

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

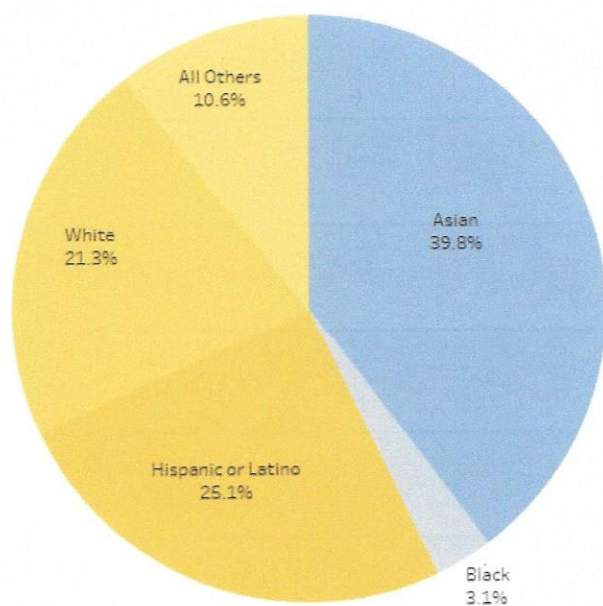


Figure XX: SJSU Fall 2016 student population by ethnicity

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

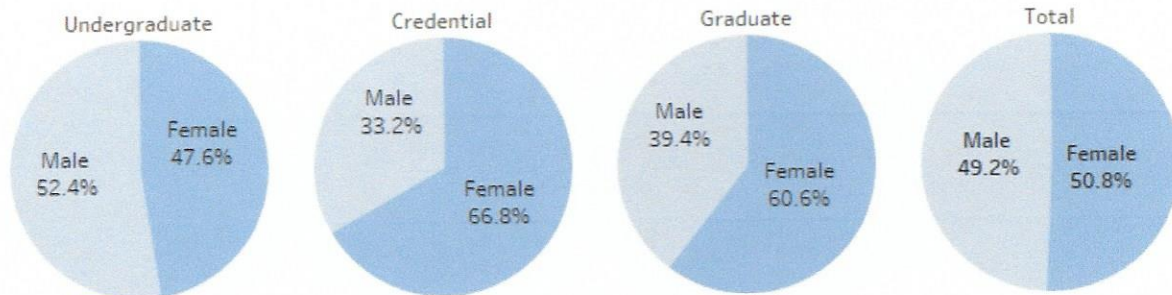


Figure XX: SJSU Fall 2016 student population by gender and degree type

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%	85.8%	/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%	85.8%	/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

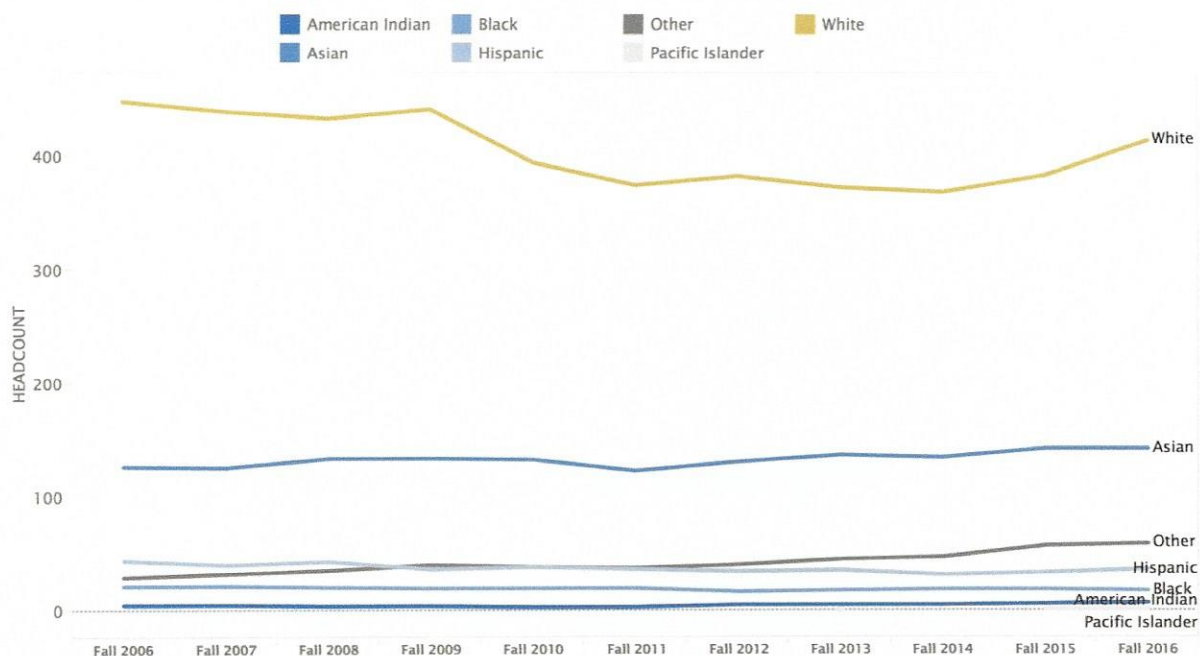


Figure XX: Headcount of Faculty from Fall 2006 through Fall 2016

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

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[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							
		Number	Per cent	Spanish		Other Indo-European languages		Asian and Pacific Island languages		Other languages	
				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