinal study of student learning and administers the Collegiate Learning Assessment (CLA) to students each year. The CLA has previously focused on three pillars of liberal education: critical thinking, analytic reasoning, and written communication. Moving forward, the CLA+ will report measures of quantitative reasoning. CLA reports are found in Appendix 4.2; they show that the scores of SJSU students are on par with other institutions.

National Survey of Student Engagement (NSSE). Every three years, SJSU administers the NSSE to groups of first-time-freshmen and native seniors. In 2014, the NSSE survey expanded to include all seniors, adding transfer students. The NSSE provides indirect assessment of student learning, including exposure to high impact practices. Although other CSUs participate at different time intervals, and we are not able to select which CSUs are included in our comparison institution statistics from NSSE, these data provide important external benchmarks. We have placed [summaries of the benchmarks](#) of Effective Educational Practice from 2008 and 2011 administrations of the NSSE online and in Appendix 4.3.

2011 Administration. To summarize the 2011 reports, among freshmen, SJSU lagged behind other master's granting institutions and national scores in level of academic challenge, student-faculty interactions, enriching educational experiences, and supportive campus environment, but was equivalent for active and collaborative learning. Among native seniors, SJSU lagged behind in student-faculty interactions, enriching educational experiences, supportive campus environment, and active and collaborative learning, but was equivalent for level of academic challenge. These scores suggested low levels of exposure to high impact practices and dissatisfaction with organizational/ administrative processes. The former finding led to new incentives for faculty-led curriculum innovation focused on high impact practices, as well as an institutional commitment to develop capstone courses in all majors (see Essay 3). The latter finding was congruent with the *Vision 2017* goal of creating a culture of helping and caring on campus. There was concern that the number of respondents to the 2011 survey was low (14% response rate of the nearly 5000 students recruited), reducing the generalizability of the survey results. In 2014, we challenged the Steering Committee to increase the number of students recruited and increase response rates. While NSSE reports are not available until fall 2014, we know that 2,556/13,371 (19.2%) students responded, an improvement over the 14% response rate of 2011. This larger sample should provide more generalizable results.

Assessment of the Five Core Competencies (CFR 2.2a)

SJSU has a robust assessment infrastructure for PLOs, including the general education program, as outlined in Essay 6. However, our recent mapping of the PLOs to the ULGs and to the core competencies has revealed gaps in our assessment practices. To evaluate our current status, we used an adapted version of the WASC General Education rubric and determined: assessment of information literacy is highly developed; assessment of written communication is developed; oral communication is emerging; critical thinking is emerging; and quantitative reasoning is in the initial stage (Appendix 4.1). In preparation for this WASC review, we conducted a pilot study in spring 2012 (Appendix 2.2) to examine the feasibility of assessing the core competencies within existing GE courses with single targeted assignments. The assessment projects discussed below emerged from that pilot project.

Information Literacy: Highly Developed

Aspects of information literacy are embedded in the ULGs and in the GE critical thinking and writing requirements. The librarian faculty of the Martin Luther King Jr. Library has long offered and augmented information literacy instruction. From 2009 through 2014, instruction occurred in SJSU's two-semester lower-division composition sequence. Instruction also occurs in 100W, the writing course that fulfills both the state writing requirement (GWAR) and the SJSU Area Z upper-division general education SLO 3 ("Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary source"). In our recently revised GE policy, aspects of information literacy are now represented in lower-division critical thinking and social science courses, and in upper-division written communication courses.

We assess information literacy using the AAC&U VALUE rubric for information literacy. Specifically, SJSU focuses on whether students are able to:

1. Determine the extent of information needed

2. Access the needed information

3. Evaluate information and its sources critically

4. Use information effectively to accomplish a specific purpose

5. Access and use information ethically and legally.

Five separate direct assessments capture student mastery of these dimensions

Direct Assessment

Instruction for dimensions 1, 2, 3, and 5 is consistent, sustainable, and centrally provided by the library faculty and staff. That instruction is provided in-person and via online tutorials. Two online tutorials are used to collect assessment data, and in spring 2014, an additional measure was administered to 100W sections.

InfoPower online tutorial and concurrent assessment consists of three modules, focusing on 1) selecting information sources; 2) searching within databases; and 3) evaluating information. A team of University librarians and web developers adapted the tutorial from the University of Texas System Digital Library. In conjunction with in-class presentations by University Librarians or approved designees, students complete the online tutorial. Responses have been collected consistently since spring 2004. We are currently revising the tutorial to work within the Canvas LMS adopted in 2012 and thereby improve efficiency of use and data collection. Appendix 4.4 provides figures depicting student participation and performance over time. Students generally get 80% of the questions correct and seem to perform better at selecting information sources than searching within databases.

Plagiarism online tutorial and concurrent assessment. The [Plagiarism tutorial](#) consists of an online instructional module and a 12-item assessment measure. A team of University Librarians and web developers created the tutorial in fall 2003. In fall 2006, they changed assessment items to eliminate negative questions (e.g., "Which is *not* plagiarism"). Appendix 4.4 provides figures depicting student performance on the tutorial questions. The data suggest that students are weak in identifying and using appropriate paraphrases.

Online assessment after tutorial. To address concerns with assessment immediately following instruction (which may not measure the durability of learning), we have instituted a secondary assessment of information literacy. Here, library faculty visit 100W classes to discuss library research, and at a later date, instructors administer an online quiz to assess information literacy skills, with a focus on AAC&U Information Literacy dimensions 1, 2, and 3. Appendix 4.5 includes the report on the online assessment.

Assessment within upper-division writing courses. Courses certified as satisfying upper-division GE Area Z are required to assess each GE learning outcome at least once during the five year program review cycle (see Essay 6). In these courses, the fourth dimension of the VALUE Rubric, "use information effectively to accomplish a specific purpose," is assessed regularly. Programs submit assessment reports as outlined in [S14-5](#) to UGS and the Board of General Studies (BOGS), an Academic Senate committee overseeing the General Education (GE) program. These reports are publicly available on the SJSU UGS [website](#).

Assessment of Sample Student Assignments. Based on the spring 2012 study, we conducted an assessment project in spring 2014 to look more carefully at information literacy and written communication in samples of actual student writing, in this case assignments across 100W sections. We present a full report in Appendix 4.6. Congruent with other assessment measures, this pilot confirmed that plagiarism and poor paraphrasing practices were too common. On the other rubric dimensions modal scores were above 2, representing overall adequate levels of competency on those dimensions. To address the deficiencies we will be working with our newly hired writing specialists: a Writing Programs Administrator and a Writing Across the Curriculum Director (two tenure track faculty hires starting Fall 2014) to improve instruction and results in these areas.

Indirect Assessment

In addition to direct assessment of student mastery of information literacy skills, SJSU has begun to indirectly assess information literacy using the NSSE. In 2014, SJSU included the optional NSSE information literacy module in our test regime. These data will be available in fall 2014.

Reports from the Academic Integrity Committee also provide insight into the frequency of plagiarism as well as plagiarism monitoring and reporting by faculty. A summary report in Appendix 4.7 suggests an upward trend in

reports of plagiarism and academic integrity violations, although less severe than the upward trend in other student code of conduct violations.

Responses to Assessment Findings and Evaluation of Process
All of the assessments revealed student weaknesses in paraphrasing and appropriate citation of sources. In response to these findings, the Writing Requirements Committee will ask instructors in 100W in fall 2014 to emphasize paraphrasing and librarians will provide additional teaching materials to them. In addition, the Librarians are revising the *InfoPower* tutorial to include more information about paraphrasing.

For dimensions 1, 2, 3, and 5 of information literacy, the processes and practices of assessing information literacy are strong and highly-developed and have revealed areas of strength and weakness. For dimension 4, "use of information for purpose," the general education program provides a robust and sustainable process for assessment. SJSU has embedded information literacy in more classes in our spring 2014 revision of the GE policy.

For fall 2014 we plan another round of assessment of student assignments across 100W sections with assessment across existing capstone courses for spring 2015. The fall 2014 assessment will focus on the efficacy of the paraphrasing instruction implemented in fall 2014.

Written Communication: Developed
We assess writing skills throughout the student experience at SJSU. Written communication is embedded in the ULGs and both the lower- and upper-division general education requirements. SJSU focuses on student writing ability at three stages: first, before matriculation, entering first-year students must demonstrate a level of competence set by the CSU or enroll in remediation courses (Essay 5). Second, students must take the Writing Skills Test after competing 60 units and before completing 75 units (Essay 5). Finally, students must successfully complete an upper-division general education course (100W) focused on writing within their major. The new GE Guidelines strongly recommend 100W writing courses be one of the first upper division courses taken, and many majors have added the 100W course as a prerequisite for other upper-division major courses. That policy, and other changes in the past four years are part of an intentional effort to compel students to identify and address writing deficiencies before they become a last-minute impediment to timely graduation.

Direct Assessment
General Education. 100W instructors submit yearly assessment reports describing student performance relevant to one of three written communication SLOs. Typically, one outcome is assessed each year based on a department schedule. These assessment reports are available online and generally show that students are performing at adequate levels.

Assessment across 100W sections. The spring 2014 assessment of assignments across 100W sections included two rubric items pertaining to the organization/clarity of the assignments and the mechanics of writing (see Appendix 4.6). While most students scored 2 or above on the rubric, very few achieved mastery ("4" on the rubric). Particularly in the area of mechanics and usage, student performance was poor. This will be another development area for our new writing program coordinators.

Indirect Assessment

In addition to direct assessment of student mastery of written communication skills, SJSU indirectly assesses written communication skills using the NSSE. Appendix 4.3 shows that SJSU compares favorably to other CSUs in terms of the amount of writing that is required, as well as perceived emphasis on good writing skills.

Responses to Written Communication Assessment Findings and Evaluation of Assessment Practices

The infrastructure for assessing written communication skills within the 100W courses is robust and sustainable. To achieve "highly developed" status, we must develop consistent SLOs and evaluation rubrics. Currently, we assess written communication using different rubrics on the English Placement Test, the Writing Skills Test, and within the 100W courses. We will ask the Writing Requirements Committee to develop strategies for creating a consistent writing experience for students. A 2012 project, in which faculty from the College of Business and the departments of English, Communication Studies, and Linguistics and Language Development (the primary writing instruction units) created a common rubric for the business 100W courses, may serve as a model. We presented this process at the 2014 WASC ARC (full report in Appendix 4.8).

Also, data in the assessment reports should be more uniform. Some reports provide quantitative assessment data, including number of students per course, percentage of students performing at different levels, and specifics about the grading criteria, whereas others provide qualitative data and summative statements, but do not provide information about the specific grading criteria. Frequently, reports do not share uniform categories of evaluation.

Appropriate revisions to SJSU's current processes will allow the university to understand the level of writing skill mastered by all students at the time of graduation and to draw conclusions about the efficacy of teaching and learning practices.

To meet those goals, the University has hired two tenure track faculty writing specialists (see above) to focus on improving student writing. These faculty will be responsible for coordination of 100W courses; supervision of instruction and assessment in composition courses; collaboration with the coordinators of lower-division, upper-division, and remedial writing courses; and improvement of assessment tools.

Oral Communication: Emerging

Oral communication skills are embedded in the lower division general education requirements. All students must complete one of several public speaking courses, over 90 percent of which are taught in the Department of Communication Studies and supervised by one course coordinator. At the upper-division, students must complete the required writing course, which requires active learning approaches. Specifically, "assignments must utilize library research and oral and written communication skills." While much of the course focuses on skills of message creation appropriate to audience and purpose, there is not a specific oral communication outcome to be assessed in the 100W class or anywhere else in upper division GE requirements.   Because of this, SJSU does not yet have a consistent infrastructure for systematic direct culminating assessment of oral communication in the undergraduate experience. As with the other core competencies, the NSSE provides indirect assessment of oral communication.

Direct Assessment

Many capstone courses include oral presentations and SJSU is drawing upon these to develop a strong and sustainable practice of assessing oral communication skills. Based on the spring 2012 pilot, we attempted a more robust oral communication assessment project in spring 2014. In the earlier project, we recruited students from several senior seminars in different majors to record and upload their culminating presentations to provide an assessment sample. Trained evaluators used an adapted AAC&U VALUE rubric to evaluate each speech. In the spring 2014 project, SJSU's Academic Technology Services staff attended culminating class sessions and video recorded student presentations. This project yielded an assessment sample of 97 students from two colleges. Analysis by a team of two Communication Studies Teaching Associates revealed that whereas students were adequate overall in their presentation skills (the modal score on all dimensions of the assessment was 2 out of a possible 3 points), students were weak in using vocal variety and employing appropriate nonverbals (full report in Appendix 4.9).

Indirect Assessment

SJSU indirectly assesses oral communication skills using the NSSE. Appendix 4.3 shows that SJSU student responses to the 2008 and 2011 NSSE items related to oral communication are on par with other CSUs for both first-time freshman and seniors across the three items; cross-sectional data suggest that upper-division courses require more oral communication than lower-division courses, showing a trajectory of increasing skill usage.

Responses to Assessment Findings and Evaluation of Process

The process of evaluating sample student presentations appears to be sustainable and valid, especially with the implementation of more capstone courses. We will now work to develop a systematic approach to producing a robust and varied sample of oral presentations from capstones each year. A potential challenge is that, unlike written communication and information literacy, no university unit has claimed ownership of this competency. By

default, assessment currently falls upon GE and UGS, which must clearly delineate responsibilities and procedures, and provide resources, to institutionalize this component of the assessment process.

Definition of Student Success

San Jose State University works actively and collaboratively to help students identify and strive toward their maximum potential whether it leads to a SJSU degree or not. San Jose State University's student success framework provides a rich and diverse learning environment to engage students not only in mastering core subject areas but also in developing and refining their competencies in creativity, critical thinking, problem solving, quantitative literacy, information literacy, communication and collaboration. The ultimate goal of our student success efforts is to produce citizens who possess intellectual, social and life skills that are adaptable, culturally respectful, transformative, productive and responsible. Student success has some measurable outcomes and others that connot be measured during a student's academic career. It is the goal of SJSU to foster the desire for life-long learning and engagement as well as ownership of a student's education and intellectual development as it contributes to personal identity and maximization of potential. SJSU wants each student's vision to be broadened so they have the self-confidence to seek out new experiences.

Critical Thinking: Initial

Elements of critical thinking are embedded in the ULGs and within the lower- and upper-division GE requirements, but are not necessarily labeled as such. Although there is no standard assessment practice for critical thinking, SJSU is pursuing several potential methods of assessing critical thinking, capitalizing on both the existing program planning structures and on validated, external measures.

Direct Assessment

Internal assessment. SJSU does not have a shared rubric for assessment for critical thinking, although the AAC&U LEAP SLOs related to inquiry and analysis, and critical thinking and integrative learning have been used in GE program assessment.

The spring 2012 pilot focused on upper-division GE Science (Area R) courses and assignments identified as aligned with SLO #3 ("Within the particular scientific content of the course, a student should be able to apply a scientific approach to answer questions about the earth and environment"). There was considerable variance in evaluations, and overall this project revealed that our students were between 2 and 3 (out of a possible 4).

External assessment. SJSU already participates in the CLA+, which assesses critical thinking. The results indicate SJSU is on par with other similar universities (Appendix 4.2). Based on positive experience others are reporting, we are also pursuing the option of using the Tennessee Tech Critical Thinking Assessment Test; we plan to send a team to a training session in 2014-15.

Indirect Assessment

SJSU indirectly assesses critical thinking using the NSSE. Appendix 4.3 shows that for first-time freshmen, SJSU lags somewhat behind the other CSUs in institutional contribution to critical thinking and solving complex real-world problems, and in coursework emphasis on analysis of basic elements of an idea. For most other aspects of critical thinking, SJSU is on par with other CSUs.

Responses to Assessment Findings and Evaluation of Process
Our recent modification of GE requirements focused primarily on increasing the requirements for writing and critical thinking while integrating them more intentionally within a single lower division class. Given this, and an increasing emphasis on evaluation of GE learning in the program planning process, the culminating assessment of critical thinking within the majors remains the most viable path. We will need to become more intentional about creating and sampling upper division capstone assignments explicitly designed to assess critical thinking outcomes.

Quantitative Reasoning: Initial

SJSU's ULGs encompass several aspects of Quantitative Reasoning, and though implementing an upper division quantitative reasoning assessment has been discussed since 2006, we have not yet come up with a systematic or consistent process for assessing quantitative reasoning skills near graduation. The most feasible place for quantitative reasoning to be integrated into upper-division GE is in Area R (Earth and Environment) because it's SLOs are most closely aligned with Quantitative Reasoning: "SLO 1) Students will be able to demonstrate an understanding of the methods and limits of scientific investigation; SLO 2) Students will be able to distinguish science from pseudo-science; SLO 3) Students will be able to apply a scientific approach to answer questions about the earth and environment."

To that end, we recently conducted a pilot project in Environmental Sciences (report in Appendix 4.10) and found that students were weak in calculation skills (50% received a D or F on a targeted assignment), but were relatively stronger at evaluating the scientific claims of others (only 3% received a D or F on the targeted assignment). The department is revising instruction in response to these results, and will continue to expand the assessment project. This may serve as a model for assessment in other Area R courses.

Summary

The new WASC standards require assessment of five core competencies (which are included in the ULGs) near graduation. As a result, we must create near-graduation assessment strategies that integrate general education and co-curricular experience outcomes with the major degree PLOs near graduation. We are somewhat advanced in two areas (Information Literacy and Written Communication) but at the initial or emerging stage for the other three areas. One broadly applicable strategy under consideration is the development of integrative capstone courses in each major program in which assessment could occur. In support of this, the Center for Faculty Development has sponsored guest presentations and workshops on the development of capstone courses. In 2013-14, our faculty Undergraduate Studies Committee began a more intentional examination of the status of capstone courses in our majors and has planned for a "Year of the Capstone" theme around which to organize instructional development activities and academic policy discussions in 2014-15.

5: Student Success: Student Learning, Retention, and Graduation

Like other CSU campuses, SJSU faces challenges in achieving desired levels of graduation and retention and has identified a number of achievement gaps. This essay will describe disaggregated student performance levels and describe our strategies to improve student success, including administrative remedies and pedagogical approaches such as the LEAP "High Impact Practices."

Defining Student Success and Identifying Benchmarks (CFR 2.2)

Created in 2009, Student Academic Success Services (SASS) oversees all academic support services, working with colleges, programs, and Student Affairs to improve student success. In fall 2013, SASS leadership, along with the Student Success Committee, developed a definition of student success derived from *Vision 2017* and aligned with our ULGs.

The CSU sets benchmarks and goals for student success defined in terms of graduation and retention rates as outlined in the Chancellor's Graduation Initiative (GRI). The GRI goal set in 2009 is to raise system-wide 6-year graduation rates by eight percentage points by 2015, and cut in half the existing gap in degree attainment by CSU's under-represented minority (URM) students. The GRI requires quarterly progress reports from each campus describing actions taken and ongoing progress to reach these student success goals. Our quarterly reports are available online.

Identifying and Tracking Student Success (CFRs 1.2, 2.10, 4.2)

Identifying Student Performance
Fundamental to improving student success is the monitoring and reporting of student performance. SJSU has sustainable, extensive, and transparent student success tracking practices. The Office of Institutional Effectiveness and Analytics (IEA) collects and shares institutional data with the public via a robust series of electronic dashboards.

Information provided includes key performance indicators (e.g. graduation, year to year retention, academic standing, and completion of student success milestones) that can be examined as a function of cohort year, academic program, and participation in a student success program; all data can be disaggregated by ethnicity, Pell Grant status, gender and full-/part-time status. These dashboards allow everyone to monitor institutional performance at a glance.

Tracking and monitoring of student success has identified several achievement gaps (Figure 5.2 & 5.3). For first-time first year students (FTF) entering SJSU in fall 2000, the 6-year graduation rate was 42.6%. For self-identified Under-Represented Minority (URM, Latino, African-American, and Native American) students, the graduation rate was 35.8%, while for self-identified Non-URM (Asian/Pacific Islander, White) students the graduation rate was 44.8%, a gap of 9.1%. Based on these data, and in accordance with the Chancellor's GRI launched in 2009, SJSU set goals for both URM and Non-URM students. For cohorts entering 2009: achieve a 51.6% 6-year graduation rate for FTF, a URM student graduation rate of 47.8% and a Non-URM rate of 53.2%.

Overall graduation rates are improving and are expected to continue to improve. The CSU has developed new predictive models using completion of milestones to predict six-year graduation rates and has created a dashboard providing access to these models and data. (This CSU dashboard is not yet publicly available, but should be by the time of the Accreditation Visit; if not, we will arrange access for the visiting team at that time.) For example, the dashboard shows that students who complete their GE-required English courses in their first two years are more likely to be retained than those who do not. This suggests that increasing the number of freshmen taking and completing English in the first two years should also lead to improved retention and graduation rates. Appendix 5.1 provides a table summarizing student progress on leading indicators of graduation and retention. The CSU models predict an overall FTF graduation rate of 50% by spring 2015, which is very close to the GRI goal. However, the present achievement gap remains at 9.6% and the predicted achievement gap is 14%. Over the subsequent three years, the CSU model predicts that the achievement gap will fluctuate between 7.5-11%. Thus, SJSU has been successful at improving overall graduation for both URM and non-URM students, but we have not reduced the achievement gap.

In fall 2014, SJSU will begin using the Beacon software program that administers a measure of student strengths indicators to all incoming students and will allow the university to provide targeted support to students based on identified vulnerabilities. IEA is also working on predictive analytics for incoming students based on non-cognitive factors.

We have identified achievement gaps at the program and college level and we now expect programs to address these gaps in their yearly assessment reports (see Essay 6). IEA produces reports for programs identifying courses with low completion rates and other program-specific obstacles to student success.

Figure 5.1: Screenshot of Student Success Dashboard

INSTITUTIONAL EFFECTIVENESS & ANALYTICS
SAN JOSE STATE UNIVERSITY

SJSU Home : IEA Home : Reports : Success Milestones

SJSU Student Success Milestones - First-time Freshmen

Milestones	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
1 Orientation	% of admitted students who registered during orientation	% of students who registered during orientation and enrolled in the fall			
2 Remediation	% of students who completed English remediation at the end of the 1st year	% of students who completed Math remediation at the end of the 1st year	% of students who completed both Math and English remediation at the end of the 1st year	% of English 1A Completion after successfully completing LLD1 at the end of the 1st year	% of English 1A Completion after successfully completing LLD1 at the end of the 2nd year
3 Coursework	% of students who earned 20+ units at the end of the 1st year	% of students who earned 24+ units at the end of the 1st year	% of students who earned 30+ units at the end of the 1st year	% of students on probation at the end of the 1st year	% of students on probation at the end of the 2nd year
4 GE Bottleneck	% of students who successfully completed Area B1 at 60 units	% of students who successfully completed Area B2 at 60 units	% of students who successfully completed Area B4 at 60 units	% of students who successfully completed English 1B at 60 units	% of students on probation at 60 units
5 Retention	% of students who were retained from the first to second semester	1-year Retention Rate	2-year Retention Rate	3-year Retention Rate	4-year Retention Rate
6 WST & 100W	% of students who passed WST at 60 units by the end of the 4th year	% of students who passed WST at 90 units by the end of the 5th year	% of students who have not passed WST at 90 units by the end of the 5th year	% of students who have not passed 100W at 90 units by the end of the 5th year	% of students who have not passed 100W at 100 units by the end of the 6th year
7 Graduation	4-year Grad Rates	6-year Grad Rates	8-year Grad Rates		

Cohort Year:
COHORT_SEMESTER

Academic Support:
- All
- EOP (Education Opportunity Program)
- MUSE (Metropolitan Univ Scholar's Experience)
- Science 2 (Success in Science)
- HUM 1A (Humanities Honors)
- MEP (MESA Engineering Program)
- CELL (Community for Engineering Learning and Living)
- SVES (Silicon Valley Engineering Scholarship)
- ELPS (Engineering Leadership Scholars)
- Athletes

College:
- All Colleges
- College of Applied Science & Arts
- College of Business
- College of Education
- College of Engineering
- College of Humanities & the Arts
- College of Science
- College of Social Sciences
- Undeclared

Background:
- ☑ All Students
- ☐ First Generation
- ☐ URM (Underrepresented minority)
- ☐ Pell Grant Eligible

Select all Deselect all

Finish

Figure 5.2. Lines indicate 6-year graduation rates for FTF cohorts entering fall 2000-2007 for URM and non-URM students. Bars indicate the achievement gap.

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Non-URM	44.9%	44.9%	45.1%	49.0%	52.0%	50.7%	50.2%	50.9%
Total	42.6%	42.0%	41.1%	46.8%	47.8%	46.6%	46.2%	47.5%
URM	35.8%	33.8%	32.7%	41.5%	37.9%	36.9%	36.5%	41.3%
Achievement Gap	9.1%	11.1%	12.4%	7.5%	14.1%	13.8%	13.7%	9.6%

Legend: Achievement Gap, Total, URM, Non-URM

Figure 5.3. Lines indicate 6 year graduation rate for Upper Division Transfers entering fall 2000-fall 2007. Bars indicate the achievement gap between URM and Non-URM students.

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Total	64.5%	64.7%	66.5%	67.0%	68.6%	66.1%	70.2%	67.5%
URM	59.1%	66%	65.2%	63.9%	65.8%	61.9%	68.6%	64.9%
Non-URM	66.4%	64.5%	67.2%	68.2%	70.4%	67.5%	71%	68.6%
Achievement Gap	7.3%	-1.5%	2%	4.3%	4.6%	5.6%	2.4%	3.7%

Legend: Achievement Gap, Total, URM, Non-URM
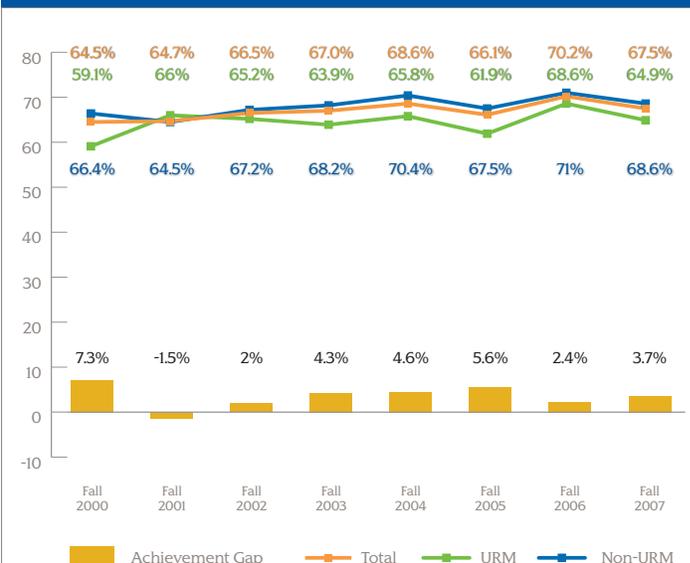
Programs and Initiatives for Student Success (CFRs 1.4, 2.12, 2.13, 2.14)

In response to the GRI, SJSU created a Retention and Graduation Delivery Team that formulated the SJSU Retention and Graduation Initiative Plan submitted to the Chancellor's office in 2010 with the following goals:

1. By fall 2015, a 6-year graduation rate increase of 9 percentage points (from 41.9% to 50.9%) for all first-time freshmen and an increase of 12% (from 35.5% to 47.5%) for Under-Represented Minorities (URM).

2. By fall 2014, a 6-year graduation rate increase of 6 percentage points (from 66.1% to 72.1%) for all upper-division transfers and in increase of 10% (58.8% to 68.8%) for URM transfers.

SJSU identified seven means of achieving those goals:

1. Increase accessibility of advising

2. Implement Summer Bridge and Early Start programs to enhance successful remediation.

3. Support completion of the Writing Skills test (GWAR prerequisite) and early identification of writing deficiencies.

4. Expand probation advising to all colleges.

5. Identify and address barriers to student success, for example: challenging gateway courses, majors exceeding 120 credits, and inadequate preparation for the major.

6. Provide incoming students with workshops focused on study skills and wellness.

7. Develop early intervention programs.

This essay describes how SJSU is supporting student success through implementation and assessment of these initiatives.

Increase Accessibility of Advising (CFRs 2.12, 2.13, 2.14)

Accessibility of advising has been increased in two ways. First, an online advising hub was created to provide students, parents, and advisors with links to available resources, frequently needed university forms, and information to help students navigate policies, procedures, and requirements. Second, six colleges have launched advising/success centers to provide a "one stop shop" for academic advising, information on major programs, and referrals to campus resources such as tutoring, peer mentoring, advising, and time management and study skills workshops. The college success centers also coordinate probation advising. Appendix 5.2 includes the Student Survey of Advising showing that while GE advising needs improving, use of advising within the major is increasing and is meeting student needs.

In addition, implementing "intrusive" advising for specific groups has led to measurable success in facilitating graduation. For example, restrictive advising reduced the proportion of high-unit seniors. In 2009, we had nearly 1500

Case Study: Addressing Bottlenecks

The BS degree in mechanical engineering is required to provide evidence of continuing improvement for 11 student learning outcomes for accreditation by ABET, the accrediting agency for engineering and technology programs.

In the upper division thermodynamics course, the application of science and engineering principles in solving disciplinary problems is heavily assessed in the first exam in the course. In previous semesters, some students struggled with basic thermodynamics concepts until the very end of the semester. In response, two "gateway" quizzes were installed in the first third of the semester. Students had to pass these quizzes to pass the class. Their score the first time they took the quiz was factored into their final grade, but, if students scored below a 70%, they were required to take a new quiz on the same topic online, which could be retaken up to three times. After this change, Exam 1 scores rose from an average of 65% in fall 2007 to 70% in spring 2010 when the first gateway quiz was implemented and 74.5% in fall 2010 when the second gateway quiz was implemented.

students at senior status for over 3 years, or earning 15 or more units beyond requirements for the major. By 2012 the number of seniors with 120+ earned units decreased from 1737 to 511, and the number of seniors with 150+ earned units from 282 to 50.

Finally, with support from a National Science Foundation "STEM Talent Expansion Program" (STEP) grant from 2006-2011, the College of Science created a comprehensive approach for STEM student success, including proactive mandatory advising, supplemental instruction in lower division "gateway" courses (pre-calculus, calculus and physics) and proactive steps to avoid probation/disqualification through improvement of grades and/or helping students find a more suitable major (NSF grant report in Appendix 5.3).

Implement Summer Bridge and Early Start programs for remedial education (CFR 2.13)

CSU Executive Order 665 (1997) requires that incoming students satisfy the Entry Level Math (ELM) and English Placement Test (EPT) requirements (or qualify for an exemption) *before* they register for classes within the CSU. Students who fail to meet these placement benchmarks must complete their remedial requirements in one year or be placed on a leave of absence until they do so. In addition, since 2009 SJSU has had a no-repeat policy for first semester remedial classes; that means that failing students must complete their remedial requirement at a community college. This policy has improved the first semester pass rate because students can no longer "bail out" of the class with impunity, but also created challenges in retaining students following failure.

UGS's Developmental Studies unit provides outreach and advising support to remedial students throughout the admissions and orientation process. It tracks student performance through the semester and issues email alerts as necessary. Over the past 6 years, 71.8% to 94.7% of students have successfully completed remedial math courses and 54.6% to 94.6% of students successfully completed remedial English courses. CSU Analytics reports that for the 2012 cohort (most recent data posted) of the 37% of incoming students requiring remediation in either math or English or both at entry, 91% were proficient by their second year. Our Summer Bridge and Early Start programs promise to add to that success. Appendix 5.4 contains more about Developmental Studies and our remediation rates.

Early Start. In 2012, the CSU instituted the Early Start Program for incoming freshmen in need of math and writing remediation. For students who were close to passing the Entry-Level Math exam, the Early Start program at SJSU offers a one-week prep course. For students who performed at a lower level on the ELM, a two-week course uses a self-paced online learning platform and proctored tests. All students are offered the opportunity to retake the ELM exam and adjust their fall schedules if they place out of remediation. For students who were close to passing the Entry-Level English exam, the Early Start course concludes with a 45-minute essay that is read by two ETS-trained holistic essay readers. Based on this scoring, a student may be allowed to advance to English 1A.

Appendix 5.5 shows that the Early Start program is successful, especially in math, at either clearing remediation during the summer or shortening the remedial time remaining by a semester. In 2014 we expanded the English program to include those who test at the lowest placement level.

Statway. Statway is another remediation solution for students in some majors. The two-course Statway sequence started in 2012 covers elementary statistics and uses elementary and (limited) intermediate algebra in the context of addressing real life problems with statistics. SJSU is the lead campus for CSU implementation. Appendix 5.6 provides Statway success rates and program information.

Encourage Timely Completion of Writing Skills Test (WST)

Passing the WST is a prerequisite for required upper-division writing and GE courses. Failure to take and pass the WST has been a major bottleneck for student progress. To mitigate this, we now encourage students to take the test as soon as they complete their second semester composition course, and we require them to pass the test before reaching 75 units. We use intrusive advising (mandatory meetings with advisors and restricted scheduling) to enforce this. We also introduced a course-based alternative to the high-stakes exam. After spring 2014, fewer than 35 students failed to pass the exam before reaching 90 units, a significant reduction.

Identify and Remove the Barriers to Student Success

Gateway and Bottleneck Courses. After identifying high-failure gateway courses, we have experimented with alternative pedagogies and other methods of supporting students. For example, Chemistry and Math have institutionalized supplemental instruction workshops and improved first time calculus pass rates significantly. Electrical Engineering worked with the MIT-Harvard collaborative, EdX, to offer the gateway circuits course in a flipped modality, with a significant improvement in pass rates. This course, along with our recent NSF-supported pilot collaboration with Udacity to develop and offer broad access MOOC-style online courses in Math, Statistics, Computer Science and Psychology, have gained much national attention (see Appendix 5.7 and Essay 7). Transfer students may also lack adequate preparation to succeed in their major, leading to internal bottlenecks resulting from upper-division transfer students enrolling in lower-division courses. Development of

courses and support for transfer students is on-going. Related to this is our recent work to attend more carefully to adequate preparation before students may enter certain gateway Physics courses. In addition to having instructors screen for preparation "at the classroom door," we are preparing to seek CSU permission to add supplemental admission requirements based on preparation to succeed in those STEM programs experiencing the greatest problems.

Address Excessive Program Credit Requirements. In Fall 2012, SJSU had 47 degree programs requiring more than 120 credits. To comply with CSU Board of Trustees amendments to Title 5 (Section 40508) we have reduced all required programs to 120 units effective fall 2014.

Address Inadequate Preparation for the Major. Student academic disqualifications have decreased over the past 5 years for a number of reasons (see Appendix 5.8), including impaction, probation advising in the majors, and courses such as Science 90T, developed as part of a STEP grant from the NSF. [Science 90T](#) helps probationary students transition successfully into a bachelor's degree program. UGS is working to expand interventions by planning a new university-wide probation course to address, in particular, the needs of under-represented minorities (who comprise approximately 40% of the students who are disqualified).

Improve Degree Audit Workflow (CFR 2.14). Ideally, [students' records](#) are automatically populated with transfer credits before the end of their first semester. Accurate and timely transfer and posting of this information allows students to meet supplemental screening criteria for admission to a major and choose appropriate classes from their first semester. An accurate degree audit workflow also allows the University to recognize when students have completed their requirements for graduation, even if students do not seek timely graduation advising. Sadly, the degree audit workflow at SJSU was unattended for seven years with the result that it is currently neither timely nor functional. In May of 2013 the Chancellor's Office requested an inventory of our degree audit workflow and instructed us to improve the process from "admission through graduation." They provided additional base funding to the campus to accomplish the backlog of system work required. With funding augmentation from the CSU, SJSU has embarked on an ambitious initiative to launch a similar workflow based on that of CSU-Long Beach with the fall 2016 admission class. Appendix 5.9 provides a summary of degree audits completed.

Assess and support quality instruction that offers effective, student-centered learning opportunities. (CFRs 2.5, 3.3). SJSU has increased its focus on the implementation of high impact practices. Responding to results from the 2011 National Survey of Student Engagement (NSSE), a [NSSE taskforce](#) in spring 2013 identified the high impact practices within different programs and linked the presence of high impact practices to graduation rates.

SJSU has a long history of funding faculty-led initiatives to increase student learning.   From 2007-2010, under the auspices of the University Planning Council, faculty competed for grants providing assigned time and/or summer funding for projects designed to increase student success. Slightly modified in

2010-12, the program made similar awards from the Academic Affairs division as Student Success Grants. In 2012 and 2013, the program shifted again to a focus on broader curricular issues as the Curricular Innovation Program.

Other Supports for Student Success (CFR 2.13)

In addition to the initiatives and programs developed in response to the GRI, SJSU has many other programs that support student success. Appendix 5.10 provides information about curricular programs. Indicators of student success for the largest of these programs (Science 2, Humanities Honors, MUSE, and EOP) are found in Appendices 5.11. Appendix 5.12 provides narrative information about programs for specific student demographic groups. Most programs provide advising, tutoring, specific skill workshops and mentoring.

Other Initiatives for Student Success

In summer 2013, in an effort to develop successful strategies to reduce the achievement gap, the Provost established two task forces: African-American Student Success Task Force (AASSTF) and the Hispanic Student Success Task Force (HSSTF). These groups have proposed a variety of strategies, some of which were submitted for funding from the Student Success, Excellence, and Technology Fee grant program. A summary of the projects funded by SSETF grants (including college-based advising centers) can be found in Appendix 5.13. It is too soon to report outcomes from these initiatives.

AANAPISI. The US Department of Education recognizes SJSU as an Asian American Native American Pacific Islander Serving Institution and we received grant funding to support retention and graduation rates. Our project focuses on improving the writing skills of Asian American, Generation 1.5, and other Under-Represented Minority (URM) students. The 2012-2013 grant report has complete information.

Co-Curricular Support Programs (CFRs 1.4, 2.11, 2.12, 2.13)

SJSU recognizes the role that social support and comfort in the academic environment play in student success; the division of Student Affairs provides such holistic support to students. Appendix 5.14 provides a ten-year timeline depicting the transformation of Student Affairs. In the midst of significant fiscal restrictions and downsizing efforts, departments and staff continued to provide quality programs and services to our students. Approximately 200 programs, services and initiatives were implemented over this time period, playing a significant role in student success and increasing student engagement across the campus.

Recruitment and pre-enrollment communication to prospective and entering students has improved considerably, taking advantage of the expansion of the web and social media. In addition, print publications such as the *Frosh 101* and *Transfer 101*, *Steps to Enrollment for Graduate*, *Undergraduate Non-California Resident*, and *International Students* outline what is needed to complete the

enrollment process. These, along with the more structured Spartan Pathways system, have streamlined entrance into SJSU and made it easier for incoming students and their family.

Student services operations have also grown to support SJSU's diverse student body. Programs and services include the lesbian, gay, bisexual and trans-gender communities, as well as students with disabilities, first generation students, veterans, Latino/a, and the Asian American and Pacific Islander populations. Additionally, mental and physical health services have grown significantly due to the implementation of the campus Mental Health Fee; they take advantage of cloud-based technologies to create safe and secure 24x7 access for students and provide support groups for men, suicide prevention and grief support, as well as workshops and educational tools for smoking cessation, stress management, nutrition, responsible alcohol consumption, body image, eating disorders, healthy relationships, safety, safer sexuality and more.

The Office of the Registrar's Graduation Workshops have aided persistence through graduation; the Register has developed partnerships with the colleges and with Career Center, whose programs include internships and experiential education, mock interviews, the Target Student Leadership Etiquette Dinner, webinars, and resume workshops and reviews. As with mental and physical health services, we use social media and technology to provide greater access.

Many organizations and programs work in tandem with academic support programs. More about these programs is available on the SASS website, and assessment reports for many of these programs are available on the Student Affairs website (summary report in Appendix 5.15). Overall, these programs are broadening their outreach, despite financial limitations, and seeking to specify and assess learning outcomes that are aligned with the ULGs. Though currently at the emerging stage, the unit is developing an infrastructure to support a culture of assessment.

6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

SJSU engages in program review, assessment of student learning, data collection, and data analysis to continuously improve programs, inform decision-making, and guide allocation of resources. The process is highly evidence-based, iterative, and inclusively incorporates broad faculty participation as well as feedback from multiple constituents.

Program Review Process (CFRs 2.6, 2.7, 4.3)

Program review at SJSU is called "program planning," to emphasize the future-oriented action plan that results; the process is overseen by the Program Planning Committee (PPC). The program planning process is dictated by SJSU Senate Policies F03-4, S96-10, and S94-2, and the Program Planning Policy for the California State University. All degree programs, minors, certificates, and credentials at the institution must undergo review every five years unless a program is externally accredited every seven years or less, in which case the program planning report is due the semester after the accreditation visit. SJSU has 56 departments organized into seven colleges; approximately eleven departments work through the program planning process each year.

The webpages for program planning and annual program assessment outline the respective processes at the institution (see Figure 6.1). These websites provide guidelines for gathering, analyzing, and interpreting information, and provide templates, examples, rubrics and other instruments and tutorials for departments in preparing their annual assessment reports and program plans.

All program records are publicly available, including links to annual assessment forms for all degree programs within each department submitted to the university since 2006. In addition, we post the PPC's *Reports to the Provost* at the conclusion of each program review. For program reviews occurring after fall 2013, we also post the newly-required Action Plan that culminates the program review process with measurable objectives for the next review period. These program records are a resource for departments and most importantly document that our graduates consistently achieve stated learning outcomes.

The Chair of the PPC periodically reviews the program planning process at SJSU, while the entire PPC develops and approves changes to the process. The PPC reports to the Curriculum and Research (C&R) Committee that reviews and approves any substantial changes to the process that PPC proposes.

Program planning and annual assessment processes consist of the following elements:

1. Program planning report (self-study)

2. External review

3. PPC review

4. Assessment of student learning

5. Action Plan Meeting

## The Planning and Assessment Process (CFRs 4.1, 4.4)

Beginning in AY 2005-2006, we required a specific set of Required Data Elements (provided to programs by IEA) to anchor the program's self-study (sample of current RDE in Appendix 6.1). In 2009-2010, to adapt to imposed faculty and staff furloughs, we offered a one year hiatus in program review; during that time the PPC developed new interim guidelines and a new template for program planning.

In 2013, we re-assessed the program review process and the state of program planning. The interim guidelines and template appeared to be too open-ended for departments based on the large disparity in reports received. Furthermore, there were a large number of overdue program plans and program reviews that had stalled during committee review. In addition, the new Provost brought new initiatives, and the WASC published the 2013 revision of the *Handbook*. In response to these changes, we revised the program planning process to include: the action plan element; provision of examples, templates, forms, and policies on the program planning website; increased training of the PPC members; and a new program planning template containing unambiguous sections, detailed instructions, and references linking program planning to university strategic initiatives. Descriptions of the steps of the current program review process follow.

Figure 6.1. Illustration of Program Planning and Annual Assessment Process

Program planning report (CFRs 2.10, 4.5). A department prepares a self-study for all its programs. While UGS provides a one-semester course release for the faculty member responsible for compiling the self-study report, each program organizes the tasks in its own way. Occasionally,

the report covers a subset of programs within a department, or an entire school or college, if the programs and the PPC agree. For example, the College of Business has only one undergraduate degree program (with multiple concentrations) and four graduate programs, and they review all five in one report. Merged departments, on the other hand, may review each of their programs separately. The review includes: (a) descriptions of all programs in the department; (b) summary of changes since the last review, (c) a list of PLOs for each degree program, a map of PLOs to ULGs, a curriculum map, assessment data and results, and data on placement of graduates; (d) required institutional data elements (RDE), including retention and graduation rates, disaggregated by ethnicity; (e) program resources, including faculty, staff, and facilities; (f) other strengths and weaknesses; and (g) the department-proposed action plan. If applicable, programs include results of licensing or standardized disciplinary exams in their assessment of student learning (Appendix 6.2). Program assessment also involves surveys of appropriate stakeholders, such as students, alumni, and employers.

External review (CFR 4.5). Following approval of the self-study by the Dean (with an optional review by the college's curriculum committee), the program forwards names and CVs of three qualified and available external reviewers to UGS; the AVP, in consultation with the Dean, selects and invites one reviewer and offers a modest honorarium (currently $1,000). The reviewer evaluates the program planning report, and conducts a site visit involving meetings with administrators, interviews of program faculty and chair, focus groups with students, and tours of the program's facilities. Often, they also examine student work, and evaluate the department website and other outreach products and activities. The external review concludes with a summary report submitted to UGS and the department. The department may choose to include a response to the external review before forwarding the self-study.

PPC Review.   The PPC reviews and evaluates the complete file and makes recommendations based on broad campus perspectives. As an operating committee of the Academic Senate, reporting to its Curriculum and Research policy committee (C&R), PPC consists of two faculty representatives from each of seven colleges along with two representatives from the general unit (i.e., counselors and librarians) and an undergraduate and graduate student. Ex-officio members include: the Director of Assessment; the AVPs of UGS, GSR, and IEA; and the Deputy Provost. The committee elects its chair from among the faculty representatives. The committee prepares a *Report to the Provost* summarizing its findings and making recommendations for Action Plan discussion items. The review typically includes comments on strengths and weaknesses of the department, progress since the last review, comparison of institutional data to college and university averages, and adequacy of department resources. In addition, they compile and forward a list of the recommendations from the department, external reviewer, dean, and the committee itself.

Assessment of Student Learning. The Director of Assessment evaluates the department's assessment of student learning for inclusion in the *Report to the Provost.*

Action Plan Meeting (CFRs 2.6, 4.3, 4.7). Inaugurated in 2012-13, the final step in the program planning process is the Action Plan Meeting. Department faculty, the Dean, the PPC Chair, AVPs (UGS, GSR, and IEA), and the Provost attend this meeting to review and discuss the PPC's *Report* and to finalize the Action Plan -- typically three to eight top priority action items with timelines and milestones as appropriate. After editing and approval by the Chair, Dean and Provost, we post the Action Plan on the public [Program Records website](#).

Annual Assessment of Degree Programs (CFRs 2.4, 2.10, 4.1, 4.4)

All SJSU degree programs conduct and report an annual assessment of student learning. The assessment activities involve significant faculty participation and the findings are used to improve curricula, pedagogy, and assessment methodology.

Since 2012, we have implemented several revisions to Annual Assessment in order to improve effectiveness. First, we revised the program assessment guidelines to delineate more clearly the assessment process and requirements, and revised the [assessment website](#) to provide links to all templates, examples, forms, policies, and other resources such as materials from assessment training, video tutorials, rubrics and readings. Second, at the start of the spring 2014 semester, the assessment facilitator group approved an updated [annual assessment form](#) that we provide to departments each academic year for submission at the end of spring semester. It is divided into three parts: 1) PLOs and their assessment, map of PLOs to the ULGs, map of PLOs to curriculum, assessment schedule, and the student experience; 2) graduation/retention rates, average section size, student-to-faculty ratio, and percentage of tenured and tenure-track instruction; and 3) documentation of improvements implemented, evidence collected, conclusions, and "closing the loop" with reference to the action plan from program planning. Part 1 is only completed if there are changes from the prior year. To distribute workload more equitably, IEA provides [the data set](#) required in Part 2. Part 3 must be generated anew each year, with consideration of the assessment schedule, conclusions from prior annual assessment, and the action plan from the most recent program planning cycle. A sample assessment report is in Appendix 6.3.

Beginning in fall 2013, we also include assessment committee feedback, based on the WASC Program Learning Objective rubric. The departments use this feedback to improve curricula, pedagogy, and/or assessment methodology for future annual assessments.

The Director of Assessment, a faculty member on partial or full-time assignment, leads the faculty assessment facilitators committee. The Director reports to UGS and oversees the annual assessment of undergraduate and graduate degree programs at the institution, and collaborates with program

planning, general education, and co-curricular programs. The committee also includes associate deans from each college, a library faculty member, and a Student Affairs representative. The AVP of UGS also attends most monthly meetings. The assessment facilitators provide feedback on annual assessment to departments, disseminate requirements and information within the colleges, attend assessment training, assist departments in preparation of their annual assessment reports, share best practices in assessment, and jointly update templates for the annual assessment and feedback forms. The faculty representatives on the committee receive a course release each semester to support this work.

Assessment infrastructure varies across colleges, but all are effective and appropriate. The College of Engineering and the College of Social Sciences have a college-level assessment committee chaired by their university assessment facilitator, composed of faculty from each department and the Associate Dean. The College of Business has an Accreditation Director who oversees undergraduate core course coordinators, as well as the graduate program directors. The College of Science holds an assessment retreat every semester for departments, led by the assessment facilitator and Associate Dean, during which feedback on assessment or assistance with assessment reports is given, depending on the semester. The College of Education has an evaluation and assessment team, composed of faculty and chairs from the credential programs and the Associate Dean. The assessment facilitator and Associate Dean handle the two non-credentialed programs in the college separately. In the remaining two colleges, Humanities and Arts and Applied Sciences and Arts, information is disseminated directly to the Council of Chairs by the assessment facilitator and Associate Dean.

About half of SJSU's 144 degree programs are externally accredited, approved, or credentialed, in which case efforts are made to align and overlap assessment requirements with accreditation reporting to minimize duplication of work. The list of SJSU's accredited programs is found here.

Case Study: Implementing New Instruction in Response to Stakeholders

In 2011, resource decisions were made in the College of Education in response to the Chancellor's Office survey of graduates & employers, and the Superintendent Summit, that indicated although graduates were effectively using technology for instruction, they had low levels of confidence. Superintendents stressed that credentialed teachers should be experienced in using and teaching with technology. As a result, a college-wide tech initiative was launched, which included: (a) faculty iPad mini-grant program to support curriculum integration of iPads, (b) purchase of 72 iPads and 3 carts for classrooms and clinics, and 30 iPads for use by supervisors in the field, (c) creation of professional development program to train faculty on iPads and SMART boards, and the purchase of 5 SMART boards, (d) a faculty spring retreat on tech innovations, and (e) a 2-day professional development workshop on using iPads in supervision.

University Initiatives

University strategic initiatives are incorporated into and addressed in program review and assessment as appropriate. For example, disaggregated student performance data drives SJSU's Graduation and Retention Initiative (GRI)(Essay 5). In response to 2012 data showing that SJSU ranked 20/23 among CSU campuses for percentage of instruction taught

by tenured or tenure-track faculty (53.1%), the Provost set a campus goal to increase it. Our new budget model for the colleges enables Deans to recruit aggressively to address faculty needs (Essay 7).

We updated the program planning template and annual assessment forms in Fall 2013 to reflect initiatives from *Vision 2017*. Departments are now required to report and comment on overall graduation and retention rates, achievement gaps between represented and non-represented groups, as well as the percentage of instruction by tenured and tenure-track faculty. Furthermore, they must also map degree program learning outcomes to the new ULGs.

Impact on Decision Making (CFRs 2.7, 4.1, 4.3, 4.4)

The program review process informs decision making through the action plans. Action items on the plan have included faculty lines, space and renovation, curricular updates, and new assessment methodologies. Follow up on the action plans occurs during annual assessment (sample Action Plan in Appendix 6.4).

Improvements to Instruction (CFRs 2.7, 4.1, 4.3, 4.4)

In 2009, attention in annual assessment began to shift from data collection and reporting to reflecting and applying data, i.e. "closing the loop." Annual assessment report templates began to require departments to report an example of closing the loop during that academic year. Improvements that have been implemented have included changes to course prerequisites and/or course sequences, addition of writing assignments and instruction, addition of gateway assignments and quizzes, and concerted communication of program learning outcomes to students.

Assessment of Program Review Process (CFRs 2.7, 4.1, 4.4, 4.6)

The PPC completed 15 department reviews in the 2013-2014 year (Appendix 6.5). As of July 2014, 14 action plans were completed, signed, and posted on the Program Records webpage. Only two program plans missed deadlines: Mexican American Studies, and Geography. Both have been diligent in communicating with the chair of the PPC and are expected to clear their overdue status soon. This is a large improvement from the ten overdue programs at start of the year.

Using the WASC rubric for Program Review, we rate our current practice as:

1.	**Required elements of self-study**	Developed/Highly Developed
2.	**Process of review**	Highly Developed
3.	**Planning and budgeting**	Highly Developed
4.	**Annual feedback on Assessment Efforts**	Developed
5.	**The Student Experience**	Emerging/Developed

Reflecting on preliminary successes with the recent changes, we should continue current processes and monitor their effectiveness and sustainability. The questions to be continually examined are: Are departments able to complete the program review process in a reasonable time? Are we improving the on-time completion of department self-studies? Are university committee reviews being completed in a reasonable timeframe? Are meaningful action plans being produced? Is follow up on action plans sufficiently addressed and documented in annual assessment reports? Is the faculty workload kept at a reasonable level?

Assessment of Annual Assessment Process (CFRs 2.7, 4.1, 4.4, 4.6)

In the spring semester of 2006, 87% of programs had submitted complete program learning objectives, 76% had collected data on some of their learning objectives, and 11% had collected data on all program learning outcomes. Programs collect data on only a subset of their program learning outcomes each year according to a five-year schedule that results in all program learning outcomes being assessed over the program review cycle.

As noted in Essay 1, in 2011 WASC recommended that we set a timetable for 100% participation in meaningful program assessment, and continue to make assessment less burdensome and more sustainable. In terms of the WASC Program Review rubric, we need to be more consistent in providing departments with annual feedback on assessment efforts and responding to assessment results. Thus, the program planning process began generating action plans in fall 2013, requiring a follow up process to monitor progress.

In spring 2014, annual assessment reports were submitted from over 92% (149/161) of degree programs. Many of the degree programs that did not submit (7/12) have not submitted since 2007; they are small programs with limited faculty and/or have undergone recent turmoil. The long-term sustainability of these programs will be examined moving forward. Furthermore, a single college (6/12) or single department (3/12) was responsible for most of these failures to submit. Improving the processes in this particular college and department would improve compliance in the following year. The MOU outlining assessment responsibilities with Fresno State in our joint DNP in Nursing has not been completed; it is expected for fall 2014. We are discontinuing the BA Life Sciences program in 2014-15. A list of complete, on-schedule reports from programs not overdue in program planning is on the program records website.

Office of Institutional Effectiveness and Analytics (IEA) (CFRs 4.1-4.2, 4.7, 2.10)

IEA provides assessment information, decision support, and analyses to support the educational mission of SJSU. The IEA unit reports to the Vice Provost for Academic Planning and Budgets and serves as the official data reporter to federal, state and regional agencies. IEA is also responsible for conducting institutional level research and preparing information in support of institutional accountability, academic program planning, strategic planning, and accreditation processes.

The [IEA website](#) displays a broad range of institutional data, organized by categories: students, faculty, courses, assessment, retention/graduation, and other reports. It generates up-to-date, real-time reports, tracking the previous 10 years.

The IEA office has a critical role in program planning and assessment. In program planning, IEA generates and provides each department with the official set of Required Data Elements. For annual program assessment, IEA provides a reduced data set to departments by March 1.

Assessment of Other Programs (CFRs 2.2a, 2.4)

General Education

The Board of General Studies (BOGS), a faculty committee, oversees the General Education program. Traditionally the Associate Dean of UGS manages the group. BOGS reports to the C&R Committee. [General Education Guidelines](#) (amended in spring 2014) regulate the GE program and GE assessment, including certification requirements of new GE courses; annual assessment requirements of all GE courses; and a requirement that program review of GE assessments be submitted concurrent with the program planning report of the department that offers the GE course(s). Specifically, although UGS collects and posts the annual GE assessment reports, the current policy prohibits an annual review or evaluation of courses or departments offering GE courses. BOGS is only permitted to review courses for recertification at the time the five-year data set is submitted with the program review documents. The GE section of the department's program planning self-study serves as the basis for the BOGS review and continued certification of existing GE courses (Appendix 6.6 for a fuller description of GE and an explanation for recent changes).

In fall 2013, BOGS assessed GE overall using the WASC rubric with the following results:

1.	**GE Outcomes**	Program = Emerging; GE Areas = Developed
2.	**Curriculum Alignment w/ Outcomes**	Emerging/Developed (best for Writing & Integrated GE)
3.	**Assessment Planning**	Developed
4.	**Assessment Implementation**	Emerging (stronger 1st half; weaker 2nd half)
5.	**Use of Results**	Emerging

The annual assessment forms and [schedules](#) for each course in each GE area are posted on the UGS website. Our GE program is rated as "developed" for WASC rubric criterion assessment planning because there is nearly 100% compliance in submission of GE annual assessment reports. However, the GE program is rated as "emerging" for use of results because following submission of assessment reports, there has not been a formal or informal process for reviewing or providing feedback based on the reports, or of collectively ascertaining student performance across the GE student learning

objectives. Many assessment reports may not indicate how evaluators determined that performance on an assignment was adequate (or exemplary) or how many students needed to have completed the assignment at that level for the course to be deemed successful. Criteria for categorizing students (e.g. 70% or better) and the percentage of students achieving that level of success may be lacking. In addition, the percentage of students enrolled in the courses that were assessed may not be indicated. This limits the potential effectiveness of this activity for improvement of instruction. Clearly this is a priority area for improvement as we strive to meet *Vision 2017* goals for Unbounded Learning as well as WASC expectations for assessing core competencies at graduation.

A number of resource-related obstacles have hampered GE program review. Senate policy mandated GE program review starting in 2009, but this was not enforced until AY 2013-2014. In addition, once program reviews began, BOGS was severely backlogged due to simultaneous program requests to approve GE unit change proposals to meet the 120 credit cap requirement by Fall 2014. As of spring 2014, BOGS had completed only three GE program reviews during the AY 2013-2014 and made significant progress on others listed here. Greater resources are required to complete the reviews in a timely manner if the current push for curriculum change is to continue.

As discussed in Essay 4, institution-wide assessment of GE was piloted in 2010, in which GE instructors from each college evaluated samples of student assignments from upper-division GE courses for their compliance with the AAC&U LEAP learning outcomes. We have not yet demonstrated the effectiveness or sustainability of that approach, though we have attempted several more focused pilots in the past two summers. We will need to continue improvement of assessment materials and resources within and across the GE courses.

The areas of improvement include 1) timeliness of program review; 2) integration of the WASC core competencies and ULGs in assessment; and 3) using reviews to inform efforts to improve instruction. These changes will require approval from BOGS and ultimately the Academic Senate and require appropriate resources.

Student Affairs (CFRs 2.11, 2.13)

Among non-instructional units, Student Affairs has launched a cultural transformation to become more assessment focused. In reviewing assessment efforts and compiling material for completion of the WASC *Worksheet for Self-Review*, Student Affairs submitted 144 documents (Appendix 6.7). However, while nearly every department collected data, consistency and accuracy remain problematic. Few departments collected data for each fiscal year and student learning was not assessed based on concise and measurable learning outcomes. To address these concerns, Division leaders initiated a series of improvement activities.

Mapping goals. In 2012/13, the Division explicitly identified assessment as one of its top division-wide priorities moving forward. Following a presentation at the Division's leadership retreat in summer 2013 on the new ULGs, each unit mapped its activities to those goals. In spring 2014, departments began the process of developing SLOs to assess co-curricular learning in a wide variety of services and activities. Like the Academic Affairs Division, they developed a template to support the Departments' reporting of outcomes achieved throughout the spring semester. We anticipate that by 2015, 100% of the Division units will have completed a semester of learning outcomes-based assessment.

Training personnel. In 2013/14, an expert in learning outcomes and assessment provided a two-day workshop on implementing learning-outcomes based assessment, met with the Student Affairs Leadership Team and several departments individually, and consulted with individual staff members. The Division also held a full-day training for over 50 staff, incorporating at least two staff members from each department. This training included hands-on work with learning outcomes development, as well as assessment measurements and rubrics.

Increasing resources. The Division hired an Assessment Coordinator to serve as a resource to the assessment staff and to ensure consistency, as well as compliance with the Vice President's mandate of yearly assessment. She also facilitates an Assessment Council comprised of staff members from the Division's four areas: Enrollment Management, Student Life, Student Services and Technology; that group works to increase assessment expertise and build sustainability throughout the Division.

7: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

San José State University is the oldest university west of the Mississippi river. No institution could flourish for that long without embracing changes in the ecology of higher education. Here, we describe the financial and social factors influencing SJSU and our response.

Financial Viability (CFR 3.4)

Funded primarily by the California's General Fund, SJSU continues to adjust to the downward trend in the state funding contribution to overall costs, which is now less than 50% of the cost of educating our students (compared to 100% when the state's Master Plan for Higher Education was created in 1960). Of our $582 million consolidated budget, 50% comes from the Operating Fund; campus auxiliaries account for nearly 25% and campus revenues another 22%. In the recent economic downturn, we experienced budget reductions and accumulated a $33 million structural deficit by funding ongoing operations largely at pre-reduction levels with one-time funds. However, a two-year campus budget reduction plan (2012-13 and 2013-14) has eliminated this deficit and beginning in FY 2014-15 we anticipate continued positive financial stability.

State General Fund Contribution to SJSU Budget

Beginning with FY 2013-14, SJSU benefited from the passage of Proposition 30, which allowed the CSU to reverse the $250 million budget reduction distributed to campuses at the start of that year. With the increased Prop 30 revenues, Governor Brown has committed to annual 4-5% increases to the CSU budget for the next four years, with the CSU receiving 5% increases in 2013/14 and 2014/15, and 4% increases in 2015/16 and 2016/17. In addition, the Legislature has continued to support higher education by providing CSU a 4% funding increase for FY 2014/15, totaling $142 million to the CSU. With the additional funding, the CSU has prioritized enrollment growth, employee compensation, student success and completion and critical infrastructure needs.

Enrollment growth. The budget augmentation enabled SJSU to increase the state resident student population by 450 full-time equivalent students (FTES) (see Table 7.1) and enabled the University to allocate approximately $4.2 million in additional permanent funding to the Academic Affairs Division to meet instructional needs.

Table 7.1 Budget augmentation for 2014-2015.						
FTES	**2013-14 Budget**			**2014-15 Budget**		
	Base	Surplus	**Total**	Base	Surplus	**Total**
Resident	21,298	1,065	**22,363**	12,748	762	**22,510**
Non-res	1,607	--	**1,607**	1,927	373	**2,300**
Total	22,905	1,065	**23,970**	23,675	1,135	**24,810**

Employee compensation. In 2013/14 and 2014/15 the CSU funded a 1.34% general salary increase for employees--the first in over 7 years. For 2014/15 the CSU also added funds for a general salary increase, allocating to SJSU (at the time of this writing) slightly over 1% while the Trustee's CSU Support Budget indicates a 3% general salary increase. While the final allocation will follow the completion of agreements with our multiple bargaining units, the renewed investment in SJSU's faculty and staff helps ensure SJSU's sustainability.

Infrastructure. Changes the Capital Financing Framework providing CSU financing flexibility that will more readily facilitate capital improvement projects. In addition to four major building projects underway (see Appendix 7.1) that provide needed upgrades to our aging physical plant, the campus has begun an update of our Facilities Master Plan.

Other Funding Sources (CFR 4.7)

In order to address the changing environment of higher education and to ensure our long-term ability to meet our mission we are working on four integrated approaches:

Robust Development Activity. Our Advancement Division recently completed the Acceleration Campaign, surpassing its goal of $200 million by raising $208,863,349.

Aggressive recruitment of non-resident students. For fall 2014 we are enrolling nearly 2000 non-resident students, among the highest in the CSU, and nearly double where we were two years ago.

Expanded revenue from extended education degree and certificate programs. The CSU has recently been audited for its policies governing uses of extended education (self-support) program revenues. In response, CSU released its most recent Executive Order (EO 1099, June 2014) with new guidelines for using this revenue to support the campus mission. We have recently begun to move more aggressively into developing advanced (graduate level) certificates for a variety of professional development and advancement needs. Our current catalog of certificate and online professional degree programs shows offerings in Business, Engineering, Science, Library/ Information Science, Education and Health. We are preparing to launch a major CyberSecurity initiative as well and completed a cluster hire of tenure

track faculty in six colleges to support this effort. Our summer CyberCamp is one example of our entrepreneurial steps we are taking to incubate programs that prepare students for emerging careers in areas of national need.

Expanding our reputation and productivity as a research-producing university. The SJSU Research Foundation's most recent summary of proposal and award activity (May 2014) reports 301 funded proposals for $54.5 million, among the top CSU campuses. In the coming year we are planning to re-organize elements of our Academic Affairs Division to increase emphasis on and support for SJSU's research productivity, both in grant seeking and in creating greater opportunities for students to engage in research with faculty.

Funding Priorities and Strategies (CFR 3.4)

Guided by our Vision 2014 goals, we funded the following campus priorities for 2014-15:

Revised College Funding Model	$4,186,999
Vision 2017: Agility-Tech-Digital Media Broadcast	$49,248
Vision 2017: Helping & Caring Patrol Staff	$259,690
Vision 2017: Helping & Caring Blue Light Phones	$550
Vision 2017: Helping & Caring Emergency Broadcast	$25,000
Vision 2017: Helping & Caring Int'l Students	$320,986
Vision 2017: Helping & Caring Legal Counsel	$224,000

The $4.2 million investment in the new College Based Funding Model demonstrates our prioritization of ensuring adequate funding for instruction. It reflects changes in budgeting to the Academic Affairs division based upon an updated analysis of the cost of instruction and is in addition to the funding that accompanies the increase to colleges that comes with additional FTES.

Complete information on the SJSU budgets from 2007 to present are available at SJSU's Finance website. These reports also include descriptions of SJSU's auxiliary units and their contributions to the overall budget.

Academic Affairs Sustainability (CFRs 3.3, 3.5)

SJSU recognizes the role of faculty and staff development in sustaining the university. To that end, SJSU provides faculty training and support, and ongoing instructional development activities through the Center for Faculty Development (see Appendix 7.2).   In addition, to develop leadership from within the faculty and staff, the Provost office has supported an Academic Affairs Leadership Development Group (see Appendix 7.3). In recognition of SJSU's disproportionately low ratio of tenure/tenure-track to temporary faculty, the Provost has increased hiring of tenure/tenure-track faculty. The Office of Faculty Affairs has mapped the recruiting process to the Diversity Master Plan (see Appendix 7.4). Finally, the Library provides access to information and technology resources for the entire campus (see Appendix 7.5).

Anticipating to the Changing Ecology (CFR 4.7)

In anticipation of changes to higher education, President Qayoumi has produced two white papers that are particularly sensitive to our Silicon Valley entrepreneurial and innovation environment. As *Vision 2017* goals and program initiatives suggest, we are working to prepare the university to be "innovation ready" and to "disrupt the status quo." In particular, we will focus on elements of "restructuring curricula" to meet emerging needs in the high tech, globalized economy: 1) 21st century skill development; 2) greater use of problem based learning; 3) robust university community collaborations; and 4) integrating communication technologies to better track and assess learning outcomes between the university and the communities where our graduates live and work.

Online Course Modalities

Echoes of this approach are seen in two recent projects that garnered significant media attention: our "flipped class" collaboration with non-profit Harvard/MIT EdX and our SJSU/Udacity pilot project, both started in 2012-13. These ambitious initiatives attempted to address one impediment to student success: significant failure to pass key entry-level classes in the first attempt. The EdX approach tested the "flipped class" model where students viewed the EdX lectures and materials as homework, and then completed in-class problem sets in supervised group work during class. The Udacity approach aimed to expand 24x7 ("anytime, anywhere") access to critical bottleneck or gateway courses. In this modality, students could work, self-paced, through scripted problem sets and take mastery quizzes at regular intervals. In theory, this would enable students to progress more efficiently toward graduation without incurring the costs associated with retaking classes. An added benefit would accrue from freeing up limited classroom capacity for other incoming students.

Outcomes were mixed. The SJSU/EdX course was successful from the start. In fall 2012, 91 percent of students passed the gateway electrical circuits course, compared with pass rates as low as 55 percent in conventional classes. The flipped class has been offered each term since with similar results. Students appear to benefit from the interactive online "homework" combined with the pressure to keep up in order to contribute to group work in class. Udacity results were promising in some cases, less so in others. The original goal of the partnership was to develop online versions of these gateway or bottleneck courses for credit at an affordable price ($150 per course). With Udacity instructional designers and tech support, SJSU provided stipends to faculty members to create the curriculum, assignments and exams for five courses: remedial math, GE math, and the introductory courses for statistics, psychology and computer science. As seen in the NSF report in Appendix 5.7, results were mixed. Initial pass rates for the first three courses fell well below those of the campus-based courses. Problems with student access to computers and motivational problems hindered some from staying on track. Pass rates in the psychology and computer science courses improved with the addition of a more detailed orientation and mandatory

assignments, equaling or bettering standard classroom performance. Though for-profit Udacity has changed corporate direction and we have mutually agreed to suspend that partnership, SJSU faculty continue to use the remedial math, computer science, and psychology curriculum successfully as part of our regular offerings. We remain open to expanding these efforts.

Student Diversity (CFR 1.4)

SJSU is one of the most diverse campuses in the country; we see this daily in the faces of the students and hear it in the multilingual buzz of voices on campus. By some estimates, students in our area speak more than 100 different languages. And SJSU has always recognized and respected this diversity, as is evident in the student organizations representing a broad range of ethnicities, religions and sexual orientations. SJSU is fortunate to have a diverse student body and has sought to create a valuable multicultural education experience for all students. In 2009, SJSU finalized an Inclusive Excellence/Diversity Master Plan to change how we recruited faculty, welcomed students, and trained employees. As WASC noted, the plan "was an accomplishment of which the university can be justly proud." Unfortunately, the finished document landed in the Office of the President just before two executive transitions over a three-year period, hindering implementation.

In recognition that changes proposed in that plan required leaders with clout, in spring 2013 President Qayoumi replaced the Campus Climate Committee with the President's Commission on Diversity, chaired by the provost and vice president of student affairs. However, as the commission was starting in fall 2013, the San Jose Mercury News published the first media account of an alleged hate crime against an African-American student at SJSU. The revelations were met with campus protests, as when many students joined a march from the dorms to a joint news conference called by the President and the local chapter of the NAACP and when members of the administration met with students in a community meeting in the student dining hall. In response, over the course of the next eight months, four inquiries into the events and circumstances leading up to and including the alleged hate crime were conducted. These included a police investigation, fact finder's investigation, task force hearings, and California Assembly Select Committee on Campus Climate hearings. The SJSU Special Task Force on Racial Discrimination played a leading role in shaping our plans. A well-respected retired judge chaired the group, whose 18 members included San José State students, faculty and staff; the CSU Dominguez Hills President; the CSU Los Angeles Vice President of Student Affairs; a Humboldt State professor; and the Director of the Santa Clara County Office of Human Rights. Following a review of existing documentation and interviews with faculty, staff and students, it issued a report offering more than 50 recommendations. In response, the president's cabinet and the Academic Senate created an action plan based on the task force's recommendations and the President named the Commission on Diversity as the implementation body and promised regular reports.

Shared Governance (CFRs 3.8, 3.10)

This turmoil, in conjunction with five years of budget cuts, ambitious new graduation goals, exploration of online teaching alternatives, and leadership changes (see Appendix 1.2) escalated tensions on campus. In this climate, and reflecting the tradition of shared governance and faculty commitment to the institution, our Academic Senate passed a resolution in November 2013 noting that "a series of conflicts over the last year has highlighted issues related to communication and transparency." The Senate resolution invited new CSU Chancellor Tim White to "undertake a prompt review of SJSU governance." Following his investigation (in May 2014), the chancellor issued an open letter encouraging the campus community to engage in "authentic consultation." His letter identified six needs and provided an action plan articulating the steps university leaders would take to ensure authentic consultation occurs, reflecting SJSU's long tradition of shared governance. Among these actions are a position paper on shared governance and a matrix specifying who will be consulted on matters such as curriculum and campus-based fees. With these measures, SJSU is poised to achieve the Academic Senate's original goal for the administrative review process, that of directing the University's energy toward "our core mission, to serve our students and community."
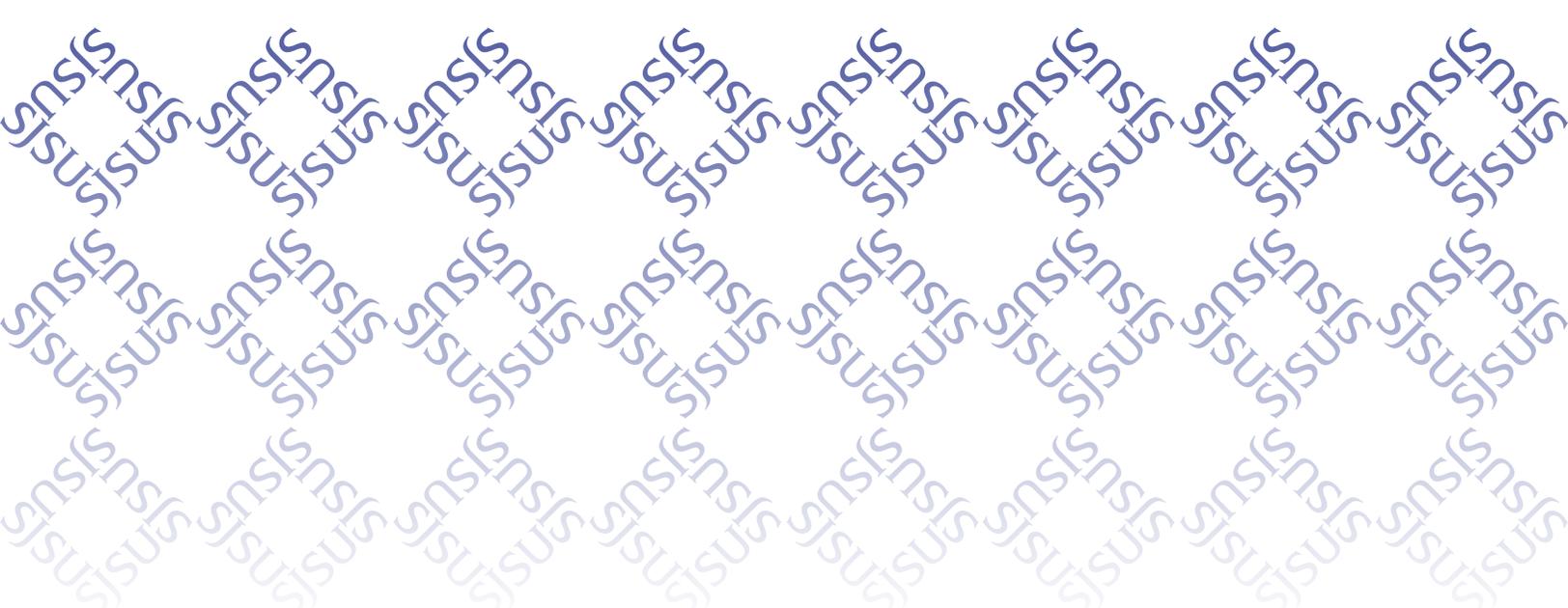
8: Conclusion: Reflection and Plans for Improvement

No institution could flourish for 150 years without embracing and adapting to changes in the ecology of higher education. Over the past 7 years, SJSU has approached these changes with an entrepreneurial spirit and with great faith in its foundation of talented, dedicated faculty and staff, its strong tradition of shared governance, and its motivated, resourceful students. Many of them are place-bound and SJSU is their only realistic hope for higher education. In conducting this self-study, SJSU has acknowledged progress through a difficult economic period and identified areas of challenge for the future and begun to outline strategies for meeting these challenges and improving our service to our students and to Silicon Valley.

Areas of Challenge

Exemplified by President Obama's proposed rating system for universities and colleges and by the recent WASC focus on competency at graduation, institutions of higher education are increasingly accountable for the learning they produce rather than the processes they follow. At the same time, universities face funding challenges at all levels along with new and disruptive technologies.

To meet the former challenge, SJSU must integrate the core competencies, ULGs, and PLOs within the majors and within General Education to provide a consistent infrastructure for direct assessment of oral communication, critical thinking and quantitative reasoning. We believe that capstone experiences may provide a means to deepen student learning, promote student success and provide an effective and affordable assessment strategy

To meet the latter challenge, SJSU must continue to embrace new technology and new fields of learning with creativity and ambition that reflect the innovative, entrepreneurial environment of our Silicon Valley home. Some entrepreneurial ventures don't succeed as well as hoped, but prudent attempts to innovate, experiment, and change are the true hallmarks of a learning organization and we must continue to pursue them.

Finally, to continue to serve our diverse student body well, SJSU must continue to strive to reduce the achievement gap for URM students. Like so many other CSU campuses, SJSU struggles with this difficult problem. Factors contributing to this gap may include a lack of sufficient mentors and role models, feelings of exclusion (by both minority and majority group members)

and concerns about campus climate. SJSU must continue to use curricular and co-curricular means to provide support to students and use accurate and effective analytics to determine courses of action.

Areas of Success

Completion of the self-study has also yielded numerous areas of accomplishment and points of pride in our institution. Since our last review we have developed extensive and rich performance data and displayed it transparently on public websites. A rich array of metrics and student success information is available for guiding programmatic responses.

SJSU is a strong, engaged, progressive institution that has relied on faith in itself and its strong tradition of shared governance to help weather many recent challenges. We will continue to do so with abiding appreciation for the dedication and hard-work of a relatively underpaid faculty and staff, the inspiration of our amazing students, and the importance of our mission to the success of our region.

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Appendix

Acknowledgements

This Institutional Report was compiled with the guidance of the WASC Accrediation Steering Committee. This team of dedicated faculty and staff gathered information, provided analysis, and provided innovative solutions. We thank them all for their service to the University.

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