

SAN JOSÉ STATE UNIVERSITY

Institutional Report

September 7, 2021



Cover illustration: Christina Centron, '17 Illustration/Animation

Acknowledgements

This institutional report was completed under the guidance of the Accreditation Review Committee. This dedicated team of faculty, staff, students, and community members collected and compiled information, provided analysis, and contributed to the writing of the report. We thank them for their service to the University.

2019-2020

Accreditation Review Committee

Mohamed Abousalem

Thalia Anagnos

Raquel Coelho

Charlie Faas

Stefan Frazier

Stacy Gleixner

KyungMo Han

Carl Kemnitz

Ravisha Mathur

Kayla McGill

David Parent

Ruby Ramirez

Michael Randle

Cheyla Samuelson

Ju Myung Song

Chris Tseng

Mary Wilson

Lilian Zheng

2020-2021

Accreditation Review Committee

Mohamed Abousalem

Thalia Anagnos

Marc d'Alarcao

Vincent Del Casino

Charlie Faas

Stefan Frazier

Michael Kaufman

Ravisha Mathur

Faranak Memarzadeh

Junelyn Pangan Peeples

Stacey Porter

Brendan Quock

Sumita Raghuram

Priya Raman

Ruby Ramirez

Pamela Richardson

Cheyla Samuelson

Sarah Schraeder

Virginia Tucker

Chao Vang

Sharon Willey

Mary Wilson

The lead author of the report was Dr. Pamela Richardson, Chair of the Accreditation Review Committee and Professor of the Department of Occupational Therapy. Outgoing Accreditation Liaison Officer and Vice Provost of Undergraduate Education Dr. Thalia Anagnos, and incoming Accreditation Liaison Officer and Vice Provost of Institutional Effectiveness and Strategic Analytics Dr. Junelyn Pangan Peeples also contributed substantially to the writing of this report.

Table of Contents

Appendices.	i
Acronym List.	iii
Component 1: Introduction	1
Institutional Context (CFRs 1.1, 1.8)	1
Mission and Strategic Vision (CFR 1.1)	3
Serving San José and the Silicon Valley	4
Response to Previous Review (CFR 1.8).....	5
Recommendation 1: Continue the excellent work in elevating student success, with a particular focus on strengthening Student Affairs, which will lead to a stronger university (CFRs 2.10, 4.3).	6
Recommendation 2: Take proactive steps to address issues relevant to staff communication, quality of worklife, and campus climate concerns (CFRs 3.2, 3.3). 9	9
Recommendation 3: Systematically re-examine the role of professional academic advising to ensure sufficient staffing, training, and cultural competencies to serve URM, first generation college, student veterans, students with disabilities, and other student groups (CFRs 2.12, 2.13, 2.14).	12
Recommendation 4: Pay closer attention to academic advising to ensure that all students have adequate access to degree planning and degree program requirements (CFRs 2.12, 2.13, 2.14).	14
Recommendation 5: Deepen its effort to recruit, hire and retain faculty who reflect the diversity of the SJSU student community (CFRs 1.4, 3.1).	17
Component 2: Compliance with WSCUC Standards and Federal Requirements	18
Student Success	18
Organization and Budget	20
Campus Climate.....	22
Component 3: Degree Programs: Meaning, Quality, Integrity of Degree: (CFRs 1.2, 2.2, 2.3, 2.4, 2.6, 2.7, 4.3)	22
Undergraduate Education	23

Table of Contents

General Education Program Goals.....	23
Graduate Education	25
Component 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation.....	27
Assessment of the Core Competencies.....	27
Graduate Student Achievement	29
Component 5: Student Success: Student Learning, Retention, and Graduation (CFRs 1.2, 2.7, 2.13).....	30
Collaboration Between Student Affairs and Academic Affairs for Student Success	30
Replacement of Remedial Courses with College Level Curriculum.....	31
Addressing Achievement Gaps	32
Component 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence (CFRs 2.4, 2.6, 2.7, 2.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7).	33
Program Planning (CFR 2.7).....	33
Assessment of Student Learning	35
Use of Data and Evidence.....	36
Component 7: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment (CFRs 3.4, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7).	37
Fiscal Sustainability	37
Measures Taken to Address the Budget Situation	37
Planning ahead: The evolving higher education landscape.....	38
Component 8: Conclusion.	40
Reflection	40
Plans for improvement	42

Appendices

1. [Appendix A SJSU-Impact-Full-Report 2021](#)
2. [Appendix B WASC Accreditation Report - Organization and Senior Leadership](#)
3. [Appendix C Student Affairs Summary of Programs and Services for Students](#)
4. [Appendix D 2016-19 SJSU DSA Strategic Plan Final](#)
5. [Appendix E Proposed Five-Year Strategic Enrollment Management Concept 2020-2025](#)
6. [Appendix F Student Affairs Examples of Purposeful and Planned Data Collection](#)
7. [Appendix G Statement from SJSU Staff Council](#)
8. [Appendix H Academic Advising Structure Draft](#)
9. [Appendix I Spartan Integrated Student Advising Strategy.June21](#)
10. [Appendix J NACADA Consultants SJSU Report Final](#)
11. [Appendix K WASC 2020 Report - Academic Advising Progress](#)
12. [Appendix L Graduate Student Needs Survey F20 Executive Summary](#)
13. [Appendix M T TT Strategic Hiring Themes](#)
14. [Appendix N Race Ethnicity of New Tenure Line Faculty 16-17 Through 20-21](#)

Appendices

15. [Appendix O Assessment of the Core Competencies](#)
16. [Appendix P Contact Zone Pedagogy in Stretch English](#)
17. [Appendix Q List of measures taken to close
the \\$92 million gap](#)
18. [Appendix R R I Rationale - WASC](#)
19. [Appendix S Cluster Hire Themes Funding Landscape
- RD - Nov 2020](#)

Acronym List

Acronym	Full Description
AAC&U	Association of American Colleges and Universities
AANAPISI	Asian American and Native American Pacific Islander-Serving Institution
AARS	Academic Advising and Retention Services
AASC	Academic Advising Steering Committee
ADT	Associate Degrees for Transfers
AF	Assessment Facilitator
ALOs	Area Learning Outcomes
APID/A	Asian, Pacific Islander, and Desi/American
ARC	Accreditation Review Committee
ASPIRE	Academic Support Program to Increase Retention in Education
AuD	Doctor of Audiology
AVP	Associate Vice Provost
BLOC	Black Leadership and Opportunity Center
CCLL	Center for Community Learning and Leadership
Centro	Chicanx/Latinx Student Success Center
CFD	Center for Faculty Development
CFR	Criteria for Review
CGS	College of Graduate Studies
CMP	Campus Master Plan
COACHE	Collaborative on Academic Careers in Higher Education
COP	WSCUC Community of Practice
CSU	California State University
DNP	Doctor of Nursing Practice
DSA	Division of Student Affairs
EOP	Educational Opportunity Program
GE	General Education
GEAC	General Education Advisory Committee
GI2025	Graduation 2025 Initiative
HEERF	Higher Education Emergency Relief Fund
HSI	Hispanic Serving Institution
IESA	Institutional Effectiveness and Strategic Analytics
IR	Institutional Research

Acronym List

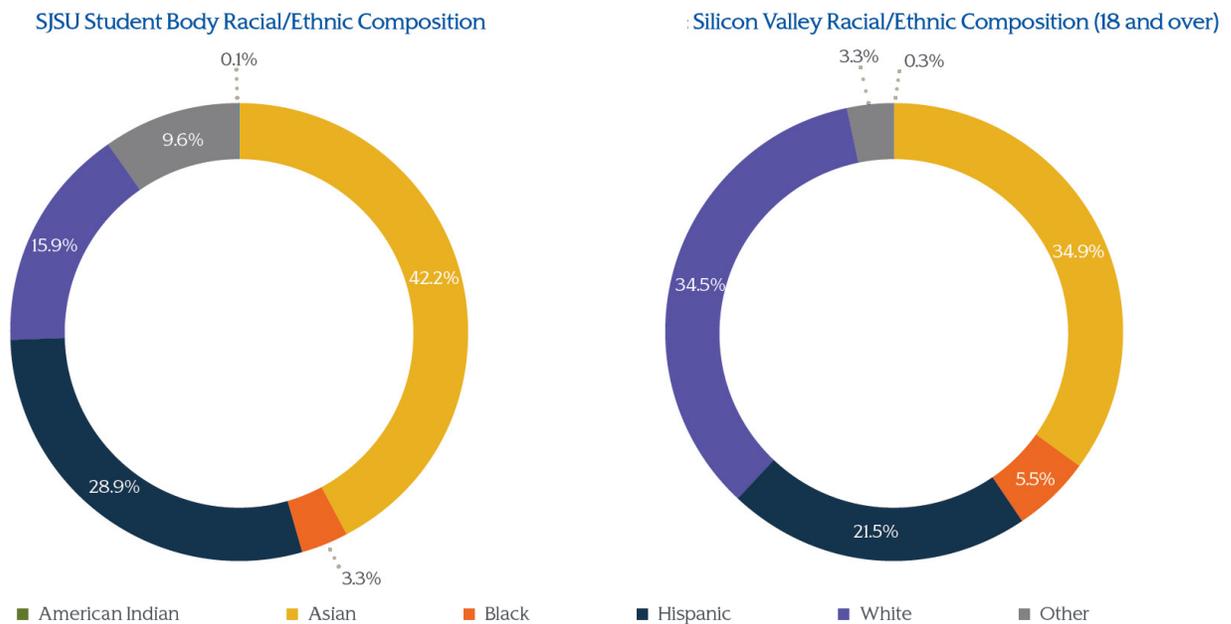
Acronym	Full Description
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Asexual, Nonbinary, etc.
NACADA	National Academic Advising Association
NSSE	National Survey on Student Engagement
OTD	Doctor of Occupational Therapy
ODEI	Office of Diversity, Equity, and Inclusion
PLOs	Program Learning Outcomes
PPC	Program Planning Committee
RDEs	Required Data Elements
RSCA	Research, Scholarship, and Creative Activity
RTP	Retention, Tenure, Promotion
SALT	Student Affairs Leadership Team
SASS	Student Athlete Success Services
SEM	Strategic Enrollment Management
SJSU	San José State University
UHS	University Housing Services
ULGs	University Learning Goals
UndocuSpartan	Student Resource Center for Undocumented Students
UP	University Personnel
URM	Underrepresented Minorities
VPFS	Vice Provost for Faculty Success
VPIESA	Vice Provost for Institutional Effectiveness and Strategic Analytics
VPRI	Vice President for Research and Innovation
VRC	Veterans Resource Center
WSCUC	WASC Senior College and University Commission



Component 1: Introduction

Institutional Context (CFRs 1.1, 1.8)

San José State University (SJSU), the oldest state university in California, is a large, comprehensive public university, currently serving over 36,000 resident and non-resident undergraduate, graduate, and credential students in the heart of Silicon Valley. It is the founding campus of the 23-campus [California State University System](#) (CSU), which educates over 480,000 students yearly. Its highly [diverse](#) student body, 42% of whom are first-generation college students, reflects the demographics of the local community, and qualifies SJSU for designation as both a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).



Source: SJSU/American Community Survey 2018/Beacon Economics

SJSU takes pride in its long and storied history of student civil rights activism, service to first-generation students, ethnic and cultural diversity, and location in the vibrant cultural communities and robust economy of Silicon Valley. SJSU students enrich the campus community and inspire commitment to promoting student success, social justice, diversity, equity, and inclusion.

Strong graduation rates, access for underrepresented students, and earning opportunities for graduates have resulted in SJSU's ranking as the "Most Transformative University" in the United States by [Money Magazine](#) in 2020. Institutional commitment to educational excellence and student success was recognized in the 2021 U.S. News and World Report regional rankings, where SJSU ranked #7 in Top Public Schools, #3 in Social Mobility, #8 in Innovation, #10 in Undergraduate Teaching, and #15 for Best Colleges for Veterans. Campus-wide efforts in [sustainability](#) resulted in SJSU receiving its first international ranking in sustainability, placing it among the top 15 percent of universities for the 2020 [UI GreenMetric World University Rankings](#). These rankings attest to SJSU's strong educational and experiential delivery.

The University takes pride in the accomplishments of its more than 280,000 living alumni, 63% of whom reside and work in the Bay Area. Through its distinctive [history](#) SJSU has evolved into a comprehensive metropolitan university currently offering 87 baccalaureate degrees (141 concentrations), 84 master's degrees (94 concentrations), 3 doctoral degrees, 134 minors, 11 credentials, and 38 certificates. SJSU produces top graduates in education, engineering, health care, computer science, and business, as well as in fields such as journalism, digital media, and animation. SJSU serves as a talent pipeline for Silicon Valley companies such as Apple and Facebook and is consistently one of the highest suppliers of workers to top multinational corporations. SJSU graduates are also notable in the nonprofit field, working at prominent organizations locally and across the state. Essentially, SJSU's economic impact is substantial, supporting over 25,460 jobs throughout the state, generating roughly \$1.6 billion in labor income, and producing over \$4.1 billion in total economic output ([Appendix A](#)).

Since the last reaffirmation in 2014-2015, the university has experienced significant changes in leadership, strategic planning, student success outcomes focused on closing equity gaps for underrepresented minorities (URM) and marginalized students as well as diversifying faculty and staff. The External Review Team requested a Special Visit as part of their recommendations and was approved by the WASC Senior College and University Commission (WSCUC) to commence that review in fall 2017. The Special Visit Letter commended SJSU for its positive movement in leadership, governance, promoting success for URM students, and establishing the [Office of Diversity, Equity, and Inclusion](#) (ODEI) to enhance equity efforts. Since the Special Visit, SJSU has prioritized a holistic approach in helping students, faculty, and staff succeed and thrive. The university launched the new [Transformation 2030](#) strategic plan, is assessing student learning outcomes inside and outside the classroom, and is committed to improving students' time to degree completion through the CSU [Graduation Initiative 2025](#) (GI2025). SJSU is dedicated through its mission and university learning goals to shape global citizens who will contribute to society through their gained knowledge and shared experiences (CFRs 1.2, 1.3, 1.8, 2.6).

SJSU prepared for this reaffirmation through a campus-wide collaborative effort, accomplished through the leadership of President Papazian, her Cabinet, the Vice Provost for Undergraduate Education and former Accreditation Liaison Officer, the Chair of the Accreditation Review Committee, and support from the Academic Senate (CFR 4.5). All units at SJSU have engaged in activities discussed in this report that reflect the work the university prioritized in its Transformation 2030 strategic plan. The following sections provide additional context about SJSU's mission and relationship to Silicon Valley, followed by our thoughtful reflection of the 2014 and 2017 accreditation and special visits. Components 2 through 7 highlight core commitments in student learning and success, quality, and improvement, as well as institutional integrity, sustainability, and accountability. Component 8, the conclusion, offers reflection, including a candid assessment of the University's transformation in the last seven years and plans for improvement.

Mission and Strategic Vision (CFR 1.1)

Leadership at SJSU is defined by a shared belief that decision making and collaborative governance is central to the University's culture. With this inclusive approach as a guide, the president and the university's leadership promote discussion and engagement among faculty, staff, students, administrators, and the community to shape and accomplish the goals of the institution. This approach was used to develop the University's new strategic plan.

Mission

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

SJSU's strategic plan, Transformation 2030, provides a framework for us to realize an ambitious future. The president initiated the strategic planning process in fall 2017. Over 18 months, a steering committee, chaired by the provost and senate chair, led a consultative and inclusive process, incorporating participation from faculty, staff, students, administrators, and community partners. This group engaged in hundreds of conversations, generating multiple themes that yielded five goals (below). A task force assigned to each goal developed desired outcomes with corresponding initiatives. The strategic plan was shared with the campus community in April 2019 and officially launched in fall 2019. Transformation 2030 has led to organizational and leadership changes at the most senior levels in order to support implementation of the plan. In turn, cabinet members have made organizational and staffing changes in their divisions, including creating new positions to support strategic initiatives. SJSU remains steadfast in its effort to realize the university's potential as a nationally prominent urban public university. Key organizational changes are described in [Appendix B](#) (CFRs 4.5, 4.6, 4.7).

Transformation 2030 Goals

- 1. Engage and Educate: Be a university of first choice where we bring together exceptional people—students, faculty and staff members, and our community—to do extraordinary things with their lives as learners, creators, and champions.**
- 2. Excel and Lead: Be a leading academic institution where faculty and staff members and alumni are regional, national, and global leaders in their fields.**
- 3. Grow and Thrive: Be an inclusive, welcoming, and well-balanced community and institution that ensures long-term financial sustainability and effectiveness and also attracts, retains, and sustains faculty and staff members and students.**
- 4. Connect and Contribute: Be an engaged and dynamic urban university with strong connections locally and globally.**
- 5. Rebuild and Renew: Be a flourishing, modern campus with state-of-the-art infrastructure, campus spaces, and technology to support learning, research, and community.**

The COVID-19 pandemic has slowed, but not stopped implementation of the strategic plan, and the university remains committed to moving forward on the five goals outlined in Transformation 2030. This report provides highlights in greater detail, and a list of updates can be found on the [Transformation 2030 website](#).

Serving San José and the Silicon Valley

SJSU is uniquely located in the global capital of innovation and creativity, San José and the Silicon Valley. SJSU's multifaceted relationship to this city and region provides an essential partnership in the economic, cultural, and social development of Silicon Valley and California. This partnership is a springboard to meaningful careers for our students and provides distinct access to the most innovative, cutting-edge technology to support the University's efforts to continue to be the [Most Transformative University](#) in the United States (Money Magazine, 2020).

SJSU takes pride in its commitment to teaching and learning and in a faculty active in scholarship, research, technological innovation, community service, and the arts (CFR 2.8). As a major workforce provider, we help fulfill the [mission](#) of the California State University system to “prepare significant numbers of educated, responsible people to contribute to California’s schools, economy, culture, and future”. SJSU’s partnerships with local professionals and organizations, and advisory boards composed of local industry leaders and representatives from nearby national laboratory facilities enhance SJSU's contribution to urban and regional growth. These interactions promote knowledge exchange and expert engagement that benefits academic programs and contributes to students’ experiential learning (CFR 1.5).

SJSU's students largely come from the surrounding community, with 43% from Santa Clara County and 76% from the nine counties of the San Francisco Bay Area, enabling them to access a variety of local volunteer, internship, and fieldwork opportunities. The [Center for Community Learning and Leadership](#) (CCLL) promotes service learning and community engagement, collaborating with faculty, students, and community organizations for academic and professional enhancement and serving the common good. The [César E. Chávez Community Action Center](#), a program of SJSU [Associated Students](#), is a key collaborator with CCLL, connecting students with civic engagement opportunities to deepen their educational experience while promoting a lifelong commitment to activism and social justice, which are at the heart of the César Chávez legacy. [The Americorps Civic Action Fellowship](#), launched through CCLL in fall 2020 with a \$570,000 grant, provides financial support to students dedicated to providing public service. [CommUniverCity](#) is a unique partnership between underserved communities in Central San José, San José State University, and the City of San José. Since its inception in 2005, over 21,000 students have provided nearly 400,000 hours of service to local organizations. The SJSU Career Center’s [Handshake](#) application connects students with thousands of internship and job opportunities. Each year, SJSU sponsors the [Silicon Valley Innovation Challenge](#), which cultivates entrepreneurs by providing mentoring and networking with faculty, industry professionals, and entrepreneurs to enable students to take their innovative business ideas to the next level (CFRs 2.2a, 2.2b).

SJSU contributes to the cultural vibrancy and the health and well-being of the community in two off-campus facilities. The [Hammer Theatre](#) is a modern performance venue in the heart of downtown San José that serves San José's community and the university through programming that features student, local, and international talent. SJSU operates the [Timpany Center](#), an accessible physical activity and therapeutic recreation facility that serves local seniors and individuals with disabilities and provides internship, research, and service learning opportunities for students. A new initiative, [SJSU Loves SJ](#), brings together SJSU and the city of San José to promote San José as the capital of Silicon Valley. Building on our strong foundation of community engagement, it seeks to enrich San José's economic, cultural, natural, and intellectual vibrancy and enhance educational research, economic development opportunities, and enterprise-level solutions.



SJSU has made tremendous progress in reshaping its leadership and in its commitment to helping students succeed based on the Special Visit Action Letter in 2018. The next section provides greater detail on how the institution has transformed since its last reaffirmation process and special visit.

Response to Previous Review (CFR 1.8)

At the completion of the 2014-2015 review process, the Commission supported all the commendations in the team report. They recognized the commitment of the leadership, faculty, and staff for moving the campus forward with initiatives to ensure continuous improvement, eliminating the budget deficit, creating a modest surplus, helping the university to make important investments, and developing analytically-based measures to aid in the allocation of resources. Moreover, the Commission applauded the University's approach in assessing the new five core competencies requirement with attention to information literacy and writing first. The Commission endorsed all of the team's findings and recommendations but emphasized further attention and development be given to the institution's leadership, organizational climate, and shared governance processes as well as a student-centered approach to campus climate that prioritizes closing equity gaps between URM and non-URM students, institutionalizing student success programs, and regularly sharing outcomes more broadly across the university. A Special Visit was stipulated to follow up on the University's progress in 1) leadership, organizational climate, and shared governance; and 2) campus climate. This Special Visit took place in fall 2017, and an external team report of this visit was shared with the Commission for consideration in early spring 2018.

The 2018 Commission Action Letter summarizing the 2017 Special Visit noted the progress made by the university between its last reaffirmation in 2015 and the visit in fall 2017. The Commission commended SJSU for its:

1. positive momentum in regards to shared governance
2. promotion of inclusiveness in strategic planning
3. commitment to promoting student success, particularly for URM students
4. hiring of the inaugural Chief Diversity Officer, the formation of the [ODEI](#), and offering extensive diversity training opportunities across the institution.

The Commission further recommended SJSU:

1. continue its excellent work in elevating student success but pay particular attention to strengthening Student Affairs;
2. take proactive steps to address issues relevant to staff communication, quality of worklife, and campus climate concerns;
3. systematically re-examine the role of professional academic advising to ensure sufficient staffing, training, and cultural competencies to serve URM, first-generation students, student veterans, students with disabilities, and other student groups;
4. pay closer attention to academic advising to ensure all students have adequate access to degree planning and degree program requirements;
5. deepen efforts to recruit, hire, and retain faculty who reflect the diversity of the SJSU student community.

Work on these recommendations began immediately and has continued to the present. The remainder of this section provides updates on the five recommendations listed in the 2018 WSCUC Commission Letter based on the 2017 Special Visit. SJSU has made substantial progress in each of the Commission's recommendations and progress summaries; these reflections are detailed below.

Recommendation 1: Continue the excellent work in elevating student success, with a particular focus on strengthening Student Affairs, which will lead to a stronger university (CFRs 2.10, 4.3).

Over the last three years, the Divisions of Academic Affairs and Student Affairs (DSA) have engaged in a process of operational strengthening and strategic positioning around student success. In response to this recommendation, SJSU hired a seasoned Vice President for Student Affairs in 2018. The DSA reorganized core functions, codified initiatives, and transitioned units to support institutional goals (CFRs 3.1, 3.2). DSA also invested in expanding the focus on holistic student development including access to services and resources. Student Affairs' work touches the full student lifecycle from matriculation to graduation to alumni life. Students receive wrap-around services designed to meet them where they are, connect them to the campus and local community, and empower them to succeed academically and personally. Units in the DSA have worked diligently to add value to the students' pursuit of their degree by providing a rich educational

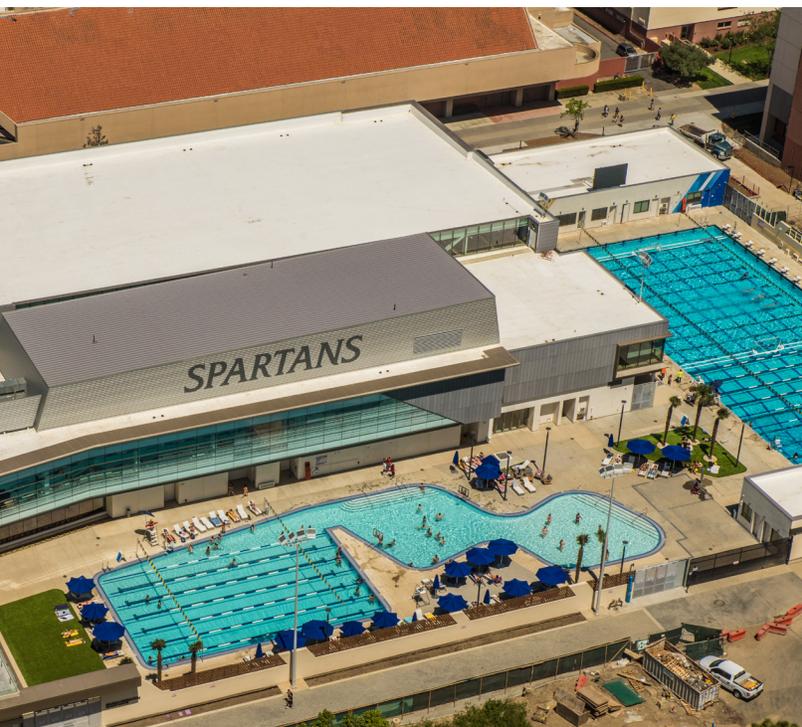
experience, including co-curricular programming and services, leadership opportunities, social justice and identity development, and career preparation ([Appendix C](#)) (CFRs 2.11, 2.13).

Since the last review, the DSA's Strategic Plan 2016-2019 was successfully implemented ([Appendix D](#)). This plan contained four strategic priorities (college readiness and transition, student engagement, employee professional development, and leveraging technology) and defined SMART (Specific, Measurable, Attainable, Relevant, and Time-Based) goals with associated action steps, desired outcomes, and metrics developed by the Student Affairs Leadership Team (SALT). DSA is currently creating a new strategic plan under the umbrella of Transformation 2030 in which they will leverage what they learned from their previous plan with intended implementation in the 2022-2023 academic year. Furthermore, DSA continues development of a curricular approach to programming and services, while building an integrated assessment and equity infrastructure to ensure the efficacy of departmental functions. The curriculum is grounded in a philosophical and theoretical framework, so units can communicate to stakeholders about co-curricular learning and developmental goals that guide division planning and activities around shared priorities. The curriculum will be piloted in select units in the 2021-2022 academic year and implemented division-wide in 2022-2023 (CFR 4.1).

The DSA leadership and staffing has expanded with a primary focus on shifting the largest part of the division from an enrollment services paradigm to one of Strategic Enrollment Management (SEM). The Associate Vice President of Enrollment Management role was expanded to work in partnership with the Vice Provost for Undergraduate Education to focus on student success, and charged with developing a strategic enrollment plan for the institution and integrating the [Academic Advising and Retention Services \(AARS\)](#), [Peer Connections](#), [Student Athlete Success Services](#), and SJSU's [TRIO](#) programs. After a year-long process, an institution-wide enrollment steering committee recommended an enrollment plan currently under review by the Cabinet ([Appendix E](#)).

The DSA has made numerous improvements in the collection and use of data since the last WSCUC review ([Appendix F](#)). All [units](#) appropriately collect, track, and consult evidence to elevate goal attainment and apply national best practice approaches in their program development. A Student Success Survey administered in spring 2020 assessed the impact of the transition to online learning on student learning and engagement. Results are being used to improve student services and experiential learning. More progress is needed to ensure all DSA units are consistently engaging in outcomes assessment, and plans are underway to improve assessment practices to inform program development and delivery.

Following the pandemic-induced online transition, support services in DSA thought creatively about how they served students' needs and evaluated experiential learning. SJSU received funds from the CARES Act and the Higher Education Emergency Relief Fund (HEERF), which provided students with support for housing, food, course materials, technology, and healthcare expenses. In preparation for students' return to campus, the DSA is collaborating with units across campus to use data to inform decision-making for evaluating staffing capacity, budgets, and adequacy of funds to support programming (CFR 2.11).



Recommendation 2: Take proactive steps to address issues relevant to staff communication, quality of worklife, and campus climate concerns (CFRs 3.2, 3.3).

SJSU houses a complex organization serving over 36,000 [students](#) and 3,700 [employees](#). Navigating the institution can be daunting, and there has been significant progress in supporting employees since the last accreditation review. The Special Visit review team recommended addressing staff communication, quality of worklife, and areas of concern related to campus climate. Efforts were already underway with the first Chief Diversity Officer and Title IX hires in 2016, adding a Deputy Diversity Officer and Campus Survivor Advocate in 2017, and the hire in 2019 of the Vice President for Strategy and Chief of Staff to enhance communication efforts and develop partnerships campus-wide. Faculty Services, now housed appropriately in [University Personnel](#) (UP), helps manage key processes related to faculty and staff hiring, benefits, and leaves. A new Vice Provost for Faculty Success, hired in 2020, has created a more supportive environment for faculty recruitment and retention. Exceptional orientation, training, and community building offered by UP and other offices has enabled SJSU to be more responsive to the needs of faculty and staff.

Orientation is important for employees to successfully acclimate to their new surroundings. Formerly a two-day program for new tenure track faculty, orientation is now a four-phase program beginning the month before a faculty member begins teaching and continuing through their first semester. Orientation is organized by the Office for Faculty Success in partnership with Faculty Services, ODEI, and other units on campus. A week of asynchronous modules covers the pillars of faculty responsibilities (teaching, research, and service) and SJSU's organizational culture. Then, a week of in-person sessions addresses the university's composition, student success initiatives, and research support. During fall semester, new faculty meet weekly to learn about organizations and services on campus. This program provides multiple opportunities for faculty to engage with colleagues, which has facilitated faculty collaborations across disciplines. Concurrently, the [Center for Faculty Development](#) (CFD) has created orientation materials specifically for lecturer faculty, consisting of one in-person session each semester, with online modules available on demand. Lecturer faculty are encouraged to make use of all CFD resources. These revised approaches to orientation created clear communication about onboarding resources and support available to incoming faculty.

UP offers [staff orientation](#) and clearly communicates a [set of resources](#) to onboard new employees that connects them to the university community. Additional initiatives that address quality of worklife and campus climate for staff include creation of a [Staff Council](#), dedicated to promoting staff interests like the [SJSU Comprehensive Housing Plan](#) and the [Staff Awards](#) celebrated at the annual [Spartan Service Celebration](#). The university now offers formal recognition and institutional support for existing [Employee Affinity Groups](#), which provide opportunities to make identity-specific connections across campus, specifically for underrepresented and marginalized faculty and staff. A statement from the Staff Council provides a summary and analysis of the University's effort to address these interests ([Appendix G](#)). UP also addresses staff and faculty well-being through several initiatives. The [My Well-being](#) campaign includes a new website with information on health, housing, community involvement, and more. This campaign includes the [Well-being Wednesday](#) bi-weekly newsletter that provides information on various health and well-being initiatives for all employees. In early 2020,

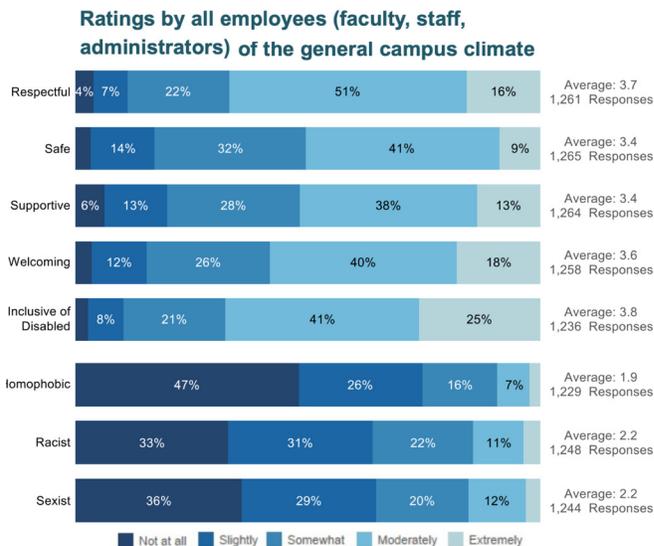
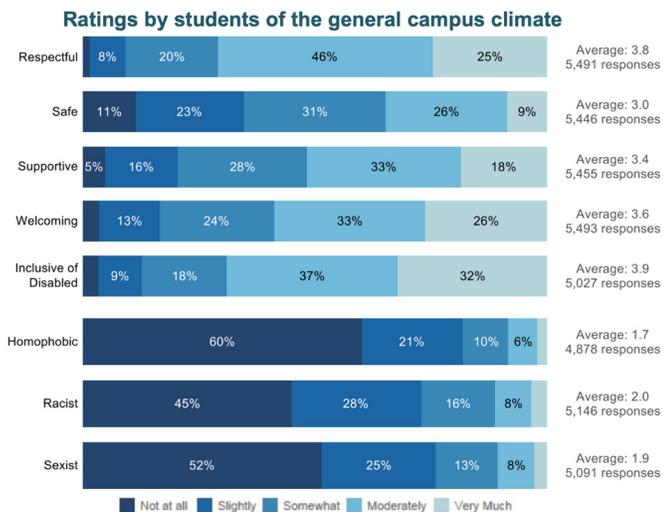
the University added a dedicated counselor for faculty and staff in [Counseling and Psychological Services](#) to supplement the existing [Employee Assistance Program](#). Furthermore, communication to the campus now includes regular newsletters from [Administration & Finance](#), [Communications from the Provost](#), [Campus News](#) from the President, and the [President's Blog](#), which provides regular updates from the President about staff and faculty accomplishments, major initiatives, and other events. These various forms of communications and services were intentionally expanded to support engagement for all employees.

Campus climate issues of diversity, equity, and inclusion have become an increasingly significant focus for SJSU. In 2016, based on recommendations arising from the [2015 climate survey](#), which was administered in response to several racist incidents in 2013-2015, President Papazian moved aggressively to elevate diversity and equity initiatives, creating the ODEI and the position of Chief Diversity Officer, who is a member of the President's cabinet. In response to the [2015 Action Plan](#), ODEI provides programming and consultation services to units across campus and oversees and tracks progress on the University's [diversity initiatives](#). The office also coordinates the [Campus Committee on Diversity, Equity and Inclusion](#), a broadly-representative campus committee charged to "identify equity gaps and make recommendations to address systemic historical inequities." As a result of the work done from 2015 onward, the university was well-positioned to respond proactively to calls to end systemic racism that emerged in summer of 2020. SJSU quickly responded with a [series of actions](#), including formation of a task force on community safety and policing; management training on racial justice and workplace inclusion; formal campus recognition of employee affinity groups supporting diverse populations; and creation of new positions to support student, faculty, and staff diversity efforts. Members of the President's Leadership Council were tasked to develop and implement action plans, which target systemic racism in each division, department, and campus operation. The President has focused on increasing transparency in informing the campus about ongoing [Title IX investigations](#) into SJSU Athletics. SJSU aspires to be a fully-inclusive, anti-racist, multi-cultural organization.

Assessment of campus climate has been critical in understanding the experiences and needs of all groups on campus. As a follow-up to the 2015 campus climate survey, SJSU administered the



[belong@SJSU](#) survey, developed by Rankin and Associates Consulting in collaboration with ODEI and administered to staff, faculty, and students in spring 2020. The [results](#) were shared widely through forums held in winter 2021, garnering feedback that was shared with the Campus Committee on Diversity, Equity, and Inclusion for their review and recommendations.



The University also conducted surveys of the faculty to assess aspects of campus climate related to job satisfaction, professional development, and success. In 2019, tenure-line faculty for the first time completed the [Collaborative on Academic Careers in Higher Education](#) (COACHE) survey. Key strengths included quality of interactions with colleagues, mentoring and leadership at department and college levels, and the University’s support for diversity. Areas for improvement included university support for collaboration and interdisciplinary work; heavy teaching loads that limited scholarly productivity; quality of physical facilities; and concerns with senior leadership, governance, and shared sense of purpose. The institution’s location in Silicon Valley was identified as both a strength and a challenge due to the diversity and vibrancy of the area and the high cost of living. Additionally, in 2019 the Lecturer’s Council conducted a [Climate Survey for Lecturer Equity and Inclusion](#). Findings



indicate 80% of lecturer faculty are at least moderately satisfied working at SJSU, but 85% report a desire for advancement and nearly 60% feel only partially integrated into their department. The results of these surveys have provided support for recent faculty success initiatives, including the Research, Scholarship, and Creative Activity (RSCA) Assigned Time program. The surveys were administered during a time of significant organizational change and prior to implementation of new programming to support faculty success. The COACHE survey will be readministered in 2022 and include lecturer faculty as well as tenure line faculty. The new [Office of Faculty Success](#) will oversee many of the communications about these outcomes.

The University has made progress in understanding issues that influence campus climate. Transformation 2030, specifically Goal 3: Grow and Thrive, reflects the institution's strong commitment to action. Key campus climate considerations encompass a range of concerns, including affordability of our area; inclusion and respect based on professional roles, which most significantly affects staff and lecturer faculty; support available for scholarly productivity for tenure line faculty; and equity and inclusion for our diverse community, which is critically important to all groups. There has been great effort in program development across all these areas, but continued progress will require ongoing financial support, active collaboration, and engagement of all groups on campus, with ongoing collection of meaningful data to guide future action and provide transparent communication.

Recommendation 3: Systematically re-examine the role of professional academic advising to ensure sufficient staffing, training, and cultural competencies to serve URM, first generation college, student veterans, students with disabilities, and other student groups (CFRs 2.12, 2.13, 2.14).

Implementation of the Special Visit report recommendation to re-examine academic advising is underway. This includes a current search for a new Assistant Vice Provost for Undergraduate Advising and Student Success, increased academic advising support for first- and second-year students through staffing increases, and further reorganization to enhance programming to close equity gaps. SJSU has substantially increased advising and co-curricular support for URM students by funding more staff positions and programming, and providing training for staff in best practices. Many of the programs are provided through partnerships between Academic Affairs and Student Affairs.

Currently, [Academic Advising and Retention Services](#) (AARS) is located in the DSA and provides advising on general education (GE) requirements and related policies for undeclared students, international students and those on probation or disqualified. AARS provides course planning, major exploration, and timely progress towards degree completion and offers transition advising through First-Year and Transfer Orientations. In addition to AARS, each academic college operates [student success centers](#) for students within their majors, while the [Athletics Student Success Center](#) advises student athletes. This structure is fragmented with multiple contact points, which can be confusing to students. Upon a review of advising across the university, the Provost and Senior Vice President for Academic Affairs in conjunction with the Vice Provost for Undergraduate Education developed a draft proposal that reimagines SJSU's current advising model ([Appendix H](#)). As the university prepares to reorganize its advising structure, It is important to note the good work that has already been done to enhance advising and support diverse students. Some examples are described below.

In 2013, the significant achievement gap for Black/African American and Latinx/Chicanx students prompted the previous provost to form two task forces to explore how to address the needs of these groups. In 2017, the African American/Black Task Force for Black Student Success [report](#) documented outcomes and recommendations, emphasizing the need for both academic and co-curricular student support. In 2018, the University allocated spaces and funding for staff and operations to support establishment of the [Black Leadership and Opportunity Center](#) (BLOC), [Chicanx/Latinx Student Success Center](#) (Centro), and the [UndocuSpartan](#) Student Resource Center. Each center addresses student success holistically, providing academic, social, and community support to empower, uplift, and develop students, and partners with other units on campus to promote student success. In 2019, a task force was established with the goal of restarting campus initiatives to create holistic support for Asian, Pacific Islander, and Desi/American (APID/A) identified students. By March 2021, in response to an unprecedented upsurge of hate crimes against Asian Americans, the President expedited plans to develop an APID/A Student Success Center, building on the work of the APID/A Task Force. The Academic Senate also recently recommended formation of a task force to explore the needs of Native students, faculty, and staff.

Several programs focus on the needs of diverse students. For example, the Academic Support Program to Increase Retention in Education ([ASPIRE](#)) provides academic and personal support to first generation, and/or low-income, disabled and underrepresented students; the [Guardian Scholars Program](#) provides holistic support services for former and current foster youth, wards of the court, unaccompanied homeless youth, and youth under legal guardianship; and the CSU's Educational Opportunity Program (EOP) provides admission, academic, and financial support services to historically underserved students. [EOP](#) has adopted an academic advising mission consistent with its overall mission. Enrollment has grown steadily, with the number of EOP students completing their degrees increasing from 327 in 2016 to 724 in 2020. Likewise, the [Veterans Resource Center](#) (VRC) opened its permanent space in 2016 as a one-stop resource for SJSU veterans and military students. The number of GI bill recipients and veterans attending SJSU nearly doubled and usage of the center's resources tripled. The services provided by VRC contributed significantly to SJSU's ranking as the #15 Best College for Veterans in the West by U.S. News & World Report. The [Accessible Education Center](#) redefines ability for students with disabilities by providing comprehensive services in support of the educational development and success of students with disabilities in a student-centered and professional environment.

In addition to the above programs, several organizations provide advocacy and education to the campus to support a diverse and welcoming environment for all. The [MOSAIC Cross Cultural Center](#) provides resources to enhance social justice education on the campus and among the community. [GENERATE](#) supports first-generation students to foster connection, skill building, and academic success. The [Gender Equity Center](#) advocates for social justice, respect, and safety for all members of the SJSU community, by educating on issues of gender, gender identity, and/or perceived gender/ gender identity, through an intersectional lens. The [PRIDE Center](#) improves the campus climate for LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Asexual, Nonbinary,

etc.) students and advocates for the respect and safety of all members of the campus community through dynamic programming and educational outreach. The University's [professional development programming](#) for advisors includes training specifically focused on the needs of URM students.

While retention and graduation rates of URM students have increased along with the rest of the student community their achievement gaps remain. SJSU recognizes students are often unaware of available services, which suggests a need to improve communication strategies that guide students to appropriate resources in a timely manner. SJSU is strongly committed to developing and refining programs and training, identifying outcome measures, and creating assessment and program improvement strategies to enhance the educational experience between matriculation and degree completion and help close the achievement gap for URM students through an enhanced advising schema. SJSU is on a clear path to centralize its current fragmented advising to a holistic and competent structure with an intentional goal to coordinate advising campus-wide ([Appendix I](#)).

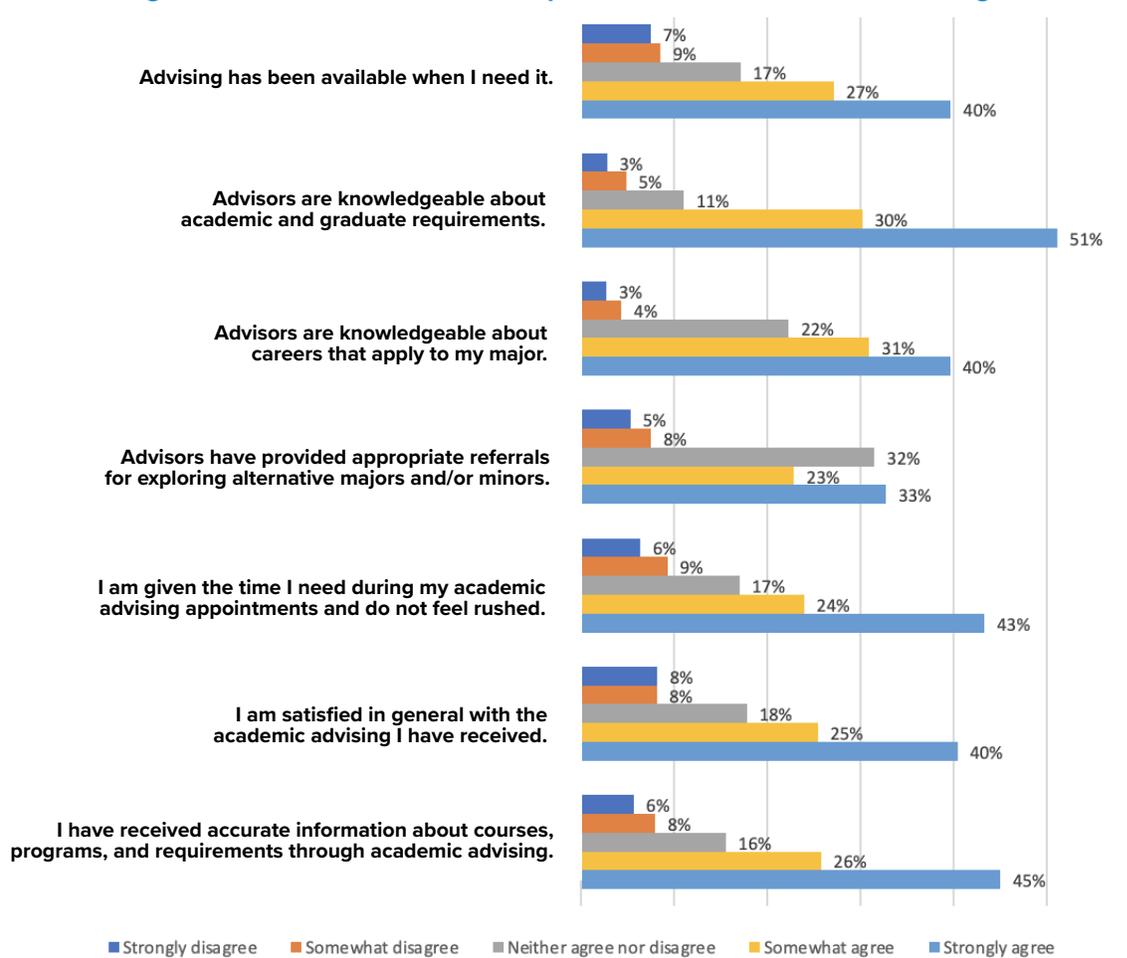
Recommendation 4: Pay closer attention to academic advising to ensure that all students have adequate access to degree planning and degree program requirements (CFRs 2.12, 2.13, 2.14).

SJSU aligned its focus on improving retention and graduation rates with the [CSU Graduation Initiative](#) (GI2025) in helping students navigate their educational pathway (CFR 2.10). Prior to 2016, the number of advisors on campus was insufficient for the student population, with a student to advisor ratio of approximately 800:1. As a result, students experienced difficulty accessing timely and accurate advising, affecting their progression to degree completion.

In 2016, the University committed to expanding support for advising. Resource allocation focused on increasing the number of professional advisors, and creating a technology infrastructure to make academic planning information and communication readily available through accessible digital tools (CFR 3.5). Since 2017, the University added 21 new advising positions, increasing the number of staff advisors to 61 and bringing the student to advisor ratio below 600:1. Concurrently, the number of tools and programs for students and advisors have increased. These include: 4-year degree [roadmaps](#) for all undergraduate programs; [My GPS: Graduation Pathway to Success](#), a suite of digital tools that helps students plan their course of study, register for classes, and monitor progress toward graduation; [Spartan Connect](#), an electronic data and communications platform to connect students with resources for academic success and facilitate early identification of students who need additional academic support; and [California Promise](#), a program established by the state legislature in 2017 that provides focused advising to help students graduate in four years. [Peer Connections](#), the hub of peer learning practices at SJSU, substantially increased tutoring, mentoring, supplemental instruction, learning assistance, strengths coaching, and early intervention for students who are struggling. With increased staffing, college student success centers instituted a variety of advising programs and practices, including mandatory advising for first-year and transfer students, workshops for academic success, interventions for students on probation, and formation of college-wide advising councils. These actions facilitated a more coordinated advising experience for students.

In spring 2019, SJSU brought consultants from the National Academic Advising Association (NACADA) to complete a review of academic advising ([Appendix J](#)). Based on the NACADA findings, a number of actions were taken. An Academic Advising Steering Committee (AASC) was formed, with representatives from advising units at the campus and college level. The AASC developed the [advising mission, vision, and values, operating principles](#) and a priority improvement road map through a series of collaborative design sessions; launched subcommittees focused on campus-wide standards for onboarding, communication, recognition, and professional development for academic advisors; and implemented a semi-annual [academic advising survey](#) for students and advisors to evaluate student success and effectiveness. The following chart illustrates the level of agreement students experienced with academic advising reported by respondents in the spring 2021 survey.

Level of agreement based on student experiences with academic advising at SJSU



AASC also implemented quarterly [professional development](#) programming for academic advisors and a summer institute in 2020 with sessions that included best practices for advising URM students. The AASC has partnered with [New Student and Family Programs](#) to increase the amount of time first-year and transfer orientation programs devote to academic advising and course registration and has instituted block scheduling for first-year students in a number of majors. These changes have contributed to an increase of over half a unit in the [average unit load](#) (CFR 2.2). From 2016 to 2020, the average unit load for first-year students increased from 13.3 to 14.1, sophomores from 13.4 to 14.1, juniors from 12.6 to 13.4, and seniors from 12.3 to 12.8. A summary of recent progress in academic advising appears in [Appendix K](#).

In May 2021, the Provost announced a reorganization of academic advising under a new position of Assistant Vice Provost for Academic Advising and Student Success, creating centralized oversight of undergraduate academic advising on campus. This restructuring moves SJSU to proficiently address the needs of students from matriculation to degree completion through increasing the number of academic advisors, creating a first-year cohort-based advising model, and intervening proactively to address early challenges students may encounter.

The College of Graduate Studies has focused on advising needs for graduate students. A Graduate Student Needs Survey was administered at the end of fall semester 2020 under the direction of the Associate Dean of Inclusive Student Success in the College of Graduate Studies. Results suggested while a large majority of graduate students are happy with their program, over half expressed a need for more support and resources, especially advising, mentoring, and networking opportunities ([Appendix L](#)). The results were shared campuswide, and planning is underway to create a faculty/graduate student mentoring program that will match students with faculty based on similar interests and/or identities. Discussions are ongoing about ways to strengthen graduate advising.

The University’s investment in advising personnel and technology and the establishment of strong university-wide advising leadership has increased students' access to academic advising. Further analysis is needed, but these changes have contributed to positive outcomes in retention and graduation rates for both undergraduate and graduate students.

Currently, SJSU has made impressive progress towards meeting two, four, and six-year graduation goals in the [GI2025 initiative](#), but little progress in eliminating equity gaps (see table below). These results support the recent proposal for a new advising model that aims to hire additional advisors to bring the student-advisor ratio to approximately 300:1, a NACADA best practice. SJSU will apply best practices to develop and refine advising programming, tracking, training, and evaluation of outcomes to augment student success and intentionally close the achievement gaps for URM and Pell-eligible students.

Progress Toward Meeting CSU Graduation 2025 Goals

Metric	2014-2015	Current (2019-2020)	2025 Goal
First-Year 4-year graduation rate (%)	10.1	28.8	35
First-Year 6-year graduation rate (%)	56.8	65.6	71
Transfer 2-year graduation rate (%)	23.8	35.8	36
Transfer 4-year graduation rate (%)	69.6	80.3	80
Pell/Non-Pell equity gap (%)	-4.4	-5.9	0
URM/non-URM equity gap (%)	-17.6	-14.9	0

Recommendation 5: Deepen its effort to recruit, hire and retain faculty who reflect the diversity of the SJSU student community (CFRs 1.4, 3.1).

SJSU is committed to creating a campus community free from discrimination and from systemic and cultural barriers to academic and professional success for all by recruiting and retaining faculty who reflect the diversity of the student body. In 2020, the Provost created the position of Vice Provost for Faculty Success (VPFS). This position oversees the [Office of Faculty Success](#), which includes the [Center for Faculty Development](#) and [eCampus](#). The VPFS is responsible for developing and leading initiatives to hire and retain diverse faculty. Several new initiatives focus on recruitment and hiring faculty; mentoring and support; and the retention, tenure, and promotion (RTP) process. At the recruitment stage, diversity training is now required for all members of faculty search committees. Recruitments must also include outreach to diverse groups and use equity-minded language in all materials. Departments have been trained to write position listings to attract the broadest possible pool. The VPFS and college dean review all faculty applicant pools for diversity prior to approval of the pool and again during the selection of finalists; recruitment reports indicate these strategies are having an immediate impact. The Provost formulated a cluster hire strategy in collaboration with the college deans that aligns with campus hiring themes and prioritizes the hiring of diverse faculty ([Appendix M](#)).

Over the past five years, SJSU made progress in diversifying the faculty ([Appendix N](#)). As the percentage of tenure-track faculty who identify as white has decreased from 59% in 2016-2017 to 51% in 2020-2021, most other groups have increased: Asian faculty from 22% to 25%, Latinx faculty from 6% to 7%, Black faculty from 3% to 4%, and two or more races from 1% to 2%. The percentage of Native American/American Indian faculty has remained consistently below 1%. During this same period, new tenure track hires were 46% white, 23% Asian, 8% Latinx, 6% Black, and 1.5% Native American/American Indian. The recently hired tenure-track faculty are more diverse than the faculty as a whole. Similar patterns are seen with lecturer faculty, with the percentage of white lecturer faculty declining from 59% in 2016-2017 to 51% in 2020-2021, Asian lecturer faculty increasing from 17% to 20%, and Latinx lecturer faculty increasing from 9% to 10%. The percentage of Black and Native American/American Indian lecturer faculty have remained stable at under 4% and under 1%, respectively.

Although the evidence of diversification of the faculty is encouraging, the University acknowledges the need for continued effort as it moves towards institutionalizing the processes that support equity in the recruitment, hiring, and retention of diverse faculty. Initiatives described here are recent, though ODEI has been addressing these issues since its creation in 2016. SJSU will continue to collect data to track the contributions of these programs to faculty success and assess the overall impact on improving campus climate, including the support services offered to diverse faculty.

Component 2: Compliance with WSCUC Standards and Federal Requirements

[University Policy S16-5](#) recognizes accreditation as a campus-wide responsibility and establishes a permanent Accreditation Review Committee (ARC) to coordinate review processes (CFR 1.8). ARC is charged with fostering campus engagement in re-accreditation activities, encouraging continuous improvement focused on student learning and leading the campus in preparing for accreditation review. The faculty-led, [twenty-member committee](#) meets throughout the academic year and includes representatives from the Academic Senate, Associated Students, Council of Deans, the faculty Director of Assessment, Office of the Provost, Office of Institutional Research, Accreditation Liaison Officer, the President's Cabinet, Department Chairs, Program Planning, Student Affairs, Academic Affairs, member-at-large from the off-campus community, and five faculty-at-large members. A steering committee, composed of six members of the ARC and the Provost, provides guidance and oversight to the ARC.

The Committee began the process of preparing for the current review during the 2019-2020 academic year, establishing eight work groups each responsible for reviewing compliance with a subset of the WSCUC Criteria for Review (CFR). The work groups collected available data and solicited additional data and narratives when necessary. Findings were documented and reviewed by all committee members. Each work group was also tasked with providing narratives linked to supporting evidence for specific sections of the institutional report.

The committee identified three areas to frame a discussion of the strengths and challenges of the University and the greatest opportunities to advance SJSU's mission and strategic goals (CFR 3.7). These are Student Success, Organization and Budget, and Campus Climate. They are broadly representative of areas where prior WSCUC reviews targeted their recommendations and where the University has focused improvement efforts over the past seven years. The following section provides a brief summary of successes and self-identified challenges where efforts continue.

Student Success

Strengths

The University has made substantial progress in the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success (CFR 2.8). A significant accomplishment is the development of learning outcomes for all degree programs, including [graduate program learning outcomes](#) distinct from [undergraduate learning outcomes](#) (CFRs 2.1, 2.2, 2.2a, 2.2b). All program outcomes and [university learning goals](#) are accessible in the online university [catalog](#), and many departments also include them in course syllabi along with course learning outcomes (CFRs 2.3, 2.4, 2.5, 2.12). Program and course learning outcomes are mapped to university learning goals. To facilitate timely degree completion and ensure students have access to required courses, SJSU engaged a variety of enrollment management strategies (CFR 2.10). These include providing daily enrollment tracking of [bottleneck courses](#), so departments can open new sections when needed, increasing the number of online course sections to provide flexibility of access,

implementing the [California Promise](#) program to facilitate timely degree completion, and applying consideration factors for [impacted programs](#) to provide equitable access and department resources sufficient to teach all students. A [Joint Enrollment Planning Committee](#) reviews and implements university enrollment management strategies to provide input that assists in establishing long-term enrollment goals and plans on how to achieve them.

A variety of new initiatives linked to Transformation 2030 contributed to increases in retention and graduation rates. Key examples include: greatly increased access to advising services and digital academic planning tools, more sections of GE and core major courses, replacement of remedial first-year math and writing courses that did not earn degree credit with university-level GE courses that include [additional support](#) where needed, establishment of [SJSU Cares](#) to provide emergency economic support to students, and expansion of [Student Transition and Retention Services](#) to provide specialized resources to students from all backgrounds. The University also made dramatic improvements in processing transfer credits. This formerly took as long as one year but is now typically completed prior to the first semester of enrollment. Incoming transfer students no longer experience delays registering for required upper-division courses, and SJSU is able to honor the State of California's guarantee for students with [Associate Degrees for Transfer](#) (ADT) to graduate with 60 units of SJSU coursework (CFR 2.14). The [Career Center](#) substantially increased their staffing, services, and resources; enhanced partnerships with academic colleges and departments for career education; and increased internship opportunities through a variety of programs. The [International Student and Scholar Services](#), housed in the [College of Professional and Global Education](#), has centralized immigration advising resources and co-curricular support programming to serve international students needs, enhance their experience in the United States, and integrate them into the university community, while contributing to their success at SJSU and beyond.

Investments in the technology infrastructure and teaching spaces, and partnerships with Silicon Valley companies such as IBM, LinkedIn, Adobe, and PayPal, enabled SJSU's [Information Technology](#) and [eCampus](#) units to expand digital teaching and research tools. This facilitated faculty adoption of emerging teaching technologies and online pedagogies, expanding the use of online learning technologies within the Canvas learning management system from 70% of course sections in Fall 2016 to over 90% in Fall 2020. This eased the workload transition when roughly 85% of courses were taught virtually due to the COVID-19 pandemic. To provide further support during the rapid shift to virtual operations in spring 2020, eCampus and IT developed three websites: [Work Anywhere](#) focused on technology resources; [Teach Anywhere](#) for faculty; and [Learn Anywhere](#) for students (CFR 3.5).

Challenges

The variety of programs and initiatives described above have provided clear benefits to students, as evidenced by increased unit loads and higher retention and graduation rates. However, there is room for improvement. Dissemination of student success data is not yet institutionalized or easily accessed for program evaluation and improvement. Creation of a new position of Vice Provost for Institutional Effectiveness and Strategic Analytics (IESA) and reorganization of the Office of Institutional Research, currently in progress, will help to accomplish this (CFR 4.2). Another challenge is that despite significant work on the GE program in the past two years (see Component 3), students and faculty still do not fully recognize the connection of the GE program to degree program learning goals. A dedicated Director of GE and a GE program website have helped to develop more complete GE Program learning outcomes, connect courses to those outcomes, and conduct outreach to make these connections more apparent. Although retention and graduation rates have improved for all students, equity gaps persist. SJSU recognizes a myriad of factors inside and outside the classroom contribute to these gaps, requiring a holistic approach to student success. Through a variety of shared initiatives between Academic and Student Affairs, the institution is building programs that intersect co-curricular and academic support. Increasing capacity to create meaningful programming and disseminate disaggregated student success data based on more robust measurement strategies for all programs will allow stakeholders to understand the needs of different student groups and fine tune their educational delivery to meet those needs (CFRs 1.6,1.7, 2.7, 2.11, 2.12, 3.6, 3.10, 4.3, 4.4).

Organization and Budget

Strengths

The President realigned organizational units and leadership roles, and created new leadership positions to streamline and modernize operations, while providing necessary leadership and oversight over new and existing initiatives (CFRs 3.6, 3.7, 3.8, 4.3, 4.4). [Transformation 2030](#) has provided the roadmap for the campus-wide and cross-division initiatives moving forward. Transparency and shared governance have been emphasized through the President's active engagement with the Academic Senate, including an upgraded communications strategy that frequently messages to the campus community on a variety of topics including periodic town halls (CFR 3.10). A critical component in the sustainability of these initiatives is the realignment of the University budget to provide funding support for new initiatives while adequately funding core operations (CFR 3.8).

Examples of investments in student success include creation of 21 new advisor positions and adoption of digital platforms to support advising, academic planning, and registration for students. Also, providing new co-curricular programming support including an on-campus food pantry, case management, and emergency housing support services through formation of [SJSU Cares](#) contributed to student success. Creation and staffing of student identity centers, establishment of the College of Graduate Studies to support the graduate student population, expansion of tutoring and course support services including expansion of programming and support in the residence halls, and construction of the Spartan Recreation and Aquatic Center on the main campus and recreational

facilities on South Campus all contribute to appropriate use of funds allocated to meeting the University's strategic goals (CFR 2.11). Furthermore, key funded initiatives addressing faculty success and retention include creation of the [Division of Research and Innovation](#) to advance research and innovation efforts; the [Faculty RSCA Assigned Time Program](#), which provides one course release per semester for research to tenure-line faculty; funding for new tenure-track faculty positions, including cluster hires—a total of 318 new tenure-track faculty over the past five years; and expansion of faculty startup packages (CFR 2.8). Investments in upgrading the instructional technology infrastructure and refreshing and renovating classrooms across campus have modernized instruction and enhanced the teaching and learning experience for students and faculty (CFR 3.5). Notably, the University's contribution of \$60 million toward the \$180 million construction cost of the new Interdisciplinary Science Building, currently under construction, enabled upgrades that will substantially elevate the quality of the research and collaboration facilities.



Dr. Mohamed Abousalem, Vice President for Research & Innovation with students in the IDEA lab at San Jose State University.

The funding provided through the 2020 and 2021 CARES Acts due to the pandemic created a unique opportunity for the University to accelerate progress in Transformation 2030 initiatives by substantially expanding training in online course delivery. The [Teach Online Certificate Program](#), offered in summer 2020 and winter 2021, assisted faculty in developing an inclusive and equity-minded framework in designing online learning environments, redesigning activities to effectively use technology, and creating online learning activities to promote engagement. Over 950 faculty completed this program, and 400 faculty completed training in resilient course design for multiple instructional modes during summer 2021. This significant investment in online pedagogies grounded in an equity and inclusion framework expands opportunities for creativity, flexibility, and access in online, in-person, and hybrid teaching modes and provides a strong foundation for further pedagogical innovation and leadership for SJSU post-COVID (CFRs 3.3, 3.4, 4.7).

Challenges

Institutional change is challenging, and the many organizational changes instituted over the last five years raised concern at times within the campus community. Community outreach and communication efforts helped, and as the effects of new initiatives and programs have become visible, confidence in leadership has increased. Concerns remain over the sustainability of some initiatives. SJSU will need to sustain the RSCA Assigned Time program, which will cost approximately \$5-6M per year, and continue to fund efforts to diversify faculty (CFR 3.2). While SJSU has weathered the financial impacts of COVID-19 exceptionally well due to good financial planning and maintenance of budget reserves, the long-term financial impacts of this pandemic are unknown (CFR 3.4). Communication, transparency, and a commitment to shared governance will remain essential as the University continues its transformational journey (CFRs 4.3, 4.4, 4.7).

Campus Climate

Strengths

Attention to campus climate is a major priority for SJSU. Since its establishment in 2016, the ODEI has taken a leadership role in creating a welcoming and inclusive campus climate by providing training and consultation to numerous campus groups and organizations and creating three student identity centers (i.e., [Black Leadership and Opportunity Center](#) (BLOC), the [Chicanx/Latinx Student Success Center](#) (Centro), and [UndocuSpartan](#)). They also facilitated a task force to explore formation of an identity center for Asian, Pacific Islander, and Desi students. ODEI has supported identity-specific [affinity groups](#) for faculty and staff. In 2019-2020, ODEI partnered with Rankin and Associates Consulting to administer the [belong@SJSU](#) campus climate survey. Results prepared the institution well to respond quickly to the calls to address racial injustice that emerged in 2020 (CFR 1.4).

Through the leadership of the President and ODEI, SJSU moved quickly to create new positions and programming to advance SJSU's goal of becoming an anti-racist institution. The Office of the President established a new website, [Working to Combat Systemic Racism at SJSU](#), which documents the actions the campus is taking, progress on these initiatives, and access to resources. The University has made a long-term commitment to these initiatives by funding them through the base university budget (CFRs 1.7, 3.4, 4.6, 4.7). This includes new positions in the Office of the President and the [Community and Government Relations](#) team, including the Director for Advocacy and Racial Justice. Other positions supporting this work include the Special Advisor to the Provost on Racial Equity Issues.

Challenges

With many programs newly initiated and in development, it is critical the University establishes and applies measurable program outcome metrics, while remaining flexible in adjusting and adapting programming to meet dynamic needs. SJSU has continuously used campus climate survey data to inform program development and will continue to periodically evaluate all aspects of campus climate. There will be more challenges ahead, but SJSU will succeed in its efforts to enhance a more inclusive culture through transparent and frequent communications and ongoing engagement of the entire campus community (CFRs 1.4, 2.10, 3.4, 4.6, 4.7).

Component 3: Degree Programs: Meaning, Quality, Integrity of Degree: (CFRs 1.2, 2.2, 2.3, 2.4, 2.6, 2.7, 4.3)

During the past five years, SJSU engaged in substantial efforts to coordinate all aspects of its educational programs to ensure coherent and meaningful learning experiences for students. Key initiatives include: differentiation of program learning outcomes between undergraduate and graduate degrees, enhancing the quality and relevance of the GE program, creating greater efficiency and accountability of curriculum review and program planning, and increasing support for graduate education and graduate student success (CFR 2.5). These processes are critical to ensure the quality and rigor of all programs irrespective of degree level. This work is summarized below.

Expected outcomes for all students receiving a degree from SJSU are articulated in the [University Learning Goals](#) (ULGs) (CFR 2.4). These goals uniquely define the skills and knowledge of SJSU graduates, help students understand the purpose of their time at SJSU, and guide academic planning and curriculum development. The SJSU experience is designed to ensure students have the power to be lifelong learners, have successful futures, and consider the local and global social contexts and ethical consequences of the actions they take. Each academic program at both [undergraduate](#) and [graduate](#) levels created program learning outcomes mapped to the ULGs (CFRs 2.2a, 2.2b). Additionally, co-curricular programs have identified [program learning goals](#) aligned with the ULGs (CFR 2.11). This deliberate connection between educational programming and learning goals comprises the meaning, quality, and integrity of a SJSU degree (CFR 2.3).

Undergraduate Education

To develop students' core competencies for academic, personal, and professional pursuits.

To enact the university's commitment to diversity, inclusion, and justice, by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

GENERAL EDUCATION PROGRAM GOALS

General Education Review and Revision at SJSU

Core [GE](#) lower-division courses develop key skills for learning, communication, and critical thinking to build fundamental knowledge, while upper-division GE courses help students integrate their thinking and make connections between a variety of concepts and ideas to promote lifelong learning. GE has undergone a substantial review and revision process over the past five years, described in detail below.

Until 2016, the GE program was not evaluated through the Program Planning process. That year, the Board of General Studies completed a [program self study](#), which included recommendations for program improvement. In 2017, two external reviewers conducted an onsite review and provided a report of their findings and recommendations (CFR 2.7).

The resulting [Action Plan](#) summarized five key actions to create a more cohesive, well managed, and effective GE program. The most urgent need was to develop a more meaningful and sustainable assessment process. This required thorough reconsideration of GE program learning goals and outcomes. A team of faculty led by the Associate Dean of Undergraduate Education attended the 2018 Association of American Colleges and Universities Summer General Education Institute. SJSU's proposal for this institute had four goals: 1) lay the groundwork in re-envisioning GE structure and

program assessment, 2) examine current GE Assessment Program, 3) create curricular coherence and develop curricular models for GE that go beyond “menu” selection of courses, and 4) align with Transformation 2030 to redesign GE and assessment to “provide curricular and co-curricular programs that support the whole student and prepare them for lifelong success.” This group recommended creation of a GE Task Force to review assessment practices (CFRs 3.10, 4.4).

The Task Force developed program goals, learning outcomes, and recommendations. Implementation of a recommendation to alter the GE program structure, program management, and assessment practices is underway. Additional recommendations included appointing a University GE Director, who started in summer 2020, and changing the membership, responsibilities, and reporting structures of the Board of General Studies to become the General Education Advisory Committee (GEAC), eliminating the policy-making role; this was completed in spring 2020. Finally, a [website](#) was launched in spring 2021, with content and structure based on input from students collected via focus groups.

A collective effort to review GE course delivery and experiential learning was initiated in 2019. Two university-wide GE Summits in 2019 and 2020 brought together the campus community to review and comment on the proposed GE Program Goals and GE Program Learning Outcomes (PLOs) to generate ideas for revising GE Area Learning Outcomes (GE ALOs). In spring 2020, faculty members teaching courses in GE Areas D (Social Sciences), E (Lifelong Learning and Self Development), and S (Self, Society, and Equality in the U.S.) provided targeted feedback on the 2014 GE ALOs. The feedback helped create measurable learning outcomes to ensure students gained knowledge and skills across all GE Areas. During fall 2020, the Director of GE, the GEAC, and the Associate Dean of Undergraduate Education reviewed campus input, resulting in minor revisions to the GE PLOs and revised GE ALOs, and [mapped the proposed GE PLOs to the GE ALOs](#) to ensure individual GE areas contribute adequately to the overall goals and outcomes of the GE Program. This revealed GE PLO 8 (Integration and Application) and GE PLO 9 (Reflection and Self Assessment) needed to be modified. In May 2021, the Academic Senate approved the GE PLOs and some GE ALOs. The remaining GE ALOs are scheduled for review in fall 2021.

Faculty feedback on the Draft GE Program Guidelines commenced in spring 2021 and informed revisions to this document. Area D (Social Sciences) will see a reduction from 9 to 6 units, involving a reconceptualization of this area’s student learning outcomes. Area F (Ethnic Studies) will involve developing a rationale, student learning outcomes, and content requirements specific to SJSU. Area R (Scientific Inquiry and Quantitative Reasoning) has been named Earth and the Environment. Areas D and F were approved by the Academic Senate in April 2021. Additional campus-wide forums are planned for fall 2021, with the goal of submitting a final revised GE Guidelines to the Academic Senate for consideration by November 2021 and publishing the new GE Program Guidelines in December 2021 (CFR 2.5).

Curriculum Review and Program Planning

The curriculum review and program planning processes make certain all academic programs undergo a periodic review of their curriculum (CFR 2.7). Proposed changes to curricula are

comprehensively examined to ensure they are high quality, reflect current and emerging knowledge and practice in the discipline, and do not duplicate existing programs. Over the past five years, SJSU developed organized, defined, and rigorous processes.

Several enhancements were made to the [curriculum review](#) process. The [Curriculum](#) website was improved with information and resources for curriculum committees. The [consultation](#) component of the review process has been elevated so viability and potential impacts of course or curriculum changes are addressed. This encourages collaboration by academic departments on curriculum development when appropriate. New program proposals must include a purpose statement, student and workforce demand, and faculty and instructional resources. They must also contain a degree roadmap, learning outcomes, and an assessment plan. All course and program modifications are approved at department, college, and university levels. A new online academic catalog platform, adopted in 2019, has improved searchability and information access. The platform provides more flexibility for posting updates, ensuring curriculum information remains current and meets accessibility standards.

The program planning process provides a structured evaluation of each program every seven years. The Program Planning Committee (PPC) reviews a program's self-study, including standardized data reported in the [Required Data Elements](#) (RDEs) prepared by Institutional Research, which includes graduation rates, time to degree, equity gaps, enrollment trends and student-faculty ratio across all programs (CFR 4.2). Alignment of GE courses with the GE Guidelines and quality of the assessment process are also evaluated. External review, via a self study and site visit for professionally accredited programs or a peer review process for non-accredited programs, is required. Programs use the information to develop a [seven-year action plan](#), which guides decisions in curriculum revision and development, scholarship, resource management, faculty and staff hiring, student recruitment, retention and success efforts, and interaction with the community. Recent revisions and improvements to the program planning process have centralized the use of RDEs to facilitate discussions and inform decision-making about curriculum structure, quality, and relevance (see Component 6). Curriculum review and program planning are essential at the undergraduate and graduate level to determine the breadth and depth of program delivery. An example of leveraging program planning outcomes is the growth in graduate education.

Graduate Education

The university is substantially expanding its emphasis on and support for graduate education. This reflects graduate education as essential for a growing set of career paths in California in general and in the Bay Area in particular. Enhanced attention and resource commitment is needed because SJSU has the largest graduate student population in the CSU system; over 8,500 graduate and credential students were enrolled in fall 2020. Graduate education is distinguished from undergraduate education by a greater emphasis on independent research and creative activity. This resonates well with the University's goal of expanding its research enterprise.



The first cohort of DNP students, pictured here, graduated in May 2021.

In 2019, the [College of Graduate Studies](#) (CGS) was founded with the mission of providing leadership for the advancement of graduate education. CGS is the first college in the CSU system that supports the development and vibrancy of premier quality graduate programs, serving the scholarly and professional needs of graduate students at the university and into their careers. Specific functions include: 1) support for graduate students, including managing scholarships, tuition remissions, travel awards, sponsoring professional development activities, and working individually with students facing academic challenges; 2) graduate admissions and recruiting, including working with departments to set and achieve enrollment goals and ensuring equity in admissions practices; 3) advocacy for graduate students' interests on decision-making committees and bodies and communicating their successes broadly; 4) oversight of graduate curriculum and policies, including ensuring new curricula meet high standards of rigor and conform to university and CSU policies; and 5) academic planning, evaluation, and oversight to include deliberate attention to satisfactory completion of required coursework.

The University has reworked the [Graduate Program Learning Outcomes](#). Most master's and all doctoral degrees require both engagement with an independent research or creative activity and in-depth mastery of specific subject matter that represents a substantial gradation above what is required at the prior degree level (CFR 2.2b). Differentiation of graduate degrees is becoming clearer, affording the opportunity to expand doctoral education offerings. In 2019, SJSU welcomed its first cohort of Doctor of Nursing Practice (DNP) students to its newly independent program, which replaced an earlier joint program with Fresno State. In 2020, the first cohort of Doctor of Audiology students (AuD) matriculated, and a Doctor of Occupational Therapy (OTD) was approved to start in spring 2023. SJSU now has three active professional doctoral programs, including the EdD program established in 2014; the forthcoming OTD program will be the fourth. The University has developed budget models specific to doctoral programs to ensure adequate staffing for quality instruction and financial sustainability (CFR 3.4). SJSU is in early discussions with University of California partners about the possibility of launching three joint PhD programs. The enhancement of degree programs is the roadmap to CGS future and aligns with desired outcomes in Transformation 2030.

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

Assessment of the Core Competencies

Prior to 2017, assessment of each of the core competencies was treated as an individualized activity with unique methodologies and target courses for assessment. Core competencies are now embedded in the updated and comprehensive GE PLOs. Inclusion of these competencies as PLOs for GE ensures all undergraduate students are introduced to these five competencies in the lower division and then engage deeply with them in upper division GE courses. Therefore, assessment of core competencies is part of the regular GE assessment schedule, rather than a separate assessment cycle ([Appendix O](#)). The nine GE PLOs are assessed on a [three-year cycle](#). Assessment of these core competencies is summarized below (CFR 4.1).

Oral Communication

In spring 2018, three evaluators attended group capstone presentations to assess oral communications in business and engineering. Approximately 494 students in 125 groups participated. Evaluators assigned each group presentation a single score for each of the four competencies on the Oral Communication VALUE rubric. Evaluators also noted the rubric was designed to assess individual speakers rather than groups, and for group presentations, each presenter should be assigned a score. In 2019, when the College of Business performed the assessment again, they used the same rubric but evaluated each student individually. One interesting outcome is that a higher percentage of engineering students achieved the capstone level compared to business students. The engineering curriculum requires many oral presentations, starting in first year courses. In the 2023 assessment cycle, faculty will use the rubric to evaluate their own students rather than inviting external evaluators. Training materials will be provided to incorporate lessons learned from the 2018 and 2019 assessment cycles.

Written Communication

In spring 2017, three evaluators scored 125 papers from history, sociology, and psychology writing-in-the-discipline courses. Sample papers were scored on level of accomplishment using five dimensions of written communication that measured context of and purpose for writing, content development, source and evidence, control of syntax and mechanisms, and textual conventions.

Results were compared across departments that averaged all students assessed in the College of Social Sciences. A customized report (see [example from history](#)), with recommendations for areas of improvement was provided. As a follow-up, the Writing Across the Curriculum Director developed a series of workshops for faculty on how to help students understand and use the conventions of the discipline, find and evaluate sources, critique sources, and develop focused research questions.

A similar assessment was completed for the College of Business in 2018 and the College of Engineering in 2019. In these later assessments, comparisons were made across colleges. In the fall 2021 assessment cycle, a similar study will be completed university-wide with student assignments from upper division GE courses.

Critical Thinking

Critical thinking was assessed in spring 2021 using writing assignments from upper division GE courses offered in fall 2020. A random sample of instructors of Areas S (Self, Society, and Equality in the U.S.) and V (Culture, Civilization, and Global Understanding) courses were invited to submit assignments and student artifacts they believed allowed for assessment of critical thinking. Assignments and student writing artifacts for 60 courses in 39 academic programs were received and six samples were read from each course.

Five readers (administrators and graduate students in the English department) reviewed the writing artifacts using the critical thinking VALUE rubric. Each artifact was read twice. In addition to rating the student artifacts for achievement of critical thinking standards, readers provided commentary on the assignments submitted as well as reflections on patterns they perceived in student performance. This narrative feedback was used to select writing prompts with a high rating that could be used as model assignments for assessing critical thinking. Raters recommended critical thinking prompts be more standardized within a given discipline or course, especially where multiple sections are taught. Readers found a small number of the assignments did not seem designed to solicit critical thinking, which suggests a lack of uniformity among faculty regarding meaning of the term or lack of clarity about the type of assignment used for critical thinking assessment.

Although these results provide only a snapshot of student performance, the assessment provides sufficient information for planning outreach to faculty and developing a comprehensive assessment of student gains in critical thinking. The wide range of assignments and student performance suggest faculty need more guidance in how to implement comprehensive critical thinking criteria in GE course assignments. In the coming year, a systematic outreach to GE faculty about these findings will be conducted. It will be important to provide concrete instructions about which assignments to use for assessment, more information about the rubric's content, and more support to faculty and departments about ways to promote and assess critical thinking in GE.

Quantitative Reasoning

Assessment of quantitative reasoning at or near graduation revealed certain programs, particularly in the humanities, had insufficient exposure to quantitative reasoning in the upper division. In 2016, SJSU organized a CSU-wide symposium on how to teach quantitative reasoning and integrate it throughout the curriculum. In 2017, a follow-up workshop focused on how and where SJSU could embed quantitative reasoning in upper-division GE courses. In fall 2017, a Quantitative Reasoning Task Force proposed quantitative reasoning learning outcomes for two upper-division GE areas (Area R - Earth and the Environment and Area S - Self, Society and Equality in the US).

Using the recommendations of the Task Force, a new GE Learning Outcome was added to the upper-division GE Area R (Earth and Environment) and is under consideration by the SJSU community with a goal of being approved by fall 2021. Quantitative Reasoning will be assessed in spring 2022 after the revised GE Guidelines have been approved by the Academic Senate.

Information Literacy

The library is a partner in supporting and assessing information literacy (IL). In addition to in-person IL sessions with average yearly participation of 23,000 students, librarians have developed [41 online tutorials](#), the most popular being "Finding Scholarly Peer-Reviewed Articles," "InfoPower," "Annotated Bibliographies," "Writing a Literature Review Paper," and "Plagiarism." Over five years, 10,219 students completed the InfoPower tutorial. Results showed students consistently struggled to answer questions related to identifying the types of sources, formulating viable research questions, and determining relevancy of an information source. Consequently, librarians emphasized these areas in their IL sessions. The Plagiarism tutorial was completed by 53,596 students over a five year period. Analysis of outcomes of the tutorials led to creating a tutorial and a workshop on "Paraphrasing" specifically for Science and Engineering students.

In 2017, librarians assessed the same 125 student papers from history, sociology, and psychology writing-in-the-discipline courses that were assessed for written communication. Papers were rated based on level of accomplishment across the five dimensions of the IL VALUE rubric, including how to 1) determine the extent of information needed; 2) access the needed information; 3) evaluate information and its sources critically; 4) use information effectively to accomplish a specific purpose; and 5) access and use information ethically and legally. A comparison of faculty and librarian scores found faculty tended to score the papers higher than librarians. A [detailed report](#) was provided to each department with recommendations. In fall 2021, a university-wide assessment will be completed using papers from GE classes.

Graduate Student Achievement

From 2017 to 2019 SJSU participated in a WSCUC Community of Practice (COP) project entitled "Making It Real: Developing a Sustainable Process to Use and Share SJSU's Graduate PLOs and Evidence of Student Achievement." The goal was to engage faculty in developing, piloting, and refining a meaningful and sustainable process to ensure the quality and integrity of graduate degrees. The team reviewed program elements including PLOs, writing development and support, culminating experiences, and assessment. The COP team included members from institutional research who developed tools to provide programs with better and more accessible data to evaluate outcomes. Workshops provided programs with additional guidance on developing meaningful, measurable PLOs distinct from, and at a higher level than, undergraduate PLOs and how to connect courses and culminating experiences to assess PLOs (CFR 2.2b). The workshops aimed at developing a cohort of faculty experts who could continue to serve as resources once the project was completed. In 2017 and 2018, a graduate program survey was completed to assess program elements that needed improvement. This was used to plan support and professional development for each year. While not as effective as originally envisioned, the COP project was successful in awakening

programs to the benefits of and processes for meaningful assessment and moving many programs forward in their assessment activities.

Currently, outcomes in graduate programs are developed by the department faculty in two ways. In programs overseen by an external accreditation body, outcomes correspond to the outcomes determined by the accreditation body to be required for disciplinary proficiency. In programs not subject to disciplinary accreditation, outcomes are developed to achieve university learning goals, as defined in policy [S17-12](#), with disciplinary breadth and depth requirements determined by departmental faculty. This process is embedded in how graduate programs conduct assessment.

Component 5: Student Success: Student Learning, Retention, and Graduation (CFRs 1.2, 2.7, 2.13)

Collaboration Between Student Affairs and Academic Affairs for Student Success

Students are most successful when they experience an engaging and challenging curriculum, have the services they need to support their basic needs, feel connected to the university and to one another, and can access guidance and resources to navigate their academic journey and develop career readiness. To this end, the divisions of Academic Affairs and Student Affairs approach student success programs and projects collaboratively. The [Admission to Graduation Project](#), a campus-wide initiative to improve graduation rates, is one example (CFRs 1.2, 1.4, 1.6). Since fall 2014, a cross-divisional team has reviewed barriers and identified and implemented enhancements to technical and business processes to facilitate timely graduation. Phase 1 focused on technology related to reviewing and posting transfer credits, streamlining admissions for transfer students, and piloting automated graduation processing. Phases 2 through 4 developed and enhanced eAdvising tools, including a degree audit and interactive program planner; initiated development of an early warning system for students needing additional support; developed engaging [publications](#) to communicate the steps to admission, enrollment, and graduation; and streamlined financial aid verification. Phases 5 through 7 focused on automating graduation processes, streamlining the petition process through online forms, enhancing communication with students through online chat capabilities, and developing analytical tools to identify equity gaps. The Admissions to Graduation Project successfully modernized many cumbersome processes that created unnecessary barriers for students. This team continues to meet and set goals each year to implement additional improvements to support student success.

#Take15, a program initiated in 2016, encouraged students to take 15 units per semester in order to graduate in four years. The campaign started with an event for incoming students at Admitted Spartans Day, and continued messaging all students during the registration period. As a result, incoming first-year students taking 15 or more units increased from 15% in fall 2015 to 36% in fall 2016, while incoming transfers taking 15 units increased from 14% to 20%. Since 2017, this program has been incorporated into advising for all undergraduate students (CFRs 2.10, 2.12, 2.13, 2.14).

Currently, in the [Campus Reading Program](#), Academic Affairs focuses on integrating the annual reading book selection into courses, and Student Affairs, including residence halls, develops complementary co-curricular programming. Additionally, the Career Center embeds counselors in the college success centers to establish more visibility for and access to career development. Most recently, in response to concerns about sense of belonging during the pandemic, the Spartan Community Engagement Committee was formed and promoted opportunities to connect students with organizations, co-curricular activities, and faculty. An early outcome was the [Discover SJSU website](#) and accompanying campaign to provide a centralized place for students to learn about opportunities to engage at SJSU. The committee is preparing a welcome back (Re)Discover SJSU campaign for fall 2021. To facilitate communication, the leadership teams of the two divisions now meet monthly and designated positions in each division are tasked with shared student success initiatives in advising, residential life, and enrollment management (CFRs 3.6, 3.7, 4.10).



Replacement of Remedial Courses with College Level Curriculum

Elimination of remedial math and writing courses, in which students accumulated up to 15 units of credit that did not apply toward their degree, is one of the most transformative student success initiatives SJSU has implemented in this review cycle. CSU Executive Order 1110 issued in August, 2017, required remedial courses to be replaced by fall 2018 with baccalaureate-level quantitative reasoning and written communication courses combined with supplemental support. SJSU was ahead of the curve in the area of written communication due to the groundbreaking curriculum development in 2014 of Stretch English as an alternative to remediation. As a result, 91% of fall 2018 first-year students completed their first year writing class (with a C- or better) compared to 72% of fall 2017 first-year students. In these classes, faculty used assignments focused on generating belonging in the classroom, supporting larger retention goals ([Appendix P](#)).

In contrast, as of 2017-2018, SJSU still offered a traditional remediation sequence in math. For the 600 to 1,300 first-year students enrolled in remedial math annually, remediation delayed enrollment in required general education math (GE Area B4) by one year or more. A significant portion needed to repeat remediation or transfer to a community college. For example, in spring 2018, a year-long remedial math sequence enrolled 501 students with a pass rate of 73%. Students unable to complete remediation within one year were put on probation and given one semester to complete remedial math. If unsuccessful, they were disqualified from the university. After students completed remediation, pass rates in B4 math (C- or better) ranged from 61% to 81%. A multi-divisional team, formed in 2017, addressed curricular revisions, assessment, and the processes for placing incoming students into appropriate math and writing courses. The team completely revised math placement and curriculum, including developing

new courses and companion supported instruction sections. They continue to meet weekly for continuous monitoring of students' course performance in math (CFRs 3.9, 3.10, 4.4).

The CSU provided faculty development support related to equity-minded pedagogies and development of co-requisite support. New support areas were also introduced. Peer Connections collaborated with faculty and course coordinators to determine the most fitting form of support: classic tutors, embedded tutors, peer mentors, or Supplemental Instruction (SI) leaders. Multiple studies assessed effectiveness of the revised curriculum and increased support on pass rates and student attitudes about math, learning, and sense of belonging. This table shows B4 math completion rates for first-time students who entered in fall 2017 (remediation required) and fall 2018 and 2019 (remediation replaced with supported instruction). Results show all students are doing better, and while the curriculum revision appeared to have a larger effect on the success of URM students than non-URM students, equity gaps still persist. URM students are defined as Asian/Pacific Islander, Black, Native American, Latinx. The team continues to evaluate strategies and make adjustments.

Supported Instruction Outcomes for GE Math Courses

Completed B4 Math with C- or better in first year	URM	Non-URM	Unknown	Whole Cohort
Fall 2017 cohort (remediation required)	60%	67%	62%	61%
Fall 2018 cohort (first year supported instruction)	80%	83%	80%	81%
Fall 2019 cohort (second year supported instruction)	83%	85%	80%	83%

Addressing Achievement Gaps

Despite improvements in [retention and graduation rates](#) for both first-year and transfer students, there is a persistent 6-10% first-year retention gap and 10-15% graduation gap among URM students. Pell-eligible students experience a 4-10% gap in four-year graduation rates. SJSU is in the initial phase of implementing strategies to reduce achievement gaps. At the university level, a redesign of first-year and second-year advising will be piloted in fall 2021. Cohorts of approximately 200 students will be assigned to a Student Academic Success Specialist in their first 60 units. The specialists will regularly communicate with students through direct outreach to create a sense of belonging and encourage them to engage in activities that support academic success and emotional and social well-being.

The Center for Faculty Development (CFD) led the 2020-2021 [Middle Leadership Academy](#) project, addressing how to scale learning opportunities for faculty focused on equity and inclusion. CFD funded five [faculty learning communities](#): Examining Privilege, Trauma Informed Pedagogy, Authentic Assessment, Book Study of “Algorithms of Oppression” by Safiya Noble, and Inclusive Excellence. Each group contributed new resources to support faculty teaching and learning, ranging from workshops on the impact of mental health on equity to anti-oppressive frameworks in curriculum and course design.

In 2020, the College of Science created an Equity Community of Praxis for faculty and staff. The group participated in a three-workshop series, which examined core principles of equity and the literacy abilities required to institutionalize equity. A second workshop series established Communities of Praxis Groups for Social Justice and Anti-Racism. Subsequently, these faculty implemented and evaluated numerous practices as an alternative to high stakes exams and have flipped classrooms with extensive active learning. These are first steps in a longer journey to address structural issues that impact student success and achievement gaps (CFR 4.4).

The Program Planning process has recently been revised to require programs to evaluate retention and graduation rates and achievement gaps. The recently improved availability of disaggregated student achievement data will help programs revise curriculum, assess advising, and take other steps to improve URM student success. With continued development of student success programming focused on historically underserved and underrepresented students at the department, college, division, and cross-divisional levels; this process will monitor achievement gaps more frequently (CFR 2.7).

Component 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence (CFRs 2.4, 2.6, 2.7, 2.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)

Program Planning (CFR 2.7)

Program review and planning assures integrity and accountability of academic programs, and promotes continuous institutional improvement. It is a future-oriented process based on [program assessment](#). Programs use this information to develop action plans guiding decisions in curriculum revision and development, scholarship, resource management, faculty and staff hiring, student recruitment and retention, and interaction with the community.

Implemented by the [Program Planning Committee](#) (PPC), program planning typically occurs at the department level and is required for all programs every seven years or earlier depending on specific circumstances. Program plans must include all programs such as baccalaureate degrees, minors, graduate degrees, certificates, and credentials (CFR 2.2a). The PPC reports to the Curriculum and Research (C&R) Committee, which reviews and approves any substantial changes proposed by the PPC. Detailed information about the [program planning process](#) includes a checklist for programs and self-study templates for accredited and non-accredited programs. All [program records](#) have a link to their annual assessment form that includes measurable objectives. The [Action Plan](#) provided to the Provost from the PPC is the culmination of the program review process, and is posted at the conclusion of each program review. These program records are a resource for departments and document student achievement of program learning outcomes.

In 2015, WCUSC recommended clarifying the goals of the program planning process to make the process less burdensome and more sustainable (CFR 4.3). In response, SJSU revamped its programming planning review process. The changes were initiated in fall 2017 and include implementation of University Policy [S17-11](#), which reaffirmed the University's commitment to program planning. The changes included identifying goals of the process, realigning the process to be less frequent but

more in depth, and strengthening bonds between stake-holding committees. The program planning process now promotes a continuous internal review and planning process to promote purposeful future improvement, in addition to serving as a vehicle to help programs support the mission of the university, college, and department. This updated approach provides an opportunity for programs to systematically assess their course offerings; achievement of student learning outcomes; student success, retention, and graduation rates; and the faculty and instructional resources necessary for providing an excellent educational experience (CFRs 2.10, 2.11). Accredited programs must submit their self-study within a year of the accrediting organization's site visit in lieu of a separate report for the University, but provide any supplementary material required in the program planning process. Particularly, programs with an accreditation cycle of more than eight years now have a mid-cycle review. Furthermore, the policy clarifies the reporting structure and duties of the PPC, the Curriculum & Research Committee, and the General Education Advisory Committee (GEAC). This has streamlined the process and reduced redundant workload.

In 2020, Program Planning and Institutional Research (IR) began to collaborate to provide disaggregated student outcome data to programs being reviewed and to the PPC, which has greatly simplified reporting. IR posts the Required Data Elements (RDEs) that also now include self-supported programs (programs receiving no state funding), which were not previously available (CFR 4.2). This allows departments to include data on self-supported programs in their reports. The PPC has created an RDE template for the Letter to the Provost, which has significantly simplified their reporting process. If discrepancies are identified for URM students, the PPC adds a recommendation to the Letter to the Provost for the program to consider why the discrepancies exist and how they might be addressed.

The process for evaluating GE courses within the program assessment process has become more streamlined. The Board of General Studies was reorganized as the General Education Advisory Committee (GEAC), and its charge was changed to be more closely aligned with program assessment (University Policy [F15-13](#) with [Amendment A](#) (2019) and [Amendment B](#) (2020)). GEAC now reviews GE materials submitted in the program planning process according to current [GE Guidelines](#), creates recommendations for each GE course and sends recommendations to the department and the PPC. The PPC reports GEAC recommendations in the Letter to the Provost if the department is not in compliance with GE guidelines.

The changes described above have simplified the program planning process, prioritized inclusion of data and evidence, and created more accountability through centralized tracking and incorporation of Action Plans with measurable goals. Additional changes such as updates to the Program Planning website and adoption of workflow management software (Curriculog) to store and share documents to track each program through the process have facilitated timely communication, created equal access to program planning materials for all stakeholders, and reduced workload. A [program planning calendar](#) is also available to everyone but is especially helpful to the PPC in monitoring all program planning activities. Current challenges include lack of familiarity on the part of department chairs and faculty regarding the components of the process, which has resulted in delayed submissions or incomplete assessments. To address this, training modules were developed with plans to offer yearly workshops to prepare departments for program planning.

Assessment of Student Learning

Implementation and coordination of assessment occurs at course, program, department, college, and university levels. Course coordinators ensure that syllabi list learning outcomes and identify key assignments linked to learning outcomes used for assessment, and confirm all faculty teaching the course submit appropriate assessment materials (CFR 2.4). Program and department assessment coordinators develop assessment plans, engage with course coordinators to gather and summarize data, and ensure data are reviewed and action plans are developed. College [Assessment Facilitators](#) (AFs) support ongoing implementation and improvement of assessment processes and activities in each college, provide information on the most recent assessment policies and expectations, train faculty on policy and procedures, review annual program assessment reports, provide meaningful feedback to programs, and bring assessment-related questions and concerns to the attention of the Director of Assessment.

At the university level, the AF and Associate Dean from each college, representatives from the Library and Student Affairs, and the Associate Dean of Undergraduate Education comprise the Assessment Committee, chaired by the Director of Assessment. The Assessment Committee shares best practices on program assessment, plans training and professional development activities, and assists departments and programs in implementing sound assessment practices. The Director of Assessment, a faculty member with 40% assigned time, provides vision and leadership for development and support of assessment in undergraduate and graduate programs. The Director of Assessment also serves on the Program Planning Committee, Accreditation Review Committee, GEAC, and works closely with the Director of GE to support the integration of assessment into curriculum development and review.

Recently, the university implemented initiatives to expand support for and develop more sustainable processes for assessment. One initiative is the transfer of assessment oversight from the Vice Provost of Undergraduate Education to the new position of Vice Provost for Institutional Effectiveness and Strategic Analytics (VPIESA). This reorganization provides dedicated, highly experienced leadership to the assessment enterprise and creates a tight linkage with the Department of Institutional Research, PPC, GE, accreditation standards, and academic course scheduling that directly influences student success outcomes (CFRs 3.3, 3.6, 3.7). Although this transition was completed only as of June 1, 2021, the benefits are already visible. Examples include: development of more comprehensive assessment training materials during summer 2021, plans for improved assessment professional development beginning fall 2021, and improved access to the required data elements for program planning.

Another initiative is the purchase of the [Nuventive](#) assessment management software platform in November 2019 (CFR 3.5). PLOs are evaluated regularly and reported annually for all degree and GE programs. For many years, annual assessment reports were submitted via email and archived on a website. Summarizing data and identifying trends was time consuming and difficult. The Nuventive platform is a major step in streamlining this process. The AFs have been essential partners in configuring the software, developing the format for collecting information and training campus stakeholders. Annual Assessment Reports were entered into Nuventive for the first time in March

2021. AFs use a form embedded in the platform to provide feedback on each annual assessment report. Thus, feedback remains linked to the report and is readily available in future years. Nuventive's platform analytics have enabled the University to immediately gather statistics on PLOs and student outcomes. As of June 2021, 60% of programs have submitted their reports and 68% of programs have mapped their PLOs to ULGs in the system. Linking Nuventive with the university learning management system (Canvas) to pull assessment data directly is under development. While conversion to the Nuventive platform required an enormous effort on the part of AFs, it increased engagement among the faculty regarding making PLOs and assessment findings readily available (CFR 4.4).

Use of Data and Evidence

Survey data provides useful information on students' perceptions of their learning experiences at SJSU. The [National Survey of Student Engagement](#) (NSSE) most recently was administered in 2017. Results indicated SJSU students experienced high-impact practices, collaborative learning, and diverse discussions with others at a higher frequency than at comparable institutions. Alternatively, SJSU students reported lower levels of student-faculty interaction and lower quality of interactions with faculty, advisors, and staff, suggesting areas for improvement. The 2020 campus climate survey, [belong@SJSU](#), included questions regarding students' experiences interacting with faculty. Roughly 64% of students agreed they had faculty who they perceived as role models, and 75% indicated they felt valued by SJSU faculty in the classroom. The [detailed report](#) is posted on the [belong@SJSU](#) website (CFR 4.1).

Instead of administering the NSSE survey in spring 2020, SJSU conducted a [Student Success Survey](#) to gather feedback on factors affecting student success after the transition to remote learning due to the pandemic. Nearly half of undergraduate students (45%) and two-thirds of graduate students agreed they continued to learn effectively despite the transition to remote learning, but a sense of belonging and connection to SJSU declined substantially. These data were used to enhance advising and counseling supports for fall 2020 and spring 2021 and to improve communication strategies with students.

The [Department of Institutional Research](#) (IR) focuses on quality assurance as a high priority when providing analysis and presentation of data regarding students, faculty, courses, and student outcomes through dashboards and reports posted on their [website](#) (CFR 4.2). They submit mandatory data and reports to federal, state, accrediting, and other external entities as well as the CSU Chancellor's Office. IR provides detailed departmental reports for assessment of program learning outcomes and other departmental planning purposes to address equity gaps and failure rates within courses. IR also provides data that informs departmental initiatives and has expanded their [reporting](#) in enrollment and course planning and enrollment management to track timely progress to graduation. The recent adoption of Tableau data visualization software facilitated the use of visual analytics to display disaggregated enrollment data by ethnicity, which increases understanding of the complexities of SJSU's diverse student population and informs future student success, retention, and graduation data collection efforts (CFRs 2.10, 3.5).

SJSU has significantly expanded its institutional research capacity through strategic hiring in alignment with efforts to help departments, colleges, and university-wide initiatives and functions on providing access to data that informs their decision-making. Two recent key hires have focused on the leadership within IR and demonstrate the university's commitment to leverage innovative approaches around data-driven initiatives. The director of IR is responsible for coalescing and coordinating data efforts on the campus. The VPIESA oversees and integrates institutional research, program assessment, program planning, accreditation, and comprehensive academic scheduling and space management that includes strategic use of offices, labs, and common spaces. IESA is building its unit to focus on the data needs of the institution with an intentional storytelling approach using a social justice lens (CFRs 3.6, 3.7, 4.1, 4.2, 4.3, 4.4).

Component 7: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment (CFRs 3.4, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7)

Fiscal Sustainability

The 2015 WSCUC Commission report commended the University on eliminating the budget deficit and creating a surplus, which allowed for important investments. Since then, the University has continued to operate without a deficit and invested in initiatives aligned with Transformation 2030 while supporting student learning, faculty and staff success, and enhancement of the campus environment. The [2020/21 SJSU Annual Budget Report](#) provides a detailed summary of the budget and budgeting process (CFRs 3.4, 4.7).

While the State and CSU continue to operate on a year-to-year basis, SJSU consistently has engaged in a three-year budget planning process to mitigate future fluctuations in the State's commitment to funding the CSU's operating budget request and enable SJSU to financially commit to its priorities. SJSU, as well as the entire CSU system, faced a number of challenges due to the COVID-19 pandemic and the continuation of the CSU system decision to conduct predominately virtual instruction for the 2020-2021 academic year. The original 2020-2021 budget plan had an existing gap of \$7.6 million, and closing it would have been the subject of the normal budget planning process. The pandemic drove the gap to \$92 million, which was a mix of state support reductions, enrollment impacts, response costs, and revenue losses in enterprise units. The University has addressed budget shortfalls by taking a series of actions to reduce expenses and bridge the funding reductions the State issued. SJSU is committed to utilizing the available reserve funds to minimize financial impacts to programs and services.

Measures Taken to Address the Budget Situation

The university's solution to the budget situation was almost as unique as its cause. In an unprecedented move, auxiliary organizations were asked directly to apply some of their reserves totaling \$6 million to specific related campus expenditures. SJSU drew upon another \$53 million of its own reserves to close the gap, and the federal CARES Act support provided \$16.6 million. The significant use of reserves was critical in continued efforts toward meeting Transformation 2030 objectives. While the university plans

to draw upon reserves again next year, including potentially auxiliary reserves, reserve levels may not be sufficient to fully close the gap and other measures may still need to be considered. On the expenditure side, items deemed avoidable in the 2020-2021 budget plan were deferred (\$2.7 million), and travel and hiring were curtailed to yield \$17.3 million in avoided expenditures. Areas SJSU seeks recuperation for the \$92 million gap include \$53 million in university reserves, \$6 million in auxiliary reserves, an expenditure deferral of \$20 million, and \$17 million CARES Act funds. The full list of measures taken to close the \$92 million gap can be found in [Appendix Q](#).

Planning ahead: The evolving higher education landscape

SJSU is well positioned to thrive and lead as the higher education landscape continues to rapidly evolve. The investment to upgrade the technology infrastructure allowed a rapid and effective pivot to online teaching and learning in response to the COVID-19 pandemic, and the University will continue to grow its online offerings in support of helping students complete their degree through this alternative pathway. In response to the calls to dismantle systemic racism, SJSU created a comprehensive and well-resourced plan to address racial injustice. Additionally, the University's first Economic, Fiscal, and Social Impact Report (refer to [Appendix A](#)) highlights the substantial and multifaceted impacts of the University on the region and the state. [Transformation 2030](#) provides the vision of SJSU's identity and role in 21st century education and has guided the development of initiatives to move toward this vision through a strategic budget plan.

An important component of Transformation 2030 is the long-term planning to refine SJSU's identity within higher education and the local and regional community based on the Five-Year Enrollment Management Concept 2020-2025 plan (refer to [Appendix E](#)). Led by the Strategic Enrollment Management Steering Committee, six Key Performance Indicators were identified and 19 strategies to address each indicator were mapped. Based on these strategies, the Committee proposed an enrollment increase of 8-10% by fall 2025. The proposal seeks to increase graduate, transfer, out-of-state, and online enrollment given the decreasing number of high school students in the near future. This plan offers a strategic approach to manage enrollment, provide educational programs to meet the needs of 21st century students and employers and establish the resources necessary to support these programs and initiatives. To supplement these efforts, the Provost appointed an interim Vice Provost for Academic Innovation and Online Initiatives to help scale degree completion programming for undergraduate students. In addition, a new [Campus Master Plan](#) (CMP) was initiated in 2020, guided by an Advisory Committee consisting of faculty, staff, students, and administrators. It builds upon Transformation 2030 goals and serves as the University's long-term planning guide for accommodating projected student enrollment and all related educational programs and administrative services. The CMP addresses the physical development of the main and south campuses, off-campus properties, and connections with the City of San José through 2040 (CFR 4.6).



SJSU has made several investments to support excellence in scholarship, campus climate, and teaching. The new [Division of Research and Innovation](#) offers faculty and students a variety of RSCA-related services through the Office of Research with upcoming entrepreneurship support services through the Office of Innovation. Through reorganization of leadership and administrative roles led by the Vice President for Research and Innovation (VPRI), SJSU is placing focused and deliberate investment in the growth of its research enterprise and the establishment of an innovation enterprise for the direct and long-term benefits of its students, faculty, and communities ([Appendix R](#)). Also, implementation of a faculty cluster hiring strategy as proposed by the Provost will support interdisciplinary research in critical areas (refer to [Appendix M](#)). The [first cluster hire](#) in Wildfire Science was completed in 2020, bringing five new faculty members in the colleges of Science, Social Science, and Engineering to expand the nationally recognized work of the [Wildfire Interdisciplinary Research Center](#) in addressing the urgent threat wildfires present to communities and ecosystems in California. The Office of Research and Innovation has completed a summary of funding opportunities related to the proposed cluster hires, which will provide strategic guidance in seeking funding support in these areas ([Appendix S](#)). Concurrently, SJSU substantially increased funding for tenure track faculty startup packages, with \$3.5 million allocated for the 2020-2021 hiring cycle, providing financial support for faculty to develop their RSCA agendas and facilitating recruitment of research active faculty. Additionally, the [RSCA Assigned Time Program](#) debuted in 2019, providing one course release to all RSCA productive tenure-line faculty. For students, exposure to this high impact practice will enhance their educational experience and prepare them for 21st century careers (CFRs 2.8, 2.9).



Component 8: Conclusion

Reflection

The past seven years have been transformative for San José State University. A broad and inclusive strategic planning process has yielded a comprehensive and collaborative strategic plan, Transformation 2030, which provides an ambitious vision for excellence. Stabilization and reorganization of leadership, enhancement of cross-divisional institutional planning, and responsible financial management have enabled the University to continue to invest in these initiatives despite the financial challenges caused by the COVID-19 pandemic. SJSU has made significant progress in student success, most notably in retention and graduation rates, due in part to increased support for academic advising and co-curricular programs, and increased investment in tenure track faculty. Strategic financial planning has provided appropriate funding for courses, personnel, and programs that support students, faculty, and staff. SJSU's academic programs are in high demand and the campus continues to receive more applications than it can admit from highly qualified students. Strong student demand has allowed for enrollment growth, but an emphasis in a three-year planning and budgeting model based on reliable enrollment projections is the key to the institution's financial stability. Streamlining and digitization of most university processes was accelerated by the COVID-19 pandemic, and has reduced processing time for most routine operations, greatly improving efficiency.

Investments in the SJSU community, its people and environment, continue to transform the university. Establishment of the Division of Research and Innovation and the RSCA Assigned Time Program, the increase in faculty startup funds, and the formation of the College of Graduate Studies enable faculty fully to embrace their roles as teacher-scholars, increase the scholarly and creative opportunities for faculty and students, and elevate the research contributions and scholarly profile of SJSU. New buildings on campus, from residence halls to sports and recreation facilities to the Interdisciplinary Science Building, provide state of the art facilities for research, fitness, and social engagement. Acquisition and rebuilding of the Alquist Building near campus, while a long-term project, has the potential to transform housing options for students, faculty, and staff. Plus, an expanded focus on racial equity, campus climate, and quality of life is moving SJSU towards becoming a more just and welcoming university for everyone. The success in building out the infrastructure to enhance diversity, equity, and inclusion efforts in support of SJSU's goal of becoming an anti-racist university is a major contributor. Lecturer faculty and staff, two groups who have historically been overlooked, received increased attention and advocacy related to professional development and quality of work life through formation of a Lecturer's Council and Staff Council.

There is much to celebrate, but there is still work to be done. While there has been substantial progress in retention and graduation rates for all groups, Pell-eligible and URM students continue to lag behind their counterparts. Although there are many new programs and initiatives to facilitate student success, SJSU must incorporate meaningful outcome measures that disaggregate data for different student groups to more effectively address their diverse needs. The University has renewed or rebuilt some facilities, but lack of space and aging infrastructure continues to limit program growth and quality of teaching and research spaces. Communication has been enhanced, but there is room for improvement in keeping the campus community consistently informed. Campus climate issues continue to require attention, specifically because previous surveys show lecturers and staff members report lack of respect and negative work environments at a higher rate than tenure-track faculty; a sense of belonging and community is still lacking for some students, faculty, and staff; and some members of the campus community continue to experience discrimination or harassment based on their ethnic, cultural, and/or gender identities. The continued focus on the many actions needed to realize an anti-racist university is critical to the progress in diversifying faculty and staff as well as supporting the well-being and success of all members of the university community.

Plans for improvement

Continued improvement for SJSU means building capacity for data-informed decision making that supports so many initiatives from the course level to the institution level, and includes enhancing technological access (CFRs 3.5, 4.2). The University is building a centralized data warehouse and implementing assessment strategies to support continuous program improvement for curricular and co-curricular units. To complement student success efforts, Academic Affairs and Student Affairs are collaborating to enhance programming that addresses students' experiential learning inside and outside of the classroom using a holistic approach. This includes increasing the number of professional advisor positions, developing additional student success centers, and enhancing university-wide training for advisors. In addition, expanding tutoring and peer mentoring services, including access to supported instruction, will facilitate timely progression to degree completion. Support for graduate students through the College of Graduate Studies and the Division of Research and Innovation will continue to increase opportunities for participation in career-enhancing activities. Expansion in scholarship support for tenure line faculty through the RSCA Assigned Time Program by way of the Division of Research and Innovation promotes teaching and research as a university priority. Staff support is another area SJSU will improve by investing resources to support staff hiring and mentoring opportunities, and facilitate career development and mobility. Importantly, to eliminate equity gaps in retention and graduation, enhanced first- and second-year advising for URM students will commence in fall 2021. Continued support of co-curricular programming and services focused on identity development, social justice, and community building to facilitate students' connection and sense of belonging to SJSU is an important priority. Restructuring of the Title IX office and investment in new staff positions will increase resources and support for students and employees. Ultimately, progress towards the goal of becoming an anti-racist university requires SJSU to develop and implement action plans to target systemic racism within each division, department, and campus operation as well as implementing specific programming for students, faculty, and staff. Efforts will be spearheaded by the ODEI, the President's Leadership Council, and the newly created racial equity-focused positions in Academic Affairs and Student Affairs. Recommendations from the Campus Committee on Diversity, Equity, and Inclusion and data from campus climate surveys will be integral to these efforts as the University monitors the many initiatives already launched. SJSU is primed to move into a comprehensive capital campaign to help realize the desired outcomes in Transformation 2030.



307

239

2



3

