

San José State University WASC Accreditation Visit

Supplemental Materials
Component 2 Lines of Inquiry

April 13-16, 2015



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Responses to Component 2 Lines of Inquiry

San Jose State University, March 2015

LOI 2.1 The Team would like elaboration on the need for “discussions of enrollment policies and priorities as part of strategic planning in the Academic Affairs Division.” (Section F Worksheet for Preliminary Self-Review under the Standards, p.6, 3, 3).

LOI 2.2 Please provide clarification as to the conflict between these two statements: Statement reflected in Appendix 3.4 of the Self-Study, and “All graduate programs have learning outcomes differentiated from undergraduate programs.” (Section F Worksheet for Preliminary Self-Review under the Standards, p.10)

The following documents have been assembled to supplement discussion of these lines of inquiry with Academic Budgets and Planning, Joint Enrollment Planning Team, and Graduate Advisors.

LOI 2.1 Enrollment Management FAQ.pdf

LOI 2.1 ICLM_Explained 2014-2015*

LOI 2.1 Impaction Office of the President

LOI 2.2_3.3 Development of PLOs in Grad Programs

LOI 2.2_3.4 Map of Grad PLOs to ULGs

*May also be relevant to the supplemental LOI regarding the AAD funding model.

Enrollment Management FAQ – Academic Year 2014-15

San José State University, Academic Planning and Budgets

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What is an enrollment target?

California State University (CSU) campuses are assigned an enrollment target for California resident students each year. The target is stated in terms of "full-time equivalent students (FTES)". San Jose State's 2014-15 California resident target is 21,748 full-time equivalent students. For undergraduate students, enrolling in 15 units each semester equals full-time status, and for graduate students, full-time status is 12 units per semester. Because many SJSU students do not enroll full time due to work, family and/or other obligations, SJSU must enroll more than 21,748 individual students who are California residents to meet the target.

Who sets the target?

The CSU Chancellor's Office establishes the enrollment target for each of the 23 CSU campuses. The targets depend on the amount of state funding provided to the CSU each year in the California state budget. This means fluctuations in the California state budget from one year to the next can cause SJSU's target to change in response. In good state budget years, targets generally increase and in poor state budget years they can be significantly reduced.

Can SJSU's enrollment target be increased?

Since Fall 2012, SJSU's California resident enrollment target has increased from 21,045 to 21,748 – a 3.3% increase. New revenues resulting from Proposition 30 and California's general economic recovery provided this increase. Although SJSU's target has increased in recent years, it is still lower than it was in Fall 2009 (22,460 FTES).

For 2015-16, SJSU's enrollment target has been increased by 0.75% to 21,911.

What happens if SJSU does not meet its enrollment target?

Of course, it's not possible for a campus to exactly meet its target, so a small miss – 1% or less – will not result in any adverse effects. When a campus falls short of its target by more than 1%, its enrollment target may be reduced the following year. When a campus exceeds its target, the campus does not receive any state support (funding) for the excess students (state support currently covers about 40% of the cost of teaching a student). Although SJSU strongly supports greater access to higher education, it is our responsibility to provide a quality education to our student population, which means managing enrollment to match the amount of funding available.

What does “impaction” mean?

Impaction means there are more CSU eligible students who want to enroll in an academic program or at a campus than can be accommodated due to resource limitations. SJSU is an impacted campus, which means we cannot serve every CSU eligible student who wants to attend. Admission to San José State is competitive in all majors and applicants should expect to be held to a higher standard than the minimum CSU eligibility requirements. Students admitted to SJSU typically have a higher GPA and/or SAT/ACT score and may also be required to complete specific coursework before being admitted. In fact, SJSU is currently proposing to add supplemental criteria for transfer student admissions starting in Fall 2016.

What are supplemental criteria?

SJSU is currently proposing to add supplemental criteria for transfer students in certain majors. Certain majors (engineering, science, technology, pre-nursing, and kinesiology) will have specific pre-requisite coursework that, if completed with a C or better, gives the student a higher ranking in the admissions process. Certain majors in the Humanities and Arts will have preferred admission if they have completed their ADT (Associate Degree for Transfer). The required courses for the ADT are already degree requirements and are articulated with all CA community colleges.

The goals of the supplemental criteria are to improve student success and graduation rates of transfer students, as well as free up spots in key courses for freshmen and sophomore students so that they can make timely progress to degree.

More information about the proposed supplemental criteria for transfer students is available [here](#).

How do you determine whether an applicant is “local” in the admission process?

Freshmen applicants are considered “local” if they graduated from a high school located in Santa Clara County. Transfer applicants are considered “local” if they have earned the majority of their transferable units at a college in Santa Clara or Santa Cruz County.

How is enrollment distributed across the university?

The campus enrollment target is distributed across SJSU's colleges and their academic programs by the Provost and the Deans using the Induced Course Load Matrix (ICLM). The ICLM predicts enrollments in each college. A fuller description is available [here](#). Each program then determines the courses that must be offered each term, and the enrollment levels that will allow the program to meet its enrollment target.

Why can't add codes be issued every time there are empty seats available in a classroom?

Departments are given overall enrollment targets from their college Deans. The departments then set class sizes based on curriculum needs and this enrollment target. Consider a course that has a maximum of 30 students, but happens to be scheduled in a classroom that will seat 40 students. While there are 10 empty seats in the room, if the program allowed 10 more students to enroll it would become over-enrolled. Programs must adhere to their maximum enrollment levels or else the campus would always be over-enrolled.

Why does SJSU enroll international students and students from other states?

International and non-resident students are not factored into the enrollment limits campuses must comply with. That is, even if SJSU admitted zero international students, we would have the same limit on the number of California resident students we can serve. International students do not take away enrollment spots from California residents.

State support for CSU follows the boom-and-bust cycle of the state budget. In years when state support is lower, SJSU has the physical capacity to serve students who pay the full cost of their instruction (international and out-of-state students pay a non-resident tuition fee of \$372 per unit that is in addition to the standard tuition fee paid by all students). The number of international/out-of-state students is small – about 10% of SJSU's total student population. The revenues that come with these students help the campus maintain quality and access for *all* students. Additionally, international and out of state students provide a rich opportunity for all students to experience regional differences, global perspectives and diverse cultures.

Why is SJSU admitting fewer students in Fall 2015?

For Fall 2015, SJSU decreased the admissions targets for freshmen, transfers, and graduate students by about 13%. While we strongly support the mission of the CSU to provide access to a quality education for all qualified students, we recognize that the limits imposed on us by state funding and enrollment caps are preventing our current students from getting the classes they need to graduate. With fewer students on campus, students will be able to take more units and progress towards their degree faster.

Where can I learn more?

SJSU posts information about admissions and enrollment for all programs. Please see the [Office of Institutional Effectiveness and Analytics website](#).

The CSU system has a detailed [FAQ on admissions and enrollment](#) and a [FAQ on enrollment management practices and policies](#).

The annual [CSU Support Budgets](#) provide details on the history of California funding for higher education and CSU's funding priorities.

The Public Policy Institute of California's details both data and cause and effect in their report: ["Defunding Higher Education: What are the Effects on College Enrollment"](#).

2014-15 FTES DISTRIBUTION EXPLAINED

Academic Affairs implemented a new Full Time Equivalent Student (FTES) distribution model for the 2014-15 academic year. The new model employs the Induced Course Load Matrix (ICLM) to determine FTES distribution across the colleges. The ICLM uses historical information to predict which courses a student will take, based on their major.

An example of the historical information used in the Induced Course Load Matrix model is provided below. Table 1 shows the ICLM report for Fall 2014, which is available on the Institutional Effectiveness and Analytics website¹. Table 1 shows actual (unduplicated) Headcount Majors by college (see "Undup. HC" column on the left). This is followed by the actual FTES those students generated in each college (the "Courses Offered" section). The total for each row shows the total FTES generated by the majors in each college across the University. The total for each column shows the FTES generated by each college through the courses it offered to all students of the University. For example, CASA (ASA) generated 3,942.02 FTES through delivering its courses. Within that number, 3,037.03 FTES were generated by CASA's own students (their own majors), and 156.93 FTES were generated by Business majors enrolling in CASA's courses. Majors from Education enrolling in CASA's courses generated 55.42 FTES, and Engineering majors generated 62.30 FTES, etc.

Table 1 – ICLM Example - Fall 2014 Actual Enrollment Data

Induced Course Load Matrix (ICLM) - FTES Rebenched Fall 2014 All Courses Offered											
Cross listed course redistributions are included in this report											
Student College	Undup.HC	Courses Offered									Total
		ASA	BUS	EDUC	ENGR	HA	SCI	SSCI	UGS	Unknown	
ASA	5319	3,037.03	61.80	57.02	3.00	369.58	346.53	399.90	4.40	7.93	4,287.20
BUS	5404	156.93	2,671.40	14.60	10.00	665.60	343.73	562.53	5.33	6.33	4,436.47
EDUC	1743	55.42	2.53	1,099.68	0.20	112.67	67.43	103.93	0.73	0.73	1,443.33
ENGR	6741	62.30	63.68	8.07	3,537.80	406.07	1,044.00	305.90	4.27	1.47	5,433.55
GRS	11	1.25	0.50		0.25	2.00	0.25	4.08		0.42	8.75
HA	3688	117.43	33.00	52.85	6.13	2,212.60	223.02	306.70	1.80	1.40	2,954.93
SCI	2517	67.35	13.18	13.15	18.67	228.28	1,513.07	181.00	1.73	0.33	2,036.77
SSCI	4439	216.30	67.22	81.50	5.73	430.88	274.25	2,536.68	4.23	12.73	3,629.53
UGS	2831	228.00	88.27	77.20	34.40	574.80	654.77	614.73	7.33	5.47	2,284.97
Total	32693	3,942.02	3,001.58	1,404.07	3,616.18	5,002.48	4,467.05	5,015.47	29.83	36.82	26,515.50

* Undup.HC = Unduplicate Headcount

In the same way that ICLM shows which students generated the FTES for a given college, it can also predict the FTES that will be required for each college when future plans for students (Headcount Majors) are input. The historical relationships between majors and FTES generated are used to predict

¹ Go to iea.sjsu.edu and select "Courses" from the top drop-down menus, then "University Totals" and look for the link to "Induced Course Load Matrix (ICLM): by College".

FTES requirements. Using the data in Table 1 as an example, the FTES required in CASA to teach 5,319 CASA majors would be 3,037.03. Similarly, the FTES required in CASA to teach 5,404 Business majors would be 156.93. In this way, the FTES required in each college to serve the planned student population (Headcount Majors) in future years can be determined; planned Headcount Majors for each college are the input, and the FTES required for each college are the output.

The following steps were taken to determine 2014-15 FTES for each college using ICLM.

Step 1: 2014-15 Headcount Majors were determined. First, Institutional Effectiveness & Analytics (IEA) projected continuing students by program based on historical continuation rates. Colleges indicated to IEA the number of new students each believed they could accommodate within existing resources. The continuing student projection was then added to the new student estimates for each college to reflect projected Headcount Majors for Fall 2014. Residency and student level (undergraduate, graduate, credential) were also used to characterize the headcount majors by college to best represent differences in course-taking behavior. Spring 2015 Headcount Majors by college were then projected using historical continuation rates. Projections for Spring 2015 admissions (new students) were also included.

Step 2: Headcount Majors were input into the ICLM model. The Headcount Majors determined in Step 1 were entered into the master ICLM spreadsheets, which calculated the predicted FTES for each college. Separate predictions were generated for Summer, Fall and Spring terms. These predictions resulted in the following FTES allocations to the colleges:

Table 2 - 2014-15 FTES Distribution Using ICLM

College	2014-15 Target & Goal	2013-14 Target & Goal	Change	% Change
Applied Science and Arts	3,841	4,046	(205)	-5.1%
Business	2,758	2,515	243	9.7%
Education	1,407	1,531	(124)	-8.1%
Engineering	3,002	2,415	587	24.3%
Humanities and the Arts	4,816	4,816	-	0.0%
Science	4,156	4,091	65	1.6%
Social Sciences	4,712	4,483	229	5.1%
Other (UNVS)	70	73	(3)	-4.1%
Totals	24,762	23,970	792	3.3%

Why did CASA and Education lose FTES?

Both CASA and Education had experienced declines in Headcount Majors in the years leading up to 2014-15. Using Fall 2014 projected Headcount Majors, CASA majors showed a decrease of 16% between 2011 and 2014. Education majors showed a decrease of 9% during the same period. When the ICLM was used, it “trued up” FTES allocations, aligning them more closely with majors rather than basing them on historic FTES allocations. Table 3 shows the actual Headcount Majors by College between Fall 2011 and Fall 2013 and the projection for Fall 2014 that was used for planning. Actual Fall 2014 Headcount Majors are also included.

Table 3 - Headcount Majors by College

Total	Fall 2011	Fall 2012	Fall 2013	Projected	Change	Actual
				Fall 2014	2011-14	Fall 2014
Applied Sci and Arts	6,395	6,171	5,665	5,393	-16%	5,319
Business	4,475	4,561	4,872	5,176	16%	5,404
Education	1,952	1,819	1,723	1,783	-9%	1,759
Engineering	4,692	4,785	5,810	6,408	37%	6,741
Humanities and the Arts	3,780	3,733	3,700	3,800	1%	3,687
Science	2,412	2,351	2,465	2,713	12%	2,517
Social Sciences	3,850	3,798	4,220	4,478	16%	4,441
Graduate Studies*	4	3	4	5	25%	11
Undergraduate Studies**	2,676	3,227	2,819	2,165	-19%	2,834
Total	30,236	30,448	31,278	31,921	6%	32,713

*Interdisciplinary studies

**Undeclared students

Factors that contributed to the decrease in CASA and Education majors include program changes (undergraduate Occupational Therapy program discontinued); advising interventions for pre-nursing majors, which had grown to more than 800 students (there are only 180 seats available each year); and a drop in students pursuing teaching credentials.

Why did Engineering FTES increase?

In an effort to maximize student access and provide budget stability, the University's enrollment plans in 2013-14 and 2014-15 included a plan to enroll resident students at 5% beyond the FTES allocation granted by the Chancellor's Office, along with a significant increase in non-resident students. In order to meet the overall enrollment plan, colleges were asked to increase program capacities and admit additional students. After several discussions with the colleges, capacities were still short of the total enrollment target, and Engineering subsequently agreed to take up the difference. Table 1 shows that growth in Engineering impacts Science, Social Science and Humanities and Arts while those students take general education and preparatory science courses. However, as these students progress, they will take more courses in Engineering, which will increase Engineering's FTES allocations for the next couple of years. However, if the incoming Engineering cohorts are maintained, the impacts on H&A, Science and Social Science would be sustained. The division is developing a multi-year enrollment plan that aims to provide stability to college enrollment levels and resulting FTES allocations.

Next Steps – Planning for 2015-16

We are now in the midst of the Fall 2015 admissions cycle. CSU enrollment policies now require campuses to contain enrollment within 103.5% of established targets for resident students. Campuses that were over 103.5% (including SJSU) are required to reduce enrollment by 1% per year until they fall within 103.5%. SJSU ended 2013-14 at 106.3% and expects to end 2014-15 at 105.2%. While we could plan to 104.2%, there was more support for a plan that would maximize access to entering students and also increase access to courses for all students. Therefore, a plan to enroll at 103.5% was adopted. Additionally, past planning practices have resulted in over-enrolling beyond our intentions, and financial penalties. Our enrollment plan needs to leave room for some flexibility.

San Jose State University

Office of the President

[\(/president/\)](#)

Impaction

SJSU Proposes Impaction Change for Fall 2016

San Jose State University (SJSU) is considering changes to guidelines that would affect transfer students seeking admission to the university in fall 2016 and after. This change does not affect students who have already applied for admission to the university.

Transfer students are currently admitted based only on grade point average. SJSU is considering evaluating transfer students applying to specific programs based on their academic preparation. These students are expected to complete certain courses prior to entering SJSU at the junior level. Our data show students are entering SJSU without fully completing the preparatory coursework, and subsequently taking longer to complete their degrees. Transfer students are enrolling in preparatory courses, limiting availability of these courses for freshman students. This change would allow more students to make timely progress to graduation.

The list of programs that would use course preparation for determining transfer student admissions eligibility are: Biochemistry, Biological Sciences (all), Chemistry, Climate Science, Computer Science, Earth Science, Engineering (all), Geology, Kinesiology, Mathematics (all), Meteorology, Philosophy, Physics, and Pre-Nursing. The following programs will give preference to students who have earned an associate degree for transfer (ADT): Art History, English (all), Music, Radio-Film-TV, Spanish, Studio Practice (art), and Theatre Arts.

[View an FAQ and course list. \(/president/docs/Impaction%20FAQ%202-26-2015%20final.pdf\)](#)

Public meetings

SJSU will hold three public meetings to discuss this proposed change:

Thursday, February 26, 2015, 3 - 5 p.m.

SJSU Student Union Theater

On the Ninth Street Plaza between San Fernando and San Carlos streets

Public parking is available in the city's Fourth Street Garage, 44 S. Fourth St. Parking rates are \$1 per 20 minutes for a

Impaction Input

Tell us what you think by submitting your comments and questions.

[Submit Comment \(/president/impaction/form/index.html\)](#)

maximum of \$20 per day. Visitor parking in the SJSU North Garage located at 10th and San Fernando streets is available at a rate of \$1 per half hour.

Monday, March 2, 2015, 3 - 5 p.m.

West Valley College Fox Technology Center, Room 120

14000 Fruitvale Avenue, Saratoga

Visitor parking is available in Parking Lot 5 at a rate of \$3 per day.

Tuesday, March 3, 2015, 6:30 - 8:30 p.m.

SJSU Charles W. Davidson College of Engineering, Room 189

Corner of Seventh and San Fernando streets

Public parking is available in the city's Fourth Street Garage, 44 S. Fourth St. Parking rate is \$5 after 6 p.m. Visitor parking in the SJSU North Garage located at 10th and San Fernando streets is available at a rate of \$5 after 5 p.m.

Anyone may comment on these proposed changes. All comments will receive consideration. These meetings are wheelchair accessible. Individuals requiring other accommodations should contact SJSU at (408) 924-2475 as soon as possible.

Responses to LOI 2.2 and 3.3

Prepared by Melinda Jackson, Kathleen Roe and David Bruck, March 2015

Program Learning Goals: Please elaborate further about the development of Program Learning Outcomes for graduate programs -- is this a continuing process?

PLO development for graduate programs is an ongoing process. We have emphasized the need for them, including that they should be unique from those stipulated for undergraduate programs. We have also stressed the need for display on departmental websites along with the PLO-ULG maps. This development process is carried out as a part of the university's 5-year program planning requirements, in which metrics must be presented to indicate results of assessment of the objectives. Program planning documents and meetings consistently review the quality of the PLOs and whether any changes have been made as a result of their assessment efforts. In addition, curricular reviews for new courses or changes in existing courses includes a PLO review and possible recommendation to meet with the university Assessment Director to shore up low-grade objectives.

Based on our review of the new graduate PLOs created last year, we have initiated a project called "Blooming and Tuning" in which we are going to work with a handful of programs to see if the PLOs can use higher order verbs (per Bloom's Taxonomy) and align with the master's level outcomes recently presented in the Lumina Foundation DQP report (the national Tuning project). Once we analyze the process and outcomes of this pilot, we hope to extend it across all programs in AY 2015-16.

We are also concerned that the current graduate PLOs are based on curriculum goals rather than outcomes in some cases, and are assessed through broad determinations of student mastery (thesis, project, or comprehensive exam). We are introducing the idea that the assessment must be both more direct and more nuanced than that - which PLO is measured by which specific part of the culminating experience(s). To this end, we have also initiated a Comprehensive Exam Project, in which we are conducting interviews with 6-8 purposefully selected programs to explore the relationship between their comprehensive exams and their PLOs. Our findings and best practice recommendations will be reported to the graduate advisors by the end of this semester, and we plan to make this topic a developmental priority in AY 2015-16.

Map of SJSU University Learning Goals to Program Learning Outcomes, Spring 2015

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Applied Arts and Sciences						
Public Health Masters	x	x	x	x	x	CEPH
Recreation Masters	x		x	x	x	CAPRTRP
Mass Communications MA	x	x	x	x	x	
Justice Studies MS	x	x	x	x	x	
Kinesiology MA	x	x	x	x	x	
Nutritional Science MS	x	x	x	x	x	
Nursing MS	x	x	x	x	x	CCNE
Nursing DNP	Not Available					
Occupational Therapy Masters	x	x	x	x	x	NBCOT
LIS Masters	x	x	x	x	x	ALA
ARA Masters	x	x	x	x	x	
Social Work Masters	x	x	x	x	x	CSWE
Business						
Business Administration MBA	x	x	x	x	x	AACSB
Accountancy MS	x	x	x	x	x	AACSB
Taxation MS	x	x	x	x	x	AACSB
Transportation Management MS	x	x	x	x	x	AACSB
Education						
CHAD MA	x	x	x	x	x	
CD&S MA/Cred	Not Available					ASHA/CCTC
Counselor Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Educational Leadership MA/Cred	x	x	x	x	x	NCATE/CCTC
Elementary Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Secondary Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Special Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Engineering						
Aerospace MS	x	x	x	x	x	
Biomedical MS	x	x	x	x	x	
Chemical MS	x	x	x	x	x	
Civil MS	x	x	x	x	x	
Computer MS	x	x	x	x	x	
Electrical MS	x	x	x	x	x	
General MS	x	x	x	x	x	
Industrial and Systems MS	x	x	x	x	x	
Human Factors MS	x	x	x	x	x	
Materials MS	x	x	x	x	x	
Mechanical MS	x	x	x	x		
Software MS	x	x	x	x	x	
Technology MS	Not Available - Inactive Program					
MBA/MSE		x	x		x	
MSE-Optoelectronics	x			x		
MS EE-Analog	x	x	x			
MS SE-Cloud	x	x	x	x	x	
MS CMPE-System	x		x	x		

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Humanities and Arts						
Art History MA	x	x	x	x	x	NASAD
Art History MFA	x	x	x	x	x	
English MA	x	x	x	x	x	
Creative Writing MFA	x	x	x	x	x	
Linguistics MA	x	x	x	x	x	
TESOL MA	x	x	x	x	x	
Music MA	x	x	x	x		NASM
Philosophy MA	x	x	x	x	x	
French MA	x	x	x	x	x	
Spanish MA	x	x	x	x		
Science						
Biology MA/MS	x	x	x	x		
Biology MS-Biotech	x	x	x	x	x	
Chemistry MA/MS	x	x	x	x		
Computer Science MS	x	x	x	x	x	
Geology MS	x		x	x		
Math MA/MS	x	x	x	x		
Statistics MS	x	x	x	x		
Marine Science MS	x	x	x	x	x	
Meteorology MS	x	x	x	x	x	
Medical Products Device Man MS	x	x	x	x	x	
Physics MS	x	x	x	x		
Science Ed MA	x					
Social Sciences						
Applied Anthropology MA	x	x	x	x	x	
Communication Studies MA	x	x	x	x	x	
Economics MA	x	x	x	x		
Environmental Studies MS	x	x	x	x	x	
Geography MA	x	x	x	x		
History MA	x	x	x	x	x	
Mexican American Studies MA	x	x	x	x	x	
Political Science MPA	x	x	x	x	x	NASPAA
Clinical Psychology MS	x	x	x	x	x	BBS, MFT, LPCC
Research and Experimental Psychology MA	x	x	x	x		
Urban Planning MUP	x	x	x	x	x	PAB
Sociology MA	x	x	x	x	x	