

San José State University WASC Accreditation Visit

Supplemental Materials
Component 5 Lines of Inquiry

April 13-16, 2015



Contact:

Dennis Jaehne, ALO
dennis.jaehne@sjsu.edu
408-924-5373

Reponses to Component 5 LOI

San Jose State University, Spring 2015

5.1. How and to what extent are the electronic milestones and dashboard for SJSU students used by specific departments and units?

5.2 The degree audit is identified as an area that needs work. The team would like to know more about the progress of the degree audit implementation, and, in relation to that, how information about degree requirements is being communicated to students and among academic advisors and graduation evaluators.

5.3 The team notes that the dramatically increasing numbers of non-resident and international students, and would like to have more information about what is being done to support the academic success of those students.

5.4 A large number of Student Affairs support services and co-curricular activities are listed. How do they contribute to student success, and how are those contributions evaluated and assessed? That is, do co-curricular programs undergo a review and assessment process similar to curricular programs?

5.5 In regard to achievement gaps among different groups of students, what more does SJSU need to do or can do to close those achievement gaps? The team would particularly like to know more about the relationships among first-generation college students and Pell-eligible students and the achievement gap.

To supplement meetings scheduled with SASS, Associate Deans, Advisors, and Student Affairs, the following documents have been compiled.

LOI 5.1 Use of IEA dashboards compiled

LOI 5.2 Degree Audit and Transfer Credit Updates

LOI 5.2 College of Business Sample

LOI 5.3 Support of international students

LOI 5.3 Sample of International House Activities

LOI 5.4 Co-Curricular Learning Outcomes

LOI 5.5 Achievement Gap Actions

LOI 5.5 CSU 2025 GRI Baseline

LOI 5.5 Tables of student achievement

Reponses to LOI 5.1

Prepared by Maureen Scharberg and the Assessment Facilitators, March 2015

5.1. How and to what extent are the electronic milestones and dashboard for SJSU students used by specific departments and units?

The electronic milestones and dashboards provide colleges and departments with critical progress to degree information, including retention and graduation rate data, but also orientation, coursework, probation and Writing Skills Test information. Besides being able to drill down to departmental programs and concentrations, information can be also obtained for various learning communities as well as Educational Opportunity Program (EOP) and our student-athletes. We can also sort by under-represented minority cohorts, first-generation students and Pell Grant-eligible student cohorts in order to calculate achievement gaps. Training is provided to new faculty and staff academic advisors on an annual basis and by appointment through Student Academic Success Services (SASS).

Use by SASS

SASS provides retention and graduation rate data to deans annually after the dashboards are updated following fall census. Achievement gap information is also provided disaggregated by under-represented minority student cohort, first-generation student cohort and Pell-Grant recipient student cohort. This information has led to colleges being much more proactive in reviewing this information and addressing achievement gaps or low retention and graduation rates. However, the rates are always paired with the entering number of students in a specific cohort since rate fluctuations do occur depending on the size of a specific cohort.

SASS units such as EOP and Student-Athlete Success Services use these dashboards routinely to monitor their student progress. Recently, SASS prepared transfer student retention and graduation data that was shared with local community college presidents. SASS also prepares detailed program and concentration reports to help colleges and departments note areas of concern within specific degree programs.

Use by Academic Programs

Colleges use the milestones and dashboards to track student enrollment at the College, Department and Course level. This helps fine tune scheduling to better balance student needs with available resources and state target mandates. The dashboards also provide high level assessments of the impacts of student success programs, particularly as they impact retention and graduation. CSU-level dashboards also provide additional assessment measures such as the percentage of students completing all lower division requirements by the end of their fourth semester. Dashboards are used to report to accreditation entities, donors, and

the like, our progress on key high level indicators related to demographics such as faculty and student diversity. Lastly, the dashboards provide data to inform curricular discussions, especially to determine the impact of changes in class size, pre-requisite requirements, and course demand trends.

The Part B of the revised annual assessment report form programs report the following information: graduation rates for total, non-URM and URM students (per program and degree), headcounts of program majors and new students (per program and degree), SFR and average section size (per program), and percentage of tenured/tenure-track instructional faculty (per department). The data needed for reporting these items is provided by the IEA office by March 1 each year. Programs are expected to respond to these data in their annual assessments when describing action items for the future, and as part of program planning.

With respect to a specific example, the College of Business noticed last year that their graduation rates were above campus average, but their achievement gap data showed a large gap for both their freshmen and transfer student cohorts. The college addressed this issue by further analyzing enrollment patterns for these groups and are working on possible interventions to reduce this gap, such as first-year experiences for the freshmen and more upper-division academic support for key business classes.

Responses to LOI 5.2

Degree Audit and Transfer Credit Updates

Office of Graduate & Undergraduate Programs (GUP), April 8, 2015

LOI 5.2 The degree audit is identified as an area that needs work. The team would like to know more about the progress of the degree audit implementation, and, in relation to that, how information about degree requirements is being communicated to students and among academic advisors and graduation evaluators.

Response

Updating the degree audit is a two-stage process. The first stage consists of mapping all the Core General Education, SJSU Studies and major requirement changes for seven university catalogs, spanning academic years 2006 through 2015. We follow that by updating, correcting and/or creating data in PeopleSoft that populates the degree audit with appropriate detail for each student's major and catalog year.

Since May, 2013, the following work has been completed (always working from largest majors to smallest):

- 156 majors are coded in PeopleSoft – all of those majors are complete for catalog years 2006 through 2010
- 111 of the 156 are complete for catalog years 2006 through 2013
- 24 of the 156 are complete for catalog years 2006 through 2014
- 70 of the 156 are 50% complete (through stage 1 mapping) for catalog years 2006 through 2014
- 97% of the 156 majors have complete Core General Education (lower division General Education requirements) through catalog year 2014
- 95% of the majors have complete SJSU Studies (upper division General Education requirements) through catalog year 2014
- 100% of SB1440 students have Core General Education and SJSU Studies coded
- SB1440 AA-T Psychology degree has been completed through catalog year 2015
- 100% of the majors have updated state American Institutions requirements
- 100% of the majors have updated the campus Physical Education requirement through catalog year 2015

As of April 8, 2015 we have built and updated the degree audit through 2013 for 25,334 of our students. Some of the larger majors (all Engineering, Psychology, and a few others) have been updated through 2014. We still have 922 students in very small majors who do not yet have their audit updated. Most of those are current as of 2010. They represent the final phase of our build out and update of degree audits. This work will be complete by the end of the academic year.

Communication

The Degree Audit group in the Office of Graduate & Undergraduate Programs has been holding regular training classes on the degree audit since June of 2006. So far, 420 staff and faculty have been trained to run and interpret the audit. Over the last year alone, the audits have been run 111,305 times (as of April 8).

In May 2013, the group held university-wide advisor training and distributed updates on the status of the audit. In October of 2013, and again in October of 2014, the group met with the Graduation Evaluators to discuss both the degree audit and transfer credit. A follow up meeting on transfer credit will be held later in April, after the WASC Accreditation Visit is complete.

In July 2014, the Office of Graduate & Undergraduate Programs created a [web page for the degree audit](#). The page includes a section for students and provides detailed instructions on how to access the audit. It also provides resources on where to get help for questions or discrepancies found in the audit. There is also information for faculty, staff and advisors on how to report problems found in the audit. The degree audit group has an email inbox for reporting problems. Depending on the problem identified the queries are assigned to GUP or Student Academic Success Services (SASS) staff for follow up and resolution. Typical problems identified and resolved include transfer and test credit posting, transfer credit and test rule setup and degree audit coding. The resolution of these individual problems has often led to broader improvements to both the degree audit and the transfer credit rules.

The majority of communication with students is designed to flow through the SASS central office and the Success Centers in the individual colleges. Staff in all of the Centers have been trained on the audit with the expectation that they will share their knowledge with their students. Anecdotally, they report that they use the audit extensively, especially for GE advising and for identifying perceived problems in fulfilling degree objectives. Advisors in these hubs also identify students who have not used the audit and introduce them to it. The more than 110,000 audits run this year indicate robust use of this tool.

Transfer Credit Update (April 8, 2015)

Our focus is on building and/or updating all of the STEM discipline rules for our top 28 feeder colleges in order to be able to support the implementation of our recently approved supplemental admission criteria processing for the Fall 2016 admission cycle. The following table details those 28 colleges that have had the Subjects/Courses updated (using the CHICO mod) as well as the rules for CHEMISTRY and MATH (as of March 23). We update the spreadsheet each month. Overall, the STEM rules are much closer to completion than what's indicated in the table. Other staff are working on Biology rules, which should be completed by the end of April. Our newest hire is working on Physics, a much smaller rule set that should be complete by April 10; she will then start on Geology, another small rule set.

Table 1

Community College	Subject /Course Upload using CHICO mod	RULES REVISED/UPDATED	
		CHEMISTRY	MATH
De Anza	Updated	rules complete	rules complete
Evergreen Valley	Updated	rules complete	rules complete
West Valley	Updated	rules complete	rules complete
Cabrillo	Updated	rules complete	rules complete
San Jose City	Updated	rules complete	rules complete
Mission	Updated	rules complete	rules complete
Foothill	Updated	rules complete	rules complete
Ohlone	Updated	rules complete	rules complete
Diablo Valley	Updated	rules complete	
Gavilan	Updated	rules complete	
Las Positas	Updated	rules complete	
Hartnell	Updated	rules complete	
San Joaquin Delta	Updated	rules complete	
Chabot	Updated	rules complete	
College of San Mateo	Updated	rules complete	
Santa Rosa Junior	Updated	rules complete	
Skyline	Updated	rules complete	
City College of San Francisco	Updated	rules complete	
Cuesta	Updated	rules complete	
Monterey Peninsula	Updated	rules complete	
Canada	Updated	rules complete	
Modesto Junior	Updated	rules complete	
Allan Hancock	Updated	rules complete	
Sacramento City	Updated	rules complete	
Solano Community	Updated	rules complete	
Merced Community	Updated	rules complete	
Santa Barbara City	Updated	rules complete	
Sierra	Updated	rules complete	

In addition to working on the STEM rules for the top 28 schools, we have been working in other parts of the system to assure the rules can be read. This entails going through all of the subjects for a particular

institution and eliminating any inactive course rows (an inactive course in the external catalog may not populate a rule for a date after the inactivation). In addition, the course transfer rules must be reviewed to be sure that all of the subjects appear in the 1997 row. If a subject does not appear on the 1997 row, the 'rule' will never apply. These processes are complete for the first 9 schools (DeAnza through Diablo Valley).

The CO requested that all of the rules for Fashion Institute of Design and Merchandising (FIDM) and HEALD College be reviewed to make sure that our articulation rules are current. We complete FIDM and completed the external catalog for HEALD. There are 16 HEALD Colleges in our Organizational Table and we just received access to the Organization Table to permit us to treat them as one campus for curriculum purposes, an important efficiency since we will not have to repeat the external catalog and the rules for all 16 institutions. HEALD should be completed within a week.

In addition to the CO request, the Articulation Officer has requested that we update the rules for the Animation degree program. Students coming into SJSU often do not get credit for having taken any of the Animation requirements because many courses are still catalogued under Art. Without the rules in the system, it is difficult to make sure that these students receive all of their transfer credit and some have repeated courses they didn't need to. All of these updates have been completed for the top 28 feeder colleges.

The Articulation Officer has also asked that we make the rule updates for Child and Adolescent Development (CHAD). CHAD 67, which is required in many SJSU degrees, changed numbers as of the Fall 2014. To make sure that students receive credit for any CCC course that articulates, we need to revise all of the rules for CHAD 67. The work has begun on this, but is not yet complete.

We still do not have any information about how the course numbering comes in on the transcripts. It appears that there are multiple course numbers (or course numbering schemes) for the same course; for example, if we input a rule for *MATH 20.1* and the transcript reads *MATH 020.1*, our rule will never apply. We are working on resolving access issues so that the entire transfer credit group can view transcripts so we can make sure we are creating rules that will actually function.

Staffing

As of April 8 we have added a third TC rule writer (Jill Stahl) to the staff (joining Phaly Phon and Chi Nguyen) and we have completed the recruitment for the fourth TC rule writer (Cynthia Wong) who will start on Monday, April 13. Gloria Edwards will conduct an intensive week-long training session for our two newest rule writers by mid-April. We anticipate by mid-April the top 28 feeder schools will have BIOLOGY, CHEMISTRY and MATH rules completed.

We have completed the recruitment for the Asst. Articulation Officer. Delia Chavez, a long time SJSU employee, and formerly a degree audit advisor, will start in that position on Monday, April 20.

We have just posted our final position announcement for the transfer credit lead analyst who will replace retiring Gloria Edwards. We expect this recruitment to be completed with the new analyst on duty by the end of May. This will complete the GUP staffing plan for the degree audit/transfer credit unit as funded by CSU and the campus. The Information Technology Services unit is conducting a search for the programmer to be assigned to the GUP team.

Reponses to LOI 5.2

Compiled March 2015

5.2 The degree audit is identified as an area that needs work. The team would like to know more about the progress of the degree audit implementation, and, in relation to that, how information about degree requirements is being communicated to students and among academic advisors and graduation evaluators.

The College of Business degree progress report is close to completion, although the procedures that determine proper transfer credit are still under construction. Once a student has the transfer and SJSU credits in place, students are able to map well to degree roadmaps that are already set-up for the degree progress report. The availability and improvement of degree progress reports was communicated to advisors in spring 2014 and they have been providing suggestions for improvement to the design team. Students have been using the degree progress reports consistently and have also helped identify issues. The new and improved nature of the reports in fall 2015 will be promoted with the last set of edits have been incorporated. Currently, graduation evaluators use degree progress as one of the documents on which they base their evaluations of student records. It is expected that in the future, the degree progress report will replace the current procedure of requiring students to apply for graduation.

Information concerning degree requirements is coordinated through department academic advisors, student success centers and with the expertise of the Office of the Registrar's Graduate Evaluators (with evaluators specifically assigned to success centers).

Reponses to LOI 5.3

Compiled March 2015

5.3 The team notes that the dramatically increasing numbers of non-resident and international students, and would like to have more information about what is being done to support the academic success of those students.

Language and writing skills are supported by the College of Humanities and the Arts and by the Writing Center. Through specific programs (English and Comparative Literature, Linguistics and Language and Development) and appointment of new faculty (Tom Moriarty as Director, Writing Across the Curriculum) students are provided with more opportunities to learn better language and writing skills and to be better prepared to fulfill the literacy requirements of our writing intensive and SJSU studies courses. As needed, our English and Comparative Literature and LLD departments, working with the Writing Across the Curriculum Director and Stretch English coordinator have created more comprehensive skills building courses with Stretch English and the creation of the "How Will You Develop Your Writing Skills at SJSU?" handbook. In addition, a faculty member, has just been appointed to develop Stretch English.

Language and writing skills for international students are also being supported by the Writing Center, a unit of Student Academic Success Services. International students attend Writing Center workshops, visit the Writing Center for one-on-one tutoring sessions, and use the numerous online resources created by Writing Specialists. Last semester, student Writing Specialists participated in a training session so that they will be better prepared to assist international students with their writing.

The College of Business is working with the College of International and Extended Studies (CIES) to obtain earlier information on the number of international students enrolling -- as F1, J1, matriculated, and openU students. This information will be used to allocate enough seats in classes to accommodate international and non-resident students. Registration policies and procedures are also being reviewed to make it possible to accommodate international students despite the State-mandated enrollment targets. The College is also partnering with CIES to make available some Open U courses to augment the seats available for matriculated non-res/international students as well as Open U international students. In spring 2015, Spartans Online courses achieved this and offerings will be expanded in the coming semesters to meet the needs of our students, including matriculated and OpenU international/non-res students.

The College of Engineering has a number of activities aimed at serving our graduate students, who are predominantly international and non-resident. In the fall semester of 2014, 1929 of the 2975 international students in the university were majors in the College, 1699 of whom

were graduate students. The College recently received a 3-year, \$600K grant from the National Science Foundation to support graduate scholarships to promote innovation and entrepreneurship. This will help the College attract talent, while providing a resource for our students. Internally, the College administers an exit survey to graduate students every two years to gauge the quality of our programs and services. The last survey in 2013 indicated that students were having issues with plagiarism and cheating, which led to increased tutorials and instruction in that area. Furthermore, the College produces a symposium with invited speakers from industry leaders (Silicon Valley Leaders Symposium), presenting viewpoints on the future of Silicon Valley industries. It is open to the public, but is heavily attended by our graduate student population. Lastly, the College arranges Tech Talks and Career Fairs in collaboration with the SJSU Career Center as resources for our students.

Because of the recent rapid growth of our international student population, the infrastructure to support them is not as robust as for our domestic students. In the College of Engineering in particular, great benefits would be derived from the institution of a Graduate Advisor position, to mirror the existing Undergraduate Advisor position that currently exists in almost all colleges at SJSU. The Graduate Advisor would be someone who is knowledgeable on general policies of interest to graduate students, such as visas; international articulation; writing, residency, and candidacy requirements; and employment.



Join Us For Spring International Week

MARCH 9 - APRIL 3

Global Lens Photo Contest

MONDAY

APRIL 13

**F-1 Student Matters for Faculty and Staff
presentation**

1:00 - 2:00 p.m., Clark Hall 547

Presented by:

International Student and Scholar Services

TUESDAY

APRIL 14

Global Student Network Ice Cream Social

4:00 - 5:00 p.m., Clark Hall 547

Presented by Global Student Network

Study Abroad Information Session

9:30 - 10:30 a.m., Clark Hall 100H

**International Student and Scholar Services
Open House**

12:00 noon - 4:00 p.m., Clark Hall 543

Presented by:

International Student and Scholar Services

**SJSU International House Coffee Night
Open to SJSU students**

8:30 - 10:30 p.m., International House

Presented by the International House

WEDNESDAY

APRIL 15

Spring Study Abroad Fair

9:00 a.m. - 3:00 p.m., Smith/Carlos Lawn

Presented by:

International Student and Scholar Services

Career Workshop

3:00 - 5:00 p.m., SJSU International House

Presented by Counseling Services, Career Center

and MOSAIC and International Student and

Scholar Services

THURSDAY

APRIL 16

**International Scholarship Fundraising
Reception**

5:30 - 8:30 p.m., SJSU International House

Presented by

International Student and Scholar Services

FRIDAY

APRIL 17

**SJSU International House International
Quiz (IQ)**

1:00 - 4:00 p.m., Dining Commons

Presented by the International House

Responses to LOI 5.4

San Jose State University Division of Student Affairs, March 2015

5.4 A large number of Student Affairs support services and co-curricular activities are listed. How do they contribute to student success, and how are those contributions evaluated and assessed? That is, do co-curricular programs undergo a review and assessment process similar to curricular programs?

To support the success of our SJSU students, enhance their effectiveness in the community and prepare them for entry into today's global marketplace, the Division of Student Affairs departments join our academic partners in the development and deployment of co-curricular activities and services which align with the University's Learning Goals (ULG). These endeavors include a wide variety of programs, workshops, career ladder and development enhancements, marketing initiatives, community outreach activities and other services aimed at enhancing students' learning.

Each academic year, our teams seek out student input on creating, delivering and evaluating our services in and outside the classroom which contribute to their growth while on campus and in preparation for life beyond San Jose State. Our department teams assess the effectiveness of these programs and services, determine the degree to which their students and future students and their families are gaining the intended learning expected as a direct outcome from these services, and seek to deliver services which enhance the maturation of our students through the development of specific Program Learning Goals (PLU). Our teams utilize an array of methodologies for accomplishing this task including strategic planning, team collaboration and planning sessions/retreats, connection to best practices in the field, utilization of well-established assessment measures and affiliation with a wide variety of professional associations and community partners while aligning their efforts with standards established by CASS, NSSE and other agencies.

The following is a targeted sampling of various Division of Student Affairs departments' Program Learning Goals (PLG) which illustrate the diversity and depth of our commitment to the enhancement of student learning through a wide variety of co-curricular initiatives related to meeting San Jose State University's Learning Goals.

Specialized Knowledge:

Mastered the depth of knowledge required for a degree, as identified by its program learning outcomes.

Planned and implemented by academic partners.

Broad Integrative Knowledge:

Mastery in each step of an investigative, creative or practical project. An understanding of the implications of results or findings from a particular work in a

societal context. Demonstrated understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration.

Students will develop effective interpersonal skills with diverse populations. (Counseling Services)

Develop the leadership skills of students by providing mentorship and opportunities to practice their skills. (LGBT and Women's Resource Center)

Evaluate positive and negative courses of action critically and proficiently. (Student Conduct and Ethical Development)

Students will exhibit problem solving skills to complex problems through creative and reflective thinking. (Associated Students)

Intellectual Skills: Fluency in the use of specific theories, tools, technology and graphical representation. Development of skills and abilities necessary for life-long learning and the ability to engage effectively in collaborative activities.

Students will utilize myJSU effectively to access information and conduct business with the university. (Financial Aid & Scholarship, Office of the Registrar, and other Enrollment Services departments)

Peer Health Educators will be able to incorporate 2-3 culturally responsive or inclusive statements into their presentations or outreach activities. (Student Health Center)

Student employees will demonstrate continual growth as professional individuals by displaying the ability to effectively communicate, think critically, and make decisions when working with a wide range of internal and external clientele. (Student Union Incorporated)

Students will acquire *practical competence* in communication ability, managing time and responsibilities, and leading purposeful, healthy lives. (Student Involvement)

Applied Knowledge:

Ability to integrate theory, practice, and problem-solving to address practical issues, apply their knowledge and skills to new settings or in addressing complex problems, and to work productively as individuals and in groups.

Students will know and understand the policies and procedures that guide admission, enrollment and graduation at JSU. (Enrollment Services departments)

Provide opportunities for students to obtain internships, part-time jobs and employment appropriate to their career goals through a variety of employer connection opportunities. (Career Center)

Apply information accurately to the issue or problem at hand. (Ombudsperson)

Residents will engage in and foster caring relationships in their living and learning communities. (University Housing)

Social and Global Responsibilities

Ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities while gaining diverse and global perspectives through engagement with the multidimensional SJSU community.

Student can communicate to others (including professors) the ways that the functional limitations of his/her disability impact the student in an academic setting. (Accessible Education Center)

Student staff will gain skills in working in collaborative settings, critical thinking, and communication skills needed to function in a diverse workforce and global community. (MOSAIC Cross Cultural Center)

Communicate and work effectively in diverse environments and unfamiliar situations. (Military And Veteran Student Services)

Reponses to LOI 5.5

Compiled March 2015

5.5 In regard to achievement gaps among different groups of students, what more does SJSU need to do or can do to close those achievement gaps? The team would particularly like to know more about the relationships among first-generation college students and Pell-eligible students and the achievement gap.

The Colleges of Business, Science, and Engineering, is developing a sophomore experience, engaging a non-profit career accelerator to build a year-long set of courses and activities designed to prepare students to build the skills and confidence to excel in the workplace. The program is designed not only to provide key skills like project management and communication, but also to help students develop an understanding of and confidence with the unique role they can play in an organization even if they may be considered a member of an underrepresented or marginalized group. We consider this sophomore experience to be foundational for students to build the confidence and resources to continue to participate in high impact practices like internships (in the summer between sophomore and junior years) and study abroad/global experiences (in the summer between, or one/two semesters of. the junior and senior years).

The Jack Holland Student Success Center in the college of business is developing new initiatives to boost the participation and success of first generation students. In particular, a newly developed Learning Communities initiative is underway to identify and support the incoming Fall 2015 Frosh and Transfer students through classroom cohorts of learners and mentors to augment their learning and development. Additionally, the application of a continuous improvement cycle will help identify the learning needs of first generation students and their shared goals with educators and mentors.



CSU Graduation Initiative 2025
College Baseline Data

Prepared for:

Academic Affairs Leadership Team

Spring 2015 Semester

Contact Information: Maureen Scharberg, Associate Vice President
Student Academic Success Services
E-mail: Maureen.Scharberg@sjsu.edu
Phone: (408) 924-2706

Data from Student Success Milestones: iea.sjsu.edu (eMilestone SSM tab)

Table of Contents:

	<u>Page</u>
CSU Grad Initiative 2025 -- San José State University's Goals	3
<i>Frosh</i> First-Year Retention Rates by College	3
<i>Frosh</i> Four-Year Graduation Rates by College	4
<i>Frosh</i> Six-Year Graduation Rates by College	4
<i>Frosh</i> Six-Year URM/non-URM Graduation Rate Gaps by College	5
<i>Frosh</i> Six-Year Pell/non-Pell Graduation Rate Gaps by College	5
<i>Transfer</i> First-year Retention Rates by College	6
<i>Transfer</i> Two-Year Graduation Rates by College	6
<i>Transfer</i> Four-Year Graduation Rates by College	7

San Jose State University's Goals -- CSU Graduation Initiative 2025

	Baseline Rate	2025 Goal
<i>Freshmen Graduation Rate Goals</i>		
4-year Graduation Rate Goal (2021 Cohort)	9% (2008 Cohort)	17%
6-year Graduation Rate Goal (2019 Cohort)	47% (2006 Cohort)	57%
<i>Transfer Graduation Rate Goal</i>		
2-year Graduation Rate Goal (2023 Cohort)	19% (2011 Cohort)	27%
4-year Graduation Rate Goal (2021 Cohort)	67% (2009 Cohort)	73%
<i>Freshmen Achievement Gap Goals</i>		
6-year URM/non-URM Graduation Rate Gap Goal (2019 Cohort)	12% (2007 Cohort)	6%
6-year Pell/non-Pell Graduation Rate Gap Goal (2019 Cohort)	10% (2007 Cohort)	5%

Frosh First-Year Retention Rates by College

	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
All University	84.3% (2764)	87.1% (2761)	82.9% (3947)	87.0% (3384)	86.4% (3736)
CASA	84.2% (625)	88.1% (496)	85.1% (565)	88.3% (222)	87.0% (318)
Business	83.1% (445)	88.4% (164)	88.3% (420)	87.2% (486)	89.9% (500)
Education	79.3% (29)	85.7% (35)	79.1% (43)	89.2% (37)	90.9% (44)
Engineering	85.7% (428)	87.6% (395)	86.7% (593)	86.8% (470)	86.8% (857)
Humanities & Arts	86.3% (336)	87.7% (332)	84.2% (335)	86.3% (313)	85.1% (348)
Science	86.6% (298)	88.3% (314)	88.2% (314)	90.6% (171)	88.2% (395)
Social Sciences	80.2% (278)	83.6% (287)	80.6% (346)	90.3% (267)	84.3% (408)
Undeclared	83.7% (325)	86.6% (738)	77.8%(1331)	84.9%(1214)	84.5% (866)

Notes: Entering cohort number in parentheses.

Frosh Four-Year Graduation Rates by College

	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>
All university	7.6% (2728)	7.7% (3276)	9.5% (3598)	9.3% (2764)	10.0% (2761)
CASA	7.7% (561)	7.2% (746)	9.3% (739)	9.8% (625)	9.9% (496)
Business	10.0% (470)	12.4% (581)	13.8% (646)	12.8% (445)	20.7% (164)
Education	9.8% (41)	10.5% (38)	13.6% (59)	13.8% (37)	28.6% (35)
Engineering	1.5% (390)	2.0% (504)	2.9% (625)	2.3% (428)	3.5% (395)
Humanities & Arts	8.7% (381)	7.4% (394)	10.6% (424)	6.8% (336)	12.3% (332)
Science	6.7% (253)	5.7% (317)	8.9% (338)	7.4% (298)	7.6% (314)
Social Sciences	9.4% (213)	12.7% (260)	14.5% (346)	15.5% (278)	16.4% (287)
Undeclared	9.1% (419)	7.3% (436)	7.7% (430)	11.4% (325)	7.9% (738)

Notes: Entering cohort number in parentheses. Our CSU 2025 Goal for Frosh Four-Year Graduation Rates is 17%.

Frosh Six-Year Graduation Rates by College

	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>
All university	48.0% (2394)	46.6% (2554)	46.3% (2728)	47.7% (3276)	49.7% (3598)
CASA	42.6% (423)	47.0% (500)	42.6% (561)	45.2% (746)	50.3% (739)
Business	53.9% (382)	55.0% (420)	52.1% (470)	56.6% (581)	58.4% (646)
Education	46.2% (26)	63.6% (22)	53.7% (41)	42.1% (38)	62.7% (59)
Engineering	45.0% (413)	40.6% (389)	39.2% (390)	39.9% (504)	40.5% (625)
Humanities & Arts	48.8% (295)	43.9% (344)	49.3% (381)	48.0% (394)	50.5% (424)
Science	44.1% (236)	40.3% (278)	39.5% (253)	46.1% (317)	45.0% (338)
Social Sciences	56.6% (198)	51.5% (202)	50.7% (213)	51.2% (260)	48.4% (337)
Undeclared	48.9% (421)	46.6% (399)	49.6% (419)	48.6% (436)	51.4% (430)

Notes: Entering cohort number in parentheses. Our CSU 2025 Goal for Frosh Six-Year Graduation Rates is 57%.

Frosh Achievement Gap: 6-year URM/non-URM Graduation Rate Gap Data

	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>
All university	13.0% (26.4%)	13.5% (28.3%)	12.5% (29.4%)	12.4% (28.7%)
CASA	6.8% (24.8%)	9.3% (30.1%)	6.7% (31.2%)	11.9% (29.4%)
Business	23.9% (28.8%)	17.5% (27.0%)	16.4% (29.3%)	14.3% (28.0%)
Education	16.7% (18.2%)	18.1% (24.4%)	5.5% (34.2%)	25.5% (42.4%)
Engineering	22.5% (21.3%)	17.7% (26.4%)	18.4% (26.8%)	23.9% (25.9%)
Humanities & Arts	10.8% (27.6%)	7.0% (24.2%)	15.8% (24.1%)	1.3% (26.2%)
Science	13.1% (21.6%)	16.9% (19.8%)	24.4% (22.4%)	23.1% (20.1%)
Social Sciences	16.0% (38.1%)	22.9% (38.5%)	7.8% (41.2%)	2.0% (42.7%)
Undeclared	6.0% (27.8%)	12.7% (33.4%)	8.4% (31.9%)	10.5% (28.6%)

Notes: Percentages in parentheses are the percentages of URM in the entering cohort. Our 2025 Goal for URM/non-URM Graduation Rate Gap Goal is 6%.

Frosh Achievement Gap: 6-year Pell/non-Pell Graduation Rate Gap Data

	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>
All university	5.5% (27.6%)	6.0% (24.2%)	8.6% (26.8%)	-4.0% (25.6%)
CASA	-8.2% (26.4%)	2.3% (26.6%)	3.1% (28.6%)	-6.1% (23.1%)
Business	1.6% (30.5%)	7.1% (21.1%)	11.6% (25.0%)	-6.0% (24.6%)
Education	30.6% (22.7%)	23.6% (26.8%)	20.9% (29.0%)	10.3% (30.1%)
Engineering	15.2% (26.2%)	11.1% (24.9%)	11.1% (27.8%)	6.1% (26.2%)
Humanities & Arts	7.3% (23.0%)	17.1% (21.5%)	11.1% (24.1%)	-10.9% (22.4%)
Science	22.5% (30.6%)	-7.5% (24.5%)	4.9% (28.4%)	-3.3% (23.7%)
Social Sciences	11.6% (29.7%)	11.4% (23.5%)	10.7% (25.4%)	-9.2% (31.5%)
Undeclared	1.4% (28.6%)	-1.8% (26.0%)	7.9% (27.1%)	-4.7% (29.6%)

Notes: Percentages in parentheses are the percentages of Pell Grant students in the entering cohort. Our 2025 Goal for Pell/non-Pell Graduation Rate Gap Goal is 5%.

Transfer Student First-Year Retention Rates by College

	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
All University	85.8% (2,054)	88.0% (2,783)	86.4% (2,915)	86.8% (3,030)	87.3%(3,736)
CASA	86.1% (438)	88.2% (414)	88.3% (539)	89.0% (556)	88.1% (445)
College of Business	85.4% (582)	92.0% (314)	86.5% (601)	89.8% (743)	86.5% (914)
College of Education	80.0% (80)	87.8% (98)	82.8% (122)	90.2% (122)	85.0% (127)
College of Engineering	83.0% (165)	91.4% (257)	88.6% (317)	87.2% (288)	87.8% (576)
College of Humanities and Arts	91.2% (272)	89.0% (382)	90.4% (366)	87.6% (370)	87.6% (525)
College of Science	87.1% (139)	91.8% (184)	89.0% (136)	87.8% (139)	87.2% (196)
College of Social Sciences	84.5% (373)	86.3% (439)	87.1% (473)	87.7% (423)	88.2% (797)
Undeclared	80.0% (5)	84.3% (695)	76.5% (361)	74.3% (389)	84.0% (156)

Note: Entering cohort number in parenthesis.

Transfer Student Two-Year Graduation Rates by College

	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
All University	18.5% (2,488)	19.3% (2,054)	19.2% (2,783)	20.5% (2,915)	20.0% (3,030)
CASA	18.8% (552)	16.7% (438)	20.8% (414)	21.2% (539)	22.1% (556)
College of Business	21.5% (679)	23.7% (582)	27.7% (314)	24.1% (601)	19.1% (743)
College of Education	30.0% (80)	27.5% (80)	22.4% (98)	36.9% (122)	35.2% (122)
College of Engineering	3.5% (226)	4.2% (165)	3.9% (257)	5.7% (317)	3.8% (288)
College of Humanities and Arts	11.5% (357)	9.9% (272)	13.1% (382)	15.6% (366)	15.9% (370)
College of Science	6.3% (142)	7.2% (139)	8.7% (184)	5.9% (136)	12.9% (139)
College of Social Sciences	28.8% (445)	31.6% (373)	38.0% (439)	36.4% (473)	40.7% (423)
Undeclared	14.3% (7)	20.0% (5)	13.7% (695)	10.8% (361)	9.5% (389)

Note: Entering cohort number in parenthesis. Our CSU 2025 Goal for Transfer Two-Year Graduation Rates is 27%.

Transfer Student Four-Year Graduation Rates by College

	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>
All University	62.0% (2,348)	59.8% (2,764)	67.0% (2,488)	68.6% (2,054)	69.0% (2,783)
CASA	60.0% (498)	61.5% (597)	68.5% (552)	68.7% (438)	76.1% (414)
College of Business	67.0% (651)	65.7% (757)	72.2% (679)	76.1% (582)	83.4% (314)
College of Education	60.6% (71)	65.7% (70)	76.2% (80)	65.0% (80)	79.6% (98)
College of Engineering	59.8% (199)	45.7% (245)	54.0% (226)	54.5% (165)	64.2% (257)
College of Humanities and Arts	58.7% (363)	52.5% (417)	60.8% (357)	61.4% (272)	59.4% (382)
College of Science	52.7% (182)	52.0% (204)	54.9% (142)	53.2% (139)	57.6% (184)
College of Social Sciences	65.7% (373)	64.7% (464)	70.8% (445)	75.1% (373)	75.4% (439)
Undeclared	36.4% (11)	50.0% (10)	71.4% (7)	60.0% (5)	62.9% (695)

Note: Entering cohort number in parenthesis. Our CSU 2025 Goal for Transfer Four-Year Graduation Rates is 73%.



CSU Graduation Initiative 2025
College Baseline Data

Prepared for:

Academic Affairs Leadership Team

Spring 2015 Semester

Contact Information: Maureen Scharberg, Associate Vice President
Student Academic Success Services
E-mail: Maureen.Scharberg@sjsu.edu
Phone: (408) 924-2706

Data from Student Success Milestones: iea.sjsu.edu (eMilestone SSM tab)

Table of Contents:

	<u>Page</u>
CSU Grad Initiative 2025 -- San José State University's Goals	3
<i>Frosh</i> First-Year Retention Rates by College	3
<i>Frosh</i> Four-Year Graduation Rates by College	4
<i>Frosh</i> Six-Year Graduation Rates by College	4
<i>Frosh</i> Six-Year URM/non-URM Graduation Rate Gaps by College	5
<i>Frosh</i> Six-Year Pell/non-Pell Graduation Rate Gaps by College	5
<i>Transfer</i> First-year Retention Rates by College	6
<i>Transfer</i> Two-Year Graduation Rates by College	6
<i>Transfer</i> Four-Year Graduation Rates by College	7

San Jose State University's Goals -- CSU Graduation Initiative 2025

	Baseline Rate	2025 Goal
<i>Freshmen Graduation Rate Goals</i>		
4-year Graduation Rate Goal (2021 Cohort)	9% (2008 Cohort)	17%
6-year Graduation Rate Goal (2019 Cohort)	47% (2006 Cohort)	57%
<i>Transfer Graduation Rate Goal</i>		
2-year Graduation Rate Goal (2023 Cohort)	19% (2011 Cohort)	27%
4-year Graduation Rate Goal (2021 Cohort)	67% (2009 Cohort)	73%
<i>Freshmen Achievement Gap Goals</i>		
6-year URM/non-URM Graduation Rate Gap Goal (2019 Cohort)	12% (2007 Cohort)	6%
6-year Pell/non-Pell Graduation Rate Gap Goal (2019 Cohort)	10% (2007 Cohort)	5%

Frosh First-Year Retention Rates by College

	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
All University	84.3% (2764)	87.1% (2761)	82.9% (3947)	87.0% (3384)	86.4% (3736)
CASA	84.2% (625)	88.1% (496)	85.1% (565)	88.3% (222)	87.0% (318)
Business	83.1% (445)	88.4% (164)	88.3% (420)	87.2% (486)	89.9% (500)
Education	79.3% (29)	85.7% (35)	79.1% (43)	89.2% (37)	90.9% (44)
Engineering	85.7% (428)	87.6% (395)	86.7% (593)	86.8% (470)	86.8% (857)
Humanities & Arts	86.3% (336)	87.7% (332)	84.2% (335)	86.3% (313)	85.1% (348)
Science	86.6% (298)	88.3% (314)	88.2% (314)	90.6% (171)	88.2% (395)
Social Sciences	80.2% (278)	83.6% (287)	80.6% (346)	90.3% (267)	84.3% (408)
Undeclared	83.7% (325)	86.6% (738)	77.8%(1331)	84.9%(1214)	84.5% (866)

Notes: Entering cohort number in parentheses.

Frosh Four-Year Graduation Rates by College

	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>
All university	7.6% (2728)	7.7% (3276)	9.5% (3598)	9.3% (2764)	10.0% (2761)
CASA	7.7% (561)	7.2% (746)	9.3% (739)	9.8% (625)	9.9% (496)
Business	10.0% (470)	12.4% (581)	13.8% (646)	12.8% (445)	20.7% (164)
Education	9.8% (41)	10.5% (38)	13.6% (59)	13.8% (37)	28.6% (35)
Engineering	1.5% (390)	2.0% (504)	2.9% (625)	2.3% (428)	3.5% (395)
Humanities & Arts	8.7% (381)	7.4% (394)	10.6% (424)	6.8% (336)	12.3% (332)
Science	6.7% (253)	5.7% (317)	8.9% (338)	7.4% (298)	7.6% (314)
Social Sciences	9.4% (213)	12.7% (260)	14.5% (346)	15.5% (278)	16.4% (287)
Undeclared	9.1% (419)	7.3% (436)	7.7% (430)	11.4% (325)	7.9% (738)

Notes: Entering cohort number in parentheses. Our CSU 2025 Goal for Frosh Four-Year Graduation Rates is 17%.

Frosh Six-Year Graduation Rates by College

	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>
All university	48.0% (2394)	46.6% (2554)	46.3% (2728)	47.7% (3276)	49.7% (3598)
CASA	42.6% (423)	47.0% (500)	42.6% (561)	45.2% (746)	50.3% (739)
Business	53.9% (382)	55.0% (420)	52.1% (470)	56.6% (581)	58.4% (646)
Education	46.2% (26)	63.6% (22)	53.7% (41)	42.1% (38)	62.7% (59)
Engineering	45.0% (413)	40.6% (389)	39.2% (390)	39.9% (504)	40.5% (625)
Humanities & Arts	48.8% (295)	43.9% (344)	49.3% (381)	48.0% (394)	50.5% (424)
Science	44.1% (236)	40.3% (278)	39.5% (253)	46.1% (317)	45.0% (338)
Social Sciences	56.6% (198)	51.5% (202)	50.7% (213)	51.2% (260)	48.4% (337)
Undeclared	48.9% (421)	46.6% (399)	49.6% (419)	48.6% (436)	51.4% (430)

Notes: Entering cohort number in parentheses. Our CSU 2025 Goal for Frosh Six-Year Graduation Rates is 57%.

Frosh Achievement Gap: 6-year URM/non-URM Graduation Rate Gap Data

	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>
All university	13.0% (26.4%)	13.5% (28.3%)	12.5% (29.4%)	12.4% (28.7%)
CASA	6.8% (24.8%)	9.3% (30.1%)	6.7% (31.2%)	11.9% (29.4%)
Business	23.9% (28.8%)	17.5% (27.0%)	16.4% (29.3%)	14.3% (28.0%)
Education	16.7% (18.2%)	18.1% (24.4%)	5.5% (34.2%)	25.5% (42.4%)
Engineering	22.5% (21.3%)	17.7% (26.4%)	18.4% (26.8%)	23.9% (25.9%)
Humanities & Arts	10.8% (27.6%)	7.0% (24.2%)	15.8% (24.1%)	1.3% (26.2%)
Science	13.1% (21.6%)	16.9% (19.8%)	24.4% (22.4%)	23.1% (20.1%)
Social Sciences	16.0% (38.1%)	22.9% (38.5%)	7.8% (41.2%)	2.0% (42.7%)
Undeclared	6.0% (27.8%)	12.7% (33.4%)	8.4% (31.9%)	10.5% (28.6%)

Notes: Percentages in parentheses are the percentages of URM in the entering cohort. Our 2025 Goal for URM/non-URM Graduation Rate Gap Goal is 6%.

Frosh Achievement Gap: 6-year Pell/non-Pell Graduation Rate Gap Data

	<u>Fall 2005</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>
All university	5.5% (27.6%)	6.0% (24.2%)	8.6% (26.8%)	-4.0% (25.6%)
CASA	-8.2% (26.4%)	2.3% (26.6%)	3.1% (28.6%)	-6.1% (23.1%)
Business	1.6% (30.5%)	7.1% (21.1%)	11.6% (25.0%)	-6.0% (24.6%)
Education	30.6% (22.7%)	23.6% (26.8%)	20.9% (29.0%)	10.3% (30.1%)
Engineering	15.2% (26.2%)	11.1% (24.9%)	11.1% (27.8%)	6.1% (26.2%)
Humanities & Arts	7.3% (23.0%)	17.1% (21.5%)	11.1% (24.1%)	-10.9% (22.4%)
Science	22.5% (30.6%)	-7.5% (24.5%)	4.9% (28.4%)	-3.3% (23.7%)
Social Sciences	11.6% (29.7%)	11.4% (23.5%)	10.7% (25.4%)	-9.2% (31.5%)
Undeclared	1.4% (28.6%)	-1.8% (26.0%)	7.9% (27.1%)	-4.7% (29.6%)

Notes: Percentages in parentheses are the percentages of Pell Grant students in the entering cohort. Our 2025 Goal for Pell/non-Pell Graduation Rate Gap Goal is 5%.

Transfer Student First-Year Retention Rates by College

	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>
All University	85.8% (2,054)	88.0% (2,783)	86.4% (2,915)	86.8% (3,030)	87.3%(3,736)
CASA	86.1% (438)	88.2% (414)	88.3% (539)	89.0% (556)	88.1% (445)
College of Business	85.4% (582)	92.0% (314)	86.5% (601)	89.8% (743)	86.5% (914)
College of Education	80.0% (80)	87.8% (98)	82.8% (122)	90.2% (122)	85.0% (127)
College of Engineering	83.0% (165)	91.4% (257)	88.6% (317)	87.2% (288)	87.8% (576)
College of Humanities and Arts	91.2% (272)	89.0% (382)	90.4% (366)	87.6% (370)	87.6% (525)
College of Science	87.1% (139)	91.8% (184)	89.0% (136)	87.8% (139)	87.2% (196)
College of Social Sciences	84.5% (373)	86.3% (439)	87.1% (473)	87.7% (423)	88.2% (797)
Undeclared	80.0% (5)	84.3% (695)	76.5% (361)	74.3% (389)	84.0% (156)

Note: Entering cohort number in parenthesis.

Transfer Student Two-Year Graduation Rates by College

	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
All University	18.5% (2,488)	19.3% (2,054)	19.2% (2,783)	20.5% (2,915)	20.0% (3,030)
CASA	18.8% (552)	16.7% (438)	20.8% (414)	21.2% (539)	22.1% (556)
College of Business	21.5% (679)	23.7% (582)	27.7% (314)	24.1% (601)	19.1% (743)
College of Education	30.0% (80)	27.5% (80)	22.4% (98)	36.9% (122)	35.2% (122)
College of Engineering	3.5% (226)	4.2% (165)	3.9% (257)	5.7% (317)	3.8% (288)
College of Humanities and Arts	11.5% (357)	9.9% (272)	13.1% (382)	15.6% (366)	15.9% (370)
College of Science	6.3% (142)	7.2% (139)	8.7% (184)	5.9% (136)	12.9% (139)
College of Social Sciences	28.8% (445)	31.6% (373)	38.0% (439)	36.4% (473)	40.7% (423)
Undeclared	14.3% (7)	20.0% (5)	13.7% (695)	10.8% (361)	9.5% (389)

Note: Entering cohort number in parenthesis. Our CSU 2025 Goal for Transfer Two-Year Graduation Rates is 27%.

Transfer Student Four-Year Graduation Rates by College

	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>
All University	62.0% (2,348)	59.8% (2,764)	67.0% (2,488)	68.6% (2,054)	69.0% (2,783)
CASA	60.0% (498)	61.5% (597)	68.5% (552)	68.7% (438)	76.1% (414)
College of Business	67.0% (651)	65.7% (757)	72.2% (679)	76.1% (582)	83.4% (314)
College of Education	60.6% (71)	65.7% (70)	76.2% (80)	65.0% (80)	79.6% (98)
College of Engineering	59.8% (199)	45.7% (245)	54.0% (226)	54.5% (165)	64.2% (257)
College of Humanities and Arts	58.7% (363)	52.5% (417)	60.8% (357)	61.4% (272)	59.4% (382)
College of Science	52.7% (182)	52.0% (204)	54.9% (142)	53.2% (139)	57.6% (184)
College of Social Sciences	65.7% (373)	64.7% (464)	70.8% (445)	75.1% (373)	75.4% (439)
Undeclared	36.4% (11)	50.0% (10)	71.4% (7)	60.0% (5)	62.9% (695)

Note: Entering cohort number in parenthesis. Our CSU 2025 Goal for Transfer Four-Year Graduation Rates is 73%.