

SAN JOSE STATE UNIVERSITY ACADEMIC SENATE

2016/2017

Agenda

May 15, 2017, 2:00 pm – 4:00 pm

Engineering 285/287

- I. **Call to Order and Roll Call:**
- II. **Approval of Minutes:**
Senate Minutes of May 1, 2017
- III. **Communications and Questions:**
 - A. From the Chair of the Senate
 - B. From the President
- IV. **State of the University Announcements:**
 - A. Chief Diversity Officer
 - B. Statewide Academic Senators
 - C. Associated Students President
 - D. Provost
 - E. Vice President for Student Affairs
 - F. Vice President for Administration and Finance
- V. **Executive Committee Report:**
 - A. Minutes of the Executive Committee –
Executive Committee Minutes of April 17, 2017
Executive Committee Minutes of April 24, 2017
 - B. Consent Calendar – None
 - C. Executive Committee Action Items –
***AS 1654, Sense of the Senate Resolution, Honoring and Thanking
Dr. Michael L. Kimbarow for his Service to the Senate and the
University (Final Reading)***
- VI. **New Business:**
- VII. **Unfinished Business:**
- VIII. **Policy Committee and University Library Board Action Items (In rotation)**
 - A. Professional Standards Committee (PS):
 - B. Organization and Government Committee (O&G):
***AS 1635, Policy Recommendation, Edit to Amendment A to University
Policy S16-8, Selection and Review of Administrators (Final Reading)***

C. University Library Board (ULB):

D. Curriculum and Research Committee (C&R):

***AS 1652, Policy Recommendation, Organization of the Program
Planning Process at San José State University (Final Reading)***

***AS 1653, Policy Recommendation, SJSU Graduate and Undergraduate
University Learning Goals (Final Reading)***

E. Instruction and Student Affairs Committee (I&SA):

***AS 1650, Policy Recommendation, Codification and Revision of
Undergraduate Student Honors (Final Reading)***

IX. Special Committee Reports:

WASC Update by Kathleen McConnell, Chair, Accreditation Review Committee,
Time Certain: 3:30 p.m.

X. Adjournment:

2016/2017 Academic Senate

MINUTES
May 1, 2017

I. The meeting was called to order at 2:05 p.m. and roll call was taken by the Senate Administrator. Forty-one Senators were present.

Ex Officio:

Present: Van Selst, Lee,
Sabalius, Perea
Absent: Kimbarow

CASA Representatives:

Present: Schultz-Krohn, Grosvenor, Sen, Lee
Absent: Shifflett

Administrative Representatives:

Present: Faas, Papazian, Feinstein,
Wong(Lau)
Absent: Blaylock

COB Representatives:

Present: Reade, Rodan
Absent: Campsey

Deans:

Present: Stacks, Jacobs, Green,
Schutten

EDUC Representatives:

Present: Mathur, Laker

Students:

Present: Tran, Caesar, Medrano
Absent: Balal, Spica

ENGR Representatives:

Present: Chung, Hamedi-Hagh

H&A Representatives:

Present: Frazier, Grindstaff,
Miller, Khan
Absent: Ormsbee, Riley

Alumni Representative:

Present: Walters
Absent: None

SCI Representatives:

Present: White, Cargill, Boekema, Kaufman

Emeritus Representative:

Present: Buzanski
Absent: None

SOS Representatives:

Present: Peter, Trulio, Hart
Absent: Wilson

Honorary Representative:

Present: Lessow-Hurley

General Unit Representatives:

Present: Higgins, Trousdale
Absent: Matoush, Kauppila

II. Approval of Academic Senate Minutes—

The minutes of April 10, 2017 were approved as amended (41-0-0).

III. Communications and Questions –

A. From the Chair of the Senate—

Vice Chair Frazier announced that Chair Kimbarow would not be at the meeting today. Also, the reason that there are speakers up front is that the sound system in the room is not working and we were only notified about it this morning so Eva (Senate Administrator) worked hard to get a last minute replacement public address system setup for this meeting.

Vice Chair Frazier also announced there are two time certain for this meeting. The first is from the AVP of Faculty Affairs, Elna Green, on faculty recruitment, and the second is from the Athletics Board Chair, Professor Annette Nellen, the Interim Athletics Director, Marie Tuite, the Sr. Associate Athletics Director, Eileen Daley, the Director of Compliance, Jacquelyn Duysen, and the Faculty Athletics Representative, Professor Sen Chiao.

B. From the President—

The Presidential inauguration is on May 4, 2017 at 9:30 a.m. on the Tower Hall Lawn.

President Papazian commented on the documentary called, "They Shall Not Perish: The Story of Near East Relief," shown on April 30, 2017, 3 p.m., at the Hammer Theatre. The work that was done was launched in 1915 as a consequence of the Armenian genocide and has laid the groundwork for our role as a country in international and humanitarian efforts. This was something done by a group of businessmen in New York as a response to a crisis that left hundreds of thousands of people orphaned and many, many more killed. This showed what everyday Americans can do when faced with a crisis. The individual efforts made a huge difference. The people working with the Near East Foundation were the people that laid the foundation for the Marshall plan to rehabilitate Europe after WWII, and they were also the people behind the development of the Peace Corp. This plan worked around sustainable development and human rights, basically winning the peace on a community-by-community and individual-by-individual basis. President Papazian wanted to be sure all Senators saw the connection in terms of the values of social justice and inclusion that we are committed to as an institution, and making sure that differences don't divide us and that there are ways to bridge our differences and bring us together. There are many more events scheduled during inauguration week celebrating our students, and celebrating Humanities and the Arts.

The CIO/VP of Information Technology search committee had semi-finalists here last Thursday and Friday. The plan is to have the selection made before faculty depart for the summer. In addition, the Athletics Director search is moving along as well.

IV. State of the University Announcements. Questions. In rotation.

A. CSU Statewide Senators –

Things on the top of the Chancellor's mind right now seem to be Tenure Density, the Graduation Initiative 2025, and the effect that state funding is going to have on these things, including deferred maintenance and whether or not we will have to raise tuition. If the state were to fully fund us then the Chancellor is talking about no tuition increase. However, if not we have some really important things that must be taken care of. There is one thing about tenure density that is worth mentioning and that is that the Chancellor's Office is interested in studying whether our 75% mark is the mark we ought to be using on every campus. The suggestion is that on some campuses, lecturers make more sense for some departments.

There was a question last time about the Intellectual Property proposal set forth by the CSU, and it turns out that most of the feedback sent to the ASCSU is that the IT policy is taking something away from faculty and others in exchange for nothing of value. It was created with no faculty input, and had only a 60-day response window. There is also the perception that there is no interest in faculty feedback. It was described as misleading with respect to federal law. There is also a trend that we should not be replying, because this is so insulting it should just be turned over to the bargaining unit. A few campuses have responded, but the emphasis seems to be on the SJSU resolution that set forth the main arguments that keep coming in.

Regarding tenure density, the CSU Faculty Affairs Committee is all over the board. There was even a Senate proposition to make it mandatory that the CSU go to 75%, but of course there are no funds attached so how do you do this. Then we would be mandated by law to get that tenure density. Most of the Board of Trustees are opposed to that proposal. In the Faculty Affairs Committee, we have been discussing the conversion of senior contingent faculty to tenured faculty or tenure-like faculty, which would in effect increase the tenure density at a fraction of the cost of hiring tenure or tenure-track faculty. We have hired in record numbers in the last two years, but have barely made a dent due to the number of faculty that retire or move somewhere else.

Questions:

Q: When I first heard this I thought the chancellor was suggesting that on some campuses there might be a reason to have more adjunct faculty in applied fields, and was he implying that he would then bump the tenure density up in other areas on campuses that do not have large applied fields to 75%? However, then I heard Senator Sabalius and it became clear the Chancellor has no such intentions, and this is actually a way of increasing the number of adjuncts without raising the tenure density in the places where it could be raised. Therefore, I would urge our CSU Statewide Senators to "resist."

A: I think the Chancellor is not actually intending to try to bump down tenure density. There is a tenure density task force right now and I think the recommendation coming out of the task force will be what guides the larger system.

Q: You replaced me on the CSU Statewide Senate and you've been there now two years and I was there 9 years, and some of my colleagues were there longer than that and we are still talking about this, so be really careful.

A: It is a very expensive proposition that's for sure.

Q: Education is expensive, but ignorance is free.

B. Provost –

Provost Feinstein asked that Senators attend as many of the events during the inauguration week as possible. This is a celebration of the campus. The Provost would love to see Senators attend the Jazz Concert tonight. There are also Brass

Ensemble concerts as well. And, there is a Legacy of Poetry event occurring on Wednesday at 5 p.m. as well as a spring Glee concert on Wednesday evening.

The inauguration ceremony is on Thursday, May 4, 2017 at 9:30 a.m. on Tower Lawn. Provost Feinstein encouraged all faculty to attend. Faculty are to assemble at 8:45 a.m. in Morris Daily Auditorium for the inauguration. Later that evening is the Inspiration and Innovation Gala. This should be a wonderful event.

On Friday, the College of Science is hosting the Student Research Day, and there is a Wind Ensemble concert in the Music Building at 7:30 p.m.

One of the finalists for the position of the Dean of the College of Education is on campus today and the Provost will be dining with him/her tonight. There is one additional finalist still to come.

Questions:

Q: When might we hear about naming an interim Dean for the College of Humanities and the Arts?

A: That should be out if not at the end of this week, then by the end of next week.

Q: Is the Accelerated Graduation Project going to exist in future summers for students?

A: It is an important program to have. This is a trial period this summer, but we will try and keep it going. There wasn't a lot of participation in it this summer. Many students expressed interest in the program, but we did not have a lot of takers.

Q: Some of my colleagues have been asking how long the inaugural event will last, because they have classes but would like to attend?

A: The event runs from 9:30 a.m. to 11 a.m. formally, but then there is a reception.

C. Vice President of Finance and Administration –

Senator and VP of Finance and Administration, Charlie Faas, announced that FD&O had their safety walk last Monday night. There were about fifteen to sixteen people that attended, including two students. One student lived in the dorms and one lived off site. They walked around campus for two hours. The lighting and safety have improved quite a bit since last fall, but there is still some work to do.

D. Vice President for Student Affairs – No report.

E. Associated Students President –

The AS elections closed on April 13, 2017. A total of 3,496 students voted which is

13.55% of the students eligible to vote. That's about 3% higher than last year, so it is an incremental improvement.

About two weeks ago, we hosted a Spartan Showcase. The showcase allowed many of the student groups that AS funded to showcase their projects. So far this year, AS has allocated about \$350,000 to student organizations on campus.

There is a Student Leadership Gala event coming up this coming Wednesday from 5 to 7 p.m. in the Student Union. This is where faculty and students can nominate students that they consider excellent leaders on campus. Everyone is invited.

AS is working on a Student Resource Guide that will be ready this coming fall.

AS is also transitioning the incoming AS Board of Directors.

There are also a series of mixers scheduled for Heritage month.

F. Chief Diversity Officer (CDO) – No report.

V. Executive Committee Report –

A. Executive Committee Minutes –

Executive Committee Minutes of April 3, 2017 – No questions.

B. Consent Calendar –

There was no consent calendar.

C. Executive Committee Action Items: None

VI. New Business – None

VII. Unfinished Business: None

VIII. Policy Committee and University Library Board Action Items. In rotation.

A. Organization and Government Committee (O&G) – No report.

B. University Library Board (ULB) – No report.

C. Curriculum and Research Committee (C&R) –

Senator Mathur presented *AS 1651, Policy Recommendation, Research, Scholarship, and Creative Activity (RSCA): Advisor-Student Relationship, Sponsored Projects, and proprietary RSCA and Issues of Confidentiality (Final Reading)*. **The Senate voted and AS 1651 passed as written (34-0-1).**

Senator Mathur presented *AS 1652, Policy Recommendation, Organization of the Program Planning Process at San José State University (First Reading)*. Following our last WASC accreditation, there were some recommendations to improve the program planning procedures on campus. There has also been some concern on the campus that the departments and faculty do not find the program planning process very meaningful. Some departments feel that it is more about obstructing their path than strategizing about their future. With the help of the Program Planning Committee, C&R has created this initial draft policy. C&R wants to make program planning more future-oriented by using our current assessment data as well as other kinds of evidence to strategically think about our curricular offerings, our advising, and ways to improve our overall department programs. The program cycle has been somewhat onerous for some with some departments feeling they have insufficient time to address all the issues from the previous cycle of review before having to initiate another review. C&R suggests in this policy a longer cycle of seven years. This draft policy was sent out simultaneously to many groups on campus for their feedback including the deans, associate deans, and UCCD. As an informational point, it is important to recognize that what we are looking at is the policy. The guidelines are not something that is voted on by the Senate, but are provided for your reference. You may provide information about the guidelines, such as typos. However, you will vote on the policy itself.

Key aspects of the policy change from the 1994 policy include a 4th goal to allow departments to showcase some of their own strengths and program contributions. Departments can use that 4th goal to report on their own initiatives and to highlight what they think is very valuable for their students and programs. C&R also clarified some operating processes of the CVC with the help of the O&G Committee. C&R clarified the scope of program planning and the process for accredited programs. Overall what we've tried to do as a committee is to streamline the program planning process and guidelines and simplify a complex process.

Questions:

Q: Is the Program Planning Committee a Senate Committee?

A: Yes, it is an Operating Committee.

Q: Would it be covered by that same policy S15-11, which covers membership?

A: It is covered, but after speaking with the Chair of the O&G Committee, she would like for any committee policy changes to incorporate the statement that committee members can be removed for non-attendance at more than three meetings to facilitate understanding by committee members who may not go back and review all Senate policies.

Q: Might I suggest that C&R cite the policy and not repeat the language in this policy?

A: Okay. Thank you.

Q: My department just had a program review and one big topic of discussion was the facilities we have to operate in and it looks like the process for program planning limits what is to be discussed here to the actual courses and curricular issues. Where would

facilities that impact curricular issues fall under this program planning policy?

A: Are you talking about what happened in your action plan, or did you include information about your facilities in your actual self study.

Q: In our self study we included it.

A: There is nothing to preclude you doing that again. There are no prohibitions about including information about facilities as linked to the success of your programs in this policy.

Senator Mathur presented *AS 1653, Policy Recommendation, San José State University Graduate and Undergraduate Learning Goals (First Reading)*.

After the ULGs were established and reviewed by the Senate in 2013, the university received some feedback on the ULGs from WASC as well as from many of the graduate programs on campus about the need to revise them to ensure they fit well for both undergraduate and graduate programs in terms of matching our program learning outcomes with our ULGs. C&R wanted to ensure these learning goals are for all SJSU students, both graduate and undergraduate.

Some key things you might note when reviewing the revised ULGs, is that C&R has reordered them. The social and global responsibilities have been moved up. C&R welcomes feedback on the ordering. With the help of the Dean of Graduate Studies, these goals have been reviewed by the Deans, the Associate Deans, the UCCD, and the Accreditation Review Committee.

Social and Global Responsibilities has been carefully reworded. There is a minor change in the Specialized Knowledge. In the Intellectual Skills Goal, C&R removed some of the oddities and moved lifelong learning into that ULG. C&R also highlighted a key undergraduate and graduate difference here in terms of representing our general education. Integrative Knowledge was renamed Integrative Skills and there are some minor changes in that section. Finally, in the Applied Knowledge and Skills area C&R merged three individual items to remove some of the redundancy that was there.

Questions:

Q: What is the utility of this?

A: Our accrediting agency requires us to have ULGs.

Q: Are there utilities other than their compliance?

A: There is a value as a university to say here is what we want. Here are the goals for our graduate and undergraduate students. It is our vision and part of our guiding principles.

Q: How many layers of learning goals do we have now?

A: What do you mean layers of learning goals?

Q: Well you have the ULGs, then there are various things in general education, in programs, and course learning goals.

A: We have ULGs, Program Learning Outcomes, and Course Learning Outcomes.

Q: So these ULGs would apply to undergraduate and graduates, but not to credential students, or do they?

A: They should.

Q: I noticed in the final category there used to be a line about working individually and working in groups and it is gone. My guess is there was some debate in the committee about this. Employers want to know that students can work collaboratively. Was there any particular reason this line was removed?

A: There was some debate on this but it wasn't removed by C&R. It happened in the Graduate Studies and Research (GS&R) Committee. Associate Dean Bruck clarified that it was not removed by GS&R and is still in line 78.

Q: Can you explain why we are creating skills rather than knowledge now?

A: This was a debate in C&R. We had a lot of discussion about integrative skills versus knowledge. C&R spoke with the UCCD about this and they preferred skills over knowledge. However, if you have feedback on this issue, please send it to C&R.

Q: Can you talk about quantitative or qualitative methodology? This strikes me as a bizarre choice.

A: Do you think it should be and/or?

Q: No, I think that quantitative skills are something we expect and ought be called out by themselves.

D. Instruction and Student Affairs Committee (I&SA) –

Senator Kaufman presented *AS 1649, Policy Recommendation, Registration Priority Policy (also Amendment A to University Policy S73-4) (Final Reading)*.

Senator Kaufman presented a friendly amendment to rename section 1.0, "Registration Priority," to strike "priority" in line 17, and to rename section 2.0 on line 38, "2.0 Categories of Group 1: Special Categories."

Question:

Q: Can you tell me where ROTC is categorized?

A: Yes, ROTC is in Category B. Students in the ROTC program don't have an every semester course requirement from what I understand. My understanding is they take a Freshman-year course and then courses in their last two semesters. That gets approved separately from the portions that are called for by law in Category 1A.

Q: There are courses at the Freshmen, Sophomore, Junior, and Senior levels for Military Science and ROTC students, so wouldn't this fall under contractual obligations because to get financial support they are required to take these courses doesn't this fall under Category A?

A: ROTC was not in the list in the existing policy. They are in a category that gets approved every five years by the Student Success Committee. I don't know historically why they are not on this particular list.

Q: Are ROTC students contractually required to carry a full load of courses?

A: The Department of Defense (DoD) gives them academic scholarships based on taking a full course load every semester while they are here and maintaining a certain gpa, so it would seem the funding becomes a contractual obligation. The university

also has a contractual agreement with the military folks, so I'm just trying to figure out what contractual obligation means?

A: As far as I know, the only group that is on this list that falls under the contractual agreement are students that are on campus as part of campus exchanges who we promise will be able to get a full course load when they are here.

Q: Well, just for your information ROTC students that don't carry a full course load, or don't meet the gpa requirements are dismissed from the program and lose their academic funding. They don't necessarily get dismissed from the university, but they would lose their scholarships from the DoD.

A: I wish I could give you a better answer as to why they are not in category A, but I can assure you that they are part of the list of students who are given priority registration because they are members of that program.

Q: Just to clarify, we are the hosts for the Military Science, this isn't necessarily true for the Army ROTC, but it is also true for the Air Force ROTC students. We are currently working in the college to give Army ROTC students the same priority as the other ROTC students.

A: I can show you a list of approved programs that are currently approved, and Air Force ROTC is one of them. The only difference between those on this list and those not on this list, is that they have to reapply every five years and be approved by the Student Success Committee. They are currently getting priority registration.

Q: The Air Force ROTC is, but Military Science, in which 50% of the students are San José Students, is not. Most of the students in the Army ROTC are not getting it.

A: They can apply for it.

Q: It has been done, but not moved forward.

A: Okay.

President Papazian commented that if the body voted to approve this policy, she was still a little bit confused with the question just asked and the response didn't really help her. She would like to look at this again and have it brought back to the body with more clarification, because she would like to understand it a little more. This does not necessarily preclude the Senate from approving it, but President Papazian may ask the Chair of the Committee to give a little more thought and clarification to that section, because this is an important population. Otherwise the President may have to send the policy back and she would like to avoid this.

The main reason this policy was reopened was in response to the California Promise which requires us to give priority registration to students that are making progress toward a four-year degree. Nothing in the additional language is a change from our existing policy under which the Air Force ROTC program does get priority registration, but they have to apply for it every five years instead of automatically getting it like the student athletes.

President Papazian appreciates that. However, once a policy is opened and a question has been raised about something else in the policy, then it would be prudent to clarify it. The old list may be useful or it may be out-of-date. President Papazian wants extra time to look at this, but she doesn't want to stop the vote on the policy either.

Senator Buzanski commented that the Senate could approve this policy and then the President could offer a friendly amendment and the Senate could accept it and that would be the end of it.

The Senate voted and AS 1649 was approved as written (29-1-3).

E. Professional Standards Committee (PS) –

Senator Peter presented *AS 1646, Policy Recommendation, Selection and Review of Department Chairs (Final Reading)*. Senator Peter presented a motion to refer back to committee. The motion was seconded. **The Senate voted and the Peter motion passed (31-0-2).**

IX. Special Committee Reports –

AVP of Faculty Affairs and Senator Elna Green gave a report on tenure density and diversity in faculty recruitment.

In 2012-2013 we had 30, in 2014-2015 we had 58, and in 2015-2016 we this year we had 68 faculty hires. Over the past five years, we have hired 244 faculty. However, our tenure density has remained flat despite all the work that we have done. It was 54.3% in 2012 and is 54.7% in 2016. This is partly because of the number of lecturers we hire as well as attrition. We continue to lose 10 to 15 faculty members per year. The class of 68 that we hired this year includes almost 2/3rds female (24 male and 43 female, 1 unreported), 56% were white, 22% Asian, 4.4% Hispanic, 1.5% African-American, and 16% not specified. Of the 16 Asian faculty hired, 9 were female and 6 were male. There was one African-American female hired. There were three Hispanic females hired. There were 24 white females and 14 white males hired. In the unspecified category, there were 6 females, 4 males, and 1 unreported. As of Fall 2016, we had a total of 638 tenure/tenure-track faculty. Of this 638, there were 317 female (49.7%) and 321 male (50.3%).

Chief Diversity Officer, Kathy Wong(Lau) gave a report on diversity. Over the past semester there has been a faculty diversity working group put together by Ken Peter, Michael Kimbarow, and leaders of the Faculty Diversity Committee. Also included in the group was Jaye Bailey, Kathy Wong(Lau), and Doris Shaw. This group also worked with the Faculty-in-Residence who have been working with AVP Green over the years. There was an ambitious plan this year to have mandatory training that would specifically focus on faculty diversity recruitment processes as well as search and interview processes. Sometime in the spring, the CDO was told this would not work due to the extra workload for department chairs and the timeline for searches. The CDO responded to those critiques and came up with a transition year and requested an extra hour be added to the already required traditional workshops that are done in the fall for faculty searches. The CDO will send a member of the faculty diversity working group to attend those workshops to ensure those people stay on track. There are also a number of refresher workshops that people could choose to do if they are getting ready to bring a candidate to campus. This hour would be tacked on to the existing workshops set to occur during the fall. This is a joint effort

between Faculty Affairs, the CDO, and the Provost.

Some of the topics the CDO is proposing include looking at the college's breakdown of diversity in terms of underrepresented minorities. The CDO is also working with the Faculty Diversity Committee to get information about ethnic and racial caucuses that might be specific to a discipline as well as the contact information. The CDO is trying to make the work easier for departments to be able to target and get information that is sometimes hard to find. The CDO is trying to find more resources for people to do more holistic outreach as well as the development of questions during the interview for candidates. Basically, what the CDO would have is the basic workshop with an additional hour that would be on faculty diversity search processes across the nation and the CSU, and then optional refresher workshops in the fall. The CDO also has the ability to meet with those folks that have early searches in the summer.

Questions:

Q: In the past, we've gotten help from Faculty Affairs for advertising that goes to general locations, but when it comes to professional associations within our disciplines we have been responsible for those and it can be expensive. In there any chance of getting help with those particular outreach efforts?

A: The CDO could not speak to that at this moment, but will commit to seeing whether she can locate resources for that.

Q: On the demographic profile slide, I'm assuming that is not really reflective of the underlying population distribution?

A: It is not.

Q: It seems to be very skewed in one direction. I'm curious as to why we have not been able to shift the needle in the last five years?

A: There are many, many reasons. However, the reasons we hear most commonly in our ballot are the inability to provide a decent cost of living at a sustained level for any of the CSUs that have a high cost of living. Additionally, the pipeline is more limited than we would like. Some possible avenues we might take include identifying universities that produce high levels of a particular demographic, and then develop relationships with them. We can also give some coaching and be a resource for the search committees.

Q: Where does SJSU stand in comparison to other CSUs?

A: We are actually not that bad compared to other CSU campuses with similar economic issues. However, all the CSU campuses are working hard to improve and we are a little behind in this area. Some campuses now have representatives on every committee who are cleared to interrupt and intervene should something happen during the search process or should something be said that is problematic.

Professor Annette Nellen, Chair of the Athletics Board, Marie Tuite, Interim Athletics Director, Jacquelyn Duysen, Director of Compliance, Eileen Daley, Senior Associate Athletics Director, and the Faculty Athletics Representative (FAR), Sen Chiao reported on the state of Athletics and gave the year end Athletics Board Report.

University Policy F07-2 lays out the charge and membership of the Athletics Board. The Athletics Board is not here to micromanage athletics, but to make sure we are aware of things going on and to improve the dialogue on campus. The Athletics Board reports to both the Senate and the University President. The Athletics Board membership includes the Director of Athletics, the President's Designee, the Director of Compliance, the AS President and the AS Director of Extracurricular Affairs as well as the President of the Spartan Foundation, the FAR, and five faculty. There is an NCAA bylaw that requires every Division 1 institution to have an Athletics Board. San José State University is a Division 1 institution.

Interim Director of Athletics, Marie Tuite, reported that the core values for the Athletics Department and student athletes are student athlete well being, academics, compliance, Spartan pride, and be more competitive in the conferences in which they compete. Athletics has had a great spring. The Gymnastics and Women's Tennis teams won conference championships. The women's golf coach received the Coach of the Year Award, and the Women's Softball team is tied for first place.

The Athletics Department has 20 athletic programs which is soon to be 22. They will be adding indoor and outdoor Men's Track in 2018. There are about 450 student athletes and about 250 are receiving scholarships. Most of Director Tuite's experience has been at large state schools. Even though most Athletics Departments are isolated and on the outskirts of campus, it is still crucial to have the support of the faculty. Thank you hardly seems enough.

It is a privilege to be a student athlete and with privilege comes responsibility. The word student-athlete is one word. Athletics takes both parts of the word very seriously. Also, the Athletics Department wants good student citizens, and the student-athletes have completed over 900 hours of community service this year.

Director Tuite introduced Jacquelyn Duysen, Director of Compliance. Director Duysen introduced the Faculty Athletics Representative, Sen Chiao. The FAR began his position last January and reported that it had been quite interesting. The FAR communicates regularly with Directors Tuite and Duysen. The FAR signs off on the reports to the NCAA. Also, the FAR must sign off on the eligibility list each semester. The FAR had the chance to get involved in the coach interviews this year. In addition, the FAR is also the Mountain West Conference Joint Council Chair. There is a Mountain West Conference this coming weekend.

Questions:

Q: Does the FAR have anything to do with the Athletic Department's Budget?

A: No, he doesn't have any information on that.

Director Duysen grew up in the Bay area, she has been with SJSU since late September. She received her Business degree at the University of Washington and her law degree at the University of San Francisco. From a compliance background, Director Duysen started at the University of Alaska-Omaha and helped transition them from Division 2 to Division 1. Then Director Duysen moved to Stanford University, and finally to SJSU in September.

Institutional control is what Director Duysen lives and breathes everyday. What Director Duysen looks at when she says institutional control is making sure we have adequate compliance systems in place. She then moves into monitoring and enforcement. This is the majority of what she spends her time on along with rules and education. This is the foundation on which everything works. The Athletics Department as a whole takes compliance incredibly seriously. One of Director Duysen's visions is transparency and accountability, and she wants to ensure that Athletics is not getting any special treatment from a policy and practices standpoint.

Extra benefit is any special benefit or arrangement by an institutional employee to provide a student athlete or the student athlete's family or friends with a benefit not authorized by the NCAA. Every semester Director Duysen meets with the student athletes and asks them if a benefit or arrangement was made available to them because they are a student athlete. If so, it is not permitted. If it is generally available to the student body, or a segment of the student body, then it is okay for the student-athlete to accept it.

Lastly, having been here a few months, there is one area that Director Duysen hopes to improve and that is making sure student-athletes have the textbooks they need in a timely manner. Director Duysen hopes to work with the faculty to ensure textbooks are available from the bookstore in a timely manner. This helps the student-athletes be successful, and the university is contractually obligated to provide textbooks in a timely manner for certain student-athletes.

Director Duysen introduced Eileen Daley, Senior Associate Athletics Director. Director Daley reported that she has been fortunate enough to be with SJSU for the past 14 years and in the CSU system for the past 16 years. Director Daley was hired to fix our Academic Progress Rate (APR), and then she moved to Graduate Admissions for the next five years. She just recently came back to the Athletics Department in her new role as Senior Associate Athletics Director.

What we observed with regard to the textbook orders is that some of our faculty are not putting in their textbook orders on time and some of our student-athletes aren't getting their books until three to four weeks after classes have started. This is potentially a very big issue on a campus of 30,000 students.

Athletics has mandatory tutoring for all of their remedial students. These students have one hour of Math and one hour of English each week. Athletics also provides mandatory pre-advising workshops based on class level, e.g. freshmen, sophomores, juniors, and seniors. The pre-advising workshops are geared to what each class level needs to be focusing on. For instance, sophomores need to be thinking about the WST, and juniors need to be thinking about applying for graduation early, etc. Athletics also has mandatory general education advising each semester. Athletics does not advise on the major. They send the student-athletes to the department for that advising and have them report back to Athletics advisors. This is an early intervention tool. Athletics does require student-athletes did not attend class to pay them back for those classes. Early intervention allows Director Daley to setup an academic recovery plan for those students that are struggling. This allows the

Athletics Department to figure out how best to help them.

Athletics does have a student bridge program. This program has student-athletes take up to 6 units during the summer and allows them to get acclimated to the university environment. This has been really successful.

Athletics also sets out four-year graduation plans. Most athletes will take 30 units a semester. Athletics may have a student take a winter and two summer classes to help catch up after that first year if they need remediation classes. The goal is for all student-athletes to attain a 3.0 gpa.

The APR was instituted in 2003. It is based on a four-year graduation and not six years. Athletics also includes student-athletes that are freshmen as well as transfers in the cohort. Student-athletes receive 1 point for retention, and 1 point for being eligible and/or graduating. Lastly, the NCAA does give recognition to over and underachievers. Underachievers receive penalties. In 2006/2007, when Director Daley was hired, SJSU was in penalty with multiple teams. That is no longer the case. In 2016/2017, the Athletics Department had 9 teams with perfect APRs. Athletics also hit a record this year for multi-year perfect APRs with 6 teams that hit a perfect APR four years in a row. Also, all of our teams are higher than the NCAA benchmark of 930 APR for multiple years. This equates to a 50% four-year graduation rate. Overall the Athletics Department has a 978 APR. This is an 85% graduation rate.

Questions:

Q: In the past, the FAR was a member of the Academic Senate. This meant he was present for the budget presentations. I'd like to ask our incoming Chair, Stefan Frazier, to invite Professor Chiao to attend the Senate meeting when the budget is discussed. I think this would be very insightful for the FAR. Also, when was the Athletics Director added to the President's Cabinet.

A: The Athletics Director has been a part of the President's cabinet for as long as Senator Nellen has been at SJSU (27 years).

Q: Is there a difference between the Executive Committee and the President's cabinet?

A: Yes. Also, the FAR's job description does not include having to be on the Senate. If he were on the Senate, he would be representing the College of Science.

Q: I would like to thank the Athletics Department for turning student-athlete academics around. When you read the press about the various scandals that occur on the academic side, such as North Carolina where people took fake online courses, and/or independent operators who helped athletes maintain their eligibility by taking online exams for them. What are we doing here to make sure that doesn't happen?

A: I think the faculty here are paying very close attention to what is going on, and the academic culture is different. Faculty often comment about how we should implement the programs we have in Athletics in other departments across campus for the rest of our students. In addition, the coaches are really helping their students academically. The softball coach takes \$100 off student-athlete scholarships if they miss a class.

SJSU also has processes in place to be sure we are doing everything we can to operate our athletic program with academic integrity. In addition, Directors Tuite and Daley meet with every student that fails a course to talk about what they did and didn't do, etc. We have found that the majority of classes that our students failed were online courses, so we are considering not allowing our students free reign to take online courses. If they are a high performing student then maybe, but if they are struggling then we won't. We are in the process of implementing a policy about that right now.

Q: You said you have an 85% graduation rate, so what's the secret sauce and why can't we duplicate it for all our students?

A: We invite our freshmen students to campus and talk about taking 12 units a semester. They will never graduate in four years taking 12 units a semester. We tell our student-athletes they will take 15 units a semester. We are setting a lower standard for our other students. We should have a 100% graduation rate for our student athletes given the support they get here. Director Daley suggested summer bridge, mandatory remediation and tutoring, having the students retake the ELM, and workshops to prep them for the ELM and WST.

X. Adjournment – The meeting adjourned at 4:45 p.m.

Executive Committee Meeting

April 17, 2017

12-1:30, ADM 167

Present: Peter, Shifflett, Schultz-Krohn, Mathur, Frazier, Lee, Feinstein, Kimbarow, Perea, Riley, Wong(Lau), Faas, Papazian, Blaylock

Absent: Kaufman

1. The minutes of April 3, 2017 were approved (14-0-0).
2. There was no dissent to the consent calendar of April 17, 2017.
3. Academic Freedom Forum: The Executive Committee discussed the decision to assign two SJSU PD officers to attend the Academic Freedom Forum. President Papazian explained that the Administration anticipated a very large turn out and routinely assign officers to large gatherings to ensure the safety of the campus, The Senate Chair asked the President for advance notice and discussion as to the need for UPD presence at future Senate events. President Papazian will consider doing so in the future but reserved the right to send UPD to campus events in order to ensure the safety of the campus.
4. Updates:
 - a. **From the President:**

President Papazian is traveling to Long Beach and then on to Armenia where she will be a keynote speaker at The American University of Armenia on "The Empowerment of Girls and Women in Armenia." She will be back on campus next week.
 - b. **From the Provost:**

The Provost's Office is working to make the time assigned for Chair duties (commonly referred to as "chair fraction") more clearly defined and consistent across the university. The committee discussed several issues pertaining to removing the 1.0 chair fraction. The Provost explained that faculty are supposed to get .20 for non-teaching responsibilities. Assigning over .80 chair fraction may violate the Collective Bargaining Agreement (CBA). The committee discussed issues that some department chairs are having such as being required to teach 2 classes while getting .60 release time. The Provost explained this seemed to be incorrect and this has been addressed for fall 2017. If issues arise, please let him know. Department Chairs that receive a .60 chair fraction should only teach a maximum of one class (3 WTUs).
 - c. **From the Vice President of Administration and Finance (VPAF):**

The VPAF will be starting a search in June for a replacement for Josee Larochelle. He will be focusing on someone with strong CSU experience. There are potential candidates within Academic Affairs that could bring knowledge of Academic Affairs to the table in addition to bringing years of experience working within the CSU.

The VPAF had a meeting with the city manager on Friday and discussed the MLK Library Atrium and other joint issues between the city and the university with regard to the MLK Library and Hammer Theatre.

d. **From the CDO:**

The CDO is looking for faculty to serve as facilitators during the transfer student orientations in a few weeks.

5. **Course Registration Policies:** Deputy Provost Kemnitz discussed issues surrounding University Policies S93-7 and F08-2 pertaining to registration on the first day of classes for graduating seniors and those that need to repeat a course. The first day of classes is too late. Deputy Provost Kemnitz asked for an exemption to allow these students to register at the end of advanced registration. The committee suggested Deputy Provost Kemnitz speak with the Chair of the I&SA Committee to explore options for suspending portions of these policies for a year to allow I&SA to draft a new policy.
6. **Selection and Review of Administrators Policy:**
The committee discussed the recently passed Selection and Review of Administrators Policy. The Provost conveyed President Papazian's concern with regard to the friendly amendment the Senate passed to add ", ideally a faculty member," after "committee chair" in lines 100, 171, and 224. The Chair will put the issue on the next agenda for O&G.
7. The meeting adjourned at 1:38 p.m.

These minutes were taken and transcribed by the Senate Administrator, Eva Joice on April 20, 2017. The minutes were edited by Chair Kimbarow on April 20, 2017. The minutes were approved by the Executive Committee on May 8, 2017.

Senate Executive Committee Meeting

April 24, 2017

12-1:30 ADM 167

Present: Peter, Shifflett, Mathur, Frazier, Kaufman, Lee, Feinstein, Kimbarow, Perea, Riley, Faas, Blaylock, Schultz-Krohn

Absent: Wong(Lau), Papazian

1. Approval of 4/17/17 meeting minutes – will be brought to the May 8, 2017 meeting for approval.
2. Consent Calendar – none
3. University Updates
 - a. President – in Armenia for a conference
 - b. Provost report –
 - i. Dean for the College of Education search is ongoing – 4 candidates coming to campus;
 - ii. The committee for the new Director for Athletics has been charged, Annette Nellen is chairing the committee;
 - iii. Discussion addressing recruiting for the Vice President for Research and Innovation; discussion included the growth of MPP individuals across the CSU; Provost to provide a comparison of MPP numbers at SJSU to other comparable institutions; discussion also considered the recent decrease in research funding and grants brought to the SJSU campus; sponsored research activity has actually decreased across campus over the past few years; Provost has asked for research rubrics to be established in each college to provide an overall idea of research activity beyond the grant activities
 - c. VP Student Affairs –
 - i. Admitted Spartan Day – very positive event
 - ii. East Side Promise – luncheon for students from East Side – SJSU has a joint project with the students from East Side to foster connections;
 - iii. Recruiting admitted students unable to come to the SJSU area – held a reception in Long Beach for admitted SJSU students
 - d. VP Administration and Finance –
 - i. Small fire on Thursday in the Student Union in the food court;
 - ii. Michael Cheers, Assoc. Professor of Journalism & Mass Comm, received an award;
 - iii. Discussion of cameras in public areas – videos have helped apprehend individuals; video footage cannot be viewed unless there is specific instance which needs to be reviewed; only UPD views the video if there has been an incidence, video is available for 100 days and then destroyed, most of the time the video is not “real time”; Charlie will look at the Freedom of Information Act to see if videos are part of the public record
 - e. Chief Diversity Officer – not in attendance
 - f. President of AS –
 - i. Relatively high student voting rate for recent AS elections
 - ii. May 2 – students going to Sacramento to advocate for Higher Ed and reduced tuition,
 - iii. Students scholarships available – deadline on May 1

- iv. Diversity day on April 27
 - g. Statewide Senate –
 - i. Current bill (SB-677) prohibits Community Colleges from restricting students from secretly recording professors
 - ii. AB 856 is a bill about having the UC, CSU and Community Colleges hire for diversity using SES status
 - iii. CSU statewide statement supporting DACA;
 - iv. Strong support from the Chancellor's office for the DNP
 - v. No new responses to the CSU Intellectual Property proposed policy
- 4. H & A Dean Search Committee – committee has been formed and Stefan Frazier will chair the committee
- 5. Selection and Review of Administrators Follow-up – deferred to a later date
- 6. Policy Committee Updates
 - a. O & G – Moving forward with the Voting Rights and Selection and Review of Administrators, seeking input from Jaye Bailey; Next year will focus on working through the policies and checking for inconsistencies
 - b. PS – finishing department guidelines, department chair policy being addressed – several amendments made from the Deans
 - c. C & R – RSCA policy to be brought to the full Senate, moving forward with program planning – looking at simultaneous feedback, looking at internship policy and issues with UOA and risk management
 - d. ISA – looking at the Honors project; priority registration policy recommendation
- 7. Meeting adjourned at 1:32 pm

These minutes taken and prepared by AVC Winifred Schultz-Krohn on April 24, 2017. The minutes were edited by Chair Kimbarow on April 25, 2017. The Executive Committee approved the minutes on May 8, 2017.

1 San José State University
2 Academic Senate
3 Organization and Government Committee
4 May 15, 2017
5 Final Reading

AS 1635

6
7
8 **Edit to Amendment A to University Policy S16-8**
9 **Selection and Review of Administrators**

10
11 **Legislative History:** Modifies amendments to S16-8 passed by the Senate in
12 Spring 2017.

13
14 **Whereas:** The amendments to S16-8 passed by the senate make significant and
15 much needed updates to SJSU's policy on the selection and review of
16 administrators, and

17
18 **Whereas:** A modification is needed to reach consensus with the administration
19 regarding appointments of chairs to search and review committees for
20 deans, therefore, be it

21
22 **Resolved** That S16-8 be modified as follows:

23
24 *1.3.1 Special Procedures for Deans of Academic Colleges:* The search committees for
25 college deans shall be composed of nine members: five faculty (tenured, tenure track,
26 lecturers), at least four of whom are tenured, and at least two who are chairs, all elected
27 by and from the college faculty (no more than two from any department); one staff
28 member, elected by the staff of the college; one student, one Dean (from outside the
29 college searching for a Dean), and one member of the community or an SJSU
30 administrator (MPP), each designated by the Provost. The committee chair, ~~ideally a~~
31 ~~faculty member~~, shall be appointed by the Provost.

32
33 *1.3.2 Special Procedures for the Dean of the University Library.* The search committee
34 shall be composed of nine members: three faculty librarians selected by and from the
35 faculty librarians; one Library staff member, selected by the staff of the university library;
36 one department chair from outside the library; one faculty member (not a chair) from
37 outside the library; one student, one Dean (from outside the Library), and one member
38 of the community, each designated by the Provost. The committee chair, ~~ideally a~~
39 ~~faculty member~~, shall be appointed by the Provost.

40
41 *1.3.3 Special Procedures for the Dean of International & Extended Studies (IES).*
42 The search committee shall be composed of nine members: five faculty (inclusive of two
43 department chairs); two IES staff members, selected by the staff of IES; one Dean (from
44 outside IES), and one student, each designated by the Provost. The committee chair,
45 ~~ideally a faculty member~~, shall be appointed by the Provost.

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Rationale: Concerns regarding the constraints that are perceived to be related to language 'ideally a faculty member' surfaced following passage of amendments to S16-8. While there exists a common understanding that faculty chairing search/review committees for deans is likely, building the language into the policy is seen to provide insufficient flexibility for the Provost in appointing a chair to these search/review committees.

Approved: 5/8/17
Vote: 7-2-0
Present: Bailey, Boekema, Higgins, Tran, Rajkovic, Laker, Grosvenor, Hart
Absent: Shifflett, Ormsbee
Financial Impact: None expected
Workload Impact: No change from current situation.

1 San José State University
2 Academic Senate
3 Instruction & Student Affairs Committee
4 May 15, 2017
5 Final Reading
6

AS 1650

7 **Policy Recommendation**
8 **Codification and Revision of Undergraduate Student Honors**
9

10
11 **Legislative History**
12

13 In 1996, F96-5 codified several previous Senate policies on honors, replaced
14 previous University Policies S 65-24, F 86-5, S 93-6, S 66-7, F 85-9, S 86-7,
15 and used forgotten information from supposedly superseded policies F65-12
16 and F67-10.
17

18 **RESCINDS AND REPLACES STUDENT**
19 **HONORS POLICY: F96-5**
20
21

22 Whereas, San José State University's current policy codifying student honors, F96-5, is
23 more than 20 years old; and
24

25 Whereas, Several conditions of F96-5 have not been consistent in their implementation; and
26

27 Whereas, Awarding Honors at Entrance for freshmen based on GPA, ELM, and EPT
28 scores is difficult to implement because they are not awarded until after the
29 student matriculates; and
30

31 Whereas, Determining President's and Dean's Scholars based on a two-semester "block of
32 work" excludes the possibility of entering students earning honors their first
33 semester, causes confusion for students and advisors, and complicates the
34 computing process; and
35

36 Whereas, Students and faculty have requested a means by which honors-level work could
37 be recognized in interdisciplinary course sequences; therefore be it,
38

39 Resolved, The attached document rescinds previous policy F96-5 and implements
40 "Undergraduate Student Honors at San José State University."
41
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43
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45

UNDERGRADUATE STUDENT HONORS AT SJSU

1.0 Overview and General Procedures

1.1 In order to encourage and reward outstanding academic achievement of students, San José State University awards honorific designations in these categories:

[2.0 The Semester Honor Roll: President's and Dean's Scholars](#)

[3.0 Departmental Major Honors](#)

[4.0 Honors in a Special Course Sequence](#)

[5.0 Latin Honors at Graduation](#)

1.2 All references to grade point average (GPA) in this document are to a 4.0 letter grading system, as defined in the SJSU catalog.

2.0 The Semester Honor Roll: President's and Dean's Scholars

2.1 Honor Roll designations will be determined twice a year, for the Fall and Spring semesters. Summer and Winter term coursework does not play any role in determining Fall and Spring Honors.

2.2 Only SJSU courses are counted for honor roll calculations. A minimum of 12 letter-graded units (UG) is required to qualify for consideration. Credit (“CR”) grades are not counted either in the calculation of grade point average nor towards the 12-unit minimum. Any grades below “C” (2.0) and/or any No Credit (“NC”) grades disqualify a student from consideration.

2.3 The determination and transcript notation of honor roll designations shall be done as soon as possible following the census date of the following Fall or Spring semester.

2.4 Semester honors may be awarded retroactively for students who have Incomplete (“I”) and/or Report Delayed (“RD”) grades that are cleared after honors status reporting per Section 2.2 and 2.3 of this policy. Retroactive honors requests shall be submitted to the Office of Graduate and Undergraduate Programs.

2.5 Any undergraduate student who has earned an SJSU GPA of 4.00 for the Fall or Spring semester shall be deemed to be a President’s Scholar for that semester.

2.6 Any undergraduate student who has earned an SJSU GPA of 3.65 or higher GPA shall be deemed to be a Dean’s Scholar for that semester.

2.7 Recognition and Privileges

91 **2.7.1** All honor roll awards, whether earned for the previous Fall or for the
92 previous Spring, will be recognized at the yearly Honors Convocation
93 organized by the Office of the Provost and held during the Spring semester
94

95
96 **2.7.2** Honor roll status will be shown on the transcript beneath the semester
97 in which it is earned, together with a notation explaining what the
98 designation means.
99

100 **3.0** Departmental Major Honors 101

102 **3.1** Qualifications: Departmental major honors are awarded to students who successfully
103 complete an approved program with their major.
104

105 **3.1.1** Each department that elects to have a major honors program
106 should customize the program to its individual discipline.
107

108 **3.1.2** Departmental major honors programs must be approved by the same on-
109 campus mechanisms that are used to approve other academic programs. This
110 includes review by the appropriate college curriculum committee and the
111 relevant curriculum committees of the Academic Senate.
112

113 **3.1.3** Approved departmental major honors programs are then filed
114 with the Office of Graduate and Undergraduate Programs, which
115 then notifies the appropriate campus agencies to begin
116 implementation.
117

118 **3.2** Criteria for departmental major honors programs: honors should be earned by specific
119 honors level work as contrasted to work only in regular classes and should reflect the
120 student's choice to attempt departmental major honors.
121

122 **3.2.1** Departmental major honors should be awarded strictly for academic
123 achievement (GPA and specified coursework).
124

125 **3.2.2** Departmental major honors will be given only to students who
126 distinguish themselves within their department with outstanding academic
127 achievement. Among the methods used to measure this achievement, there
128 must be a component that uses grades earned in the department.
129

130 **3.2.2.1** This may include use of a minimum GPA requirement in the major
131

132 **3.2.2.2** This may include use of a minimum GPA requirement
133 in a specified group of departmental major courses
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3.2.3 There must be a component of academic work that is unique to the departmental major honors program, (*e.g.*, honors thesis, an honors colloquium, etc.)

3.2.4 There may be other components as recommended by the department and approved by the relevant committees.

3.2.5 Programs must be constructed so as to provide the opportunity for transfer students to participate.

3.2.6 All indications of departmental major honors prior to successful completion of all requirements must be noted as tentative and dependent upon maintenance of honors standards in the student’s final semester.

3.3 Recognition and Privileges

3.3.1 Departmental major honors status will be shown on the transcript, together with a notation explaining what the designation means.

3.3.2 Departmental major honors status will be indicated on the official diploma of the student.

4.0 Honors in a Special Course Sequence

4.1 Qualifications: Honors in a Special Course Sequence (SCS) are awarded to students who successfully complete an approved SCS honors program.

4.1.1 SCSs are unique course sequences outside of a major program, which provide students with an interdisciplinary perspective on topics of broad interest. By their nature, SCSs require curricular oversight and subject expertise across departments and/or colleges. SCSs are subject to the same unit minima as minors.

4.1.2 Honors requirements for a SCS must be approved by the same on-campus mechanisms used to approve other academic programs. This includes review by the appropriate college curriculum committee(s) and the relevant curriculum committees of the Academic Senate.

4.1.3 Approved SCS honors programs are then filed with the Office of Graduate and Undergraduate Programs (GUP), which then notifies the appropriate campus agencies to begin implementation.

179 **4.2** Criteria for SCS honors: honors should be earned by specific honors level work in the
180 designated SCS.
181

182 **4.2.1** SCS honors should be awarded strictly for academic achievement (GPA and
183 specified coursework).
184

185 **4.2.2** SCS honors will be given only to students who distinguish themselves
186 within their SCS with outstanding academic achievement. Among the
187 methods used to measure this achievement, there must be a component that
188 uses grades earned in the SCS.
189

190 **4.2.2.1** This may include use of a minimum GPA requirement in the SCS
191

192 **4.2.3** There may be other components as recommended by the coordinating
193 body and approved by the relevant committees.
194

195 **4.2.4** All indications of SCS honors prior to successful completion of
196 all requirements must be noted as tentative and dependent upon
197 maintenance of honors standards in the student's final semester.
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202 **4.3** Recognition and Privileges

203 **4.3.1** SCS honors status will be shown on the transcript, together with a
204 notation explaining what the designation means.
205
206

207 **4.3.2** SCS honors status will be indicated on the official diploma of the student.
208
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211 **5.0** Latin Honors at Graduation

212 **5.1** Qualifications

213 **5.1.1** The Latin honors designations depend upon the achievement of a
214 high grade point average at graduation in each of two categories:
215
216

217 **5.1.1.1** An "All College" GPA, which reflects all graded, accredited
218 baccalaureate work and assures that the honor is bestowed for
219 outstanding achievement in the earning of the entire degree; and
220

221 **5.1.1.2** The "SJSU cumulative" GPA, which reflects all graded

222 collegiate work at this university and assures that the honor (also)
223 reflects outstanding achievement in work completed at SJSU.

224
225 **5.1.1.3** Each average will include work completed during the semester
226 immediately preceding graduation. Graduation programs will note that
227 indications of honor awards are tentative and depend on maintenance of
228 honors standards in the student's final semester.

229
230 **5.1.2** Any undergraduate student who has earned a 3.90 or higher GPA (both
231 All College and SJSU Cumulative), shall graduate Summa Cum Laude.

232
233 **5.1.3** Any undergraduate student who has earned a 3.70 or higher, but less
234 than 3.90, GPA (both All College and SJSU Cumulative), shall graduate
235 Magna Cum Laude.

236
237 **5.1.4** Any undergraduate student who has earned a 3.50 or higher, but less
238 than 3.70, GPA (both All College and SJSU Cumulative), shall graduate
239 Cum Laude.

240 241 **5.2** Recognition and Privileges

242
243 **5.2.1** All those earning Latin honors shall be authorized to wear a symbol on
244 their academic regalia, which shall be chosen by an appropriate Academic
245 Senate committee.

246
247 **5.2.2** Latin honors status will be indicated on the transcript, together with a
248 key explaining what the designation means.

249
250 **5.2.3** Latin honors status will be indicated on the official diploma of the student.

251
252
253 Approved: April 3, 2017

254 Vote: 11-0-0

255 Present: Kaufman (Chair), Walters, Yao, Simpson, Miller, Wilson, Nash, Perea, Mendoza,
256 Spica, Sen, Bruck (non-voting)

257 Financial impact: None

258 Workload impact: The result of this policy would be a decrease in the number of students
259 receiving honors (elimination of Honors at Entrance) and potentially smaller numbers of Latin
260 honors designations due to higher GPA requirements. Semester honors designations will be
261 determined on a shorter time scale, but by eliminating the use of the past 3 semesters work,
262 fewer total honors designations are likely.

263

264

1 San José State University
2 Academic Senate
3 Curriculum and Research Committee
4 May 15, 2017
5 Final Reading
6

AS 1652

7 **Policy Recommendation:**
8 **Organization of the Program Planning Process at San José State**
9 **University**

10
11 **Rescinds S94-2, S96-10, and F03-4**
12

13 **Whereas:** The program planning process is mandated by Resolution REP 71-07 of the
14 CSU Board of Trustees ("Performance Review of Existing Degree Major
15 Programs"); and
16

17 **Whereas:** There are a significant number of inconsistencies and inaccuracies in the current
18 process with respect to policies; and
19

20 **Whereas:** The process has not been updated in over 10 years; and
21

22 **Whereas:** The 2015 evaluation by WASC included recommendations for the program
23 planning procedures on campus. Therefore, be it resolved that
24

25 **Resolved:** The following document, "ORGANIZATION OF THE PROGRAM PLANNING
26 PROCESS AT SAN JOSE STATE UNIVERSITY," be adopted as policy effective
27 AY 2017-2018.
28

29 **Approved:** May 8, 2017

30 **Vote:** 12-0-0

31 **Present:** Anagnos, Buzanski, Chang, Cargill, Chung, Heil, Matoush, Medrano, Mathur,
32 Rodan, Stacks, Trulio

33 **Absent:** Grindstaff
34

35 **Curricular Impact:** None anticipated.

36 **Financial Impact:** None anticipated.

37 **Workload Impact:** There is an expected short-term increase in staff time and data
38 development within the Office of Institutional Effectiveness and Analytics.
39 There will be increased workload linked to staffing of the Program
40 Planning committee from the Office of Graduate and Undergraduate
41 Programs. There is an anticipated reduction in workload for all programs.
42

43 (followed by new policy on clean page)

44

45

46 ORGANIZATION OF THE PROGRAM PLANNING

47 PROCESS AT SAN JOSE STATE UNIVERSITY

48

49

50 I. Authorization of Program Planning

51

52 San José State University continually monitors, updates, and improves its curriculum
53 through the *program planning process*. While this process is mandated by a Trustee
54 policy as found in the Chancellor's Memorandum AA 71-32, "Performance Review of
55 Existing Degree Major Programs," SJSU's implementation of the process is also
56 independently authorized, augmented, and supported through this policy.

57

58 II. Program Planning Goals

59

60 Program Planning represents an opportunity for each program's faculty to improve their ability
61 to accomplish goals that attract them to their profession, including educating students,
62 advancing their discipline, and serving the community. By embracing rigorous internal and
63 external examination of their program, faculty gain the perspective necessary to adapt to
64 changing conditions, promote department health, and to provide an excellent quality
65 education for their students.

66

67 The four key goals of the Program Planning process are:

68

69 1) To promote a continuous internal review and planning process that will provide
70 programs with purposeful future improvement.

71

72 2) To serve as a vehicle to help programs support the mission of the university, college,
73 and department.

74

75 3) To provide an opportunity for programs to systematically assess their course
76 offerings, achievement of student learning outcomes, student success, retention
77 and graduation rates, and the faculty and instructional resources necessary for
78 providing an excellent educational experience to students.

79

80 4) To provide an opportunity for programs to review their complementary activities
81 and how these activities strengthen the program and its goals.

82

83 III. Establishment of the Program Planning Committee and its tasks.

84

85 A. Charge: The Program Planning Committee (PPC) is responsible for the implementation
86 of the academic program planning process, as provided in this program planning policy,

87 and recommends to the Curriculum and Research Committee (C&R) changes in the
88 policy, review guidelines, and other matters relating to program planning and review.
89

90 B. Membership:

91 The Program Planning Committee (PPC) shall be made up of the following members:

- 92 i. Office of the Provost designee (EXO)
- 93 ii. Office of Graduate and Undergraduate Programs designee (EXO)
- 94 iii. Office of Research designee (EXO)
- 95 iv. Office of Institutional Effectiveness and Analytics designee (EXO)
- 96 v. Director of Assessment (EXO)
- 97 vi. Two Faculty Members from Applied Sciences and Arts
- 98 vii. Two Faculty Members from Business
- 99 viii. Two Faculty Members from Education
- 100 ix. Two Faculty Members from Engineering
- 101 x. Two Faculty Members from Humanities and the Arts
- 102 xi. Two Faculty Members from Science
- 103 xii. Two Faculty Members from Social Science
- 104 xiii. One Faculty Member from the General Unit
- 105 xiv. One Graduate Student
- 106 xv. One Undergraduate Student
- 107 xvi. GUP Staff Member (Non-voting)

108
109 C. Recruitment and Appointment of Members: Faculty members (other than ex-officio)
110 shall be appointed for two-year staggered terms. The student members serve a 1-year
111 term. Solicitation of applications to serve on the Program Planning Committee will be
112 made through the normal Committee on Committees process for the seats designated
113 for faculty and student members. When multiple applications are submitted for a seat,
114 the Executive Committee of the Academic Senate will select individuals to serve. In
115 considering applicants, attention should focus on the person's expertise in areas related
116 to curriculum and program planning and the need for continuity over time in membership
117 for a portion of the seats.

- 118 i. The committee shall elect its chair from the faculty representatives by majority vote.
- 119 ii. All members, except as noted, shall be voting members of the committee.
- 120 iii. Members may be replaced for excessive absences or nonperformance according to
121 section 6.12 of University Policy S16-11.

122
123 D. Responsibilities of PPC:

- 124 i. The PPC reports and conveys its recommendations on the Program Planning
125 Guidelines and process to C&R.
- 126 ii. PPC will maintain confidentiality of materials including all information provided to
127 outside accreditation agencies or to outside reviewers, as specified in the Program
128 Planning Guidelines.
- 129 iii. PPC will establish its operating procedures as needed.
- 130 iv. PPC is responsible for the review of all departmental program plans.

131 v. Both C&R and PPC can propose changes to the *Program Planning Guidelines*. C&R
132 has final approval of these guidelines and conducts a full review at least once every five
133 years.

134 vi. Members are expected to know the current review guidelines and program planning
135 policy.

136

137 **IV. Scope of the Program Planning Process**

138 Program Planning includes both state-support and self-support programs. Each department will
139 conduct a review of at least the following elements:

140

141 A. All undergraduate and graduate degree major programs.

142 B. Credential programs.

143 C. GE and service courses offered within the department.

144 D. Minor programs offered within the department.

145

146 E. A minor degree program (outside the department) specified and required by a
147 major degree program.

148

149 F. Certificates offered within the department.

150

151 **V. The Process for Program Planning**

152

153 A. Programs that are not subject to external accreditation undergo a program planning
154 review every seven years (measured from the beginning of the cycle). Accredited
155 programs will undergo a program planning review within a year after the completion of
156 an accreditation review. Programs with accreditation cycles of eight years or more will
157 also complete a program planning mid-cycle progress review.

158

159 B. The overall program planning process shall take no longer than four semesters to
160 complete and will be organized by the Graduate and Undergraduate Programs Office.

161

162 C. Reviews by external accreditation agencies are considered the equivalent of an external
163 reviewer evaluation, provided that such reviews address all criteria of the program
164 planning guidelines. PPC will make the final decision as to whether the criteria of the
165 guidelines are met.

166

167 D. Programs that undergo external accreditation prepare a program planning self-study
168 using a template provided by the PPC that maps the accreditation self-study onto the
169 Program Planning Self Study Guidelines. If any components specified in the Program
170 Planning Guidelines are missing from the accreditation self-study, programs will need to
171 provide them.

172

173 E. In general, academic units with both graduate and undergraduate programs are
174 reviewed in the same cycle, except in special circumstances (e.g., different external
175 accreditation cycles).
176

177 **VI. Evaluation of the Program Plan, Feedback, and Final Action Plan**

178

179 A. The program plan is evaluated by the PPC which determines whether the review
180 process was conducted in accordance with the published Program Planning Guidelines,
181 and whether the plan represents a reasonable effort to meet the future needs of the
182 students, faculty, and community. The Board of General Studies (BOGS) is responsible
183 for evaluating the General Education portion of the self-study.
184

185 B. After its evaluation of the program plan and BOGS review, the PPC may recommend
186 one of the following actions:

- 187 • Accept the plan and provide recommendations to be discussed at the action plan
188 meeting.
- 189 • Require revisions and resubmission of the plan for specific reasons.
- 190 • Initiate a program termination review (See Senate Policy S06-7, S13-9) for specific
191 reasons.
192

193 C. The PPC prepares a Letter to the Provost summarizing their findings and
194 recommendations. This letter is copied to the program, C&R, and designated
195 administrative individuals. Programs have the opportunity to review and correct any
196 factual inaccuracies in this letter.
197

198 D. For program plans that are approved, an action plan meeting is established and
199 facilitated by the chair of the PPC. Invitees to this meeting include the Provost or
200 designee, AVP of Graduate and Undergraduate Programs, AVP of Academic Budgets
201 and Planning, Department chair, faculty and staff of the program, Dean and Associate
202 Deans of the respective college, and additional administrators suggested by the Provost,
203 chair of the program, or chair of PPC.
204

205 E. At the meeting, representatives from the academic units provide updates since program
206 review and clarifications to the Letter to the Provost. Participants at the meeting discuss
207 the recommendations in the Letter to the Provost and any additional items. Participants
208 agree to a final action plan with measureable goals for their next program plan cycle.
209 The Director of Assessment will communicate to the Board of General Studies items
210 from the final action plan related to General Education.
211

212 F. After this meeting, the draft action plan (with clear deadlines) will be reviewed by the
213 department, dean, and PPC chair for any inaccuracies and to ensure it reflects the
214 action plan meeting discussion.
215

216 **VII. Annual Assessment Reporting of General Education and Program Learning**
217 **Outcomes**

- 218
- 219 A. Programs are required to provide annual assessment updates between full reviews.
220 These updates are to the Director of Assessment. Two separate assessments occur:
221 one for GE courses within a program, and a second one for student learning and
222 achievement of the overall program learning outcomes.
223
- 224 B. The assessment forms are created by the college assessment facilitators and the
225 Director of Assessment.
226
- 227 C. The Director of Assessment reviews these reports and provides feedback to programs in
228 between their program planning cycles.
229

**Policy Recommendation:
SJSU Graduate and Undergraduate University Learning
Goals**

Legislative History: Rescinds S13-2

Rationale: Since the passage of this university policy in Spring 2013, the campus has received recommendations from its recent WASC accreditation report regarding SJSU's University Learning Goals (ULGs). It is important to establish the qualities that define the competencies of SJSU graduates to inform both undergraduate and graduate current and future students, as well as the community, about the expected outcomes of an SJSU education. SJSU graduate programs also recognized that the ULGs needed adjustment to be more inclusive to graduate curricula.

Whereas: The first ULGs were generated by the Mission, Outcomes and Meaning WASC task force in consultation with the University Council of Chairs and Directors (UCCD), Associate Deans, Deans and the WASC Steering Committee within the categories defined by the San José State University Academic Senate (SS-S12-3); and

Whereas: This same consultation process was used to revise these ULGS; and

Whereas: These ULGs were designed such that they would articulate with existing assessment strategies; and therefore be it

Resolved: That the following University Learning Goals be adopted, effective AY 2017-2018, as the University Learning Goals for San José State University.

Approved: May 8, 2017

Vote: 12-0-0

Present: Anagnos, Buzanski, Chang, Cargill, Chung, Heil, Matoush, Medrano, Mathur, Rodan, Stacks, Trulio

Absent: Grindstaff

Curricular Impact: Programs may adjust some of their program learning outcomes to better align with these ULGs and thus there may be changes in some of their curricular offerings.

Financial Impact: None anticipated.

Workload Impact: These revised ULGs require programs to re-map their program learning outcomes for both their undergraduate and graduate programs. This is a process that would occur before our next full WASC accreditation visit.

University Learning Goals

San José State University graduates will have developed:

Social and Global Responsibilities

- An ability to consider the purpose and function of one's degree program training within various local and/or global social contexts and to act intentionally, conscientiously, and ethically with attention to diversity and inclusion.

Specialized Knowledge

- Depth of knowledge required for a degree, as appropriate to the discipline.

Intellectual Skills

- Fluency with specific theories, assumptions, foundational knowledge, analytical and interpretive protocols, tools, and technologies appropriate to the discipline or field of study.
- Skills necessary for mastery of a discipline at a level appropriate to the degree and leading to lifelong learning, including critical and creative thinking and practice, effective communication, thorough and ethical information gathering and processing, competence with quantitative and/or qualitative methodologies, and productive engagement in collaborative activities.
- *For undergraduate students in a baccalaureate program:* an understanding of critical components of broad academic areas, including the arts, humanities, social sciences, quantitative reasoning, and sciences.

Integrative Knowledge and Skills

- Mastery in each step of an investigative, creative, or practical project (*e.g.*, brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating) with integration within and/or across disciplines.
- An ability to articulate the potential impacts of results or findings from a particular work or field in a societal context.

Applied Knowledge and Skills

- An ability to apply theory, practice, and problem solving to new materials, settings, and problems.

**SENSE OF THE SENATE RESOLUTION
Honoring and Thanking Dr. Michael L. Kimbarow for His Service
to the Senate and University**

- Whereas Dr. Michael L. Kimbarow has been Chair of the Academic Senate for two terms, from 2015-2017; and
- Whereas Dr. Michael L. Kimbarow has managed, with agility, competence, diplomacy, and success, transitions through three University Presidents; and
- Whereas Dr. Michael L. Kimbarow has served the Senate and University as Chair of the Senate’s Executive Committee, Organization & Government Committee, Graduate Studies and Research Committee, Strategic Planning Assessment Agency, and Faculty Recognition Luncheon Committee, and as Co-Chair of the Strategic Planning Steering Committee; and
- Whereas Dr. Michael L. Kimbarow has served on a plethora of search committees, including a Presidential Search Committee, Search Committee for the Dean of the College of Education (which he chaired), Search Committee for the Vice President of Administration and Finance, and Search Committee for the AVP of Graduate and Undergraduate Programs (GUP); and
- Whereas Dr. Michael L. Kimbarow has adeptly facilitated discussions on a wide range of topics in ways that nurtured and furthered shared governance at SJSU; and
- Whereas Dr. Michael L. Kimbarow has served as an excellent representative of the SJSU faculty with groups ranging from the Statewide Senate to deans, community members, and the SJSU Tower Foundation Board; and
- Whereas Dr. Michael L. Kimbarow remained, through his time as Chair, an enthusiastic supporter of the “Spartans Supporting Spartans” program, aiding, among other efforts, the Student Hunger Fund; and
- Whereas Dr. Michael L. Kimbarow’s experience as Chair of the Department of Communicative Disorders and Sciences provided him with perspectives

that helped guide his terms as Senate Chair; and

Whereas Dr. Michael L. Kimbarow has embraced challenges with grace, fortitude, and the wisdom needed to move things forward; and

Whereas Dr. Michael L. Kimbarow is a terrifically supportive colleague and a real mensch; therefore be it

Resolved That the Academic Senate of San José State University congratulate, thank, and commend Dr. Michael L. Kimbarow for his strong, effective, and even-keeled leadership; and be it further

Resolved That Michael “The Don” Kimbarow better not get any ideas about straying too far away from your “Family” the Academic Senate, lest you be missed and we have to come looking for you.

Approved: May 2, 2017

Vote: 14–0–0

Present: Blaylock, Faas, Feinstein, Frazier, Kaufman, Lee, Mathur, Papazian, Perea, Peter, Rose Riley, Schultz-Krohn, Shifflett, Wong(Lau)

Absent: None

WASC (WSCUC) Special Visit Report
Due to WASC on July 19, 2017

1) Describe a) the Nature of the Institutional Context, and b) Major Changes since the last WASC Visit

- Institutional Context

- *Describe the nature of the institution so that the visiting team can understand the issues in context, including the founding date, year first accredited, background, mission, history, geographic locations, etc.*

San José State University (SJSU)—the oldest college campus in California—is a comprehensive public university located in downtown San José. Established in 1857 as a normal school and first accredited in 1949, the university is proud to be one of twenty-three California State University campuses.

The city of San José sits at the southern end of San Francisco Bay and forms part of the nine county metropolitan Bay Area. San José is the tenth largest U.S. city, and the San José-Sunnyvale-Santa Clara-area one of most linguistically diverse in the country.[1] (Appendix XX)

SJSU Student Population by Ethnicity

Share of students in all degree programs, Fall 2016

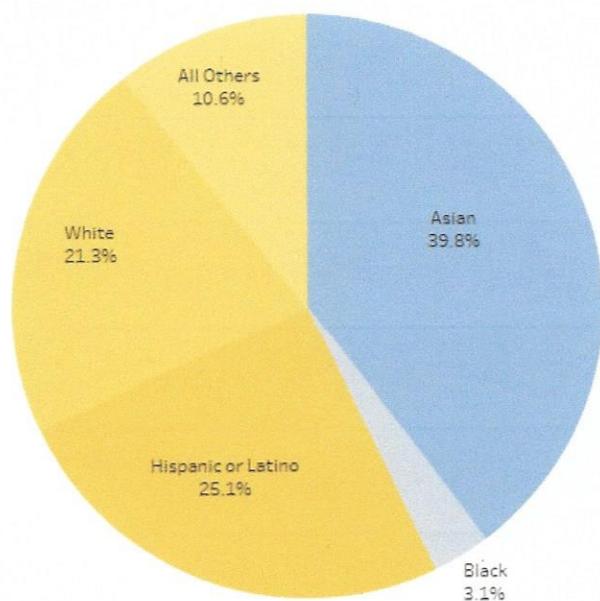


Figure XX: SJSU Fall 2016 student population by ethnicity

Our student body reflects the ethnically and racially diverse demographics of our service area. As shown in Figures XX and XX, we have no majority ethnic group on campus and a nearly equal gender balance. SJSU is recognized by the U.S. Department of Education as an Asian

American Native American Pacific Islander-Serving Institution (AANAPISI) and in Fall 2014 became a designated Hispanic-Serving Institution (HSI). Thirty percent of our undergraduates are the first generation in their families to attend college, which is up from 24 percent five years ago, and more than 40 percent of our undergraduates are Pell Grant recipients, which has increased by five percentage points over the past five years. Over 85% of our students come from California, predominantly from Santa Clara county (39%) and the East Bay region (17%). Ten percent of our students come from outside the United States. Figure XX shows the local area breakdown of SJSU students.

SJSU Student Population by Gender and Degree Type

Share of students in all degree programs, Fall 2016

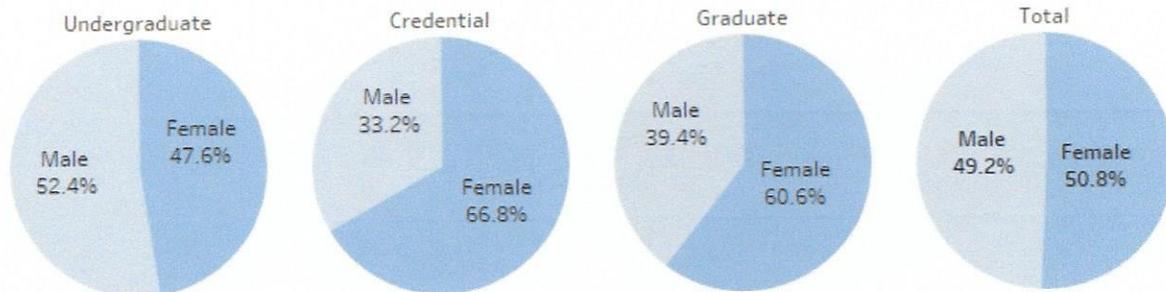


Figure XX: SJSU Fall 2016 student population by gender and degree type

Local Origin, Fall 2016

Headcount of students by local area at admission, Fall 2016

Local Origin	Headcount	% of University
Santa Clara County	13,441	39%
East Bay	5,836	17%
International	3,617	10%
Other California	3,130	9%
West/South Bay	2,881	8%
Southern California	2,620	8%
San Francisco/North Bay	2,014	6%
Other US	1,235	4%
University Total	34,774	100%

Figure XX: SJSU Fall 2016 admitted students by local origin

Among our points of pride is our 2017 *U.S. News and World Report* ranking as sixth overall among the West's top public universities offering bachelor's and master's degrees, and our 2016 Top 10 Social Mobility Index ranking among U.S. colleges indicating success in moving entering students from the bottom fifth of the income distribution to alumni in the top three-fifths.[2] (Figure XX)

An Upward Mobility Top 10

Colleges ranked by percent of students from the bottom fifth of the income distribution who end up in the top three-fifths.

1. New Jersey Institute of Technology	85%
2. Pace	82%
3. Cal State, Bakersfield	82%
4. University of California, Irvine	81%
5. Cal Poly Pomona	81%
6. Xavier of Louisiana	80%
7. Stony Brook	79%
8. San Jose State	79%
9. Baruch	79%
10. Cal State, Long Beach	78%

Limited to colleges with at least 500 students per class and at least 10 percent of class coming from bottom fifth of the income distribution.

Figure XX: Top 10 Social Mobility Index

In 1862, what was then the California State Normal School awarded its first teaching degrees to 54 graduates. Today, SJSU offers 80 baccalaureate degrees (145 with all concentrations) and 72 master's degrees (95 with all concentrations) across eight colleges. The university hosts a joint Doctor of Nursing Practice with Fresno State University and in Spring 2017 awarded its first doctorates in Educational Leadership (Ed.D). Starting in Fall 2017, SJSU will offer a bachelor's in Mexican American Studies.

Meeting California's growing demand for college graduates is a top priority for SJSU. In Fall 2016 we enrolled more than 34,700 students in degree and teaching credential programs, including both state-supported and self-supported programs. Our total enrollment is up by 11 percent from over ten years ago and students' average unit load has risen. Through expanded advising and improved enrollment services, the university successfully raised six-year graduation rates and is seeing gains in four-year rates. SJSU aims to raise six-year graduation rates to 71 percent and four-year graduation rates to 35 percent by 2025 while eliminating altogether the gap in graduation rates between underrepresented minority (URM) and non-URM students. (Table XX)

2015 Graduation Data	2016 Graduation Data	2025 Graduation Targets
57 percent six-year graduation rate for first-time incoming student	62 percent six-year graduation rate for first-time incoming student	71 percent six-year graduation rate for first-time incoming student
10 percent four-year graduation rate for first-time incoming students	14 percent four-year graduation rate for first-time incoming students	35 percent four-year graduation rate for first-time incoming students
70 percent four-year graduation rate for transfer students	72 percent four-year graduation rate for transfer students	80 percent four-year graduation rate for transfer students
24 percent two-year graduation rate for transfer students	23 percent two-year graduation rate for transfer students	36 percent two-year graduation rate for transfer students
17 percent gap between URM students and Pell-eligible students and their peers	11 percent gap between URM students and their peers	0 percent gap between URM students and their peers
5 percent gap between Pell-receiving students and their peers	1 percent gap between Pell-receiving students and their peers	0 percent gap between Pell-eligible students and their peers

Table XX: SJSU 2015 and 2016 Graduation Rates and 2025 Goals

Major Institutional changes

- *Identify any major changes at the institution in personnel, programs, enrollment, resources, etc.*

A Bright Future for California’s Oldest Campus

SJSU’s mission is 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.

Over the past two years, the university has made a demonstrable effort to proceed in its mission by way of shared governance and with a substantive commitment to inclusive excellence. Those commitments fuel our recent successes in attracting new leadership and faculty, strengthening

community partnerships, and building the resources that allow a diverse, comprehensive public university to thrive.

SJSU Welcomes New Leadership, New Faculty

SJSU began this past academic year with a new president, **Mary A. Papazian**, who signaled her commitment to the campus at our 2016 Welcome Convocation. “I’m here for the long haul,” she told students, faculty, and staff. She brings with her more than twenty-five years of teaching and administrative experience. Dr. Papazian served as president of Southern Connecticut State University from 2012 to 2016. Prior to that, she was the provost and senior vice president for academic affairs at the Lehman College of The City University of New York.

SJSU has welcomed 126 tenure track faculty over the past two academic years (58 in 2015 and 68 in 2016), more than double the new hires made in the previous two academic years. The university continues this hiring trend with at least 50 tenure track hires in 2017. SJSU is investing in faculty success with increased release time for professional development and research and new onboarding processes for faculty and department chairs.

The **Academic Affairs Leadership Team (AALT)** identified **Research, Scholarship and Creative Activity and Professional Development** as one of three main priorities for the AY 2014-16, affirming research as a tenet of the SJSU faculty and student experience. The university infused research activities (RSCA) with \$1.5 million in one-time funding for workshops, research grants, professional development, and a **University Grants Academy** that assisted faculty with funding acquisition. To ensure that RSCA remains a campus priority, SJSU has finalized a four goal plan drafted through extensive discussions with stakeholders in all seven Colleges. (Appendix XX)

Now in its twelfth year, **CommUniverCity** continues to lead SJSU in its mission to extend our base of knowledge to local communities and apply it in the service of our society. In AY 2015-16, CommUniverCity organized 19,712 hours of community service valued at \$454,745, and received the Academic Award of Excellence from the California and Northern California Chapters of the American Planning Association and the C. Peter Magrath Engagement Scholarship Award from the Association of Public and Land Grant Universities.

New Development and Partnerships Supporting Student Success

As downtown San José’s largest employer and property owner, and with a daytime population of 40,000 students, employees and visitors, SJSU has a vital role to play in city development and revitalization.[3] The university has made a major investment in local communities by partnering with the city of San José to operate the **Hammer Theatre Center**, a distinctive, high-quality performance venue located on the Paseo de San Antonio, one block south of campus. Over 9,500 people have attended events at the Hammer since SJSU took over operations.[4] In Fall 2016, the Hammer and the **School of Music and Dance** hosted the first **KALEIDOSCOPE!** program featuring two dozen SJSU musical and dance soloists and ensembles, from jazz to string orchestra, choraliars to opera theater, and contemporary to modern dance. With the help of eight SJSU student interns, the venue opened its 2017 programming with the Cinequest Film Festival, an eleven-day, multi-venue event that premiered over a hundred films from fifty countries.[5]

In January, the Hammer hosted the launch of SJSU's **Institute for the Study of Sport, Society and Social Change** with a sold-out town hall on athlete activism. The Institute follows in the legacy of the Olympic Project for Human Rights and the university's history of social change through sport. This spring the Hammer hosted **Pachanga on the Paseo**, a roving spectacle of public art and performance sponsored by the Department of Television, Radio, Film and Theatre, and the **Legacy of Poetry Day** featuring dance by the **Korean Student Club**, Taiko drum performance, a reading by California Poet Laureate Emeritus Al Young, and a talk with Maxine Hong Kingston.

The recent completion of several major construction projects has transformed the center of SJSU's campus. The **Student Wellness Center** opened in Fall 2015. The 53,000 square foot facility delivers basic outpatient and primary care services to hundreds of students daily. The interior of the LEED Gold-equivalent project houses a range of health and wellness services including massage, acupuncture, preventative care, a juice bar, and a demonstration kitchen that supports programmed events.

Spring 2016 saw the opening of SJSU's new and renovated wings of the **Ramiro Compean and Lupe Diaz Compean Student Union**. The new West wing provides an additional 100,000 square feet of space in the heart of campus. Supported in part by a \$15 million gift from Lupe Diaz Compean, the union brings all student organizations together under one roof and features a food court, ballroom, meeting rooms, theater, and billiards.

SJSU's newest residence hall, **Campus Village 2**, opened in Fall 2016. The 190,000 square foot, ten-story, LEED Silver-equivalent building has 850 beds, common study rooms and social lounges.

In 2016, SJSU broke ground on the **Spartan Golf Complex** and the **Spartan Recreation and Aquatic Center (SRAC)**. Funded by private gifts, SJSU's sixteen acre golf complex features 24,000 square feet of lighted USGA spec chipping and putting practice greens, and target greens for distance hitting. The complex supports SJSU's women's and men's golf teams, both NCAA champions, and is open to youth golf groups and the public. The 128,000 square foot recreation center will include a three-court gymnasium, weight and fitness space, a rock-climbing wall, jogging track, and competition and recreational pools.

SJSU will break ground on the **Interdisciplinary Science Building** in Summer 2018. The new building will provide 107,000 square feet of space accommodating teaching, labs, interdisciplinary research, and faculty offices.

Renovations to Classrooms and Buildings

SJSU continues to enhance more classrooms with technology upgrades and renovations. The AALT allocated \$3 million over two years (AY 2014-16) to transform classrooms into **21st Century Teaching and Learning Spaces**, a second of its three main priorities. More than 100 rooms received upgrades between 2014 and 2016, included new blinds, furniture, new seating, whiteboards, digital projectors, screens, document and demonstration cameras, audio systems, lighting, and other enhancements.

Other major improvements to the campus included renovations to the study areas in the **Dr. Martin Luther King, Jr. Library**. Those renovations included the installation of 48" video screens with laptop connectors in 23 group study rooms and new collaboration tables in 34 group study rooms. Wooden chairs were replaced with 318 movable node chairs to support collaborative learning. The library supplemented AALT funds to provide 60 mobile whiteboards in 39 freshly painted study rooms. The Library's fourth floor, now known as the Spartan Floor, has added 3D printing, additional laptops available for check out, and a six-screen video wall. In addition to these enhancements, the university is updating aging buildings. For instance, this past year the sixty-year old **Dudley Moorhead Hall**, home to four departments and many lecture halls, was retrofitted with air conditioning and updated restrooms, as well as fresh paint and new signage.

2) Statement on the Report Preparation

- *Describe the process of report preparation and personnel*

The 2016 Senate policy (S16-5) established a permanent Accreditation Review Committee (ARC). With this new policy, the university formally adopts a model of continuous improvement and recognizes the benefit of on-going assessment and self-study. The 17-member committee meets throughout the academic year and includes representatives from the Academic Senate, Associated Students, Council of Deans, Office of Assessment, Office of Graduate and Undergraduate Programs, Office of Institutional Effectiveness and Analytics, the President's Cabinet, Program Planning, Student Affairs, the Tower Foundation, and five Faculty-at-Large members. In preparation for this report, ARC coordinated with offices, units, and committees across the campus to compile progress reports and evaluations.

Our 2017 report focuses on leadership, shared governance, and campus climate. ARC coordinated with offices, units, and committees across the campus to compile information and evaluations on those topics and to provide progress reports on the other areas of focus identified in WASC's last report. The President's Office, Senate Executive Committee, Office of Diversity, Equity, and Inclusion, and the Office of Administration and Finance contributed special reports included in the appendices. Our report also provides updates on other issues raised at WASC's last visit. The information for each of those updates come from a range of campus offices, units, and committees including our Board of General Studies, Program Planning Committee, and the Core Competency Task Forces.

3) Responses to Issues Identified in the Commission Action Letter and the Last Visiting Team

Focus on primary issues, incorporating, as appropriate, related issues from the team report. Identify each key issue, providing a full description of the issue, and the action taken by the institution, along with an analysis of the effectiveness of the response.

- *Assessment of the impact of changes made in response to the report. Have they been successful in resolving the problem? What is the evidence supporting progress?*

- Conclude with a statement at the end of each major section, e.g., In summary, we feel these initiatives have been successful, are works in progress, accomplish our goal of...

In June 2015, the Commission reaffirmed accreditation following our complete Educational Effectiveness Review and requested a Special Visit in fall 2017 focused on two areas: 1) leadership, organizational climate, and shared governance; and 2) campus climate.

The Commission expressed concern with the high turnover of SJSU's top administration since the previous 2007 review. Many of those changes occurred in the final years of our immediate past program review cycle, during our last strategic planning process, and while the campus experimented with several new modes of instruction. The combination of rapid personnel changes and institutional experimentation came at the expense of SJSU's established programs and governance processes. As the Commission noted, the "lack of ongoing stable leadership and issues of shared governance have made it difficult for SJSU to develop an organizational climate focused on a commonly shared mission and cohesive community."

The WASC visiting team further recommended that SJSU continue steps toward stabilization of leadership at the cabinet level, and, as part of this effort, maintain progress in clarifying and improving shared governance processes between president, cabinet, and senate; and address siloed decision making across divisions of the institution. (CFRs 3.6 and 3.7)

The Commission raised a related concern about the overall health of the campus climate. The report found a persistent gap between SJSU's desire to serve its diverse and historically underserved student populations, and its efforts to develop the institutional knowledge and infrastructure required to achieve that goal. The Commission cited insufficient leadership in the residence halls and a lack of progress in raising the retention and graduation rates of URM students as two clear indicators of that gap. The Commission's report echoed the findings of the President's Commission on Diversity, which issued its final recommendations in December 2015. That report built on the work of the Special Task Force on Racial Discrimination that had convened the previous year. Guided by the work of the Task Force and informed by the 2015 campus climate survey that netted over 6,800 responses from students, faculty, staff, and administrators, the President's Commission made twenty-two recommendations for identifying and achieving best practices regarding diversity, engagement, and inclusive excellence.

Since receiving the recommendations of the WASC Commission and the President's Commission on Diversity, the Chancellor's review, and the findings of the 2015 campus climate survey, SJSU has undertaken efforts to stabilize its leadership and make inclusive and transparent its strategic planning and budget planning processes. It has also made strides toward sustained interaction between campus leadership and the entire campus community.

Leadership, Organizational Climate, and Shared Governance

Campus leadership

With the hope of refocusing attention on the university's mission and in the belief that the campus would benefit from an outside perspective, the Academic Senate requested the CSU Chancellor's Office conduct a review of SJSU's campus leadership and shared governance. That review coincided with WASC's review of the campus. Major changes to senior leadership

followed those reviews and have culminated in a renewed spirit of engaged and supportive governance.

Prior to Dr. Papazian's arrival, SJSU benefitted from the leadership of Interim President **Susan W. Martin** who served during the 2015-16 academic year after President Mohammad Qayoumi resigned in summer 2015. Interim President Martin played an instrumental role in restoring collaborative and inclusive processes. Within days of arriving at the university, Dr. Martin set to work to connect with all campus and external constituencies. Over the next year, she approved a new strategic planning policy (S16-3) and policy F15-9 restoring the Budget Advisory Committee. The Academic Senate (SS-S16-5) expressed our collective gratitude to Dr. Martin for her extraordinary service and her amazing ability to listen, demonstrate respect, and move us forward.

President Papazian has continued Dr. Martin's work through a series of restructuring and outreach efforts. Dr. Papazian is joined this past year by the university's first chief diversity officer, a new vice president of administration and finance, and a new vice president for organizational development. **Kathleen Wong(Lau)** is SJSU's new Chief Diversity Officer leading the new Office of Diversity, Equity, and Inclusion. **Charlie Faas** joined as Chief Financial Officer and Vice President of Administration and Finance, and **Jaye Bailey** joined SJSU as Chief of Staff and Vice President for Organizational Development. The Cabinet's newest appointments join **Reginald Blaylock**, Vice President of Student Affairs, **Paul Lanning**, Vice President for University Advancement and CEO of the Tower Foundation, and **Barry Schiller**, Associate Vice President of Marketing and Communications.

Restructuring of the President's Cabinet, and Other Campus Committees

SJSU has worked over the past two years to stabilize governance processes with structural changes to administration and campus committees. These reforms aim to ensure and facilitate collaborative decision-making. Among those changes is the addition of the Chief Diversity Officer (CDO) to the President's Cabinet and to the Senate Executive Committee. The Title IX Office is now housed in the new Office of Diversity, Equity, and Inclusion. The addition of the CDO to the Cabinet ensures that equity, inclusion, and Title IX issues occupy a central role with respect to the University's leadership and pertain to all campus offices and operations. For instance, members of the Cabinet now hold a standing Tuesday Strategic Response with the Chief of Police to determine how best to follow university protocols and ethical standards when addressing incidents on campus.

Additional restructuring of offices and policy and operating committees compliment these cabinet-level changes. Among those changes is the unprecedented alignment between Academic Affairs and Student Affairs under the leadership of Provost and Senior Vice President of the Academic Affairs **Andy Feinstein** and VP of Student Affairs Reggie Blaylock, a partnership noted by the CSU Chancellor's Office as an example for other campuses. (Appendix XX) The Office of the Provost is working to extend this partnership model to community stakeholders and hosted a **Student Success Summit** with Assemblymember Evan Low in Fall 2016 to explore ways that SJSU can work with our K-12, community college partners, and legislative leaders to improve graduation and retention rates.

The Senate Chair has joined the Campus Leadership Group and the Tower Foundation Board of Directors along with a Faculty-at-Large member. The university has also taken steps to staff the Senate committees earlier in the academic year. The Senate's efforts to ensure comprehensive representation of the campus have paid off with all College representative positions now filled. President Papazian holds bi-weekly meetings between the Academic Senate Chair, the Provost, Chief Diversity Officer, and the President's Chief-of-Staff. President Papazian has signaled her commitment to ensuring direct faculty participation in governance by, for instance, appointing a faculty member to chair all administrative level search committees and resuming "listening tours" with the Colleges.

Strategic planning

In Spring 2016, Interim President Martin approved university policy S16-3 initiating the next cycle of strategic planning. The policy is premised on the belief that strategic planning is a collaborative process best undertaken with consultation between the Senate, Administration, and all those affected by decisions. It establishes guidelines for improving campus engagement throughout the life cycle of strategic planning while fostering a transparent and inclusive process that identifies achievable and impactful goals. The Strategic Planning Steering Committee (SPSC) is a special agency of the Academic Senate and co-chaired by the Provost and Chair of the Senate. Its charge is to solicit the views of the SJSU campus community and critical stakeholders as they pertain to the university's strategic plan, and to advise the President on all aspects of the development, implementation, evaluation, and revision of that plan.

The SPSC began work in Fall 2016 to determine the progress made on the five goals outlined in Vision 2017, SJSU's prior strategic plan. Those goals are Helping and Caring, Agility Through Technology, Spartan Pride, Unbounded Learning, and 21st-Century Learning Spaces. Beginning in Fall 2017, Senate Chair Kimbarow and Provost Feinstein will be hosting Town Hall meetings for the campus community to voice issues and priorities.

Budget planning

Campus budget planning has likewise undergone restructuring in the last two years. University policy F15-9 restored the Budget Advisory Committee (BAC), which is co-chaired by the Vice President for Administration and Finance and the Vice-Chair of the Senate. Like the SPSC, the BAC is charged with ensuring engagement and transparency in our decentralized budgeting process, identifying problem areas connected to budget allocations and expenditures, and advising campus leadership on budget matters. By design, the SPSC and the BAC coordinate discussions with the first leading the latter and each informing the other. The BAC reconvened in spring 2016 and holds monthly meetings throughout the academic year. This past year, the BAC began a review of a multi-year budget proposal that will accord to campus priorities as determined by the SPSC in AY 2017/2018 and AY 2018/2019. In this first year of its existence, the BAC has laid important groundwork for an open, transparent process of budget discussions.

The Student and Academic Affairs Divisions are reviewing a three-year budget proposal. Beginning in the next fiscal year, 2017/2018, all campus areas (University Advancement, Administration & Finance, and Athletics etc.) will have a three-year budget proposal for the use

of university operating fund resources. The university budget now distinguishes between one-time and ongoing funds.

Evaluation of changes in leadership and organizational structure

The Senate Executive Committee reports that under the leadership of Interim President Martin and President Papazian, the structural changes in deliberative and decision-making processes have “reinvigorated” SJSU’s culture of collegial and engaged shared governance. (Appendix XX - Report from the Chair of the Academic Senate)

Making an Institutional Commitment to Equity and Inclusion

A Fall 2016 Sense of the Senate Resolution (SS-F16-1) reaffirmed SJSU’s commitment to providing a safe and supportive community free from discrimination and harassment. Over the past two years, SJSU has taken significant steps toward realizing a more equitable, inclusive, engaged, and safer campus. In order to achieve these interrelated goals, and in keeping with our mission to enrich the lives of students, the university has reviewed and rethought our mechanisms for identifying and meeting student needs. To date, 18 of 50 recommendations from the President’s Commission have been completed, 21 are in progress, and 12 are continuous initiatives. (Appendix XX - Diversity Action Plan Update 2015)

The changes underway aim to recognize the assets that students bring to their studies and to partner with students in providing a meaningful college education that expands options and possibilities. This work extends to all areas of the university and all aspects of academic life, from enrollment services to curriculum design, faculty recruitment, and professional development.

Under the direction of the Offices of the Provost and Student Affairs, the Special Task Force on Racial Discrimination, the African American/Black and Chicana-Latina Student Success Task Forces, and the President’s Commission on Diversity have guided the university’s efforts in actualizing that commitment through new programming and support structures (Appendix XX). The ideas, funding, and other resources contributed by a range of new and established campus units have allowed the campus to 1) develop sustained diversity training and education, 2) to make gains in closing the opportunity gaps that URM students face, 3) to better serve the whole student, 4) to make progress toward a culture of inclusivity and dialogue, and 5) to improve campus safety.

These initiatives align with the following WASC recommendations that SJSU 1) improve enrollment management (CFR 2.14), 2) proactively develop academic as well as co-curricular programs to support the needs of underrepresented students at the institution (CFR 1.4), and 3) institutionalize the successful pilot programs developed under the African American Student Success Task Force and the Latina Student Success Task Force (CFR 1.4).

Building Capacity for Diversity Training and Education

This past year, SJSU took the foundational step of creating the **Office of Diversity, Equity, and Inclusion** (ODEI). Directed by Chief Diversity Officer Dr. Wong(Lau), the ODEI houses the **Title IX Office** led by Title IX Officer Natalie Potts who joined the campus in fall 2016. Deputy Diversity Officer Fernanda Perdomo-Arciniegas joined the office in spring 2017. This past

spring, the ODEI commenced the Campus Survivor Advocate job search to hire a full time professional staff member to provide advocacy and counseling to members of the campus community.

In the short time since its inception, the ODEI has contributed an impressive level of services, training, and events to the campus. (Appendix XX) Given its small staff, the ODEI alone cannot meet the demand for diversity training. To accommodate need, and to enable the campus as a whole to contribute to inclusive excellence, the ODEI is building a cohort of student and faculty facilitators and peer mentors who have received training and who in turn can assist with programming. This rhizomatic educational model is growing SJSU's organizational capacity for continued education and in-depth discussion between all university and community stakeholders.

Since August 2016, the ODEI has conducted a total of 15 in-person diversity trainings, and an additional 19 separate Title IX trainings. Trainings were held for Resident Advisors, Resident Life Coordinators, Orientation Leaders, and at student orientation. Additional trainings were offered for new tenure track faculty, Auxiliaries staff, Hearing Officers, and Peer Health Educators. In Fall 2016, the ODEI offered a series of **Faculty Diversity Development** workshops that gave faculty the opportunity to expand their knowledge of crucial aspects of diversity issues in academia including student mentoring and faculty retention strategies. Dr. Wong(Lao) has led a diversity inclusion training for the Management Personnel Program (MPP) and additional trainings on unconscious bias and cognitive empathy for the Academic Senate, the Development Office, Tower Foundation, and campus advisors. The ODEI provided 14 workshops on inclusive practices and protocols for search committees. Those trainings will expand in the coming year to cover recruitment strategies for diversifying candidate pools.

All first year students complete two hours of diversity and Title IX training during orientation including one mandatory online training on sexual assault and harassment. All SJSU employees complete two online trainings. This past year, the university contracted to provide "refresher" trainings to all students to start in Fall 2017.

ODEI has also hosted or contributed to 38 educational events and organized or participated in 27 meetings and retreats with a variety of administrative, faculty, and student groups. This programming includes a regular **Conversation about Concerns**, an **Election Dialogue** series, a **Staff Support Group**, and a welcome reception for **UndocuSpartan**, the campus organization for undocumented students and allies. The ODEI also supports work and initiatives throughout the campus with funds and recognition. This spring, the ODEI selected its first recipients of **The Faculty Diversity Development Research, Scholarship and Creative Activities Award**. This award provides ten stipends to support scholarly research and creative activity that advance the careers of faculty applicants and that contributes to academic success for historically underrepresented students at SJSU. Awardees have agreed to present their RSCA projects in the Spring 2018 at a series of campus talks and presentations.

In addition to providing resources to the campus, the ODEI connects SJSU to resources and conversations beyond the campus. For instance, the ODEI sponsored attendance at the 2017 National Conference on Race and Ethnicity for ten campus community members. The Office also advises on the university's public messaging and outreach with an eye to becoming a model for responsiveness. SJSU's national visibility as a recent site of racially-motivated violence and discrimination presents an occasion to lead by example as campuses and businesses throughout the country grapple with similar problems. To that end, the ODEI is at the exploratory stage of

establishing an institute on equity and inclusion geared toward Silicon Valley’s tech professionals.

Closing Opportunity Gaps With Improved Student Services

Retaining students and assisting them in making steady progress toward graduation are basic conditions of equity and inclusion. While the retention and graduation rates of all SJSU students are rising, the rate of increase is less for URM students, specifically African American, Latinx, and Native American students. SJSU recognizes that without involving students in university planning, the roadblocks preventing them access to and success in higher education can be inconspicuous to all but the student. Students are more likely to leave or cannot fully participate in campus life, for instance, if they are financially or emotionally strained. The 2015 “Why Students Leave” report (Appendix XX) found that financial constraints, limited availability of classes, inconsistent advising, a lack of connection to the campus, and minimal support for mediating crisis all contribute to attrition. These challenges are often amplified for first generation and URM students.

Based in part on these findings, the AALT identified **Educational Excellence and Student Experience** as its third main priority and has addressed student attrition through a combination of initiatives. Over the 2015-16 academic year, the Offices of the Provost and the Vice President for Student Affairs collaboratively gathered information and data from faculty, staff, students, and other experts to develop the **4 Pillars of Student Success**, a campus-wide strategy to significantly increase our retention and graduation rates for all students (Appendix XX). Based on that study, the university identified four areas of focus: college readiness, advising, student engagement, and clearing bottleneck courses (Table XX).

College Readiness	Advising
SJSU committed nearly \$1.5 million from the Student Success, Excellence and Technology fee to the 2015-17 Spartan Scholars Program , a summer bridge program open to all Pell grant eligible students in need of remediation.	The university raised the average unit load carried by undergraduates with improved course scheduling and degree auditing processes. Students can now design their desired schedules and track progress toward degree with a suite of planning tools called MyGPS . Colleges and departments can use the same tools to facilitate course articulation and predict course demand. Student Success Center in each College offer additional advising and career planning.
Student Engagement	Clearing Bottleneck Courses
The African American/Black Student Success and Chicax-Latinx Student Success Task Forces are transitioning into permanent programs with base funding in Student Affairs under the	The Office of the Provost and the Academic Affairs Division allocated \$2.8 million in 2016-17 to clearing bottleneck courses by funding up to 500 additional sections. Further measures are planned for 2017-18.

AVP for Transition and Retention Services.	
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Table XX: Highlights from the 4 Pillars of Student Success

These initiatives in some instances intersect with **Project Succeed**, a multi-year effort funded by the U.S. Department of Education to improve the five-year graduation and retention rates and close the achievement gap for URM students across all majors at SJSU. Project Succeed has provided scaffolding and resources for enriching first year experiences, residential life, and mentoring. (Appendix XX - Project Succeed Newsletter Fall 2016) For instance, Project Succeed introduced block scheduling which places incoming freshmen in the College of Business, the College of Engineering, and Child and Adolescent Development in at least two classes with other incoming students in their declared majors. Those students may also be assigned to Engineering and Business themed living learning communities in the residence halls. Through Project Succeed, SJSU implemented a **Peer Educator Program** in Fall 2016 to provide support to first year students enrolled in classes with high failure rates. Appendix XX (Project Succeed Annual Evaluation 2016) includes a detailed description of the program's pilot semester.

The **African American/Black Task Force For Black Student Success (AABTF)** and the **Adelante Chicana-Latina Student Success Initiative (Adelante)** have played an integral role in the university's student success initiatives. Both have led multifaceted programs to address attrition and close the opportunity gap between African American and Latina students and their peers.

As part of those efforts, the Task Forces coordinated with the **Office of Student Affairs**, the **CASA Student Success Center**, and other campus groups to stem first and second year student remediation and attrition using data-driven, micro-targeted intervention strategies. For instance, analysis indicated a correlation between undeclared majors and disqualifications. The staff of Academic Advising and Retention Services and advisors from the CASA Student Success Center contacted students on academic probation from the following demographic groups: African American, Black, Latina, Hawaiian, and Native American. Those students commit to studying for six hours a week in one of the three supervised "study halls" established through an AY 2014-15 Student Success Excellence and Technology Fee (SSETF) grant. One study room is located in the CASA student success center, one in the MLK library, and another in Student Services. Students who attend study hall turn in grade reports signed by faculty mid-semester and attend mandatory workshops on how to register for classes. Other interventions included additional remediation courses (offered in partnership with Evergreen Valley College), assistance with resolving registration holds, advising fairs, and community study nights.

These efforts have seen the dismissal rate among African American and Black students who are undeclared fall from 35% in Fall 2013 to 12% in Fall 2016. Dismissal rates among Latina students who are undeclared dropped from 37% in Fall 2015 to 22% in Fall 2016. The total percentage of undeclared students dismissed from the university due to poor academic performance has dropped from 34% in Fall 2013 to 9% for Fall 2016 (Figure XX).

A second component of these student success programs recognizes the critical role that campus activities play in retention. Both Task Forces are working to create and sustain vibrant African

American, Black, and Chicana-Latina student life that engages and educates all members of the campus community. In 2015, the AABTF attracted over 1,400 attendees to its five largest events, which include the **Black History Month Black Student Talent Showcase** and the **Harambee Festival**, an end of the year BBQ for the campus community. The Task Force has also formed leadership development groups such as the **Black Male Collective** and the **Black Women's Leadership Consortium**. To sustain the momentum of these initiatives, the Task Force has launched the **Community Blast**, an email digest of special events and career development opportunities that goes out several times a month. Over the past two academic years, the Adelante has worked with over 1,880 students in a variety of programs including leadership retreats, dual-language learners and resiliency workshops, the **Nuestra Cultura Week**, and the **MolcajeteFest**, a showcase of Chicana/Latina Culture at SJSU.

A third component of the programs identifies formal and informal institutional practices that impede African American and Latina academic achievement and addresses those impediments by filling in institutional gaps in outreach and support services. For instance, Adelante's Grad School Workshop helps students envision themselves pursuing graduate work by identifying the resources they bring to their studies. The AABTF, likewise, hosted sessions for prospective African American and Black students and families during Admitted Spartans Day to address concerns about racial intolerance on campus and to introduce the social support mechanisms available to students.

To sustain these initiatives into the future, SJSU has committed one-time funding (\$75,000 each) to establish permanent resource centers for both task forces.

Evaluation of SJSU's retention efforts

The university sees evidence of gains made in several areas. Improved enrollment and degree audit processes are well underway with the implementation of MYGPS. We are on track to finish a complete inventory of all majors and minors by **XXXX**, which will provide students with clear roadmaps to graduation (CFR 2.12 and 2.14).

The task force initiatives have made good use of institutional data, including aggregated and disaggregated student achievement, to track students' progress toward graduation and to assess the results of programming (CFRs 2.10 and 4.1). Moreover, the gains in retention rates are encouraging. SJSU's 2015 retention rates (86.8% overall) near the university's 2010 historic highs (87.1% overall). (Table **XX**)

	Cohort Semester																			
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Spring 2015
Number Entering	2,139	2,096	2,368	2,583	2,768	2,720	1,960	2,394	2,554	2,728	3,276	3,598	2,764	2,761	3,947	3,384	3,736	3,486	3,461	0
Overall Rate	78.4%	76.4%	74.5%	75.5%	79.9%	77.2%	80.4%	80.2%	79.4%	79.1%	79.3%	79.8%	84.2%	87.1%	82.9%	87.0%	86.4%	86.1%	86.8%	/0
Female	81.6%	78.2%	77.3%	78.4%	81.6%	80.2%	82.4%	81.3%	81.9%	82.2%	80.4%	82.4%	85.2%	88.6%	82.6%	88.1%	86.8%	86.9%	87.6%	/0
Male	75.4%	74.8%	71.9%	73.0%	78.5%	75.0%	78.4%	79.1%	76.9%	75.7%	78.1%	77.3%	83.2%	85.6%	83.3%	86.0%	85.1%	85.3%	85.1%	/0
Total	78.4%	76.4%	74.5%	75.5%	79.9%	77.2%	80.4%	80.2%	79.4%	79.1%	79.3%	79.8%	84.2%	87.1%	82.9%	87.0%	86.4%	86.1%	86.8%	/0
AmInd Female	83.3%	100.0%	87.5%	77.8%	100.0%	100.0%	50.0%	75.0%	80.0%	100.0%	63.6%	60.0%	100.0%	100.0%	100.0%	75.0%	50.0%	100.0%	100.0%	
AmInd Male	75.0%	62.5%	66.7%	66.7%	75.0%	70.0%	100.0%	0.0%	50.0%	44.4%	71.4%	100.0%	100.0%	100.0%	100.0%	100.0%	33.3%	100.0%	100.0%	
AmInd Total	80.0%	76.9%	81.8%	73.3%	87.5%	80.0%	75.0%	54.5%	66.7%	66.7%	66.7%	76.5%	100.0%	100.0%	100.0%	80.0%	40.0%	100.0%	100.0%	
Black Female	72.3%	82.4%	65.8%	74.4%	78.0%	81.8%	80.0%	81.5%	80.6%	75.2%	72.7%	73.8%	73.1%	90.7%	80.5%	83.9%	78.8%	80.5%	87.0%	
Black Male	73.3%	57.3%	73.6%	69.4%	65.1%	63.3%	78.4%	66.7%	64.6%	71.0%	65.9%	74.2%	69.1%	74.1%	74.2%	83.9%	86.0%	79.2%	81.8%	
Black Total	72.8%	69.2%	68.7%	72.2%	71.5%	70.8%	79.2%	74.2%	73.0%	73.4%	69.4%	74.0%	71.2%	81.4%	77.8%	83.9%	82.9%	80.0%	84.8%	
Asian Female	85.0%	82.0%	82.8%	78.5%	86.7%	81.0%	85.4%	83.0%	86.4%	84.6%	86.1%	86.3%	89.7%	92.8%	89.6%	91.7%	92.8%	93.5%	93.0%	
Asian Male	79.7%	77.8%	73.6%	75.0%	82.7%	79.9%	80.7%	84.7%	84.6%	80.4%	84.4%	82.2%	86.7%	91.0%	89.0%	91.6%	91.8%	90.4%	91.4%	
Asian Total	82.1%	79.8%	77.6%	76.5%	84.5%	80.4%	82.9%	83.9%	85.5%	82.4%	85.2%	84.1%	88.1%	91.9%	89.3%	91.6%	92.3%	91.8%	92.2%	
PacIsl Female	71.4%	100.0%	50.0%	71.4%	85.7%	72.7%	90.9%	78.6%	66.7%	85.0%	72.7%	81.8%	100.0%	100.0%	66.7%	100.0%	100.0%	100.0%	100.0%	
PacIsl Male	75.0%	100.0%	73.3%	77.8%	80.0%	70.0%	45.5%	75.0%	33.3%	87.5%	46.4%	43.8%	75.0%	77.8%	73.3%	75.0%	76.9%	41.7%	100.0%	
PacIsl Total	73.3%	100.0%	63.0%	75.0%	82.4%	71.4%	68.2%	76.7%	51.5%	86.1%	58.0%	65.8%	83.3%	87.5%	70.8%	86.7%	85.7%	65.0%	100.0%	
Hisp Female	79.1%	72.4%	70.6%	82.9%	76.4%	76.3%	79.4%	76.7%	75.0%	76.9%	76.3%	78.6%	79.2%	84.9%	76.8%	85.1%	82.8%	82.6%	83.7%	
Hisp Male	68.4%	73.9%	75.4%	67.9%	77.6%	72.8%	78.2%	70.4%	71.8%	72.3%	69.0%	71.3%	77.0%	82.6%	76.8%	81.9%	82.0%	78.1%	77.1%	
Hisp Total	74.8%	73.1%	72.7%	75.8%	77.0%	74.6%	78.9%	73.8%	73.6%	74.9%	73.0%	75.5%	78.3%	83.9%	76.8%	83.6%	82.4%	80.5%	80.6%	

Figure XX: First Year Retention of First Year Students

The university is further encouraged by evidence of increased academic and institutional pride among students. Adelante’s report provided in Appendices XX states that the work of the task force “has created a strong and engaged Latinx community at SJSU.” The AABTF report finds that SJSU’s “reputation and image” as “a viable institution for Black students to attend has been restored.” The Task Forces also report a strengthening throughout the campus of the idea that the success of all students is everyone’s job. (Appendices XX and XX)

Serving the Whole Student - Residential Life Staffing and Programming

SJSU’s effort to build a more inclusive campus aims to serve the whole student in each aspect and phrase of the college experience. To that end, the university has made critical changes in the residence halls and Residential Life Staffing since 2015. Funding from a U.S. Department of Education’s Strengthening Institutions grant allowed for the expansion of learning communities in residence halls, additional peer mentors, and faculty and staff mentor programs for students.

In response to increased residency and programming complexities, SJSU has phased out part-time Assistant Residential Life Coordinators (RLC) and created full-time positions with Master’s level experience. The new staffing plan brought nine additional RLC’s into the residential community (2 in Suites, 2 in the Classics, 2 in CV2, and 3 in the Apartments) by Fall 2016. The increase in full-time live-in staff brings the university in line with ACUHO-I standards for staff/resident ratios.

With the help of Project Succeed, SJSU has developed six **Living Learning Communities** in the first year residential halls. In collaboration with Academic Affairs and Student Affairs, Project Succeed also supports the new **Faculty in Residence (FIR)** program, which arranges for faculty to live full-time in the residence halls. The program selected nine faculty members--6 Assistant Professors, 2 tenured professors, and 1 Lecturer--for its first year. The Faculty in Residence hold regular office hours on-site and share weekly meals with students in the Dining Commons. Faculty also plan socials, game nights, field trips, workshops, and events throughout the year. (Table XX)

A screening of <i>Buffalo Nation</i> organized in conjunction with Matika Wilbur's lecture on documenting contemporary Native America.	An evening with journalist Nick Pope about his research for the British Ministry of Defense on UFO sightings.
A lecture on the meaning and history of LGBTQ Pride Festivals organized in conjunction with the Silicon Valley Pride Festival.	A panel of three Bay Area mothers who have lost their children to police brutality organized with the help of the Inter Council for Mothers of Murdered Children.
A panel discussion on what engineers really do.	A presentation by Sonja Huang of the Factory Farming Awareness Coalition on sustainable eating.

Table XX: Examples of 2016-17 programming offered by the Faculty in Residence

In an effort to understand students' lack of connection to the campus and address it, each department within the Division of Student Affairs completed a co-curricular inventory for AY 2015-16 (Appendix XX). In that year, the Division organized 2,372 co-curricular events, 32% of which involved another campus unit. The majority of those events were attended by fewer than 100 students. To boost student engagement, the Division of Student Affairs invested \$35,000 in **Student Involvement** for AY 2015-16 and another \$30,000 for AY 2016-17 to fund 38 programs sponsored by 42 student organizations. Those funds supported a range of programming including career-related alumni panels, K-12 outreach, philanthropic events, and study nights. During that time, the **Career Center** conducted over 180 classroom workshops that reached an estimated 5,800 students. Student Affairs held its inaugural **Native American Graduation Ceremony** this past May, the **Counseling and Psychological Services Training Program** was awarded Palo Alto University's Center for Excellence in Diversity Award, and the **MOSAIC Cross Cultural Center's** "I Relate" campaign was featured in the Education Advisory Board's 2016 study "Transforming the First-Generation College Student Experience."

Making SJSU HIP

The **Center for Faculty Development (CFD)** compliments new student services with regular training and education geared toward generating a culture of inclusivity. The CFD provides a repeating workshop on how to create welcoming, respectful, caring, and impactful learning environments for all students. It also maintains a network of faculty peer mentors who share ideas and experience. In Fall 2016, the CFD hosted the **19th Annual CSU Teaching and Learning Symposium** on promoting student success through innovation, creativity, diversity, and teamwork. In Spring 2017, the Center hosted a conference on redefining ability that featured panel discussions with SJSU faculty who have an adult child with a disability who has successfully navigated college. In conjunction with the 4 Pillars of Success initiative, the CFD is leading the campus in adopting **High Impact Practices (HIPs)**, or active learning strategies that SJSU recognizes as a crucial component of inclusive excellence. A 2016 survey identified 100 SJSU faculty members with expertise in HIPs and the CFD is making this collective knowledge available to all faculty through its regular programming. For the 2017-18 academic year, the

CFD has sponsored **Faculty Learning Communities** on three different HIPs: Inclusive Teaching, Enhancing Student's Reading, and Community Engaged and Service Learning.

Enriching Campus Life Through Dialogue

Over the past two years, SJSU has held a number of events to facilitate cross-campus dialogue beginning with the **Diversity Speaker Series** co-hosted by the Provost, Faculty Affairs, and the CFD in Fall 2015. In Spring 2016, SJSU partnered with KQED to host the national forum on Campus Climate. Those conversations continued into the fall with discussion of the 2015 campus climate survey results. In AY 2016-17, Student Affairs hosted four guest lectures through the new **Spartan Speaker's Series** (Appendix XX). The **Coffee with a Professor** and **Lunch with a Professor** program, now in its second year, facilitates informal mentoring and allows students and faculty to connect on a wider range of topics than course administration. These one-time events appear to be having a cumulative effect. The **Associated Students**, for instance, reported a record number of students and stakeholders at its public meetings and facilitated dialogues in the 2015-16 academic year.

The university sees this increased attendance at events as a hopeful sign of an emergent culture of dialogue on the campus. In a next step in that effort, the university has developed opportunities for sustained dialogue through workshop series. In Spring 2017, the ODEI sponsored a four-session series designed for white identified faculty on how to be a better ally to faculty and students of color. For Fall 2017, the Office has sponsored six different intergroup dialogues that will extend through the semester and coordinate with courses and the Career Center.

Maintaining a Safe Campus

Among the key findings of the 2015 campus climate survey is an increase since 2010 in students expressing fear for their safety while on campus. To address these concerns, the university has added new staff, improved safety infrastructure and reporting processings, conducted trainings, and established advisory groups.

SJSU has increased security staffing at the Dr. Martin Luther King Jr. Library, which serves both the university and the city. The Library has added two sworn police officers and fifteen Library Security Officers to its staff. The Library has also formed a **Library Safety Task Force**.

In Fall 2016, the Associated Students, Chief of Police, President, and others conducted a **Night Safety Walk** and identified 54 potential safety concerns. These walks have led to increased signage, improved lighting, and the trimming of greenery that obstructed visibility. Additionally, UPD personnel routinely check to assure that exterior lights are functioning, Bluelight and elevator phones are in good working order, and exterior doors are locked when appropriate.

A total of 38 video cameras have been added to SJSU parking areas in Spring 2017. Several critical locations on campus are protected by security alarms and/or silent panic buttons, which report to University Police. Employees in the Student Health Center now wear wireless emergency panic buttons and UPD is in the process of installing Silent Alarm on all campus desk phones.

The Title IX Officer now works with the **University Police Department** (UPD) in reviewing all criminal cases that are also Title IX cases to determine if a crime alert should be issued. The

Title IX Officer is now in contact with Complainants and Respondents in a Title IX investigation as cases advance.

In 2015-16, the Student Health Center hosted four **Violence Prevention Workshops** attended by a total of 1,900 students, and the **Behavioral Intervention Team** successfully led 364 people through its BIT001 training session. An additional 109 individuals received a smaller focused version of the training. The training is designed to improve campus safety through a pro-active, thoughtful, and caring approach to situations that may reasonably pose a threat to the safety and well-being of the SJSU community.

In Fall 2016, the UPD created a **Student Advisory Board** to provide students a voice in public safety issues impacting the campus. The meetings thus far have covered crime in the Library, sexual assaults, tailgating at SJSU football games, and immigration enforcement.

The UPD's future goals include a significant increase in non-sworn security staff for South campus events, and a tailgating awareness campaign jointly administered by the UPD, Athletics, and Student Affairs. The UPD is also working with an outside vendor to restructure and update the UPD website to make it more organized and user-friendly. That initiative will be finished in September of this year. Research has shown that the website is accessed at a much higher rate than initially believed and feedback has indicated that it is difficult to navigate.

SJSU's Long-Term Commitment to Equity and Inclusion

The initiatives detailed above indicate a long-term institutional commit to equity and inclusion. To build on its current momentum, the university is identifying next steps and priorities based on continuous self-study. Two such priorities are 1) to foster a culture of mentorship, and 2) diversify SJSU's faculty, staff, and administration.

Fostering Mentorship

SJSU is in the initial stages of establishing a mentoring culture on the campus. Project Succeed has provided base funding for **Mentor Community@sjsu**, a website and portal that facilitates student access to committed volunteer faculty and staff mentors. After uploading a profile, students are paired with a mentor who likewise maintains a profile. Through its pilot projects, Mentor Community has identified a number of barriers that prevent students from contacting faculty members including confusion about the difference between advising and mentoring. The next phase of the project builds on the other elements of Project Succeed by embedding Mentoring Community@sjsu into courses. Students enrolled in block scheduled courses will have a chance to upload a profile to the portal with the help of peer mentors provided through **Peer Connections**.

Diversifying the Faculty

A second priority is to recruit and retain faculty, staff, and administrators who better reflect both the diversity of SJSU's service area and national demographic trends. (Figure XX) SJSU is at the preliminary stages of this effort. The university has restructured recruitment processes to allow ODEI to approve hiring pools in addition to the Colleges and the **Office of Faculty Affairs**. The ODEI also convened an Ad Hoc Committee on Faculty Diversity that includes the CDO, Chair of the Academic Senate, Chair of the Professional Standards Policy Committee, the President's

Chief of Staff, AVP for Faculty Affairs, two Faculty-in-Residence, and the faculty Co-Chairs of the Faculty Diversity Committee. The committee has drafted two goals thus far: 1) to identify opportunities in recruitment and retention processes to grow awareness of diversity, and 2) better understand the factors behind offer declines and faculty attrition.

Headcount of Faculty from Fall 2006 through Fall 2016

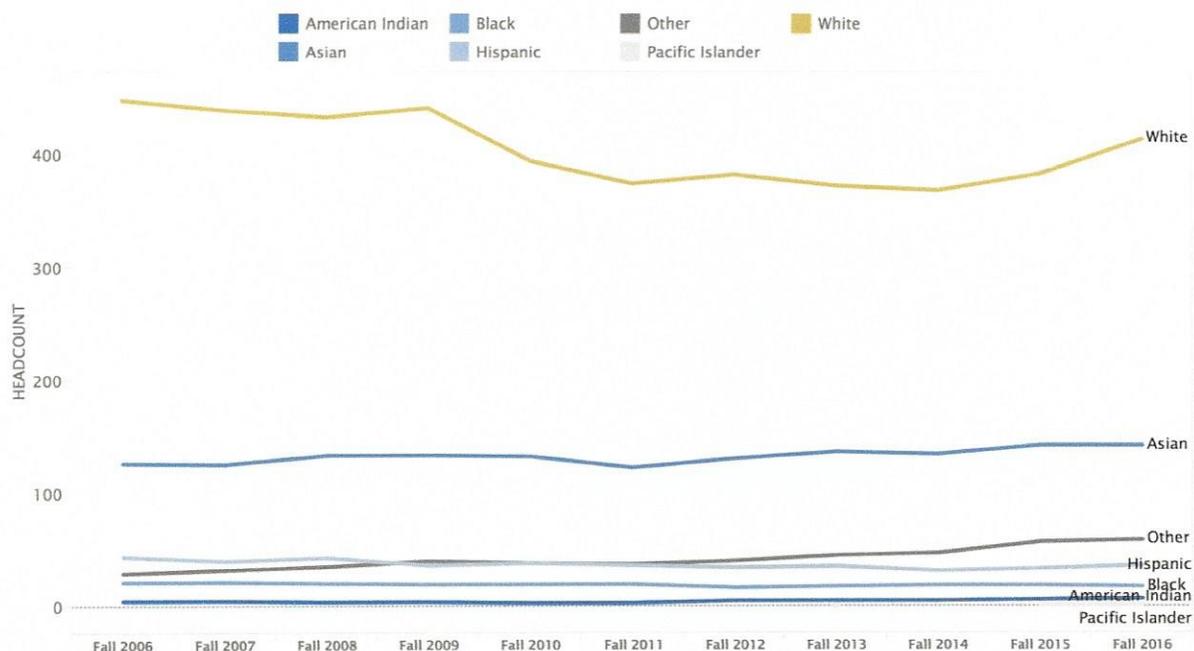


Figure XX: Headcount of Faculty from Fall 2006 through Fall 2016

Assessment of campus climate initiatives

SJSU has made good progress over the past two years on the 50 recommendations issued by the President’s Commission on Diversity. Moreover, those accomplishments have laid crucial groundwork that enables the university to progress on long-term initiatives. Campus diversity training and education is a work in progress as is the effort to close the opportunity gaps that URM students face, to better serve the whole student, to sustain a culture of inclusivity and dialogue, and to improve campus safety. The university has not yet achieved its goals in these areas but has seen improvement over the last two years in all five areas. The new resources that have been established since 2015, including the ODEI, MYGPS, and permanent offices for the student success task forces, are the best evidence of a positive trend.

The university will have a better sense of the impact of this work on campus climate in the coming year. We have completed NSSE and FSSE 2017 and achieved a 38% response rate to NSSE, up from 19% in 2014, with more than 3,700 students participating. The FSSE 2017 received a XX response rate, XX from XX in 2014. The university will conduct its next campus climate survey in XXXX. SJSU is developing a routine, systematic, and student-centered approach to assessing campus climate both qualitatively and quantitatively, including

dissemination, thorough discussion, and analysis of *NSSE* survey findings to determine areas of needed improvement (CFRs 1.4, 2.4, 2.10, 4.1, and 4.3, 4.5).

4) Identification of Other Changes or Issues the Institution Faces

- *The institution should provide an update on and briefly explain how it is addressing other major topics or recommendations identified in the team report, e.g., assessment of core competencies, program planning, assessment processes (Recommendations 3, 4, 5 & 8).*
- *Identify any other significant issues or changes that are likely to occur at the institution (e.g., changes in key personnel, major new programs, modifications in the governance structure, or significant financial results) that are not otherwise described or identified in the preceding section.*

The following provides progress reports on additional recommendations from the 2014-15 WASC Visiting Team.

Improving Assessment Practices

The Program Planning Committee (PPC) conducted a self-review using the WASC Rubric on Program Planning in Fall 2016. (Appendix XX) The committee is developing an internal tracking sheet to be used by the PPC Chair to follow up with programs about specific assessment items coming due. This will aid in documenting responses to feedback from Assessment Facilitators, help to ensure full participation in program review as scheduled, and demonstrate that the PPC chair has monitored and enforced progress on action plans.

The Academic Senate is finalizing changes to program planning policy that clarify the goals of program planning and make the process less burdensome and more sustainable (CFR 4.3)

The 2017 program assessment annual report (Appendix XX) found that 90% of programs engage in closing the loop activities following assessment. In the effort to 1) improve consistency of assessment reports, 2) increase closing the loop activities following assessment, and 3) document formal processes, all reports, reviews, and feedback are now listed on a Google drive maintained Program Assessment.

All program chairs have been reminded that courses should be evaluated based on direct assessments of learning, not grades earned by students, and that programs should describe their direct assessments of PLOS.

GE Assessment

WASC has recommended that SJSU define and implement GE assessment and have programs assess the GE goals of their own majors.

SJSU's Board of General Studies (BOGS) oversees the university's General Education (GE) offerings. Working in conjunction with the office of Graduate and Undergraduate Programs, BOGS completed a program planning self-study in Spring 2016 that provides an initial baseline for GE assessment (CFRs 4.3 and 4.4). This is the first self-study for GE on the campus and it was submitted to the Program Planning Committee in February 2017. (Appendix XX)

Data collected from the AY 2015-16 shows the size and scope of GE offerings across SJSU's seven colleges and includes an overview of student performance in GE courses including grade

distributions by area, repeat rates, and bottleneck courses. The study also provides grade averages by various student populations, and compares grades earned by URMs and their peers, native SJSU students and transfer students, and first generation students and their peers.

The report makes five proposals based on data from a student survey carried out in Spring 2016 and on the Board's reviews of GE courses that came up for approval or continuing certification over the previous academic year. The report proposes 1) making GE advising more uniform across campus, 2) making assessment of GE more transparent for instructors and students, 3) the development of Learning Communities for GE Course Coordinators and greater coordination between annual assessment activities and program planning processes, 4) making GE offerings more compelling and meaningful for students through the development of "Pathways" Programs, and 5) improving general perceptions of GE at SJSU by misconceptions and student and faculty concerns.

BOGS is at the initial stages of discussing program review of GE goals.

Developing Assessment Processes in Student Affairs

In AY 2015-16, the Division of Student Affairs implemented an assessment workshop series and a formalized end-of-year assessment process which culminated in the Division's first annual report. (Appendix XX) The Division also has a strategic plan for 2016-2019.

Developing Assessment in Graduate Programs

SJSU's **Office of Graduate and Undergraduate Programs**, or GUP (formerly two separate offices), has made excellent progress in developing university learning goals specific to graduate degrees and distinct from undergraduate learning goals. (CFRs 2.3, 2.4, and 2.6) The Graduate ULGs were vetted with the GUP leadership team, the GS&R Committee, University Council of Chairs and Directors, Associate Deans, the ARC, and C&R Committee. C&R has presented them to the full Senate for a first reading. The few objections have been addressed and the ULGs come before the Senate for a second reading in mid-May. (Appendix XX)

Strengthening Programming for and Assessment of the Five Core Competencies

SJSU has convened four task forces--Quantitative, Oral Communication, Written Communication and Information Literacy, and Critical Thinking-- to plan and implement assessment of the five core competencies. Each task force has members from diverse and varying backgrounds. All task forces have met to plan assessment and develop rubrics. The Written Communication Task Force is exploring areas of the curriculum that can support information literacy instruction and assessment.

Develop and implement strategy, policies and programs to support international student success

SJSU held graduate student orientations in Fall 2015 and Spring 2016 to allow international students to engage more meaningfully with resident students. Future initiatives include improving campus services and programming for SJSU's growing population of graduate and international students. New services include graduate student orientation and planning for a graduate student fair. The Division of Student Affairs has added multiple new staff positions to support international students across including an International Student Programs Coordinator

(Student Involvement), International Student Evaluators (Enrollment Services), and a Career Counselor, International Students (Career Center).

5) Appendices

· *Individual reports/data summary from campus units that cannot be incorporated into the main body of the report.*

6) Required Documents (to be included as attachments at the end of our report, or, if need be, made available in the “team room” during the WASC visit. Team will ask for additional documents a month before the visit during a conference call.)

- Current catalog(s)
- Completed set of required data exhibits
- Budget for current year
- Most recent financial statement and audit by the appropriate state agency; and management letters, if any
- Organization charts or tables, both administrative and academic, *highlighting any major changes since the last visit*
- Summary data form

[1] U.S. Census Bureau. (2015). U.S. Cities With a Population of a Million or More as of July 1, 2014, and the Number and Percentage of People Added Since July 1, 2013. Retrieved from https://www.census.gov/content/dam/Census/newsroom/releases/2015/cb15-89_graphic.jpg.

U.S. Census Bureau (2013). Language Use in the United States: 2011. Retrieved from <https://www.census.gov/prod/2013pubs/acs-22.pdf><https://www.census.gov/prod/2013pubs/acs-22.pdf>

[2] Social Mobility Index Ranking. (2016). Retrieved from <http://www.socialmobilityindex.org/>

[3] President Papazian’s March Blog. (2017). Retrieved from <http://blogs.sjsu.edu/newsroom/2017/president-papazians-march-blog/>

[4] Hammer Theatre Annual City Report. (2016).

[5] Cinequest Film & VR Festival 2017. (2017). Retrieved from https://www.cinequest.org/media/Cinequest2017_PR1_Highlights.pdf

Appendix XX

Table 5.
Distribution of Speakers of Non-English Languages for Selected Metropolitan Areas: 2011—Con.

(Metro areas where 25 percent or more of the population 5 years and over spoke a language other than English. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/acs/www/)

Metropolitan areas	Population 5 years and over (Number)	Spoke a language other than English at home		Language spoken of those who speak a language other than English at home							
				Spanish		Other Indo-European languages		Asian and Pacific Island languages		Other languages	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Laredo, TX.....	230,506	212,319	92.1	209,847	98.8	581	0.3	1,832	0.9	59	0.0
McAllen-Edinburg-Mission, TX.....	720,446	614,621	85.3	605,325	98.5	2,668	0.4	5,885	1.0	743	0.1
El Centro, CA.....	163,107	118,711	72.8	116,345	98.0	366	0.3	1,705	1.4	295	0.2
El Paso, TX.....	754,849	547,397	72.5	532,372	97.3	7,459	1.4	6,654	1.2	912	0.2
Brownsville-Harlingen, TX.....	377,563	263,074	69.7	260,237	98.9	1,049	0.4	1,578	0.6	210	0.1
Los Angeles-Long Beach-Santa Ana, CA.....	12,103,230	6,571,923	54.3	4,413,269	67.2	640,467	9.7	1,398,593	21.3	119,594	1.8
Salinas, CA.....	388,612	208,721	53.7	183,699	88.0	5,929	2.8	16,365	7.8	2,728	1.3
Las Cruces, NM.....	197,651	104,655	52.9	100,672	96.2	2,470	2.4	1,068	1.0	445	0.4
Yuma, AZ.....	185,598	96,918	52.2	93,220	96.2	1,997	2.1	994	1.0	707	0.7
Miami-Fort Lauderdale-Miami Beach, FL.....	5,342,714	2,740,101	51.3	2,139,173	78.1	486,727	17.8	70,605	2.6	43,596	1.6
Visalia-Porterville, CA.....	407,905	206,897	50.7	189,574	91.6	4,774	2.3	11,603	5.6	946	0.5
San Jose-Sunnyvale-Santa Clara, CA.....	1,737,443	877,451	50.5	334,549	38.1	142,287	16.2	380,937	43.4	19,678	2.2
Merced, CA.....	237,573	119,028	50.1	97,433	81.9	12,157	10.2	8,860	7.3	778	0.7
Fresno, CA.....	863,371	382,344	44.3	291,503	76.2	26,979	7.1	59,346	15.5	4,516	1.2
Odessa, TX.....	127,828	55,765	43.6	53,895	96.6	984	1.8	661	1.2	225	0.4
Madera, CA.....	141,380	60,691	42.9	55,539	91.5	2,278	3.8	2,557	4.2	317	0.5
Bakersfield, CA.....	778,854	327,031	42.0	289,041	88.4	15,927	4.9	17,834	5.5	4,229	1.3