



SAN JOSÉ STATE
UNIVERSITY

Retention & Graduation Initiative Report

November 2011

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I. Overview

San José State University (SJSU) is committed to improve student progress toward graduation and help under-represented students to complete college.

By the fall 2015, SJSU is expected to raise six-year graduation rates by 9% for all first-time freshmen. Graduation rate of Under-Represented Minorities (URM) is expected to improve by 12%. For upper division transfers, the 6-year graduation rate will increase by 6%. Graduation rate of URM transfers will improve by 10%. With these changes, the achievement gaps between URM and Non-URM students will decrease by approximately 3.6% for first-time freshmen and 5.0% for upper division transfers. In this report, URM include African-American, Hispanic, and American-Indian students. Non-URM students, on the other hand, include white and Asian/Pacific Islander students. Students whose race was classified as unknown or other, along with non-resident aliens were excluded. Table A summarizes SJSU's percent improvement in 6-year graduation rates.

Table A: Percent Improvement in 6-year Graduation Rates

	First-time Freshmen				Upper Division Transfers			
	Total	URM	Non-URM	Achievement Gap	Total	URM	Non-URM	Achievement Gap
Fall 2000	42.6%	35.8%	44.8%	9.0%	64.5%	58.9%	66.2%	7.3%
Fall 2009	51.6%	47.8%	53.2%	5.4%	70.5%	68.9%	71.2%	2.3%
% Improvement	9.0%	12.0%	8.4%	3.6%	6.0%	10.0%	5.0%	5.0%

Our plan will strengthen and refocus our culture for undergraduate student success to increase our retention and graduation rates as well as close the achievement gap. Our concerted campus-wide effort will be strategic and research-based, targeting specific critical areas. These areas include, but are not limited to, academic advising, remedial education, first-year experiences for freshmen and transfers, as well as probation and pre-probation interventions. We will actively identify and remove barriers to student success in a timely fashion.

To reduce achievement gaps in degree attainment by CSU's underrepresented students, we anticipate that the annual increase in graduation rates will be approximately 0.8% for all first-time freshmen and 0.6% all upper-division transfers for the next five years (Fall 2003 to Fall 2009). For URM, graduation rates will improve annually between 1.1% for first-time freshmen and 0.9% for upper-division transfers for the next five years.

Figures 1 and 2 show the trends of SJSU 6-year graduation rates. Table 1 describes graduation rates for first-time freshmen in more detail. The grey dashed lines determine the projection toward the 2009 goals. After the fall 2003 cohort, the actual graduation rates had dropped about 2.5% (or 6.7% for URM). As a result, the achievement gap expanded by 6.5% (from 7.2% to 13.7%). In order to reach the fall 2009 targets (achievement gap of 5.4%), overall graduation rate must increase approximately 1.8% annually for the next four years (3.2% annually for URM).

Figure 1: Six-year Graduation Trajectory – First-time Freshmen

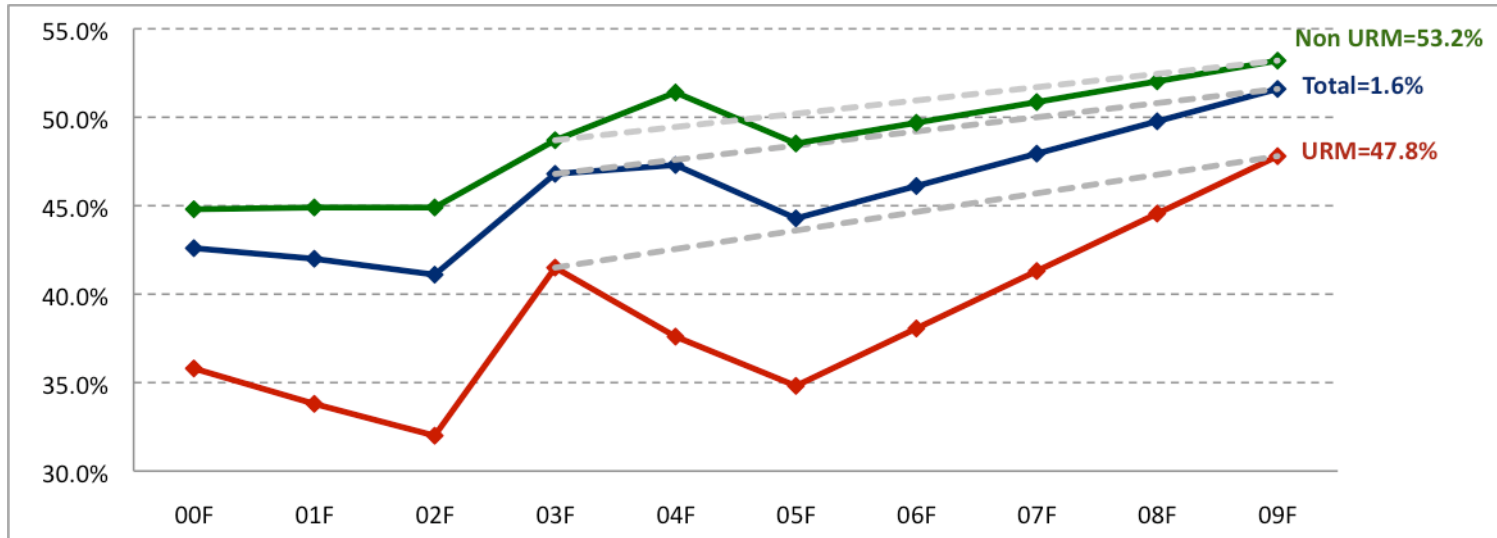


Table 1: Six-year Graduation Rates of First-time Freshmen

	Total			URM		Non URM		Achievement Gap
	Cohort	Actual	Projected	Actual	Projected	Actual	Projected	
Fall 2000	2,287	42.6%		35.8%		44.8%		9.0%
Fall 2001	2,390	42.0%		33.8%		44.9%		11.1%
Fall 2002	2,323	41.1%		32.0%		44.9%		12.9%
Fall 2003	1,668	46.8%		41.5%		48.7%		7.2%
Fall 2004	2,160	47.3%	47.6%	37.6%	42.6%	51.4%	49.5%	13.8%
Fall 2005	2,293	44.3%	48.4%	34.8%	43.6%	48.5%	50.2%	13.7%
Fall 2006	2,436	46.1%	49.2%	38.1%	44.7%	49.7%	51.0%	11.6%
Fall 2007	2,971	47.9%	50.0%	41.3%	45.7%	50.9%	51.7%	9.6%
Fall 2008	3,279	49.8%	50.8%	44.6%	46.8%	52.0%	52.5%	7.5%
Fall 2009	2,446	51.6%	51.6%	47.8%	47.8%	53.2%	53.2%	5.4%

Table 2 shows our six-year graduation rates for upper division transfers. Although the rates improved between the fall 2003 and fall 2004, the achievement gap expanded from 4.6% to 5.1% due to the slower growth for URM. The performance of the recent fall 2005 cohort was also disappointed – decreased about 3%. As a result, the achievement gap expanded to 5.4%. In order to reach the fall 2009 targets (achievement gap of 2.3%), overall graduation rate must increase about 1.3% annually for the next four years (1.1% annually for URM).

Figure 2: Six-year Graduation Trajectory – Upper Division Transfers

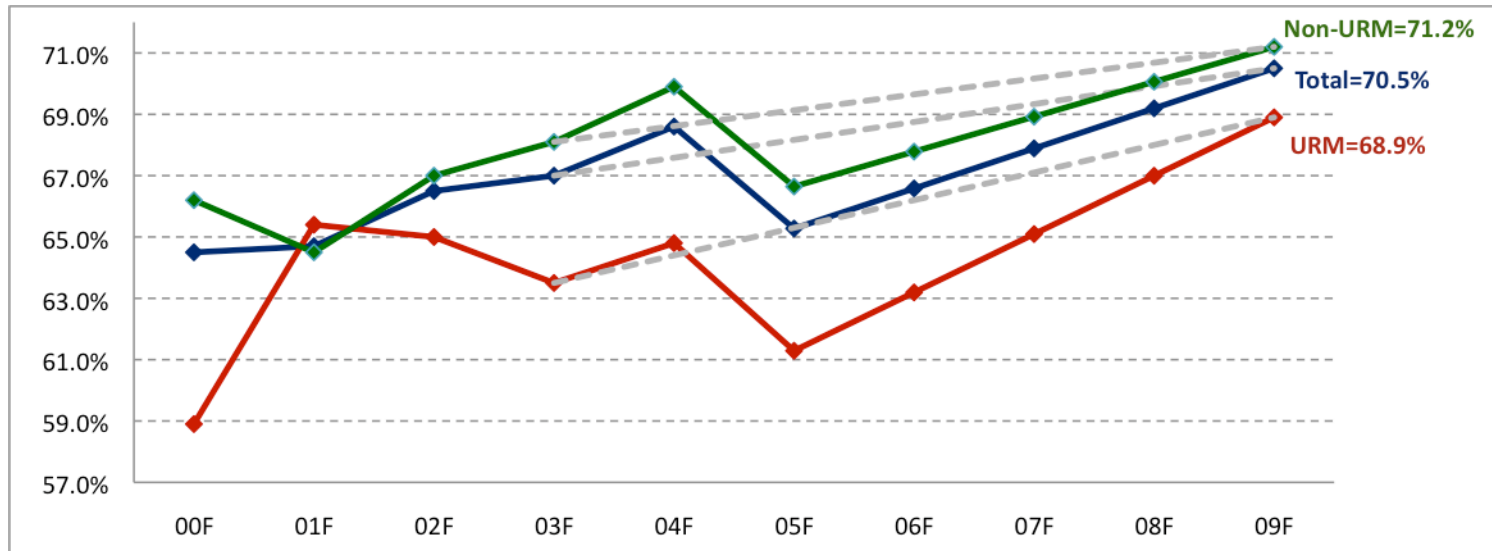


Table 2: Six-year Graduation Rates of Upper Division Transfers

	Cohort	Total		URM		Non URM		Achievement Gap
		Actual	Projected	Actual	Projected	Actual	Projected	
Fall 2000	1,803	64.5%		58.9%		66.2%		7.3%
Fall 2001	1,885	64.7%		65.4%		64.5%		-0.9%
Fall 2002	1,749	66.5%		65.0%		67.0%		2.0%
Fall 2003	1,093	67.0%		63.5%		68.1%		4.6%
Fall 2004	1,543	68.6%	67.6%	64.8%	64.4%	69.9%	68.6%	5.1%
Fall 2005	2,062	65.3%	68.2%	61.3%	65.3%	66.6%	69.1%	5.4%
Fall 2006	1,926	66.6%	68.8%	63.2%	66.2%	67.8%	69.7%	4.6%
Fall 2007	2,245	67.9%	69.3%	65.1%	67.1%	68.9%	70.2%	3.8%
Fall 2008	2,121	69.2%	69.9%	67.0%	68.0%	70.1%	70.7%	3.1%
Fall 2009	1,664	70.5%	70.5%	68.9%	68.9%	71.2%	71.2%	2.3%

Here are the current highlights of our retention and graduation initiative report:

Academic Advising:

- In September 2011, the satellite center for our Academic Advising Retention Services (AARS) unit opened so academic advising for undeclared students, probation students and students seeking general education advising can be centrally located at SJSU in Clark Hall. AARS will continue to strengthen its partnerships with Colleges and critical student support services such as EOP, Counseling Center, Writing Center, Learning Assistance Resource Center, Disability Resource Center and the Career Center.
- The objectives of AARS are aligned to focus on:
 - Coordinating mandatory frosh and transfer orientation;
 - Providing academic advising to undeclared students, including those who do not know what major is for them and those who wanted an impacted major, did not get admitted into this major and were placed in undeclared status by SJSU;
 - Note: As of September 2011, approximately 90% of Fall 2010 assigned undeclared transfers have declared majors. AARS will continue to work with the remaining 10% of this cohort to assist these students on applying to declare a major as soon as possible.
 - Providing General Education advising;
 - Working with Colleges to insure timely progress to student graduation, including data on 120+ majors;
 - Create individualized academic plans for high potential students who are in EOP, ASPIRE and Guardian Scholars, in collaboration with other student support services.
- Student Academic Success Services (SASS) continues to develop strategies for improving student success by coordinating and communicating SJSU 's efforts that promote student success to the SJSU community and our community partners. For Fall 2011, SASS is hiring a Peer Academic Success Services (PASS) Program Director as well as a Writing Specialist and Math Specialist for our Learning Assistance Resource Center (LARC).
- As of academic year 2010-11, all students are required to apply for graduation two semesters before graduation or during the semester in which they reach 120 units, whichever comes first. We are recommending that all students apply for graduation when they reach 90 units. AARS will track 120+ unit students, in partnership with colleges, to make sure that students are completing their remaining coursework according to their academic plans. Advising for all new students during their first year at the university will be required in order to develop their academic plans.
- In February 2011, academic advising surveys created by the Advising Council were administered to a student cohort as well as faculty and staff academic advisors. In October 2011, the results were discussed with members of the Advising Council and Advising Liaisons. Quantitative and qualitative results are available. Please contact Maureen Scharberg for this information.

College-wide Advising Centers:

Currently, there are four college-based advising centers (Business, Engineering, Science and the College of Applied Science and Arts (CASA)). Social Science is in the beginning stages of planning their advising center. These centers are an integral part of student success that provide a range of advising services including major advising, peer advising, tutoring, General Education (GE) advising, probation support and/or referrals to other student services. They are centrally located in buildings that serve their undergraduate majors. The College of Humanities & Arts is currently hiring a staff academic advisor for their Art and Design program.

Remedial Education and Closing the Achievement Gap:

- **Early Start Program:** SJSU has set up an Implementation Team for the Early Start Program and identified a Project Manager. We are working closely with our Enrollment Services “Next Step” team to integrate the implementation with current Admissions and Registration procedures. We have adapted our initial curriculum plans to conform to new requirements from the statewide project team. A primary change was to adapt our two programs to the 15 hours/1 credit hour requirement. This meant eliminating a 2-unit option for Math and shrinking the contact hours originally planned for the English/composition program. Each of the programs will run in three 2-week blocks over the summer. Math remedial instruction will use low cost ALEKS online modules with support from tutors and an instructor. We have identified preliminary ELM test administration dates that will serve the program. A similar two week format for writing instruction, based on modified CSU-created EAP modules currently used in the high school Early Assessment Programs, will be offered for those who require developmental work in writing. During fall semester we will integrate the Disability Resource Center, EOP Summer Bridge and International and Extended Studies in fine tuning the delivery of the program. We have started to plan for hiring faculty and tutors and developing an evaluation system for instructors.
- **STATWAY:** We are one of four inaugural CSU participants in this national pilot project sponsored by the Carnegie Foundation for the Advancement of Teaching. The program is being piloted in 19 community colleges across the country. The goal of the program is to develop a new pathway for students needing remediation in Math using statistics as the foundation for mastering math skills to the level required by the CSU GE Breadth pattern (Area B4). Three faculty members—two in Math and one in Psychology/Statistics—now have 73 students enrolled in three sections and are approaching mid-semester with acceptable passing scores. They are supported by an institutional researcher, the remedial education coordinator and two administrator from the Office of Undergraduate Studies. SJSU is working in partnership with Foothill Community College, also offering three sections. As Foothill is on the quarter system, their instruction is running about one month behind, giving us ample opportunity to collaborate on best practices as we learn. Faculty and administrators attended a five day training institute in July, sponsored by Carnegie, to fine tune the curriculum and learn about both institutional research and support resources for faculty. Faculty will attend another 3-day institute in January.
- **"Stretch" English:** San Jose State is exploring the success that San Francisco State (and other campuses) have had with a version of remediation in writing following the “stretch” model. We have had SFSU program leader Sugie Goen-Salter to campus for a one day workshop for composition faculty and administrators. We recently completed a two day evaluation of all our writing programs by a team from the National Association Writing Program Administrators. We await their final report. Faculty and administrators are now working on plans for the most effective organization of a “stretch” program, adapting what we have learned to SJSU campus practices.

- GWAR Alternatives: We introduced an experimental developmental writing course, using a portfolio approach, two years ago as an alternative to the Writing Skills Test (WST) component of the campus GWAR (EO 665). Because of budget constraints, we offered this new course only in Special Session format. After one year, we examined results, suspended the course for a semester to make some corrections, and re-introduced it as a permanent course in two departments (Linguistics and Language Development 100A, and English 100A). We have been tracking student writing milestones and see improvement over the last five years in the numbers of students who take and pass the WST by both 60 and 90 units, as well numbers of those who take and pass the upper division writing course (100W) by 90 and 100 units. (Data are provided elsewhere in this report.)

Educational Opportunity Program:

- EOP is using GradesFirst database as an early alert system.
- Fall 2011 all first-year Guardian Scholar students were required to attend a 1-unit University Studies 95S (Academic Success) course. It is designed to introduce Guardian Scholars to one another, other Guardian Scholars, their faculty, and to introduce topics that will help them succeed at SJSU. The course content will include important strategies to support student's personal and academic goals.
- Fall 2011, all first-year students who would have been the Summer Bridge 2011 cohort were required to enroll in a 1 unit University Studies 95S (Academic Success) course. It is designed to keep what would have been a summer bridge cohort together, and to introduce topics that will help them succeed at SJSU. The course content includes important strategies to support student's personal and academic goals.
- Fall 2011, EOP launched a small mandatory tutoring program for the students who would have been the summer bridge 2011 cohort.
- In effort to increase the EOP's retention and graduation rates, we have launched two new initiatives: The EOP Mentor Program and the I CAN/I WILL African American and Latino male EOP Retention and Graduation Initiative Fall 2011. The I CAN/I WILL Initiative will pair incoming African American and Latino Males who fall below a 2.6 G.P.A with EOP peer and professional mentors, provide life skills workshops on topics such as financial literacy, and coordinate an all male summit at the end of the school year. The EOP Mentor Program pairs all incoming students who fall below a 2.6 G.P.A. with an EOP peer mentor.
- Spring 2012 EOP will increase the number of EOP tutors from six tutors to thirty to provide a tutoring option specifically for EOP students.
- Restore the Summer Bridge program beginning Summer 2012. Summer Bridge is an intensive five-week residential program comprehensive support program that assists incoming freshmen to complete remedial course work and prepare for the rigors of university work. It typically consists of a five-week residential program that assists EOP incoming freshman in make the transition from high school to the university. Summer Bridge offers courses in math, writing and ethnic studies and academic advising, tutorials, workshops, and other activities are also included in the six-week experience. **Summer Bridge 2011 was cancelled.**

Writing Skills Test (WST) and 100W: During Summer 2011, the Office of Institutional Research has developed a new milestone for our Student Success Milestones (www.oir.sjsu.edu/reports/ssm) that allows us to track for first-time frosh cohort the following data: (1) % of students who passed WST at 60 units; (2) % of students who passed WST at 90 units; (3) % of students who have not passed the WST at 90 units; (4) % of students who have not passed 100W at 90 units; and (5) % of students who have not passed 100W at 100 units. Below is a sampling of the data that we can easily collect. It represents first-time frosh who entered SJSU at the listed fall semester. We plan to use this data to set "progress to degree" benchmarks for passing both the WST and 100W.

First Time Frosh Entering SJSU in...	% of Students who passed WST at 60 units	% of Students who passed the WST at 90 units	% of Students who have not passed the WST at 90 units	% of students who have not passed 100W at 90 units	% of students who have not passed 100W at 100 units
Fall 2003	64.9	88.7	11.3	41.0	28.4
Fall 2004	62.6	87.4	12.6	36.2	24.1
Fall 2005	58.5	89.0	11.0	30.4	20.1
Fall 2006	61.9	90.3	9.7	31.8	22.9
Fall 2007	68.3	92.6	7.3	30.1	21.3
Fall 2008	69.0	94.3	5.7	27.8	20.0

Library Services that support student success:

- A library collection that includes:
 - 87,572 ebooks
 - Over 1.2 million print books
 - 342 databases of journal articles and research data
 - Over 77,000 ejournal titles
 - Over 4 million articles were downloaded from the library collection by students and faculty in the 2010/2011 fiscal year
 - 162 desktop computers are available through a reservation service.
 - 94 laptops with Microsoft Office and SPSS available for students to check out.
 - 26 iPad 2s available for students to check out
 - 37 Group study rooms, which can be reserved.
 - Nearly 200 Libguides (subject specific online guides that help students find the most appropriate materials for their major and for many specific classes).
 - Online course reserves system.
 - Close to 50 online tutorials which answer common student questions such as how to recognize the difference between scholarly and popular articles, how to cite, how not to plagiarize etc.
 - Refworks-an online citation management system that enables students to store and organize their research so that it can be easily accessed and formatted in whatever citation style the professor requires.
 - Interlibrary Services-gives students the capability of getting materials that we do not currently own in a timely manner.
 - Assignment Research Calculator-a time management tool that helps students more effectively manage their time when writing a paper.
 - Embedded librarian in Desire to Learn (D2L)-we are currently experimenting with having library information and librarian assistance directly embedded into the course management system.
 - Extended Hours for students-until midnight during the semester and 24 hours during finals.
 - Opportunity, Connection, and Experience-the library is currently one of largest employers of students on campus. Research indicates that students who work on campus feel more connected and are more successful academically.
 - Mobile website specifically designed for accessing our resources in a mobile format.
 - One on one in depth research consultations available for students
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- Copying, printing, and scanning capabilities
 - Library catalog in three languages
 - Materials for personal enjoyment and enrichment
 - Internship and volunteer opportunities

Information Literacy: The King Library staff teach roughly over 60 classes every semester for English 1B and dozens of 100W classes. The college liaison librarians also teach regular introductory and advanced classes for their particular subject areas. More information on SJSU's Library & Information Literacy Instruction Program can be found at <http://library.sjsu.edu/instructional-services/our-instructional-program> and <http://library.sjsu.edu/instructional-services/assessment-student-learning>.

First-Year Experience Courses (frosh and transfers): We continue to explore strategies for increasing the number of First-Year Experiences for our incoming frosh students. For Summer 2011 frosh orientation, we encouraged incoming frosh to consider enrolling in General Education Area E courses that also have some of the first-year experience themes in them, if an approved First-Year Experience course was not available or did not fit their schedule.

Probation Advising: Probation holds are placed on students' records as soon as they are released by the Registrar's Office (January and June). Colleges that currently do not have probation action plans may consider adopting one of the current plans that are currently being used at SJSU. For example, in the College of Science, if a student is on probation, the student must attend a probation workshop in the College and then meet with a peer advisor during the semester that the student is on probation. Another option is to have them enroll in a course like Science 90T (transfer FYE course). Science 90T provides an infrastructure so these probation students stay on track with their course work. For EOP probation students, EOP advisors are working with major department advisors to develop action plans for this cohort of students.

Pre-Probation Advising: Each college has been encouraged to develop and implement a proactive pre-probation advising strategy. The goal is to prevent students from going on probation by providing them with a combination of additional academic advising (including peer advising), tutoring and referrals to other student services, as appropriate.

Identifying and Removing Barriers to Student Success: Deans and AVPs will continue to report to the Provost their list of barriers to student success from their units, such as challenging gateway courses, too many required courses for the major, or inadequate preparation for the major. The Office of Institutional Research will continue to provide information on high demand courses to colleges and departments so they can manage their enrollment and add sections when needed.

Metrics: During the Fall 2010 semester, SJSU's Office of Institutional Research (OIR) and the Student Academic Success Services (SASS) determined our milestones and on-track indicators (see Appendix 2). OIR and SASS have also created a delivery chain (see page 12), based on CSU Chico's model and a real-time dashboard for our tracking our milestones and their indicators (see page 13).

Predictive Modeling for Retention: The purpose of predictive modeling for retention at SJSU is to develop models that help the campus identify student risk elements after admittance, but prior to enrollment. The risk scoring time occurs before the beginning for the students' first semester - late August/early September. The profile created by each model can be used to match students with the appropriate student intervention, based on the established risk factors. Thus, the primary benefits of this model consist of:

- Identify students most likely to drop out (or likely to persist)
- Identify risk elements or specific characteristics that contribute to non-persistence (for entering class as a whole and for the individual student)
- Use these risk elements to plan and implement targeted, pro-active interventions to prevent student attrition (or match up students with appropriate interventions).

Student Support Services: Because research indicates that the two variables that have the greatest impact on freshmen retention are students learning about study skills and wellness, comprehensive workshops will be offered to all entering students. Student support services (e.g. Counseling,

Disability Resource Center, Career Services) have integrated with orientations, FYE and advising to address the complex and holistic needs of our students. The Advising Council serves as a communication "bridge" between Academic Affairs and Student Affairs with respect to student support services.

Other Tasks: The Provost Office will find additional resources and space for implementing SJSU's strategies for improving student retention and frosh 6-year graduation rates. The Provost has determined the administrative structure for overseeing this project that has resulted in the new division, Student Academic Success Services.

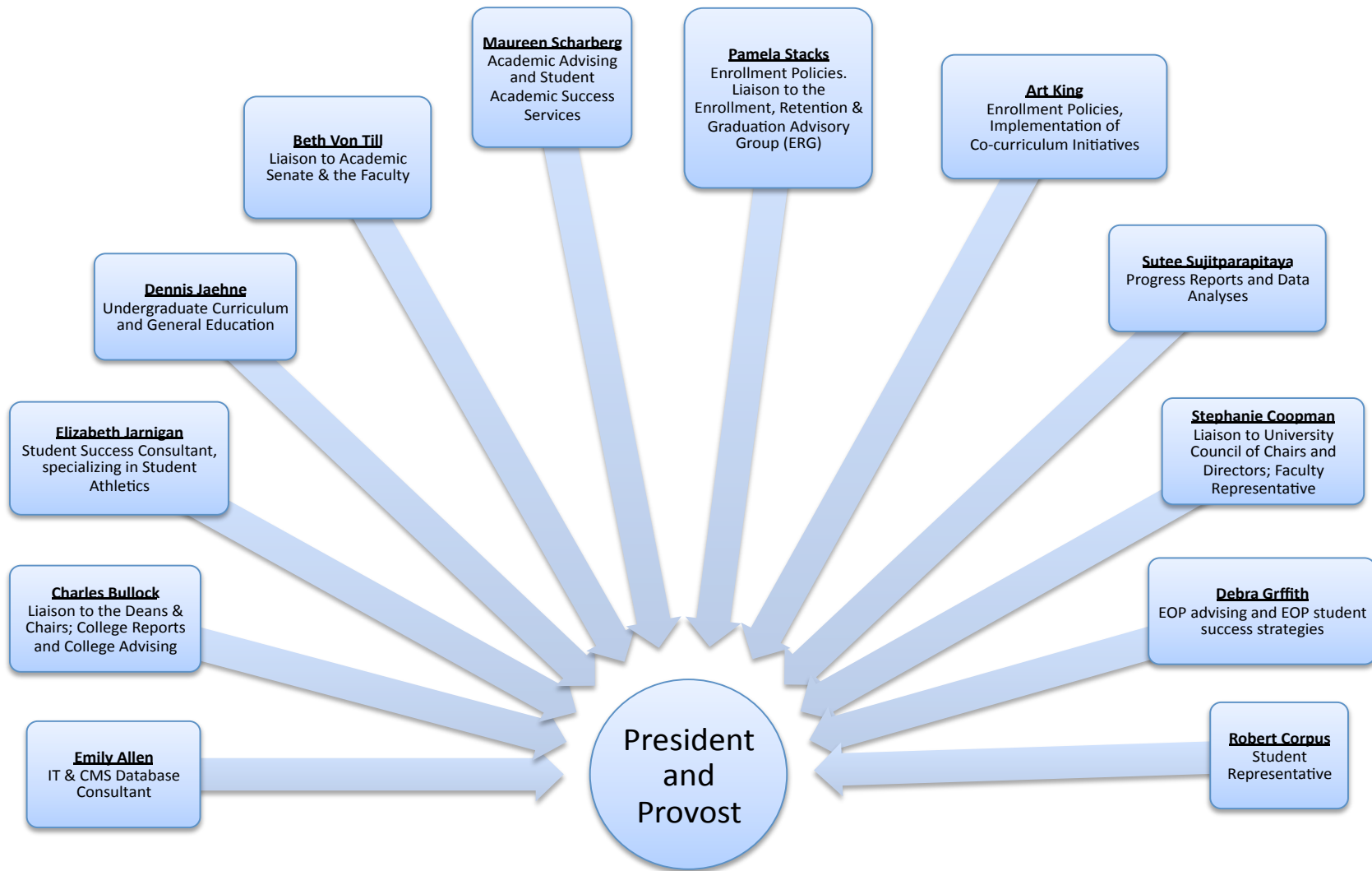
Grant received by Provost's Office: In October 2011, SJSU was awarded a \$2.0M grant from the Asian-American & Native American Pacific Islander Serving Institution (ANNAPISI) Program from the Department of Education, Office of Postsecondary Education. Our grant will strengthen SJSU's culture for undergraduate student success in writing, especially for Asian-American and other Under-Represented Minorities (URM). Our concerted campus-wide effort will be strategic and research-based, targeting specific critical areas. These areas include, but are not limited to, assessing writing success programs on campus, piloting new writing immersion courses, enhancing writing curriculum in GE courses, and training faculty in writing strategies that address the needs of URM students. We will actively seek to provide students with more opportunities for writing at SJSU and foster a campus-wide culture for writing excellence.

SJSU's AANAPISI grant is comprised of six activities: *Activity 1: Development of SJSU Data Collection and Dissemination Efforts to Enable more Data-Based Decision Making; Activity 2: Assessment and Reorganization of the Existing Writing Support Services at SJSU; Activity 3: Reorganization of the Writing Requirements Committee to Focus on "Writing Success"; Activity 4: Development and Testing of a Lower Division Pro-active Writing Workshop Pilot; Activity 5: Faculty Development for Utilizing Effective Writing Strategies to Address the Needs of Asian American, Generation 1.5, and Under-represented Minority Students; Activity 6: Infusing Innovative and Effective Writing Strategies throughout Lower Division General Education Courses.*

II. Delivery Change Assignments

Table 3: Responsibility and Delivery Chain

SJSU Graduation & Retention Team = Higher Graduation & Retention Rates!



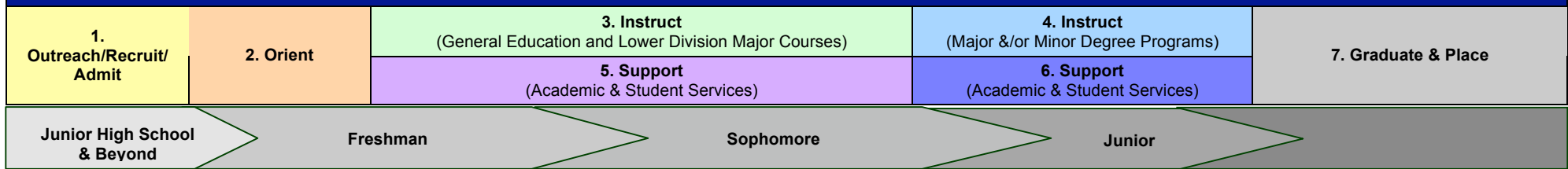
Retention and Graduation Team Members

1. **Gerry Selter** (Team Lead), Provost and Vice President, Academic Affairs: is responsible in providing the information on a fiscal allocation.
2. **Emily Allen**, Associate Dean, Charles W. Davidson College of Engineering: will serve in an advisory role to develop and implement information technology tools using SJSU's CMS student database.
3. **Charles Bullock**, Dean, College of Applied Sciences & Arts: responsible for developing a “delivery chain” from the chairs to the deans, publicizing activities of delivery team. All departments will be encouraged to ramp up advising in the majors and to create a reporting mechanism.
4. **Stephanie Coopman**, Chair of the University Council of Chairs and Directors and Chair of Communication Studies: will provide faculty representation, input and dissemination through the University Committee of Chairs and Directors.
5. **Robert Corpus**, Student Representative and Student Assistant, Student Academic Success Services, will bring his efforts to provide peer buddies for new transfer students.
6. **Debra Griffith**, Director of EOP: will oversee advising and student success strategies and services that bridge between student Student Affairs and Academic Affairs to increase student success for this cohort of high potential students.
7. **Elizabeth Jarnigan**, Associate Athletics Director, Student Services: will serve in an advisory role to identify and implement tutoring, mentoring and advisement activities to improve student retention and graduation.
8. **Dennis Jaehne**, Associate Vice President, Undergraduate Studies: is responsible for identifying and implementing undergraduate curricular policies to promote graduation, for improving/revising GE advising, for assessing student learning to ensure that academic quality is not lost as the university implements the efficiencies required to increase graduation rates, and communicating progress to Provost and President.
9. **Beth Von Till**, Chair, Academic Senate and Lecturer in Communication Studies: will work as a liaison with the Senate for reporting out. Beth also will also work with Dennis Jaehne and Maureen Scharberg to provide a faculty perspective.
10. **Maureen Scharberg**, Academic Vice President, Student Academic Success Services: oversees Student Academic Success Services, which currently includes Academic Advising & Retention Services, Student Athlete Success Services, Writing Center, LARC, EOP, Guardian Scholars, Trio's ASPIRE, Trio's McNair Scholars, and the Peer Mentor Program.
11. **Pamela Stacks**, Associate Vice President, Graduate Studies & Research: responsible for identifying, implementing and tracking enrollment policies that would encourage graduation and serve as a liaison to the Enrollment, Retention & Graduation (ERG) Advisory Group to the Provost.
12. **Art King**, Associate Vice President, Student Services: will be responsible for identifying and implementing enrollment policies and co-curricular initiatives to support student success.
13. **Sutee Sujitparapitaya**, Associate Vice President, Institutional Research: will provide progress reports on the impacts of campus wide initiatives and data analyses on improvement of graduation rates and key performance indicators.

Contact information is in Appendix A

San Jose State's Delivery Chain (Adapted from CSU Chico's Delivery Chain model)

Goal: Increase 6-year graduation rates by 9% for first time frosh and by 6% for transfers;



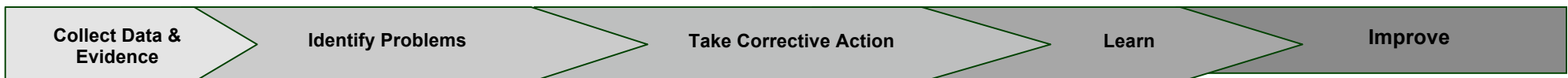
Delivery Chain Elements

1	2	3	4	5	6	7
Outreach: Interact with high quality & high potential prospects Recruit: Interact with students most likely to succeed at SJSU Admit: Messaging through MySJSU Financial Aid Scholarships	Orientation introduces student to academic & student services; academic programs, elements of student success. SJSU Convocation: get connected; introduction to SJSU community	General Education: • Structure/Scheduling/ Achieving Learning outcomes • Lower Division Gate-way Courses First -Year Experience	Degree Programs: • Structure/Scheduling • Achieving Program Outcomes SJSU Studies	Communicate Academic & Student Service Infrastructure -> Identify and promote support systems to ensure communication and cooperation -> focus on academic and social integration -> focus on student needs from perspective of student experience Promote electronic service delivery	Graduation requirements by degree program Use degree audit information to monitor progress to degree	Placement of Graduates: *Post-baccalaureate studies * Professional Studies * Graduate Studies * Careers
Academic Services: Academic Advising & Retention Services, Articulation, Student Athletic Success Services, Learning Assistance Resource Ctr, Writing Ctr, Student Academic Success Services, Department Advising, College Advising Ctrs, Library Services Student Support Systems: EOP, ASPIRE, LSAMP, MEP, Residential Learning Communities, Veterans Services Student Services: Admissions, Registrar's, Finan. Aid, Bursars, Counseling, Disability Resource Ctr, Campus Life, Career Ctr ., Health Ctr						





































8 Student Monitoring Through Office of Institutional Research: comprehensive, web-based, real-time;

Milestones and Leading Indicators: Disaggregated by FTF and Transfers; By URM and Non-URM

% of FTF and new Transfers completing registration during summer orientation	% of students completing remediation at the end of the first year	LLD 1 (Fall) to English 1A (following Spring) Completion Rate	Frosh to Sophomore Retention	Sophomore to Junior Retention	Junior to Senior Retention	4 and 6 year Graduation Rates (for both FTF and Transfer Cohorts)	Student Success Measures
% of FTF and new Transfers who enroll (census)	Grade distribution in first semester remedial courses; pass/fail rates	% of students retained from the first to second semester	% of students who successfully complete Areas B1, B2, and B3; % of students who successfully complete Area B4	% of students who pass WST at 60 units	% of students who pass WST at 90 units	6 and 8 year Graduation Rates (for both FTF and Transfer Cohorts)	
	Grade distribution in first year remedial courses; pass/fail rates	% of students earning 30+, 24+, and 20+ units at the end of their first year	% of students who successfully complete English 1B		% of students who pass 100W at 90 units		
Measures of student engagement/Involvement, including work on/off campus; time allocation; enriching experiences (NSSE Survey); GPA; Academic Standing							



SJSU Student Success Milestones (as of February 22, 2011)

Milestones	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Selection(s)
 1 Orientation	% of admitted students registered during orientation 	% of students registered during orientation and enrolled in the fall 				Cohort Year: [] Academic Support: <input type="checkbox"/> EOP <input type="checkbox"/> MUSE <input type="checkbox"/> Science 2 <input type="checkbox"/> HUM 1A <input type="checkbox"/> MEP <input type="checkbox"/> CELL <input type="checkbox"/> ELCAS <input type="checkbox"/> Science 90T College: <input type="checkbox"/> All Colleges <input type="checkbox"/> College of Applied Science & Arts <input type="checkbox"/> College of Business <input type="checkbox"/> College of Education <input type="checkbox"/> College of Engineering & the Arts <input type="checkbox"/> College of Humanities & the Arts <input type="checkbox"/> College of Science <input type="checkbox"/> College of Social Sciences <input type="checkbox"/> Undergraduate Studies
 2 Remediation	% of students completing English remediation at the end of the 1 st year 	% of students completing Math remediation at the end of the 1 st year 	% of students completing both Math and English remediation at the end of the 1 st year 	% of English 1A Completion after successfully completing LLD 1 at the end of the 1 st year (English Remediation) 		
 3 Coursework	% of students earning 20+ units at the end of their 1 st year 	% of students earning 24+ units at the end of their 1 st year 	% of students earning 30+ units at the end of their 1 st year 	% of students on probation at the end of their 1 st year 	% of students on probation at the end of their 2 nd year 	
 4 GE Bottleneck	% of students who successfully complete Areas B1 at 60 units 	% of students who successfully complete Areas B2 at 60 units 	% of students who successfully complete Area B4 at 60 units 	% of students who successfully complete English 1B at 60 units 	% of students on probation at 60 units 	
 5 Retention	% of students retained from the first to second semester 	1-year Retention Rates 	2-year Retention Rates 	3-year Retention Rates 	4-year Retention Rates 	
 6 WST & 100W	% of students who pass WST at 60 units 	% of students who pass WST at 90 units 	% of students who did not pass WST at 90 units 	% of students who did not pass 100W at 90 units 	% of students who did not pass 100W at 100 units 	
 7 Graduation	4-year Grad Rates 	6-year Grad Rates 	8-year Grad Rates 			

III. Identification of Actions and Expected Impacts

Table 4: Current Actions and Expected Outcomes to Improve Access to Success

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	OUTCOMES
Academic Advising			
Assessment of advising on campus. <i>(low impact)</i>	Advising Council	Spring 2009	Began planning another advising assessment project during Fall 2010. In February 2011, conducted two advising surveys, one for students and one for advisors.
Yearly advisor training for new faculty; regular training for all advisors and networking events for faculty and staff who support advising. <i>(medium impact)</i>	Advising Council, Advising Liaisons, AARS (Academic Advising & Retention Services), Student Academic Success Services (SASS)	Spring 2009	For Fall 2011, the following workshops are being offered: First-Generation Students, General Education Advising, Reinstatement, Inpaction.
Promote a variety of graduation workshops. <i>(small impact)</i>	AARS & Office of Registrar	Fall 2009	The Office of the Registrar will hold four graduation workshops during Fall 2011 semester .
Continue to develop more on-line advising resources. <i>(small impact)</i>	AARS Advising Council	Fall 2009	AARS continues to update these materials.
Assess undeclared advising strategies, noting those who do not know what major is for them and those who wanted an impacted major but did not get admitted into this major and were placed in undeclared status by SJSU. <i>(medium impact)</i>	Admissions, SASS, Undergraduate Studies, AARS, Career Center, Associate Deans, Departments	February 2010	For Fall 2010 transfer undeclareds, the goal is for this cohort to declare a major by Summer 2010. Over 62% of the Fall 2010 cohort have declared majors.
Develop strategies for scaling up first-year experience courses such as Sci 2, EdCo 4. <i>(small to medium impact)</i>	Academic Affairs Student Services	Spring 2010	We continue to explore strategies for scaling up our first-year experiences.
Assess and maintain accuracy of Degree Audit and promote student use. <i>(small impact)</i>	AARS, SASS, Undergraduate Studies, Registrar Departments	Fall 2010	During Fall 2010, Student Affairs and Academic Affairs developed a strategy to improve the accuracy of Degree Audits.
Develop and implement strategies for our high-potential cohort of URMs in EOP and Trio's ASPIRE	EOP, Trio's ASPIRE, SASS, AARS, LARC	Fall 2010	EOP External Review conducted August 2010.
All new students meet with an advisor within first year to create 4 year (two year for transfers) graduation plan. <i>(medium impact)</i>	AARS Department Advisors Advising Council	Fall 2010	Estimate decrease in time to degree. Create culture of graduation. Will be piloting this effort with the College of Applied Science and Arts Spring 2011.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	OUTCOMES
Academic Advising (continued)			
Assign risk scores to all new students based on graduation rate of students within their cohort (e.g. entering GPA, high school, ethnicity and gender, remediation. Based on risk profile, interventions will be implemented. <i>(medium to high impact; highest impact for high risk students)</i>	AARS Advising Council Office of Institutional Research (OIR)	Summer 2011	
Plan and develop student success information technology tools utilizing the CMS student database. <i>(high impact)</i>	Academic Affairs/Student Affairs Academic Data Management Team	Spring 2011	Will postpone in order to implement the next version of CMS system-wide in Spring 2012.
Implement on-line training materials for faculty and staff academic advisors. <i>(low to medium impact)</i>	AARS, Advising Council Advising Liaisons	Spring 2011	All Spring 2011 advising workshops will be posted on-line as training materials.
Create a central AARS Satellite Center for undeclared majors <i>(medium impact)</i>	Academic Affairs, AARS, SASS, Advising Council	Fall 2011	Completed Fall 2012
Initiate early alert program and promote intrusive advising and tutoring. <i>(medium impact)</i>	AARS, EOP, Student Athletic Success Services	Fall 2011	Already piloted in Student Athletic Success Services during Spring 2010. EOP will implement in Spring 2011.
Taking advising to the students (e.g. GE advising in the colleges, parking garages, housing) <i>(small to medium impact)</i>	AARS College Advising Housing Advising Council	Fall 2011	

Remediation (EO 665)			
Summer bridge program for remedial students. <i>(medium impact)</i>	Chancellor's Office Undergraduate Studies Student Affairs	Summer 2012	SJSU's Plan was submitted to the Chancellor's Office in November 2010.
For incoming frosh who are remedial in English at the start of the fall semester, offer a 6-unit "stretch course" that combines a 3-unit General Education course to address the English remediation in the fall semester and follow this course by an English 1A course in the spring semester. <i>(medium impact)</i>	Undergraduate Studies English Department Writing Requirements Committee	Fall 2012	Increase student success of remedial students.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Barriers to Student Success			
Identify "bottleneck" courses. <i>(medium impact)</i>	Deans, OIR, Associate Deans Department Chairs	February 2010	Bottleneck courses are identified on OIR website and helped manage our enrollment.
Identify "bottleneck" student procedures. <i>(medium impact)</i>	AARS, Associate Deans, Advising Council, Registrar	February 2010	As of July 2010, all graduation applications go directly to the Registrar's, by-passing AARS.
Identify barriers for student success in academic units, such as remediation, failure rates in gateway, courses, etc. Reports will be given to the Provost Office. <i>(medium impact)</i>	Deans Academic Affairs Student Affairs Office of Institutional Research	Spring 2010	In Spring 2011, we are testing our new milestone indicator dashboards that will identify barriers for various student cohorts.
Implement action plan to reduce barriers to student success. <i>(medium to high impact)</i>	Academic Affairs Student Affairs	Fall 2010	Will need additional resources.
Probation Policies			
Determine programs that have high percentages of their majors on probation and create strategies to reduce these numbers. <i>(low/medium impact)</i>	Institutional Research Colleges and Departments	January 2010	Compare the percentages of students on probation each semester and note trends, pending field testing of our new milestone indicator dashboards.
Probation advising holds will be placed on student records as soon as this information is known. <i>(medium impact)</i>	Registrar	January 2010	Piloted in Colleges of Science & Engineering.
Colleges will implement their action plan for probation advising. <i>(medium impact)</i>	College Deans and Associate Deans; Advising Council.	Fall 2010	Monitor students on probation; should observe decrease in number of students on probation.
Counseling Services will offer probation workshops in collaboration with Academic Advising & Retention Services. <i>(low impact)</i>	Counseling Services Academic Advising & Retention Services	Spring 2011	Will track participants in this cohort.
Implement new undergraduate probation policy that streamlines old policy. <i>(medium impact)</i>	Academic Senate; Undergraduate Studies	Fall 2011	
Colleges will implement their action plan for pre-probation advising. <i>(medium impact)</i>	College Deans and Associate Deans	Spring 2012	Monitor students on probation; should observe decrease in number of students on probation.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Student Success Policies			
Analyze baseline data points for retention and graduation rates; create reporting strategies for tracking and reporting our retention and graduation rates on a semesterly basis. <i>(medium impact)</i>	OIR	January 2010	See Section IV: Milestones and Indicators.
The Advising Council will be developing a working paper that defines "Progress to Degree" for the campus. <i>(medium impact)</i>	Advising Council	Fall 2011	Benchmarks will be set for: 1. Undeclared majors choosing a major before reaching 60 units; 2. Apply for graduation at 120 units; recommend apply to graduate at 90 units; 3. Decide benchmarks for taking the WST and completing 100W; 4. Examine the ratio of earned units vs. attempted units.

Student Services			
Improve operations/communications between Student Affairs and Academic Affairs. <i>(low to medium impact)</i>	Academic Affairs Student Affairs	Spring 2010	Student Affairs/Academic Affairs Collaboration Team continues to meet.
Campaign to make graduation part of our culture. <i>(low to medium impact)</i>	Advising Council Orientation AARS Undergraduate Studies	Summer 2010	Started "Make Every Class Count" campaign in Student Academic Success Services and endorsed by President Kassing.
Introduce student services (advising, career services, counseling services) in all FYE courses. <i>(low to medium impact)</i>	Student Affairs, Academic Affairs	Fall 2010	
Provide peer advisors and peer tutoring in every college. <i>(medium to high impact)</i>	Student Academic Success Services, Advising Council	Fall 2011	May need additional resources.
Strongly recommend campus residency for all new frosh. <i>(medium impact)</i>	Housing	Fall 2011	All frosh outside a 30-mile radius of SJSU will live on campus as of Fall 2011.

Table 5: Continuing Actions and Updated Outcomes to Improve Access to Success

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	UPDATED OUTCOMES
Academic Advising			
Identify high unit (150+) students and create individual academic plans for timely graduation. Provide outreach and pro-active advising. <i>(medium impact)</i>	Registrar's Office AARS Departments	Summer 2009	Increase number of students who are graduating. See Appendix C for data.
All students must declare a major by the time they have earned 60 units. <i>(medium impact)</i>	Registrar's Office AARS Department advisors	Fall 2009	AARS continues to monitor these students and places advising holds as appropriate.
All high unit seniors will have advising holds for registration. <i>(medium impact)</i>	AARS Registrar's Office Department advisors	Fall 2009	On-going.
Students who have earned 90 units or more may not change majors except by special permission. <i>(medium impact)</i>	AARS College Advisors	End of Fall 2009 semester	Increase number of students who are graduating.
Inventory & coordinate peer advising programs on campus including departments. <i>(small impact)</i>	Advising Council, SASS	January 2010	All-University Peer Mentor/Peer Educator Supervisor Committee has been created as of Fall 2010.
Sophomore advising focus (fair/open house) <i>(medium impact)</i>	AARS Colleges	March 2010	For Spring 2011, our Sophomore Expo will be held on March 9.
Transfers must declare majors when they apply for admission. <i>(medium impact)</i>	Admissions	Fall 2010	Connect to major advising immediately, but some new transfer students are assigned undeclared.
Remediation (EO 665)			
Students cannot repeat a state-supported remedial course at SJSU. <i>(medium impact)</i>	Registrar Undergraduate Studies	Fall 2009	Less state-supported remedial courses offered. Repeat coursework offered through self support.
Barriers to Student Success			
Provost Office or his designee will identify and prioritize this list and develop an action plan. <i>(low impact)</i>	Provost Office	January 2010	Completed; Student Academic Success Services AVP in consultation with the Provost.
Ramp up graduation evaluations of high unit seniors. <i>(medium impact)</i>	AARS Registrar Departments	January 2010	Ramp up is completed as of June 2010. Updated data provided in Appendix B; will be updated again in June 2011.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Probation Policies			
Determine programs that have high percentages of their majors on probation and create strategies to reduce these numbers. <i>(low/medium impact)</i>	Institutional Research Colleges and Departments	January 2010	Compare the percentages of students on probation each semester and note trends; will be integrated into milestones dashboards.
Probation advising holds will be placed on student records as soon as this information is known. <i>(medium impact)</i>	Registrar	January 2010	Piloted in Colleges of Science & Engineering. Now extended to undeclared students.
Colleges will implement their action plan for probation advising. <i>(medium impact)</i>	College Deans and Associate Deans	Spring 2011	Monitor students on probation; should observe decrease in number of students on probation.
Colleges will implement their action plan for pre-probation advising. <i>(medium impact)</i>	College Deans and Associate Deans	Spring 2011	Monitor students on probation; should observe decrease in number of students on probation.
Student Success Policies			
Students who have met all requirements for graduation prior to any semester in which they are enrolled can drop all their courses with no penalty, and graduate at the next available date. <i>(low impact)</i>	Registrar Department Advisors AARS	Fall 2009	Current policy.
Students who have withdrawn from all of their classes for two semesters in a row, or three semesters in total, will be put on Administrative Academic Probation. <i>(low impact)</i>	AARS	Fall 2009	Current policy.
Send all students an email reminding them to verify the accuracy of their course schedule just before the end of the drop/add periods. <i>(low impact)</i>	Registrar	Spring 2010	Current policy.
Identify and evaluate data needs where we do not already have reports and assess these needs each semester. <i>(low/medium impact)</i>	OIR	January 2010	Result is Section IV: Milestones and Indicators
Eliminate NC grading for English 1A and 1B. <i>(low impact)</i>	Undergraduate Studies	Fall 2009	Academic Senate Policy S10-2.
Any undergraduate or graduate student will not be able to enroll in additional state-supported courses when that student has already met all requirements for his or her declared major. Allow petition process to take additional courses, note that for grad students the periodic offering of electives means that an important course may be offered after units reached and student is working on thesis or project. <i>(low impact)</i>	Registrar	Spring 2010	Current policy.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Student Success Policies (continued)			
Students will only be allowed to return from DQ with a GPA of 2.0 or higher. <i>(low impact)</i>	Academic Senate Colleges	Fall 2011	Academic Senate Policy S10-6.
Student Services			
Phone-a-thon to reach out to all new students within the first couple weeks of classes. <i>(low impact)</i>	AARS	Fall 2008	On-going.
Mandatory orientation programs for frosh and transfers. <i>(medium impact)</i>	AARS Student Involvement	Spring 2009 and Summer 2009	Completed and on-going.
Track financial aid of high unit students and lower the maximum number of units allowed for financial aid. <i>(medium impact)</i>	Financial Aid	Fall 2009	On-going.
Examine Clark Academic Success Center and re-evaluate space to maximize student success. <i>(medium impact)</i>	Provost Office	March 2010	Completed. Clark Hall now houses EOP, Academic Advising & Retention Services Satellite Center, Writing Center, Peer Mentors and Academic Technology.

NOTE: This plan will be evaluated and revised as necessary.

IV. Milestones and Indicators: Indicators will be disaggregated into URM and Non-URM cohorts and have been incorporated into our dashboards that are being developed during Spring 2011 (see page 13).

MILESTONES	INDICATORS (DISAGGREGATED)	WHEN MEASURED?
Complete Registration in Summer Orientation (first-time frosh (FTF), transfers)	% if FTF and Transfers completing registration during summer orientation	After the 1 st semester orientations
	% of FTF and Transfers who enroll in their first semester at SJSU	After 1 st semester census
FTF complete needed English and/or Math Remediation	% of students completing remediation at the end of the first year	After grades are posted at the end of the 1 st yr
	Grade distribution in first semester remedial courses: Pass/Fail rate	After grades are posted at the end of the 1 st yr
	Grade distribution in first year remedial courses: Pass/Fail rate	After grades are posted at the end of the 1 st yr
	LLD 1 (Fall) to English 1A (following Spring) completion rate	After grades are posted at the end of the 1 st yr
Complete Milestone Units of Coursework	% of students earning 30+ units in first year	After grades are posted at the end of the 1 st yr
	% of students earning 24+ units in first year	After grades are posted at the end of the 1 st yr
	% of students earning 20+ units in first year	After grades are posted at the end of the 1 st yr
	Ratio of units completed/units attempted	After grades are posted at the end of the 1 st yr
FTF Completion of Bottleneck Courses in General Education by the end of second year	% of students who successfully complete General Education Area B4*	After grades are posted at the end of the 2 nd year for this FTF cohort.
	% of students who successfully complete General Education B1, B2, B3	After grades are posted at the end of the 2 nd year for this FTF cohort.
	% of students who successfully complete English 1B	After grades are posted at the end of the 2 nd year for this FTF cohort.

MILESTONES	INDICATORS (DISAGGREGATED)	WHEN MEASURED?
FTF/Transfer Retention	% of students retained first semester/second semester	After the 2 nd and 3 rd semester census
	% of students retained first year to second year	After the 2 nd and 3 rd fall semester census
	% of students retained second year to third year	After the census of the 3 rd and 4 th fall
	% of students retained third year to fourth year	After the census of the 4 th and 5 th fall
	% of students retained fourth year to fifth year	After the census of the 5 th and 6 th fall
	% of students retained fifth year to sixth year	After the census of the 6 th and 7 th fall
WST and 100W Progress	% of students who pass WST at 60 units	At the end of the 4th year
	% of students who pass WST at 90 units	At the end of the 5th year
	% of students who pass 100W at 90 units	At the end of the 5th year
Graduation Rates	FTF 6th-year graduation rates	After the census of the 7 th fall
	FTF 8th-year graduation rates	After the census of the 9 th fall
	Transfer 4-year graduation rates	After the census of the 5 th fall
	Transfer 6-year graduation rates	After the census of the 7 th fall

* Realistic, but not accurate due to AP credit.

Forums for Presenting Networking and Communications

- Academic Senate Meetings
- University Committee of Chairs and Directors
- Academic Affairs Management Team
- Council of Chairs in Colleges
- Advising Council
- Student Affairs Management Team

Resources and Support

The SJSU Retention & Graduation Initiative will require support from:

- Office of Institution Research
- Associate Deans for gathering information from deans and chairs
- University Budget Office

The SJSU Retention & Graduation Initiative may need to allocate the following resources:

- To departments for additional advising
- To campus centralized advisement center to hire advisors, tutors and peer mentors

How these resources will be obtained is as yet unknown.

Appendix A -- Delivery Team Contact Information:

Main Campus Address:
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Updated "Super Senior" Graduation Data Appendix B

2011

**Summary of Super Seniors with "Modified" Cumulative Earned Units
of 120 or Higher - Spring 2011**

(prepared by Office of Institutional Research, 07/01/2011)

College	Degree Checkout Status				Grand Total
	AG	AW	PN	(blank)	
Applied Sci & Arts	124	252	283	132	791
Business	73	314	209	69	665
Education	10	30	24	6	70
Engineering	97	132	199	157	585
Humanities & the Arts	68	161	300	174	703
Science	76	79	126	85	366
Social Sciences	21	123	107	47	298
Undergraduate Studies	1	2	1	9	13
Grand Total	470	1,093	1,249	679	3,491

**Summary of Super Seniors with "Modified" Cumulative Earned Units
of 150 or Higher - Spring 2011**

College	Degree Checkout Status				Grand Total
	AG	AW	PN	(blank)	
Applied Sci & Arts	22	41	55	11	129
Business	8	28	23	4	63
Education	-	2	5	-	7
Engineering	14	40	71	18	143
Humanities & the Arts	14	48	89	16	167
Science	22	24	45	7	98

Social Sciences	4	19	11	3	37
Grand Total	84	202	299	59	644

Note:

Applied for Graduation	AG
Approved	AP
Degree Awarded	AW
Denied	DN
Program in Review	IR
Needs to Finish Pending Work	PN
Withdrawn	WD

2010

Summary of Super Seniors with "Modified" Cumulative Earned Units of 120 or Higher - Spring 2010

(prepared by Office of Institutional Research, 06/23/2010)

College	Degree Checkout Status				Grand Total
	AG	AW	PN	(blank)	
Applied Sci & Arts	108	162	420	124	814
Business	81	182	329	87	679
Education	7	8	35	8	58
Engineering	107	61	248	159	575
Humanities & the Arts	120	145	260	167	692
Science	91	36	140	85	352
Social Sciences	20	68	136	56	280
Undergraduate Studies	-	-	-	2	2
Grand Total	534	662	1,568	688	3,452

Summary of Super Seniors with "Modified" Cumulative Earned Units of 150 or Higher - Spring 2010

College	Degree Checkout Status				Grand
	AG	AW	PN	(blank)	

					Total
Applied Sci & Arts	16	28	70	8	122
Business	7	20	26	7	60
Education	-	3	3	1	7
Engineering	34	23	98	21	176
Humanities & the Arts	35	51	91	20	197
Science	19	17	54	11	101
Social Sciences	4	15	16	3	38
Grand Total	115	157	358	71	701

Note:

Applied for Graduation AG
 Approved AP
 Degree Awarded AW
 Denied DN
 Program in Review IR
 Needs to Finish Pending
 Work PN
 Withdrawn WD
 (blank)= no graduation application

Modified Total Cumulative Earned Units = Modified Transfer Units + End SJSU Cum Units

Modified Transfer Units = 70 if Transfer Units is 70 or more, else is the original transfer units

2009

Summary of Super Seniors with "Modified" Cumulative Earned Units of 120 or Higher - Spring 2009

(prepared by Office of Institutional Research, 06/16/2009)

College Long	Degree Checkout Status					Grand Total
	AG	AW	IR	PN	(blank)	
Applied Sci & Arts	71	49	1	533	331	985
Business	152	40		760	241	1,193
Education	8	4		81	24	117
Engineering	90	17		340	371	818
Humanities & the Arts	83	19		401	460	963
Science	37	6		207	180	430
Social Sciences	28	22		350	124	524

Undergraduate Studies	1			1	6	8
Grand Total	470	157	1	2,673	1,737	5,038

Summary of Super Seniors with "Modified" Cumulative Earned Units of 150 or Higher - Spring 2009

	Degree Checkout Status					Grand Total
	AG	AW	IR	PN	(blank)	
College Long						
Applied Sci & Arts	12	12		103	43	170
Business	12	3		103	19	137
Education	1	1		9		11
Engineering	23	16		188	88	315
Humanities & the Arts	28	5		130	91	254
Science	9	2		68	31	110
Social Sciences	4	3		32	10	49
Undergraduate Studies				1		1
Grand Total	89	42	0	634	282	1,047

Note:

Applied for Graduation AG
Approved AP
Degree Awarded AW
Denied DN
Program in Review IR
Needs to Finish Pending
Work PN
Withdrawn WD
(blank)= no graduation application

Modified Total Cumulative Earned Units = Modified Transfer Units + End SJSU Cum Units
Modified Transfer Units = 70 if Transfer Units is 70 or more, else is the original transfer units

Students with 150 units are included in the 120+ numbers.