The evaluation team in conducting its review was able to evaluate the Institution according to Commission Standards and the Core Commitment for Institutional Capacity and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.
SAN JOSE STATE UNIVERSITY
CAPACITY AND PREPARATORY REVIEW TEAM REPORT
December 6, 2004

I: OVERVIEW AND CONTEXT

General Description

San Jose State University (SJSU) will celebrate its 150th anniversary in 2007. It is the oldest public institution of higher education in California, and a member of the California State University system. SJSU enrolls 29,055 students (Fall 2004, 72% undergraduate and 28% graduate), and employs approximately 806 regular faculty, 969 full-time and part-time lecturers, and 1317 staff. SJSU’s most recent reaffirmation of accreditation dates to March 1995. Since then the University has submitted an interim report (1999) and several substantive change proposals (for off-site, distance education, and joint doctoral programs).

The site visit for the current Capacity and Preparatory Review took place on October 13-15, 2004. The members of the visit team were:

- William B. DeLauder, President Emeritus, Delaware State University (Team Chair)
- Teresa M. Shaw, Vice Provost, Claremont Graduate University (Team Writer)
- Geoffrey W. Chase, Dean, Division of Undergraduate Studies, San Diego State University
- Michael P. Groener, Vice President, Business and Finance (ret.), Claremont Graduate University
- Larry L. Loeher, Associate Vice Provost, Director of the Office of Instructional Development, University of California, Los Angeles
- Christina Maslach, Vice Provost for Undergraduate Education, University of California, Berkeley

The team would like to thank the faculty, staff, and students with whom we met during our visit for their time, and for the thoughtfulness and seriousness they have brought to the self-study and review process. In particular we would like to thank Interim President Don Kassing, Robert Cooper, Bethany Shifflet, and the members of the Accreditation Steering Committee for their careful organization of the visit and for their warmth and hospitality.

Quality of the Capacity and Preparatory Report and Alignment with the Proposal

The team found the preparatory report to be comprehensive and thorough. It included much information necessary for evaluating the capacity of the institution in relation to the four standards as well as its preparation for the Educational Effectiveness review process. The team in particular would like to note that the web resources and exhibits were excellent, well organized, and well presented. We recognize the amount of work that goes into a web-based set of exhibits; and were impressed by the result. While it was sometimes difficult to tell from the paper copy of the preparatory report what data or exhibits were available on the website for each section or paragraph, overall the website was very useful.

Regarding the institutional presentation itself, team members all felt that the essays were not as reflective and focused as they could have been, and the report as a whole did not "tell the story" in a clear narrative thread. More importantly, we noticed a "disconnect" between the SJSU proposal for review (written in July 2002) and the preparatory report (completed two years later). The proposal identifies (p. 9) institutional issues and questions, including alignment of budget and academic program planning.
assessing the feasibility of new long-range objectives, assessment of academic programs, student support services, and enrollment management planning. Goals for the University (p. 1) include enrollment growth, new academic partnerships, increasing the visibility of SJSU in the region and as a "destination campus," increasing collaborative programs including joint degrees and international programs, increasing the number of courses and degrees offered through distributed learning, and improving facilities. However, the preparatory institutional presentation claimed a specific focus on enrollment management and support for student success, and there seemed to be no focus on or consensus around the institutional goals stated in the proposal.

Moreover, neither enrollment management nor support for student learning received thorough attention in the preparatory report, which had a broader purpose. While on campus we heard that campus leaders were advised by WASC staff to narrow the focus of the preparatory review from the broad picture of the proposal, but there was no acknowledgement of this issue or discussion of the development of the SJSU community's thinking through this process. Finally, we noted that the two stated themes of the preparatory review, enrollment management and support for student success, seem to have been treated as two separate issues, with enrollment management as a capacity issue and student development, learning, and success as an educational effectiveness issue. The team felt that the two themes are in fact deeply connected, especially at SJSU, and we hope that they will remain integrated as SJSU moves into its Educational Effectiveness Review.

Response to Previous Commission Issues

As summarized in the preparatory report (49-53), the SJSU community has responded well to the issues raised in its last visit and summarized by the commission in 1995: We note in particular the development of a GE curriculum that includes carefully articulated learning outcomes and assessment processes, the appointment of an assessment director, the development of multiple programs and resources that enhance multicultural education and student support, an increase in external support for faculty research, and the new library facilities. In one area the campus has not made as much progress, namely, increasing the percentage of full-time faculty. Clearly the constraints of state funding have impeded efforts to add new full-time lines: We learned, however, that the provost and the academic division are committed to increasing the percentage of fulltime faculty. Evidence of their commitment to making this a top priority is the fact that 90 tenure-track searches are presently underway.

II: EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS

Standard I: Defining Institutional Purposes and Ensuring Educational Objectives

Based on both the Preparatory Review Report and the site visit, the team found that San Jose State University has a clear sense of its educational mission and its core values, which are widely shared by the members of the campus community (CFR 1.1, 1.2). It also has a clear identity as a Metropolitan University, with strong ties to the city of San Jose and the surrounding region. The partnership with the larger community is evident in such things as the shared Library, the service learning programs within the local schools, and the program with NASA/Ames.

The team believes that SJSU has the capacity to carry out its mission, despite recent budget cuts and interim leadership. However, it will need to consider how its mission may change, as a result of strategic decisions it will need to make with regard to future challenges, particularly the composition of its student body and the implications for programs, services, and enrollment management. Some of these challenges are:
The growing number of residential (vs. commuter) students, as a result of the new housing complex that will open in Fall 2005, and the implications for campus climate and operations, and for necessary services and programs.

- The ratio of freshmen to transfer students, and the preparation and retention issues linked to the former:
- The ratio of graduate to undergraduate students.

The team believes that SJSU clearly knows what kind of institution it is currently, but that it does not yet have as clear an understanding of what it will become in the future.

### Institutional Purposes

SJSU has published statements of its mission and of its educational objectives (1.2). However, the latter objectives are framed primarily at the level of student outcomes. Although these are certainly admirable, the team feels that SJSU also needs to articulate the objectives it holds for itself as an institution. SJSU has developed some good indicators of student achievement, particularly in its GE program. It will be important to continue to develop these indicators and extend them to other educational programs throughout the University.

An important next step for SJSU will be to embark on a strategic planning process, in which a vision for the future is articulated, and is then used to guide decisionmaking and resource allocation. Again, the team believes that SJSU has the necessary capacity to engage in this strategic planning process, and has made a good start.

Particularly noteworthy is the institutional focus on enrollment management, and the commitment to address the challenges of institutional research, "data gaps" and the more effective use of data for decision-making and program review. A major challenge for SJSU is to identify its priorities (rather than "doing everything"), and to then align its resources appropriately. There was clear evidence that all stakeholders wanted to move forward on this process, rather than wait for a new permanent President to lead the effort. The team concurs with this self-assessment; SJSU is currently well positioned to engage in strategic planning, and the energy being devoted to this effort bodes well for beneficial outcomes for the future of the campus.

### Integrity

SJSU has published policies on academic freedom and grievance procedures (CFR 1.4, 1.7). All the evidence reviewed by the team shows that SJSU acts with integrity in its educational and business operations (CFR 1.8). In addition, SJSU demonstrated a strong commitment to the WASC accreditation review process (CFR 1.9). The depth of faculty leadership and participation was especially noteworthy. A wide range of faculty, staff, students, and administrators are actively involved in doing the work for the reports, and they all expressed the opinion that this work is helping to move the institution forward. Despite the challenges of budget cuts and the unforeseen changes in the presidential leadership, morale was quite high and University leadership is in place and functioning at an appropriate level (CFR 1.3). We noted, however, that several of the administrative positions at the University are currently filled on an interim basis, one possible effect of recent transitions in the presidency.

A core value for SJSU, which was articulated by faculty, staff, and students, is its commitment to diversity (CFR 1.5). Indeed, the campus is especially proud of the diverse student population, and how that affects the educational experience and the quality of life on the SJSU campus. It has a number of
programs and services that enhance and sustain this student diversity, including the orientation program,
the integration of diversity themes into all general education courses and many first-year MUSE courses,
the MOSAIC program, multicultural student groups, diversity training, excellent services for disabled
students, a focus on community involvement, a McNair Scholars Program, and a campus climate
committee. The team noted that SJSU would now benefit from a careful assessment of the relationship of
demographic diversity and curricular and co-curricular diversity and campus climate efforts on the one
hand and student success, retention, graduation rates, and equity issues on the other. This analysis should
be one component of regular program review (i.e., data on graduation and attrition rates disaggregated by
gender and ethnicity) as well as University-wide enrollment management planning.

The diversity of the faculty is not as great as it is among the student population, as shown by faculty and
student demographic data. Attempts to improve this situation are constrained by state policy (Proposition
209), budget cuts (which have reduced faculty hiring), and market pressures, but the campus did
articulate its commitment to the goal of a more diverse faculty. Written guidelines for conducting faculty
searches offer suggestions on developing a large and diverse pool of candidates, and an Affirmative
Action Committee encourages faculty diversity. The team members felt, nevertheless, that SJSU needs to
revitalize its efforts to diversify the faculty, to become more proactive even within the legal and
budgetary constraints of the CSU system.

Standard 2: Achieving Educational Objectives Through Core Functions

San Jose State is an institution committed to students and ample evidence reveals that the University is
moving to create a more focused and extended consideration of student learning. Challenges remain,
however. In reporting on Standard 2, the team wishes to note areas where significant progress has been
made and also point to areas where more work needs to be accomplished.

Teaching and Learning

The team was impressed with the energy, enthusiasm, and commitment of many of the faculty, students,
and student affairs staff with whom they met. This commitment translated into a strong concern for
student success both in and outside of the classroom. Additionally, it is clear that faculty and staff, and
students, can talk specifically about the kind of education SJSU offers in ways that speak to
communication, writing, quantitative skills and civic engagement that students need if they are to move
successfully into careers upon graduation (CFR2.3, 2.4, 2.5). The general education program, in
particular, focuses on these skills and has a broad set of goals, including a focus on diversity, that it seeks
to meet. Every course offered as part of the GE program, for example, must focus on some aspect of
diversity.

At the same time, faculty are well aware of the challenges they face. They acknowledge that more that
50% of the incoming freshmen need some remedial coursework, and 51% of the students at SJSU
identify a language other than English as their native language. Faculty and staff with whom the team
met, however, still spoke of diversity as a strength and commitment, and embraced these challenges with
regard to student learning and success.

Another challenge related to student learning deserves mention as well. While a clear focus on
assessment and student learning outcomes has been underway since 1998, and while significant progress
has been achieved in, for example, General Education, the institution needs to maintain its focus and
extend its efforts in this regard (2.3, 2.4, 2.5). Specifically, faculty must build on assessment in the GE
program, most of which is course-based, to develop mechanisms for effective program assessment.
Similarly, although some departments have developed clearly articulated student learning outcomes,
those efforts must be broadened to include departments in all disciplines and at all levels of the curriculum.

The academic program review plan currently utilized by the University provides a second example of how significant progress has been achieved upon which further refinement and improvement may be based (CFR 2.6, 2.7). The review plan provides important and adequate oversight of the curriculum by the faculty and does help departments set goals and define learning outcomes. The team's impression, however, is that the role of the deans in this process, and the link to hiring lines and resource allocations may need to be more explicitly defined. The team also supports the notion of streamlining program reviews, of making them more concise, and of developing a set of standard data elements for use by faculty and external reviewers in program reviews and planning. This suggests that the University would benefit from reestablishing an institutional research office that will coordinate with the Director of Assessment and the Program Planning Committee.

These efforts, linked to a focus on retention and graduation rates can provide an important cornerstone as San Jose State University looks forward to a strategic planning process that defines its role in higher education and in the region surrounding San Jose.

As part of that process, the team believes that the SJSU faculty and administration should carefully consider the role and value of graduate education. The University currently offers several dozen master's degree programs in professional fields as well as in the humanities, arts, and sciences. Some programs are offered off campus or through successful on-line programs. In addition, SJSU has one joint doctoral program in education with the University of California at Santa Cruz and has the approval of the WASC substantive change committee for a joint doctoral program in urban education leadership with San Francisco State, CSU Hayward, and UC Berkeley. The team noted that SJSU has submitted other substantive change proposals for joint doctoral programs which were tabled, and that current discussions are underway for possible joint doctoral programs in one or two programs. Overall, the team felt that the role of graduate education within the mission of SJSU is not clear, and that development of graduate programs seems to be based primarily, if not solely, on the interests and entrepreneurship of faculty in departments. We suggest that graduate education be an explicit consideration in the University's strategic and enrollment management planning.

**Scholarship and Creative Activity**

The review team found that San Jose State University promotes scholarship and creative activity, and that it recognizes links between service, scholarship, teaching, and student learning (CFR 2.8, 2.9). The work completed by faculty serving on the Board of General Studies (BOGS) highlights this connection at SJSU. Faculty members are rewarded for their work in linking these areas of commitment. Moreover, the team was pleased to hear students describe their involvement with research at early points in their undergraduate careers, as well as the interdisciplinary experiences through programs such as MUSE.

The team noted, however, that budgetary issues have had an impact in these areas. First, teaching loads are high and class size has increased because of budget cuts the campus has experienced in the past several years. The team understands that the University is subject to fluctuations in budgets over which it has little or no control, but supports wholeheartedly the commitment to increase the number of full-time faculty as soon as it is able to do so. Second, the MUSE program, which the team recognized as a key component of the first year experience at San Jose State University, has been severely cut back due to budgetary limitations, and the team's hope is that as resources do become available, they will be restored to this program. Third, the team believes that if an increased focus on student learning will be successful, faculty will need more support from an office dedicated to these issues. The team understands that
because of budget reductions it may be necessary for faculty development to be part of academic
technology for the time being. However, the team also believes that resources need to be made available
so that the activities of the CFDS can be broadened or so that an additional office can be created. While
both pedagogy/teaching strategies support and technology support continue to be provided, the team's
impression is that most of the support for faculty currently available through the CFDS is related to the
use of technology and while such workshops are essential, they do not replace those that focus
specifically on student learning, pedagogy, and teaching strategies based on what is known today about
how individuals learn.

Support for Student Learning

San Jose State University publishes clear guidelines on grading policies, appeals processes, admissions
and advising processes, and academic calendars (CFR 2.10, 2.12). The University does an excellent job
of identifying the characteristics of its students and has a number of programs in place that support those
students (CFR 2.11). The review team noted in particular that the University has adopted a mandatory,
overnight freshman orientation program and that it offers programs throughout the year for transfer
students (CFR 2.13, 2.14). The University is also working on articulation with community college
courses in order to continue to improve the transfer process. The team wishes also to highlight the Martin
Luther King, Jr. Library that San Jose State University shares with the City of San Jose. The library
clearly provides a remarkable resource for both students and community members.

The University has also constructed Campus Village, a facility that will open in 2005 and that will
eventually house more than 2000 students. At the same time, the team wishes to note that the increased
number of students living on campus will inevitably tax a student affairs staff that has been reduced as a
result of recent budget reductions (2.13). Thus, while the directors in student affairs are committed to
supporting SJSU students and are doing so effectively, they will need additional help and support as the
University moves to change its campus character by providing significantly more housing for students
who wish to live on campus.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure
Sustainability

Financial Resources in Support of Operations

A little over half of the total annual operating revenues of SJSU comes from a combination of State of
California General Fund appropriations received through the California State University system (CSU)
and from student fees for education. The balance comes from various self-supporting operations such as
housing, parking; student union, continuing education programs, student health center and bookstore,
from the Federal government for student financial aid and from the SJSU Foundation. The Foundation
administers the institution's grants and contracts and receives gifts from the private sector on behalf of
the institution. Funding for facilities, both construction and renewal and replacement over time, is
primarily from the State either in the form of direct allocations or from general obligation or revenue
bonds issued through CSU. Funding for new facilities or major renovations is also solicited from the
private sector.

Faculty and Staff

In general, SJSU employs personnel sufficient in number and professional qualifications to maintain its
operations and to support its academic programs (CFR 3.1). Budget cuts in recent years have resulted in
hiring freezes for many open positions. Although staff members remain committed to serving the needs
of the campus community, many are experiencing the pressures of overwork (CFR 3.3). A particular concern of the team is the fact that already overworked personnel in the Student Services area will be called upon next year to accommodate a material increase in the number of on-campus students as the new Campus Village opens in fall 2005. About 1,800 students currently live on campus and the new Village will accommodate over 2,000 additional students. Similar demand will increase for other support areas on the academic side, such as the library, IT consultation, lab access, counseling, etc.

The student/faculty ratio at SJSU is on the rise as a result of budget cuts, and it is not likely that it will decrease in the near future. A corresponding rise in the number of larger classes is also apparent. This change is not merely a change in numbers, but also represents a different demand pattern for classrooms, increased need for teaching support, and possibly even changes in the classroom methods employed by the faculty. Attention must be given to maintaining sufficient faculty numbers to accommodate the student population without decreasing the quality of student learning. If faculty relief is being obtained now through the adoption of larger course sizes, it does not seem likely that there is much room for further gains, sufficient to support the faculty time needed for research, if indeed more research is being expected. The number of faculty, the ratio of temporary to tenure track faculty, and the distribution of FTE among the colleges and departments must remain subjects of continued attention, especially within the context of strategic planning.

**Fiscal, Physical, and Information Resources**

Increasing competition among various publicly supported organizations and agencies has affected the State of California's ability to continue past levels of support for higher education. The CSU, the University of California and Community Colleges are actively seeking alternative sources of revenues to offset shrinking state support. SJSU is currently financially stable. For the future, the institution is reorganizing its Office of Institutional Advancement and its foundation structure to position it for more effective fundraising efforts. While the effort and success of SJSU faculty in securing contract and grant activity is good, there is considerable room for growth, and the reorganization of the University Foundation is a laudable and constructive move in that direction. The formation of partnerships for more cost effective mutual benefit also is being actively pursued. The new MLK Library, opened in 2003 as a joint SJSU and City of San Jose project, is an example of partnering for mutual benefit. Finally, generation of additional revenues through continuing education programs (what SJSU refers to as International & Extended Studies - IES - Education) is encouraged. (CFR 3.5)

**Information Resources**

Information Technology has become central to almost every aspect of the academic enterprise, and SJSU is engaged in re-examining its investment in IT and creating a framework for further growth (CFR 3.6, 3.7). The current deployment of resources suggests that SJSU has an uneven allocation of information technology, with growth needed in multiple disciplinary areas. The campus is making a much-needed expansion of its networking capability, and is investing wisely in basic infrastructure. There is some evidence that administrative uses of computing are further advanced than academic computing. It might seem paradoxical to suggest that even further investment is needed, especially in the face of budget constraints, and especially when return on investment in IT is difficult to calculate. There are indications, however, (from student surveys, for example) that student services could benefit enormously from further computerized operations, that instruction is uneven in its use of available resources and in its utilization of them, and that research and communication both have significant gains to make. With the recent successful implementation of the PeopleSoft student database at SJSU, a significant and positive development in itself, some of these issues should be addressed through training and assessment of processes. The creation of a coherent IT coordination and development planning group, within the larger
context of strategic planning, would be of great advantage.

We should also note that we heard from faculty and administrators that the University provides strong support staff, leadership, and information technology resources for on-line and distance education programs (CFR 3.6).

Library

SJSU is justifiably proud of its new and unique Library facility, but the initial excitement should not mask the longer-term serious challenges that the Library must confront. Collection development, particularly the breadth and the quality of the collection are, as for almost every library, at the forefront of their needs. While the inspired building partnership with the City of San Jose gives room for growth, the nature of the growth must be carefully considered. The preliminary circulation statistics, all positive, also suggest that at some point the public need will far outstrip the campus need within the facility, and what might now seem like abundant shelving space, study areas, and online resources, will be subjects for contention in the future. Program reviews give mixed pictures of the quality of the Library collections, and clearly some areas are in great need of reinforcement. It is hard to reconcile the desire for increased faculty research without seeing a similar growth in the investment in library resources. The team would hope that the momentum obtained from opening such a fine new building would also continue into finding additional means of expanding investment into Library staff and holdings (CFR 3.6).

Faculty Development

There are many definitions for the term faculty development, but in this report, it is understood as the provision of resources for faculty to improve their teaching methods, and expand their understanding of cognition, student-learning, and pedagogical approaches (CFR 3.4). While it is understandable that budget constraints may have led to a cutback in the size of the SJSU Faculty Development program, the merger with technology resources seems an unusual decision. This is not intended as a negative reflection on the staff of the technology area, but more a recognition that the two functions are related but not the same. In fact, the expansion of technology resources in the classroom, and the use of appropriate technology for instruction are critical needs. Faculty development must address a broader charge and include the successful incorporation of technology into teaching and learning. Student surveys suggest that teaching skills and practices vary among the programs, and that students experience less satisfaction with their instructors than they anticipate. Instructors, on the other hand, feel too pressed for time by their teaching loads and service commitments to take advantage of faculty development efforts. SJSU might wish to reconsider its definition of faculty development, and the appropriate level and types of support it should provide.

Organizational Structures and Decision-Making Processes (CFR 3.8-3.11)

SJSU operates through a clear organizational structure and distribution of responsibilities through the faculty, staff, and administration (CFR 3.8). We noted that the dedicated individuals in these groups have continued to get the work of the University done in spite of budgetary challenges and recent transitions in the president's office. Interim President Don Kassing, who is very familiar with and committed to SJSU's success, will provide stability over the next two years. Yet the team also observed that recent reorganizations and transitions in the presidency have resulted in the fact that several high-level administrative positions are now filled on an interim basis. The administration should work to achieve a sense of stability throughout the organizational structure of the University (CFR 3.8, 3.10).
More effective utilization of scarce resources over time necessitates greater emphasis on strategic planning and the establishment of goals and objectives. The campus has created a clear appreciation of the value of assessment activity and process, and has benefited from the use of multiple sources of data. Incorporating this data into a larger planning initiative is a critical next step. The long transition in presidential succession at SJSU has resulted in delays in getting such planning moving forward. Under the leadership of Interim President Kassing, a strategic planning process has begun which, when better defined and fully functioning, will inform more effective resource allocation (3.8).

The budget for the current fiscal year was developed through the efforts of a new Resource Planning Board (RPB), a committee with broad institutional representation established to "advise the President on budget cuts and other matters pertaining to resource allocations across the University". The RPB is co-chaired by the Provost and the VP of Administration and Finance. The Board has opened up the budget process to key constituents allowing them to better understand operations and budget needs of the various divisions. In its deliberations this past year, the Board primarily addressed the budget cuts handed down by the CSU Chancellor's Office. Ideally, such a body will consider resource allocation in a longer timeframe than one year's budget, and be informed by institutionally accepted goals and objectives that emerge through comprehensive strategic planning.

During the past year, the institution has begun developing an improved enrollment management function. Such a function can both contribute to and benefit from strategic planning. The elements of enrollment management are in place; however, metrics (the numbers) are missing. The team encourages the University to integrate a full enrollment planning process with strategic planning, assessment related to diversity, and community reflection on the mission and objectives of SJSU. This is an especially critical activity as the University enters the Educational Effectiveness phase of this review (CFR 3.8, 3.11).

Gathering and analyzing various kinds of data about the many components of the institution is a critical function. At present, information is gathered in many places across the institution and is not readily available for decision makers. A well defined and appropriately staffed centralized institutional research function can enhance enrollment management, aid strategic planning and provide a good deal of data for ongoing assessment of institutional effectiveness.

**Standard 4: Creating an Organization Committed to Learning and Improvement**

SJSU has many examples of strategic thinking and planning on a short-term basis and/or for a particular project (CFR 4.1, 4.2). Under former President Robert Caret, SJSU engaged in several strategic initiatives. This included the campus discussion around the concept of a Metropolitan University and the formation and operation of the Budget Advisory Committee of the Academic Senate. The concept of the Metropolitan University was SJSU's way of becoming more engaged with its community. The Budget Advisory Committee provided a process to involve the faculty more fully in campus spending. The Academic Senate and the president approved this committee in December 1996.

A Resource Planning Board (RPB) was instituted under Interim President Joseph Crowley in February 2004. The RPB was formed to involve more campus constituents into the annual budget development and allocation process. It makes the budget process more understandable and more transparent to all campus constituents. The Provost and the Vice President for Administration and Finance serve as non-voting co-chairs. The Board includes representatives from all divisions within the University.

The University describes several strategic initiatives that demonstrate the University's capability in planning. The most notable example was the establishment of the Dr. Martin Luther King, Jr. Library, a joint project of the City of San Jose and SJSU. The Library opened in summer 2003. The team
commends SJSU for this outstanding project and resource that supports teaching, learning, and research.

Despite the examples of strategic thinking and planning, the University recognizes that a more comprehensive strategic planning process is needed and is committed to establishing one (CFR 4.3). The original plan was to develop a strategic planning process with the new president, who has particular skills and success in strategic planning. Unfortunately, due to health reasons, the new president resigned shortly after taking office in mid-July. An interim president was appointed in September and will serve for two years. The University is committed to proceed with establishing a strategic planning process and preliminary meetings have already been held. The team applauds this effort and commitment and recommends that SJSU move quickly to establish a strategic planning process and a strategic plan. This, along with comprehensive enrollment management planning, will be essential for the Educational Effectiveness Review.

The University has implemented PeopleSoft, the enterprise resource planning software that was adopted by the CSU system. This provides the capability to access essential data needed in order to answer critical questions, to analyze data and to improve effectiveness. This will be more difficult if the University does not re-establish its Institutional Research staff position. The team strongly suggests that the University consider this a priority (CFR 4.3, 4.5).

The University has a program review process that requires all academic programs to be reviewed every five years. The process appears to be working reasonably well. The University, however, indicates that delays are sometimes involved in completing the process and getting feedback to a particular department.

We recommend that the program review process be streamlined and strengthened by the development of a common set of data elements; this will support the review process and enhance the quality of assessment associated with it.

The assessment of General Education is quite good. The process is in place and is working well. The General Education Board is active and effective. The team commends SJSU for this outstanding program. Learning outcomes have not been identified for all majors. The team recommends that the University move beyond general education and extend the student-learning model throughout all undergraduate and graduate majors. Certain programs at SJSU survey appropriate stakeholders, including alumni and employers, but this is not done in all areas. The team suggests that this be expanded to include all programs.

III. MAJOR FINDINGS AND RECOMMENDATIONS

As a result of our review of materials prior to and during the visit, our conversations with various groups on campus, and our understanding of the WASC standards for accreditation, we offer several general observations and commendations, as well as specific recommendations and issues for institutional consideration.

Commendations

First, the team was impressed with many aspects of SJSU's academic program, community life, and institutional processes. We would like in particular to commend the SJSU community on the following:

• The general education program is well-developed, well-supervised, and demonstrates the broad
commitment of faculty and administration to meeting the specific needs of SJSU students. It features a strong assessment and evaluation program and an emphasis on diversity.

- The campus has made great efforts to improve the first year experience, by developing a mandatory overnight orientation and a set of first-year MUSE courses that emphasize integration into college life and the metropolitan setting of SJSU. We were concerned to hear that due to budgetary limitations the MUSE program has been scaled back this year.
- The faculty we met demonstrated a high level of commitment and sensitivity to the core values of SJSU and to student needs. Faculty members seem to know their students and what SJSU students need to be successful.
- Faculty and staff members have responded to state budgets cuts in a strong and resourceful way, but this has led to some workload issues and cannot be sustained in the long term.
- SISU has a strong and clear sense of itself as a metropolitan University and has engaged with the community through the shared library, building town and gown relations, service learning programs, and continuing education programs.
- The effort to create more transparency and greater involvement in budget and planning, for example with the implementation of the resources planning board, is very positive.
- SJSU's quick and coordinated implementation of the PeopleSoft database in the areas of human resources, finance, and student administration, is also laudable. The system should be a great asset in advancing the institutional research, assessment, and planning activities of the University.
- The diversity of the SJSU student body is impressive, not simply by the numbers, but by the extent to which the faculty and especially the students we met seem to have embraced diversity. We noticed also the many efforts to weave diversity and campus climate into the student experience (e.g., at orientation).

Recommendations

The following specific recommendations are supported by the discussions above.

1. Strategic Planning: SJSU needs to engage in comprehensive strategic planning that will build on and pull together some of the planning efforts already underway at the University. The team felt that although there is a strong sense of "who we are" on the campus, there is not a strong or shared vision of "who we want to be." And while goals for student learning and student success are carefully articulated, the institutional goals and the vision for the University have yet to be affirmed and developed through a careful and shared process. We noted that this process should begin immediately, and not wait for a permanent appointment to the presidency.

2. Enrollment Management: The University has begun the process of developing an enrollment management plan, but the hard decisions about size of and balance between undergraduate and graduate programs, the process of program planning, the relationship of enrollment management to retention, and the educational priorities of the University need to be established. We would encourage the faculty and the administration to proceed boldly with a comprehensive enrollment management plan, especially in the context of strategic planning, and we would like to see this addressed substantially in the educational effectiveness review.

3. Assessment: We commented above on the success of assessment efforts within the general education program. We recommend that these efforts need now to be extended throughout the undergraduate and graduate majors and degree programs. This should include a re-evaluation of the program review process (its purpose, its effectiveness, and its structure).
Other Issues for Consideration

In addition, the team raises the following issues and suggestions for consideration:

1. It is not clear that the level of investment in information technology resources and infrastructure is sufficient to meet the needs of the campus.

2. It was unclear to us whether the faculty and administration has prepared for the impact of the expected increase in the residential student population with the opening of the campus village this fall. Residential students make different demands on campus services than commuting students. This will be particularly important within the student services area and among the student affairs staff.

3. While the student diversity at SJSU is notable, the faculty composition is not particularly diverse. While the team understands the legal constraints of California public education after proposition 209 and the constraints of the marketplace, these factors should not stop the faculty and administration in their commitments and their initiatives to move forward on this issue.

4. The team felt strongly that SJSU should re-establish and fill the institutional research staff position quickly. This person, and indeed a functioning institutional research office, will be essential to the processes on enrollment management and strategic planning, and to the long-term assessment and planning activities of the University.

IV. PREPARATIONS FOR THE EDUCATIONAL EFFECTIVENESS REPORT AND REVIEW

The institution has begun work on the design for the forthcoming educational effectiveness review. According to the SJSU Capacity and Preparatory Review Report, the comprehensive model of review is to be used and focused on two broad areas: enrollment management and student development and success. It appears, however, that the draft structure for the educational effectiveness review is only focused on student development and success. The team believes that the two issues are interrelated and that both should be a part of the effectiveness review. As indicated earlier in this report, the team recommended that the institution complete the metrics on enrollment management and include the assessment of the enrollment management plan as a part of the effectiveness review.

The other critical item needed for a meaningful educational effectiveness review is a campus-wide strategic plan, complete with institutional goals and objectives.