

**Accreditation Proposal to the Senior Commission of the  
Western Association of Schools and Colleges  
San José State University, Revised July, 2002**

**Introduction**

San José State University (SJSU), the oldest public institution of higher education west of the Mississippi, celebrates its 150<sup>th</sup> anniversary in 2007. SJSU's constituencies agree that the university is ready to move to new levels of excellence and vision, and to establish pre-eminence among California State Universities by the quality, innovation and foresight of its academic programs. This proposal sets forth SJSU's present context and its goals for the future, and explores some strategies that will be used to achieve these goals – ideally as a birthday present to ourselves in 2007. These goals include the following:

- Promote enrollment growth and student success.
- Develop new academic partnerships that will
  - Extend the role of SJSU in promoting the economic and social development of the City of San José and the region, including the university's special ties with the Silicon Valley.
  - Enhance access to SJSU's programs by
    - Making SJSU much more of a “destination campus” for freshmen.
    - Facilitating the four-year degree goals of community college students.
    - Increasing opportunities for international collaboration and exchange, including joint degrees, for the mutual benefit of the faculties and students involved.
- Increase global perspectives in SJSU curricula.
- Increase SJSU courses and programs available through distributed education.
- Within the limits of the Master Plan, increase research and scholarship and develop an appropriate number of joint doctorate programs.
- Improve significantly many university facilities.

San Jose State University intends to address all four WASC standards in the Preparatory and Educational Effectiveness Reviews, with some of the specific criteria under each standard being more central to one or the other. The connection between the two reviews will provide the context for evaluating the match between goals and resources. Because of the range of issues SJSU has chosen to address in this review cycle, the Comprehensive Model of Educational Effectiveness from the new WASC Handbook will be used. Section 1 of the proposal lists a number of academic initiatives that SJSU is currently undertaking along with a somewhat daunting list of challenges. Some of the issues raised in this section will be treated in the two reviews. The list in the proposal provides a broader context from which a smaller set of issues will be chosen for more intensive analysis after campus consultation. This approach was chosen because a key issue for SJSU is coordinating and prioritizing resources and goals. As described in Section 3, the SJSU WASC Proposal Steering Committee will be expanded in fall 2002, and it seemed appropriate to have the expanded committee establish the more restricted issues on which the review will focus. One key area of growth that SJSU hopes to nurture during the review process is the system for selecting and prioritizing goals and initiatives.

SJSU welcomes the assistance offered within the new accreditation procedures as this senior, respected institution moves qualitatively and quantitatively to new levels of educational effectiveness. We are particularly interested in the perspectives that can be provided by reviewers with experiences on other campuses about SJSU's strategies for achieving its goals and the match between goals and resources. In materials that follow, SJSU emphasizes "Institutional Context." Recent and anticipated future changes in the context within which SJSU's educational programs are delivered, while offering abundant opportunities, also constitute the university's most critical challenges.

## **1. Institutional Context**

Like many regional public colleges founded in the 1800's and early 1900's, SJSU committed its initial decades largely to the education of K-12 teachers (<http://www.sjsu.edu/sjsuhistory/>). Until 1921 it was known as California State Normal School, when it became San Jose State Teacher's College to reflect the increasing breadth of its offerings. SJSU today maintains its commitment to the education of public school teachers and administrative professionals in parallel with its other greatly expanded missions. After the California State University system was established in 1961 under the state's new master plan for higher education, the school was known briefly (1972-74) as California State University at San José. In 1974, along with a few other CSU campuses, it was permitted to use its historical and now current name, San José State University. At just over 21,000 FTES, SJSU is today 6<sup>th</sup> largest among the 23 CSU campuses.

A critical context of SJSU's current status and its vision for the future is the university's intense involvement with "Silicon Valley." Over the past 25 years SJSU's role as a regional teaching institution shifted dramatically as it moved to meet the educational needs of an entrepreneurial, fast-moving, world-class research and development center – a center whose emergence simultaneously triggered the maturity and growth of the once sleepy city of San José to its current position as a vibrant metropolitan area and third largest city in California. SJSU maintains thriving interaction with the City of San José's and Silicon Valley's businesses, scientists and engineers, artistic and cultural communities, education and health professions, and city and regional policy and service agencies. Within this same 25 years, SJSU's student population underwent equally dramatic shifts. The ethnic and cultural character of the region changed when Santa Clara Valley was designated a key resettlement area for waves of post-Vietnam War emigrants from Southeast Asia. Today, this cultural expansion continues as students and families from all over the world stream into the region to learn the lessons of, and partake of the various riches of, Silicon Valley. SJSU is far more than its interactions with this Valley, but the university's character and visions cannot now be separated from those interactions – which bring with them unprecedented opportunities for national and international partnerships through many avenues of global engagement. The opportunities, unfortunately, are paralleled by such unprecedented challenges as an extraordinarily high cost of living that hinders recruitment and retention of the highest quality faculty and staff, and a student population drawn so significantly to technology fields that there has been an alarming lack of interest in the liberal arts and humanities.

### *1995: The Current President – The Start of a New Era*

In February, 1995, Robert Caret became president of SJSU after a period of uncertainty, including one unsuccessful search. SJSU had moved through the 1980's and early 1990's in an entrepreneurial style derived from the predominant business mode in the Valley. Individual programs, especially business, engineering, computer science and a few others, garnered strong funding from industry through innovative degree and other support programs, backing that has enhanced their facilities and their technology. At the same time many parts of the campus, especially social sciences and humanities, had no comparable support and thus were somewhat equipment- and opportunity-poor throughout the past two decades, while many of their facilities remain antiquated and unattractive for faculty, staff and students. Also, while some deans and chairs had strong positive community ties, the university as a whole was often not viewed as a partner with either the City of San José or the Valley. President Caret asked the campus to participate with him in a variety of initiatives to address these concerns:

- SJSU was to change identity from “Comprehensive” to “Metropolitan University,” to reflect its physical position, unique among CSU campuses, at the geographic core of a major metropolis. The campus is within walking distance of City Hall, a national Convention Center, hotels, museums and performing arts centers, a nationally known sports arena, and industry headquarters critical to the region. While SJSU by charter always had a regional service mission, the designation of ‘metropolitan’ gives sharper focus to goal setting and priorities. The four-county service area is still SJSU’s responsibility. But there is now added interest in educational issues that transcend this region because of the global concerns of the metropolis of San José and the Silicon Valley that the City serves as urban hub.
- A coordinated and enlarged development and public relations office was asked to “speak for the university.” External support has increased markedly as a result. This change has also been facilitated by increased involvement of SJSU auxiliaries in fund development for research and education-related activities, including self-support (non-credit) academic initiatives.
- Outreach to the community was encouraged. The most visible symbol is the nationally unique San José City-University Library due to open in Fall, 2003. Another strong symbol is a regional partnership with the University of California at Santa Cruz and the Foothill-DeAnza Community College District to develop a Metropolitan Technology Center on space made available through the NASA-Ames Research Center at Moffett Field.
- Expanding the campus to achieve our vision was recognized as a priority. SJSU is the *per capita* land-poorest of all CSU campuses; the only expansion possible is rental off-campus or “up.” CSU Trustees have approved a long-term, high-rise development that would enable SJSU to invigorate many out-of-date campus spaces while deriving significant rental income (up to \$50 million annually) from corporate partners who would occupy about two-thirds of the high-rise buildings. While approved conceptually, this project is on hold pending economic recovery and renewed demand for office space in the City of San José.
- The campus began taking steps to increase the percentage of students who enter as frosh rather than as transfers, thus more effectively offering such students an education that is characterized by SJSU Hallmarks. It is also easier to build strong lifetime bonds between these four-year students who enter as frosh, and the university. A self-support housing plan that will almost triple student residence capacity is in early stages of implementation.
- In working with the Academic Senate towards the Library and other goals, many of which encountered initial faculty opposition, the President established a climate of mutual trust and

open dialogue between faculty and administration. This cooperation continues to characterize SJSU even in the face of periodic system difficulties in labor/management relations.

- The president upon his arrival found a dearth of centralized information infrastructure. He moved quickly to build an electronic information network (which is still working towards maximally effective functioning) and, for the longer term, to foster a collaborative working environment in which every employee was to focus upon the good of the university rather than just the good of an individual program (this, too, is still in progress).
- Recognizing the growing ethno-cultural diversity of the campus and the region, with the potential for separatism and antagonism, the president emphasized the need for a positive campus climate and immediately established an office reporting directly to him to guide him in these efforts.
- The president began efforts to maintain Division I athletic status, while working to move intercollegiate athletics into self-support, to enhance the academic success of athletes, and to collaborate with other universities to achieve league and divisional groupings beneficial to SJSU.

In the late 1990's the campus studied problematic enrollment patterns and discovered that the percent of its students majoring in "technical" programs far exceeded the CSU average and was in fact just a few points below percentages that characterize the two CSU polytechnical campuses, San Luis Obispo and Pomona. The term "de facto polytechnic" is now heard informally as an SJSU descriptor, though its use often implies – inaccurately – that SJSU is weak in non-technical curricula. Three programs doubled in size from the mid to the late 1990's: computer science, computer engineering, and management information systems. A fourth related program, electrical engineering, already large, has continued to grow. There were concomitant declines in numbers of students in almost all other major curricula, save the art & design program, which remains large and steady. Even such programs as nursing, a profession that faces a statewide personnel shortage, have suffered declines. Thus, the educational character of the campus has been profoundly changed by the intense technological focus of Silicon Valley.

### *2001: The New Provost*

In February, 2001, SJSU welcomed a new provost, Marshall Goodman, who was invited by President Caret to enrich and extend SJSU's shift from its historic moorings. At this point it is essential to reflect upon another aspect of the California State University system, state funding for higher education.

For much of its existence, the CSU was prohibited from fund development, and the only research permitted with state funds was that which was demonstrably "instructionally related." Over the past twenty years, the CSU as a whole has moved far from these constraints; today, as but one example, presidents must show that at least ten percent of campus budgets are derived from non-state sources. Faculty are encouraged to use state monies to complement and "seed" research funding from as wide a variety of sources as possible. It is accepted that only the basics of an outstanding university can now be provided via state budgets, and that enhancements to confer excellence must come from non-state sources. In an unofficial terminology that is widely used, the state of California once "funded" higher education, then shifted to "support" of higher education, and now "assists" higher education. Thus, any CSU

campus that aspires to excellence must aggressively seek a wide variety of non-state lines of support. Additionally, to pursue the University's goal of excellence, higher levels of research support and activity are necessary to recruit excellent faculty, to maintain their currency and excitement, and to provide the kinds of learning experiences students need to prepare them for the roles they will fill after graduation.

Provost Goodman has challenged SJSU in many ways since his arrival with initiatives tuned to educational excellence, to an increasing global perspective, and to fund development and alternative revenue streams. Among major proposal he and the President and the Academic Senate have discussed are the following. Details are in **Attachment 1**.

#### Academic Initiatives

- A new Survey and Policy Research Institute provides research and reports to business, government, and civic and political organizations, and will be a center for academic courses.
- A Global Studies Institute will promote interdisciplinary work in international education and global studies, including teaching, research, curriculum development, and student and faculty exchanges and partnerships.
- An Information Technology and Innovation Center will promote SJSU's reputation as a center of excellence in information technology, computer science and engineering, imaging, and manufacturing and communication technologies.
- At the NASA-Ames Research Park, in partnership with the University of California and regional community colleges, SJSU will develop a Metropolitan Technology Center featuring research, education and economic development, plus some faculty and staff housing.

#### Curriculum and Student Support

- Curricular programs are being developed to attract better prepared frosh and to speed their scholarly growth. The first of these, MUSE (Metropolitan University Scholar's Experience), will serve 1500 new frosh in Fall 2002, and will expand to serve more first-time students by Fall 2003. MUSE will be followed by a university-wide four-year honors program, an honors program for transfer students, and an honors college. A new Peer Mentor Program will engage mature students in new student support. (<http://www.sjsu.edu/muse/main.htm>)
- The Laptop Computing Project targets specific programs to assess the feasibility of mandatory laptop computer usage tied to specific programmatic learning objectives.
- Joint Doctorates, both in Ed.D. programs with the University of California and potentially in Ph.D. programs with private universities, will support a campus move towards a *possible* change to Research Intensive status.
- By 2007, an increasing number of curricula should be available on-line to deliver high-demand SJSU programs to students in the U.S. and abroad who would otherwise be unable to participate. Programs will be both fee generating and state-supported.

#### Enrollment

- FTES growth will be a key source of enhanced state funding that will become seed money for additional fund development to enhance program quality at all levels. While the campus is close to capacity in computer-related curricula, there is abundant room for majors in most other programs, especially as the new state-supported summer program grows to 20 percent of current annual FTES. Heavy investment in marketing and outreach have already begun to stimulate enrollment growth.

### Faculty Support

- An Academic Innovation Model (AIM), recently passed as a sense of the senate resolution, attempts to shift faculty workload so as to enhance all aspects of these new initiatives, including expanded generation of external funds, more effective use of graduate student support, and development of innovative curricula. The refurbishing of faculty offices will boost faculty morale and stimulate faculty to invest energies heavily on the campus by making it more attractive to them. (<http://www.sjsu.edu/senate/aimreport.html>).

### Instructional Facilities and Environment

- Initiatives are underway to increase the number of smart classrooms, while a campus-based wireless system is planned to supplement stand-alone student computer labs.

### International and Community Partnerships

- Partnerships in international recruitment and exchanges are evidenced by MOU's signed with El Salvador and Taiwan, and a projected MBA program in Japan. An International and Extended Studies Unit headed by a new Associate Vice President is already in place to support these efforts. In addition, SJSU is working with the San José Redevelopment Agency and others to expand its interaction and visibility within the metropolitan core of San José. Venues for interaction such as art exhibits and a culinary institute are in planning stages.
- Partnerships with community colleges are projected to permit students constrained by family and difficult commuting situations to complete baccalaureate programs on community college campuses within the SJSU service area.

### *Constraints and Concerns*

SJSU has an ambitious agenda – to establish itself as the pre-eminent northern California CSU campus, if not the flagship for the system. This section introduces some challenges that need to be addressed during the transformation. *Each challenge is linked briefly to an aspect of the vision that has the power either to eliminate the constraint or turn it into an enhancement.* The Preparatory and Educational Effectiveness Reviews will detail how SJSU expects to ameliorate some of these concerns. The university hopes to benefit from a careful WASC analysis of its goals and plans in the context of these constraints, which are necessarily presented very sketchily below.

- Faculty Recruitment. Santa Clara Valley housing costs are among the nation's highest. CSU funds on an average 12-Weighted Teaching Unit (WTU) four course workload, among the country's highest for comparable universities. The main reason that first-choice candidates reject offers is the cost of housing, with high course load also cited as very important.
  - *The Housing Plan includes some reasonably priced units for faculty and staff, and explorations are underway for industry partnerships to augment faculty income by guaranteed summer employment, consultancies, and similar vehicles. A new mortgage assistance plan is about to be implemented.*
- Faculty and Staff Workload and Morale. It is not yet clear to faculty or staff how workload can be altered to support the new longer-term campus goals, while traditional responsibilities to students and to professions are honored. While of goodwill towards the broader goals, many faculty and staff remain unconvinced of feasibility, especially in light of periodic

system-wide labor difficulties and current state budget problems. Issues of faculty and staff morale were raised in the last WASC report, and the campus continues to give these high priority.

- *Improvement of faculty office spaces and information technology, together with targeted shifts in workloads in support of long-term goals, are intended to address this concern.*
  - *The Center for Faculty Development & Support (CFDS) has played an increasing role in individual support for teaching, scholarship, writing, assessment, and other aspects of the roles that faculty play in achieving campus-wide educational effectiveness*
  - *The Academic Innovation Model (AIM) initiated by the Provost and the senate has captured faculty energies and attention. While limits in state funding may reduce its rapid impact, the Model is designed for long-term creative shifts in faculty workload to support effectiveness*
  - *Employee satisfaction surveys (the "Sirota Surveys") have caused the President recently to initiate and support a variety of measures to boost staff morale.*
- **Student Preparation.** Two-thirds of entering frosh require remediation in writing and/or math (typical of large CSU campuses). About 60 percent of SJSU undergraduates did not speak English as children, and 25 percent at the junior level still regard a language other than English as primary. Twenty-five percent of all students are not citizens – the highest figure among CSU campuses. Written communication, and general student readiness for academic work at both undergraduate and graduate levels, are widely regarded by faculty as serious problems.
    - *MUSE, Honors Programs, President's Scholarships, and other initiatives are being implemented to attract excellent high school graduates. A graduate Teaching Associate fee reduction policy has recently been passed to help attract the best graduate students.*
    - *There is a plethora of existing outreach programs to K-12 (Pre-college programs, Gear Up, California Academic Partnership Initiative, EOP, MESA, etc.) that recruit students to SJSU and help to assure that students enter the university well prepared.*
  - **Outdated Facilities.** Many permanent faculty are still doubled in their offices, and temporary faculty are often officed in "shifts." Many classrooms and office spaces are old, worn and unappealing to faculty, staff and students alike.
    - *The high-rise project approved by the Trustees and conversion of existing underutilized space are targeted to this concern. The completion of the Joint Library will make the current Clark Library available for modern integrated student support services and for faculty and administrative offices. For Fall 2002 an interim conversion project will provide just under 100 new faculty offices.*
  - **University-wide Equity.** The entrepreneurial spirit of the past two decades has left faculty and staff with unequal access to modern space and equipment. There are "rich" and "poor" programs, though progress has been made in reducing differences. There are also salary disparities among disciplines, disparities that are common to all of higher education but that nonetheless affect faculty morale and make it essential that ancillary support (e.g., computer access, office attractiveness) be equated insofar as possible.

*-Through the use of College Planning Councils, the provost is developing allocation plans that tie annual funding more closely to success in educational missions and initiatives related to the campus's long-term goals. Faculty engagement in and ownership of such planning helps somewhat to overcome other problems.*

- Community Image. Much of the region, and the media, still perceive SJSU as the "state college," thus necessitating intensive work for fund development from industry and foundations. This has changed as SJSU is increasingly perceived as a good entry point to Silicon Valley. But the proximity of Stanford and Berkeley and the historic state college image continue to work against SJSU funding initiatives.

*- Internationally, this image is far less of a problem; proximity to the Valley outweighs the local negativity. Locally, a good public relations program and a new and highly successful "Showcase for Learning" are slowly shifting public perception.*

- Student Success and Educational Effectiveness. In response to its last WASC accreditation, SJSU has implemented a nationally visible assessment process in general education (**Attachment 2**) and, via inclusion of assessment of student learning within its CSU-mandated five-year program reviews (<http://www.sjsu.edu/ugs/pp/PP%20Guidelines.htm>), has begun to make significant progress in systematic accumulation of evidence of student achievement. SJSU slightly lags comparable CSU campuses both in first-year student retention and in ultimate graduation rates. In addition, there is still somewhat limited direct use of intensive program planning materials (CSU-mandated program review) by College Planning Councils that recommend new faculty hires to the provost. Evidence of program/student success is thus not yet fully linked to the development of new faculty lines and other innovative initiatives.

*- Initiatives, including the MUSE program designed to help new students identify themselves as independent learners in the college mode, are targeted to help both initial retention and ultimate graduation. In addition, a university Academic Planning Advisory Council has been put in place to achieve more effective integration among units attempting to enhance educational effectiveness of both existing and projected new programs. The provost has proposed that a share of growth monies be set aside annually in direct support of initiatives that emerge from department and college planning activities.*

- Needs of Local Subpopulations. The SJSU service area includes a number of subpopulations that are significantly underrepresented in the campus student population. There is concern that proposed new initiatives may draw attention and resources from traditional campus efforts to help move such groups more successfully into and through higher education.

*- A partnership with the nearby National Hispanic University, as well as direct support for initiatives to additional groups, should help assure that SJSU does not neglect its mission to promote higher education for peoples who have historically been excluded.*

- The Effect of Mandated High-Cost Initiatives. The CSU is implementing a PeopleSoft-based Common Management System; SJSU is one of the lead campuses, due to come "live" in February, 2003. While the new system dramatically increases the analytic power of existing

systems, there is a huge financial and personnel cost to the campus during implementation, a cost that is borne largely from existing resources.

*- Financial and HR modules are already running. One of the most immediate uses of the new Student Administration system – over 80% of the total package - will be a vast improvement in student tracking from point of initial contact through graduation, thus facilitating enrollment growth by increasing yield at point of admission, boosting retention, shortening of time to degree, and ultimate enhancement of graduation rates. Educational Effectiveness can only be enhanced by more powerful and targeted analyses of student success. Integration of faculty personnel issues via the HR modules within SA may lead to more rational resource allocation and ultimately to enhanced cost effectiveness*

## **2. Expected Outcomes**

With the economic downturn and anticipated declines in state support over the next few years, SJSU has to develop broad consensus as it sets priorities for limited resources, both fiscal and personnel. Some new initiatives are intended to generate increased revenue streams, with funds going to support and improve academic programs. The paths, timelines and expected outcomes for the growth of revenue streams need to be understood within an overall scheme of university priorities before large or irreversible investments are made. Cost-benefit analyses should be conducted prior to investments. Well-defined assessments, including benchmark achievements, must be put in place for new directions as well as maintained and improved for traditional campus missions. Inevitably there is risk in new initiatives designed to bring stronger financial health to any institution; SJSU as the university supporting Silicon Valley should be a leader in innovation, but it must do so responsibly and with exemplary goal definition and ongoing evaluation. An educational institution with a regional mission and a responsibility to the taxpayers of California must make a clear and strong case to the public, as well as to internal constituencies, for all expenditures of state funds. Additionally, there is an obligation to develop non-state monies in support of the fundamental academic missions.

SJSU proposes as outcomes of its overall accreditation to use the help of WASC teams to answer the following:

- Capacity (Preparatory) and Educational Effectiveness Reviews must be linked by a "bridge" concept that assures the existence and effectiveness of mechanisms to achieve congruence between the use of resources and achievement of long-term academic effectiveness. What procedures would most strengthen SJSU's ability to reach campus consensus on the alignment between budget priorities and academic programs offered? Are the Academic Planning Advisory Council and other existing vehicles fully effective in guaranteeing such alignment?
- How can SJSU best demonstrate to internal and external constituencies the importance and feasibility of its new, long-range objectives? What are appropriate cost/benefit analyses, goal definitions, and assessment strategies? These concerns will be the focus of the Preparatory Review.
- How can SJSU best assure itself of the efficacy and educational value of the tools it is using, and planning to use, to engage the whole campus in assessing the educational effectiveness of existing and proposed academic programs? This is the focus of the Effectiveness Review.

- How should SJSU maximize effectiveness of all its support services, including especially student support programs in both Academic and Student Affairs, in advancing the university's academic missions? How can the campus best assure that such non-academic services as Human Resources and Facilities Development & Operations are optimally supportive of academic programs?
- How should SJSU proceed in developing a true enrollment management plan that is proactive rather than, as has historically been the case, overwhelmingly demand-responsive?

Each of these general outcomes necessitates integration across all aspects of university function. SJSU will therefore adopt the Comprehensive Model of Educational Effectiveness suggested in the WASC Handbook. Additional Outcome Questions are posed at the end of the sections on Preparatory Review and on Educational Effectiveness.

### **3. Constituency Involvement**

SJSU has many avenues for assuring involvement of all constituencies. These include the Academic Senate, the President's Staff and various presidential advisory boards and councils, a planning structure within each of the four divisions (Academic, Administration, Student Affairs, and Development), a Foundation Board of Directors, collective bargaining units for faculty and staff, an active alumni association and an organization of Associated Students. All of these will be detailed in the information portfolio of the preparatory review and will be used throughout the accreditation process, as they are used on almost a daily basis.

The WASC Proposal Steering Committee consisted of six administrators, three faculty speaking for the Academic Senate (including the Senate Chair), a faculty Director of Assessment, a representative of Associated Students, and a CSEA representative of staff bargaining units. (**Attachment 3**). This group consulted with the Executive Committee of the Senate, with College Deans, and with each Division as the Proposal was prepared for the President's signature.

Faculty throughout the campus were engaged in preparation of the proposal primarily via their Senate representatives. SJSU faculty are already deeply involved in assessment and other measures of educational effectiveness. Via a series of meetings and forums, faculty have been apprised of the new campus initiatives and their intent. Through college planning and curricular councils, and regular meetings of department chairs both at the college level and through the university-wide council of chairs, faculty will work actively on all phases of both reviews. Once the proposal has been approved by WASC, and the campus moves to preparatory review, the steering committee will be augmented to include more faculty and the college deans, Advancement, Alumni, and other constituencies as appropriate. The permanent Chair of the Steering Committee, yet to be determined, will be responsible for overall coordination. The Associate VP for Institutional Planning and Academic Resources will be administrative lead for the Preparatory Review, and the Associate VP Undergraduate Studies/ALO will be administrative lead for the Educational Effectiveness Review.

### **4. Review Staging and Timing**

SJSU anticipates that normal WASC timelines will be adequate and appropriate. Thus, the Preparatory Review will be complete in time for a Fall 2004 visit, and the Educational

Effectiveness Review will follow either in Fall 2005 or Spring 2006, depending upon the recommendations of the Preparatory Review team.

## **5. Preparatory Review: Mode of Evidence Presentation**

As a senior WASC-accredited institution, SJSU already has in place effective tools for the presentation of all major data. Established faculty-management-staff committees review plans for physical plant, enrollment, finances, data management, bargaining unit issues, student support, curriculum development and academic master planning. All university policies and procedures are on Academic Senate web pages (<http://www.sjsu.edu/senate/chron.html>), in the catalog, and in files of Executive Orders and state documents such as Title V and directives from the CSU Chancellor's Office. All existing data, policy, procedural and planning materials will be indexed, referenced and linked to the Accreditation Home Page on the SJSU Web Site, with comment as necessary. SJSU will provide the annotated data portfolio that WASC expects. Indeed, this task complements the present intent and activities of Institutional Planning & Academic Resources, which are to assure that not only are data easily accessible but that they are available in downloadable forms that permit users to run analyses of their specific interests. Significant progress has already been made in placing historical and current enrollment data, and data on faculty and student characteristics, into this "user friendly" format. Printed annual and supplemental Statistical Abstracts have recently been replaced by interactive Web pages ([http://www.ipar.sjsu.edu/statistical\\_abstract.html](http://www.ipar.sjsu.edu/statistical_abstract.html)).

As stated in Expected Outcomes, a major focus of the accreditation process is aligning capacity with educational effectiveness goals. Part of this alignment involves refining and developing processes to assess the cost effectiveness of the increasing allocations to designated programs and projects, and to assure via the WASC review that these assessments are both complete and well-focused. The Educational Effectiveness Review will be conducted under the "comprehensive" model suggested in the Handbook for universities engaging in broad avenues for change. Coordination of the two reviews will be an important topic for the campus, as SJSU intends to conduct them simultaneously, with continual dialogue. The vehicles by which SJSU reaches consensus regarding its various initiatives have not always been clear to all campus constituencies, thus opening the door to concerns simply because of lack of knowledge. While SJSU has the full spectrum of personnel, budgetary, curricular, facilities, development and other committees, both intra- and inter-divisional, the communication links among such groups have occasionally been confusing. Within the past two years, a new campus Academic Planning Advisory Council was established, chaired by the provost, with academic representation from the colleges, the Senate and the faculty. Students are represented directly via their association, as are the VP Administration, the VP Student Affairs, and the VP University Advancement. The Planning Advisory Council is charged with assuring that there is appropriate communication among all divisions regarding major academic initiatives and that recommendations in support of such initiatives reach the president and the President's Staff in a manner that reveals at least reasonable consensus and demonstrates that effective coordination has occurred.

The Academic Planning Advisory Council, being new, has not yet achieved a level of functional smoothness that assures rapid and adequate communication across all elements of the campus. The Council is expected to play a key role in guiding accreditation and putting in place a process for reaching broad consensus on the prioritization of long-range campus

initiatives. The Planning Advisory Council will, in turn, work with the Accreditation Steering Committee, the Executive Committee of the Academic Senate, and the President's Staff to develop and assign procedures to monitor the major elements of accreditation.

In addition, **Attachment 4** outlines many of the major data sets that will be referenced and reviewed as the campus examines the relationships among its different allocation processes.

Additional Outcome Questions: Are any critical aspects of data or information missing in the Portfolio that SJSU will have developed during the Preparatory Review? Are there ways in which such data or information could be presented in more useful form, or communicated to achieve broader effectiveness?

## **6. Educational Effectiveness Review: Format and Issues**

SJSU already uses a broad range of effectiveness indicators. Accreditable programs are expected to seek and win accreditation – and they do. Retention and graduation rates are compared with both regional and national universities, as well as considered in historical context ([http://www.sjsu.edu/ugs/rc1-7\\_99.html](http://www.sjsu.edu/ugs/rc1-7_99.html)). SJSU participates in a wide range of student, staff and faculty satisfaction surveys, including the CSU SNAPS, Baldrige Quality competitions, HERI Faculty Survey, the National Survey of Student Engagement, a biennial Graduating Student Survey, and a periodic survey conducted by Career Planning & Placement of employment satisfaction – among many others. Informally, there are many avenues by which local employers, both public and private, express their satisfaction with SJSU graduates.

More directly, in response to the previous WASC review, SJSU opened an Office of Assessment, the Senate created an Assessment Committee, and a range of tools to assess student learning (<http://www.sjsu.edu/ugs/assessment/as-main.html>) are available on the assessment web page. Campus programs that are accredited are responding to agency requirements for documentation of student learning. SJSU, one of the first universities to undertake the new assessment-based ABET accreditation process, was commended for its work. An innovative 1998 SJSU General Education policy change led to the establishment of a course-embedded GE assessment strategy that, over the past four years, has drawn national attention and is currently in use to develop a University Portfolio of Good Teaching Practices in GE. The CSU-mandated five year reviews – called Program Planning at SJSU to emphasize prospective elements and thus to engage faculty enthusiasm – now require inclusion of student learning assessment plans; funding has been secured for released time for a faculty member in each program undergoing review to lead the development of such a plan.

There is unquestionably room for improvement in the measurement of educational effectiveness, as there is in all institutions of higher learning. The preponderance of non-native speakers of English and the high proportion of majors in the technical disciplines generate campus-wide concern with student communication skills, both written and oral (<http://www.sjsu.edu/ugs/wstreport-ss99.html>). The Writing Requirements Committee and individual Colleges have put important initiatives in place to address these difficulties – but the concerns have not been put to rest. Perhaps the weakest aspect of SJSU's assessment efforts, an issue noted in the 1994 visit and still not fully resolved, is that of assuring that SJSU's highly specific student learning goals in upper-division Advanced GE (**Attachment 5**) have been incorporated within the many majors. Faculty in the disciplines are to assume responsibility for

those goals, which include understanding and amelioration of issues of structured inequality within the US; useful appreciation of global perspectives that emanate from deep understanding of cultures, economies, religions, *etc.*; and an awareness of and concern for issues of potential environmental degradation.

Also, SJSU, like many universities, is seeking useful measures of effectiveness in distance and other distributed education programs that can be used to compare such programs with traditional ones – and has found in so doing more gaps than it would like in measures of baseline student learning in its traditional programs. As SJSU moves towards a higher proportion of curricula on line, both traditional and distance programs will benefit from focus on actual student learning.

Additional Outcome Questions: Are the learning goals of *all* programs -- undergraduate, graduate, technical, traditional, international, distributed, creative and exploratory -- articulated in ways that permit faculty systematically to evaluate their success in helping students achieve those goals? Do there exist goals within the disciplines, for breadth education, and for the paths by which breadth and disciplinary learning are to intersect, that are clear, widely understood, and a matter of campus consensus - and even pride? Are SJSU's strategies appropriate and effective for gaining broader and more positive faculty engagement in measurements of educational effectiveness? What are the major ways in which SJSU's evaluation of its educational effectiveness and its engagement in the process should be enhanced?

## **7. Basic Descriptive Data – prescribed**

Most required data for the full Preparatory Review are already in appropriate IPEDS form. All divisions of the university are aware of the need to compile a Web-based integrated data portfolio that will provide clear and easy access to all policies and procedures, enrollment histories and other student data, financial information both current and historical, and analyzed results of a wide variety of effectiveness surveys involving not only student academic success but faculty and staff performance and attitudinal data.

## **8. Degree programs subject to Substantive Change proposals**

SJSU currently has only three programs operating under Substantive Change, with two additional in process. All programs are in compliance, and initiators of proposed new programs have been fully informed regarding requirements and timelines for WASC review.

## **9. Institutional Stipulation -- attached**

**List of Attachments:**

1. Provost's Academic Affairs initiatives
2. Abstracts from recent SJSU presentation at GE meetings, including AAHE
3. List of Proposal Steering Committee members and invitees
4. Sample of Major Data Sets to be Reviewed and Analyzed
5. GE Policy, copies of Student Learning Objectives in Advanced GE
6. Required Data Elements
7. Required Financial Statements

### **Attachment 3, Composition of Proposal Steering Committee**

#### *Faculty positions:*

- The Chair of the Senate
- The Chair of the Senate Curriculum & Research Committee (C&R)
- The Chair of the Senate Organization & Government Committee (O&G)
- The Director of Assessment

#### *Management positions:*

- The Accreditation Liaison Officer (ALO) - Associate VP Undergraduate Studies (UGS)
- The Associate VP for Institutional Planning & Academic Resources (IPAR)
- The Associate VP for Graduate Studies & Research (GS&R)
- The Associate Dean of Undergraduate Studies
- The Associate VP for Administration (VPA)
- The Assitant VP for Student Affairs (VPSA)

#### *Other positions:*

- A representative of Associated Students (AS)
- A representative of support staff via California State Employees Association (CSEA)

#### **Attachment 4, Sample of Major Data Sets to be Reviewed and Analyzed**

- a. Summary of the Academic Priorities process, a three year university-wide effort that identified programs to be enhanced, maintained, discontinued, or placed in one of a variety of probationary conditions. This was a major project wherein resources and future curricular directions were explicitly linked.
- b. Summaries of the past four years of Program Planning recommendations under a policy that mandates inclusion of student learning assessment plans. These recommendations are forming the basis for a proposed new allocation process that may use growth monies.
- c. The developing University Portfolio of Good Teaching Practices in GE, derived from collection of student learning materials based on authorized assessment plans. It has not yet been determined how this growing portfolio will be linked to future resources.
- d. Departmental assessment matrices. While both regular budget and lottery funding has supported assessment initiatives, there is as yet no clear linkage of assessment outcomes and future allocations.
- e. Analytic Review of Survey Data
  - National Survey of Student Engagement. Anticipated uses of first report.
  - Graduating Student Survey. Review of past uses of these data.
  - Biennial Employment Survey. Review of past uses of these data.
  - Staff Satisfaction Data (Sirota Surveys). Analysis of current and projected uses.
  - HERI Faculty Satisfaction Data. Analysis of current and projected uses.
  - Student Satisfaction Surveys, both CSU (SNAPS) and local.
  - Surveys of Library use and demand
- f. Analytic review of existing budget and personnel allocation processes
  - the campus budget priority process
  - a summary of current and past actions of the Senate Budget Advisory Committee
  - procedures of the College Planning Councils in recommending tenure-line hires
  - recent and anticipated changes in annual allocations to colleges
  - impact of YRO (Year Round Operations) on annualized budgeting processes
- g. Budgetary and evaluation analyses of New Initiatives
  - MUSE and Peer Mentor
  - Survey and Policy Research Institute
  - Laptop computing project
  - Showcase for Learning
  - eComs and other student outreach investments, including international recruitment
  - academic partnerships, both regional and international
  - investments in NASA-Ames and the Metropolitan Technology Center
  - financial implications of AIM (Academic Innovation Model)
  - Center for Distributed Education, to support increased online offerings
  - international partnerships