

COVER PAGE
San José State University

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– List of Participants

San José State University (SJSU) is the sole applicant for this award.

– Application Abstract

San José State University's strategic plan has five focus goals: Spartan Pride, Unbounded Learning, Helping and Caring, Agility through Technology, and 21st Century Spaces. Since January 10, 2014, SJSU has instituted a number of innovative initiatives around these goals to support student success and facilitate graduation. The university created an extensive action plan focused on making the campus a more welcoming and inclusive environment. Many of these items involve creating and assessing innovative ways of impacting the academic success of under-represented students including changes to housing practices, orientation, and faculty and staff recruitment and development.

In 2014, SJSU replaced our outdated wireless network and expanded the network to include housing and all campus buildings. Also, select classrooms were enhanced with state-of-the-art audio, visual and lecture capture technology. Five classrooms and a mobile unit are now in use by faculty from across the university. Equipment has been purchased to upgrade a larger number of other classrooms and installation is currently underway.

In addition, SJSU has created an extensive "Ask Me" campaign to welcome and integrate students onto campus. Our GE guidelines were revised to allow for closer alignment with other CSU and California Community College requirements. To address the English and math remediation needs of our students, SJSU implemented a one-week, fully on-line math and English course in August 2014 and has begun to offer two versions of a flipped mathematics course. Momentum exists on campus to implement, assess, and adapt innovative initiatives focused on student success.

– Assurance and Signature

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

A handwritten signature in black ink, appearing to read 'Mohammad H. Qayoumi', written in a cursive style.

Mohammad H. Qayoumi
President, San José State University

Context

1. Please describe specific programmatic or institutional goals set ...

San José State University (SJSU) envisions a bright future guided by our Vision 2017 strategic framework. This initiative was developed collaboratively using input from the broad university community. During August and September 2011, SJSU President Qayoumi hosted 49 town hall meetings. The majority of these town hall meetings were open to all SJSU community members, while others were open to specific audiences (e.g., online forum, students, Academic Senate, emeritus faculty, Associated Students, Alumni Board, Tower Foundation Board, etc.). In addition to the town hall meetings, individuals were invited to participate in an online survey. More than 1,000 SJSU community members provided their input. Integral to the strategic planning process is the Strategic Planning Board (SPB). The SPB is a special agency of the SJSU Academic Senate and has broad campus representation. The SPB is charged with facilitating the creation, implementation, and continuous assessment of the strategic plan.

As part of Vision 2017, SJSU has set five goals.

- **SPARTAN PRIDE:** Develop vibrant, safe and welcoming communities that create a sense of belonging and instill Spartan pride.
- **UNBOUNDED LEARNING:** Enhance student success through continuous learning innovations.
- **HELPING AND CARING:** Create a culture of helping.
- **AGILITY THROUGH TECHNOLOGY:** Improve organizational responsiveness through an advanced technology infrastructure and by elimination of procedural obstacles.
- **21st CENTURY SPACES:** Provide gathering spaces and up-to-date facilities.

SJSU will achieve our strategic goals by aligning our resources and focusing the hard work and dedication of our faculty, staff, students and community members on our Vision 2017 goals. This strategic framework is used to guide SJSU as we continue to pursue excellence. These goals are used regularly in setting budget and other resource priorities. We believe that achieving these goals will increase the number of bachelor's degrees awarded and allow students to complete bachelor's degrees within four years, particularly for student groups that are underrepresented in higher education. Achievement of our goals will strengthen SJSU's campus climate and provide freshmen and transfer students with a culture that promotes academic and social success.

All of our strategies are directed at improving the retention and graduation rates of students at SJSU. They are focused on all the different aspects that impact the student experience including the physical campus, the welcoming environment, what happens in the classroom, and the processes and procedures required to go from admissions to graduation. The Vision 2017 goals remind everyone involved at the university that student success is their primary mission and help them focus ways to improve their campus function to ultimately serve students better. Our student-centered campus climate is already showing a notable increase in our retention and graduation rates as well as closing the achievement gap for under-represented minorities (URM) at SJSU.

2. Please provide a statistical profile of the students you serve, ...

Figure 1. SJSU Demographics

Headcount	Fall 2013		Total
	F	M	
AmInd	26	19	45
Black	512	508	1,020
Asian	4,710	5,379	10,089
PacIsl	101	128	229
Hisp	3,880	2,978	6,858
White	3,810	3,656	7,466
Foreign	1,331	1,359	2,690
Other	1,495	1,386	2,881
Total	15,865	15,413	31,278

SJSU is located in San José, California, the heart of Silicon Valley and one of the most ethnically diverse locations in the United States. SJSU is a public, comprehensive university offering bachelors and masters degrees in 134 areas of study to more than 30,000 undergraduate and graduate students in seven colleges. As one of the 23 campuses within the CSU system, SJSU is a leader in high-quality, accessible, student-focused higher education.

The extraordinary diversity of Santa Clara County provides the primary context for our students, faculty, staff, and community connections. The 1.8 million residents of Santa Clara County are 44% white, 26% Asian, 24% Latino/a, and 3% African American. The county has had a pluralist majority for many years, with more Asian and Latino/a immigrants than any

other Bay Area county. Currently, SJSU is ranked as the sixth most ethnically diverse institution for Master's degree conferring institutions in the West by *U.S. News & World Report* [1]. Figure 1 summarizes SJSU's gender and student ethnicity as of Fall 2013 for the university overall. Over the past six years, the demographics at SJSU have been changing. As of Fall 2014, SJSU is a Hispanic Serving Institution (HSI) as our undergraduate FTES exceeds 25%.

SJSU's long-standing student outreach programs have assisted in building the student community we have now. There are several factors that impact the ability of SJSU students to earn bachelor's degrees and graduate within four years. Lower retention and graduation rates for certain URM have been observed at SJSU over the past ten years. Of the 966 URM freshmen who entered SJSU in Fall 2012, the one-year retention rate was 83.6% as compared to 89.4% for non-URM students. SJSU is actively researching the causes of our achievement gap. We are noting several factors that contribute to this gap—some that SJSU cannot control such as financial and/or family obligations. Others that we can control include campus facilities and a welcoming, supportive environment.

Figure 2 shows our six-year graduation rates from Fall 2006 through Fall 2008. The six-year graduation rate is 46.2% for the Fall 2007 cohort of entering freshmen, less than comparable California State University (CSU) campuses. While six-year graduation rates at the university could be higher, the freshmen six-year graduation rate for African Americans (averaged over three years) is 36.0%. This rate is truly dismaying and unacceptable. For Latino/a freshmen, their six-year graduation rate is improving, but it is still below the general university rates. SJSU has created African-American and Latino/a student success task forces through which faculty and staff are working to research factors impacting URM student success and develop and assess initiatives to enhance URM student success.

¹ U.S. News and World Report. (2010). Campus diversity ranking. *America's best colleges 2010*.

Figure 2. 6-Year Graduation Rates by Ethnicity: First-Time Freshman for selected ethnic groups at SJSU

	3 Cohort Average			Fall 2006			Fall 2007			Fall 2008		
	No.	Degree	% Rate	No.	Degree	% Rate	No.	Degree	% Rate	No.	Degree	% Rate
Total	2,853	1,321	48.1%	2,728	1,263	46.3%	3,276	1,563	47.7%	3,598	1,789	49.7%
AfrAm	236	84	36.0%	237	85	35.9%	268	98	36.6%	246	87	35.4%
Latino/a	553	207	40.2%	521	193	37.0%	677	267	39.4%	768	330	43.0%
Filipino/a	306	136	45.0%	268	115	42.9%	350	155	44.3%	394	185	47.0%
White	699	348	52.0%	719	364	50.6%	793	403	50.8%	988	534	54.0%

In addition, a significant percent of incoming freshmen are remedial in mathematics or English; in Fall 2012, out of 3,384 new SJSU freshmen, 258 freshmen were not proficient in mathematics (7.6%), 636 were not proficient in English (18.9%), and 391 were not proficient in both mathematics and English (11.6%). Remediation adds at least one semester, and possibly two semesters, to a student’s college career. This affects a student’s chance to graduate within four years. A student’s incoming academic skills would also affect their ability to succeed academically. SJSU is utilizing innovative strategies including stretch classes, flipped classes, and early start programs to address the remediation needs of our students.

As of Fall 2014, there were 690 veterans and 35 declared former foster youth, although the true number of both is potentially much higher. SJSU has developed specific advising and support services for both veteran’s (VITAL) and former foster youth (Guardian Scholars). Both of these programs involve leadership development and peer mentoring targeted to improve student engagement on campus and academic success. SJSU also has a large population of first generation college students. These students have unique needs for academic support which are met through SJSU’s GENERATE program. This program provides resources for families, peer mentors, and many student support events to build community and engage the first generation students in the SJSU community.

Fall 2012 data lists 1,326 Pell freshmen enrolled at SJSU out of 3,384 total freshmen; this indicates close to a third of our students have financial need. Because of this high percentage of students with financial need, a large percentage of SJSU undergraduates work and/or attend SJSU part-time (6 units or less). In Fall 2013, 4,979 (19.3%) SJSU undergraduates were part-time; for URM students, this number is even higher (20.7%). This affects a student’s chance to graduate within four years. Internal studies also show that many full time students at SJSU are also working full or nearly full time. This can impact their academic success and graduation rates. While their outside employment is outside of the control of SJSU, we factor this into student success services and advising to make sure we are best meeting the needs of our students.

SJSU is working on a broad range of initiatives to support the needs of our diverse student population. This includes policy revisions to graduate high unit students, ensure all majors are 120 units or less, and align General Education requirements closely with other CSUs and CA community colleges. Academic support services have been introduced for targeted groups such as URM, veterans, and first generation students as well as expanded advising and peer mentoring for all students through newly created college student success centers. We have created an extensive action plan on diversity and inclusive excellence to make SJSU a community where all feel welcome and thrive. We have enhanced our wireless network and communication technology, including creating advanced classrooms that facilitate new forms of learning.

3. Please describe key policies, practices, and/or systems in place prior to January 10, 2014, ...

The Executive Summary of SJSU's Vision 2017 strategic plan is attached in Appendix B. This plan shows the involvement of all the university's divisions towards our goals of supporting student success and facilitating graduation. Some specific examples of initiatives instituted before January 10, 2014 are described below.

SJSU's Unbounded Learning goal directly addresses enhancing learning opportunities to improve academic success and graduation rates. Over the past few years, SJSU has made great strides in reducing obstacles to student success including work on increasing the retention and graduation rates. One of the significant policy changes was Presidential Directive (PD) 2009-05, Graduation and Change of Major. Through this PD, undergraduate or graduate students are precluded from enrolling in any additional state-supported courses when they have already met all necessary requirements for the degree for which they have matriculated. All students must declare a major by 60 units. Students who have earned 90 units or more may not change majors except by special permission.

Another key policy to achieve the Unbounded Learning goal was to aggressively follow CSU requirements to reduce all degrees to 120 units. All undergraduate programs were required to submit new degree plans to the university by December 2013 and the new 120 unit degree plans became effective in Fall 2014. SJSU was the only CSU to fully implement the 120 unit policy for all undergraduate majors beginning Fall 2014.

SJSU has also been active in promoting timely graduation for transfer students from California Community Colleges (CCC's). The Student Transfer Achievement Reform Act (STAR Act) enables the CCC's and CSU to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system. If the student follows a Star Act Transfer Model Curriculum (TMC), the transfer student just needs to complete 60 upper division units at a CSU to degree his undergraduate degree. The number of approved TMCs for transfer to SJSU is increasing each year: 39 TMCs in total were approved for the Fall 2014 academic year.

The *CSU Retention & Graduation Initiative: Closing the Achievement Gap* was an initiative set forth by the Chancellor's Office in Fall 2009 to challenge all 23 campuses to increase their retention and graduation rates for first-time freshmen and transfer students. In Fall 2009, SJSU convened a Retention and Graduation Delivery Team to implement SJSU's Retention & Graduation Initiative Plan. Progress reports on the Retention & Graduation Initiative Plan are included in Appendix B. To support SJSU's retention and graduation initiative, six of the seven academic colleges at SJSU have created college advising centers.

Through its Agility through Technology goal, SJSU has expanded its Office of Institutional Research (OIR) and renamed this unit, "Institutional Effectiveness & Analytics" (IEA) to reflect its focus on its role in analyzing data as well as emerging predictive analytics. IEA delivers factual data, assessment information, decision support, and analyses to support the educational mission of SJSU. With respect to our graduation retention initiative, IEA has developed an electronic dashboard, "Student Success Milestones" that allows SJSU faculty, staff and administrators monitor both frosh and transfer students' progress at SJSU [2].

2 SJSU Student Success Milestones. Available: <http://www.iea.sjsu.edu/Reports/ssm/default.cfm>

Another Unbounded Learning initiative impacting student success at SJSU was developing MOOC courses for credit. In Fall 2012, an SJSU team of administrators and faculty decided to use and develop MOOC materials in for-credit courses [3]. First, we wanted to lower the cost of courses for our current, very diverse student population and create more flexible scheduling. Second, SJSU was interested in improving learning outcomes and increasing student motivation. We were interested in two different models. One was to use previously created edX materials in traditional blended or flipped courses, and the other was for our faculty to create completely new online courses partnering with Udacity.

SJSU's first venture with a MOOC provider began with SJSU faculty visiting edX in the summer of 2012. They decided that the SJSU Electrical Engineering 98 Circuit Analysis (EE 98) course could use some of the edX MITx6.002x Circuits and Electronics online materials. Instead of a fully online course, the SJSU course would have the traditional on-campus format but would use the edX materials for a new flipped pedagogy during the fall 2012 semester. Before the flipped pedagogy, 40% of the students received a C or lower on the midterm. Students in the Fall 2012 course did much better, with only 9% receiving a C or lower. In previous sections of EE 98, an average of 65% of students passed the course, but in the fall 2012 course a full 91% of students passed. This success provided grounds for further experimentation for the flipped methodology using edX materials in additional sections of EE 98.

During the spring semester 2013, SJSU and Udacity created an additional project, called SJSU Plus, to co-develop three courses. SJSU was attracted to Udacity's course materials because of their inquiry-based approach mixed with engaging, short tutorial videos and frequent questions. The three courses were MATH 6L (Entry Level Mathematics), MATH 8 (College Algebra), and Stat 095 (Elementary Statistics). For the summer 2013 term, SJSU increased the SJSU Plus offerings to include PSYC 1 (General Psychology) and CS 46 (Introduction to Programming). Teams of SJSU faculty, who were paired with Udacity course developers, developed the inquiry-based instructional strategy and content. Research on the SJSU Plus courses found that matriculated students performed better than non-matriculated students and that, in particular, students from the partner high school were less successful than other students.

In 2010, San José State became the first CSU campus to pilot Statway. This program gives students in certain majors that require statistics to fulfill their B-4 area of general education a pathway to complete two semesters of remedial math and their statistics requirement in two semesters. Students do this through a process called "productive persistence" that has proved to be very successful. Because of the heavy reading requirements of the program, we only allow students in the higher level of developmental writing to enroll in Statway. Both the SJSUPlus courses and STATWAY assist students in taking required courses. This will lead, we believe, in increased retention and graduation rates.

Another initiative that impacts students' process to degree is the Degree Audit. Both SJSU students and faculty have access to this tool which monitors a student's academic progress to degree. The report provides a detailed summary of a student's degree requirements – both completed and those they need to complete. SJSU has updated the degree audit system based upon best practices at other CSUs. SJSU has almost completed updating the major degree component of our degree audit system that will allow students and their academic advisors to better track their progress to degree.

3 Cheal, Catheryn. "Creating MOOCs for College Credit" (Research Bulletin). Louisville, CO: EDUCAUSE Center for Applied Research, August 14, 2013, available from <http://www.educause.edu/ecar>

4. Please describe key changes to policies, practices, and/or systems that you have initiated since January 10, 2014, ...

Our 2017 Vision Framework has outlined five goals to help SJSU reach its brightest future. These goals are: Spartan Pride; Unbounded Learning; Helping and Caring; Agility through Technology; and 21st Century Spaces. We will describe the various initiatives instituted since January 2014 at SJSU and relate them to our goals.

Spartan Pride

In 2014, Student Affairs coordinated a vast array of welcoming events to create a warm campus environment for incoming students, including information booths and infrastructure support from campus units. One of the events was the highly successful “Ask Me” campaign, during which faculty and staff wore buttons reading “Ask Me” to assist new students with any questions they might have. During this time, campus community members volunteered 362 hours of time over the course of 5 days at campus “Ask Me” booths. Programs like “Ask Me” bring the SJSU community together in special ways, both obvious and subtle, and help develop a strong sense of Spartan Pride. Orientation material was also redesigned to integrate components of a good academic citizen with pride in being an SJSU student.

SJSU also launched its “*Powering SJSU*” branding program. This project involves utilizing traditional and social media to humanize and celebrate members of SJSU communities (students, faculty, staff, and alumni). Widely advertising the successes of our diverse SJSU community members instills pride in SJSU as well as motivates students to reach their full potential.

Unbounded Learning

Effective Fall 2014, we have revised our GE guidelines. We are doing so in order to help our students, particularly transfer students, and their advisors more clearly understand and interpret the writing requirements of our GE program. This change will be particularly beneficial, as it will more closely align SJSU with other CSU and California Community College requirements. For some students, this will allow for more timely completion of requirements, leading to improved retention and graduation. Moreover, the new GE guidelines created a process in which departments seeking (new) programmatic GE modifications can submit those requests to SJSU for approval. President Qayoumi signed this policy into effect on April 24th 2014. The policy is given in Appendix C.

In addition, although three CSU campuses have a physical education requirement in Area E General Education and a number have it as an Area E elective, SJSU is the only CSU campus with a physical education requirement for graduation. Often times the PE classes fill up quickly with students who are taking them as an elective, causing those who need them as a graduation requirement to suffer, and even put off graduation pending completion. In order for several departments to reduce their major requirements to 120 and to more closely align our requirements with other campuses in the CSU System, the SJSU Academic Senate enacted S14-11 to allow programs temporary exception for the two required units of physical education until the programs next planning review. President Qayoumi signed this policy into effect on August 8th 2014. The policy is given in Appendix C.

Helping and Caring

In accordance with the above listed goals, we have implemented various practices related

to diversity and inclusive excellence to best serve our student population. The Special Task Force on Racial Discrimination, formed in response to alleged hate crimes on SJSU's campus, completed its evaluation in April, 2014. Chaired by retired Santa Clara County Superior Court Judge LaDoris Cordell, the task force provided more than 50 recommendations to the University. Since that time, administrative and Academic Senate leaders have thoroughly reviewed each recommendation and created a comprehensive action plan, see Appendix C. This has resulted in a large number of changes in 2014 across all divisions of the University.

The President's Commission on Diversity researched the best practices regarding diversity engagement and inclusive excellence and dialoged with the greater campus community to collect feedback regarding the function and possible organizational structure. Following this dialog, President Qayoumi committed to hiring a cabinet level Chief Diversity Officer and staff to support that role. Recruitment for these positions will begin in Spring 2015.

Training and programming for diversity and inclusive excellence for housing residents was augmented in Fall 2014. Housing also designed and implemented new protocols for the interaction of RAs and housing students to help ensure for a more welcoming and safe living environment. In 2014, housing worked with interested student organizations to design a new themed living community (Black Scholars Community). In Summer 2014, an optional half day program on diversity was added to frosh orientation as a pilot. A committee designed to enhance diversity components of frosh, transfer, and graduate student orientations met throughout the Fall 2014 semester to work on changes that will be implemented in the upcoming orientation programs.

Also, resources to help faculty be inclusive in their teaching were enhanced including the creation of a workshop utilized at the new faculty and lecturer orientations as well as offered multiple times during the semester for all faculty, a lending library with resources on diverse learning styles, a series of video clips on best practices for inclusive teaching, and the Diversity Speaker series. Faculty Affairs and Human Resources redesigned their websites and recruitment protocols to ensure for a more diverse applicant pool for faculty and staff positions. We have also redesigned our main university's diversity website and campus reporting tools to ensure that visible, user-friendly tools are readily available to report hate crimes and/or inappropriate and bias-based conduct. The President's Commission on Diversity, which meets twice a month, will assess all of these projects as well as manage new initiatives on diversity and inclusive excellence to make sure our campus continues to grow in creating an environment that supports the learning and success of all our students.

A formal Presidential Directive issued in November establishes SJSU as a smoke free campus (effective August 1, 2015), forbidding the use of all tobacco products. This was a byproduct of considerable effort from a number of SJSU organizations, including the Academic Senate, Associated Students, COUGH (a student organization), the Health Center, and the Alcohol and Drug Abuse Prevention Committee. Acknowledging that this transition may be challenging for some, the campus plans to enhance its smoking cessation programs and education. Faculty and staff also have access to free cessation counseling on campus. Through the health center, students can make appointments for cessation counseling and will be able to purchase discounted nicotine patches and gum.

Agility through technology

In 2014, all students placed into remedial English were required to participate in Early Start, a program where underprepared students attend school the summer before the semester

starts in order to bring them up to a university writing level. Because of this, English offerings will necessarily need to be expanded. Additionally, in the past there has been a compliance problem during the first and second years of the program. Therefore, those who did not comply with the Early Start requirement were required to attend a mandatory workshop before registering for their spring classes. However, non-compliant students were not penalized during the second year because so many of the students reported that they were being turned away from their local campuses because needed classes were full. Because of this, SJSU implemented a one-week, fully on-line math and English course in August 2014. We have also begun to offer two versions of a flipped mathematics course where students can complete the class content online and come to class for proctored exams. Through these methods, we hope to determine which method of instruction fosters more success with students, while helping them conquer the issue of overcrowded classrooms and successfully graduate.

21st Century Spaces

SJSU has undergone a comprehensive technology upgrade; an article summarizing these efforts is included in Appendix C. As part of that initiative, SJSU implemented a complete replacement of our outdated wireless network. This resulted in a wireless network with triple the capacity and speed. We also expanded the network to include university housing and all campus buildings. SJSU's wi-fi service now spans nearly six-million square feet of indoor space. A comprehensive and reliable wireless network is a key component of student success in the digital age when much of the course material and course interactions takes place online. With our robust and stable network now in place, SJSU is focusing on modernizing our learning spaces as part of our Next Generation classroom spaces. These current efforts involve enhancing our classrooms with state-of-the-art audio, visual and lecture capture technology. This technology will enhance collaborations and communications with students and faculty/invited speakers—both onsite and in remote locations. Five classrooms and a mobile unit have been completed and are in use by faculty from across the university. Equipment has been purchased to upgrade a large number of other classrooms. Faculty and technology staff are currently working together to determine what equipment will be installed in which classrooms with the goal of having the equipment installed by the end of Spring 2015.

Here are some examples on how these Next Generation classes are being used today. Student groups from the School of Journalism and Mass Communication presented their advertising projects to industry experts, including a New York ad agency. Through virtual classes conducted via WebEx and multimedia course content, Public Health students gained real world and global experiences by connecting with an Alebrije artisan community in Mexico. The Connie L. Lurie College of Education instituted collaborative technology applications such as Skype, WebEx and Canvas (learning management system) to extend the classroom experience—this led a to research project evaluation of 21st century classrooms. Awards to encourage assessment and innovation in the classrooms exist at SJSU that will facilitate the assessment and expansion of this technology amongst faculty in the coming years.

5. Please describe any changes to policies, practices, and/or systems you will implement after January 9, 2015, ...

SJSU will be updating its impaction criteria to request to supplemental admission criteria, that is to add lower division courses that incoming transfer students must complete before matriculating to SJSU. Our data shows that incoming STEM transfers are enrolling in too many lower division math, chemistry and/or physics courses that are articulated widely between the CSU System and California Community Colleges. Thus, to increase the success of these incoming STEM students, SJSU will request from the CSU Board of Trustees to require these courses beginning in Fall 2016. For programs in Humanities and Arts that have Transfer Model Curriculum programs for the Associate Degree for Transfers (SB 1440), the College of Humanities and Arts will recommend or require these degrees depending on our enrollment situation. Incoming pre-nursing transfers will also need to complete all lower division coursework required for admission to our BS Nursing program.

SJSU was notified in October 2014 that it had received a five-year grant from the U.S. Department of Education under the *Strengthening Institutions* program. Appendix D contains a press release for this grant as well as main objectives and timeline for this project. SJSU's work under this grant will begin in January 2015. SJSU's Title III activities are comprised of three components: *Component 1: Implementing Systematic Use of Information Tools to Monitor Student Success*; *Component 2: Institutionalizing First-Year Experience Courses*; and *Component 3: Development of Strategies for High-Needs Freshmen Students*. Many of these components are inter-related and work in unison to meet the goals of SJSU. The overall initiative will be called Project Succeed.

Component 1: Implementing Systematic Use of Information Tools to Monitor Student Success: We will integrate the monitoring of our first-year programs to be able to create an integrated student success plan for our students. Under the grant, we will work closely with SJSU's IEA in analyzing our baseline data points and in developing reporting strategies for tracking and reporting our retention and graduation rates on an annual basis. IEA will develop institutional tracking and reporting systems that facilitate both global and more specific assessments of students. SJSU is testing a new procedure for monitoring certain groups of students and their performances in classes; this intrusive advising has been found effective in retaining students at Historically Black Colleges and Universities [4]. Student-Athlete Success Services and EOP at SJSU are conducting grade checks using an on-line early alert software package, *GradesFirst*. Both units have obtained university approval to conduct these grade checks. We intend to expand this grade checking effort using *GradesFirst* to all freshmen. Once Student Academic Success Services receives information that a freshman is struggling academically in a class, academic advisors and peer advisors will contact the student and provide them with the appropriate academic services.

SJSU currently uses the MySJSU web-based student management system, built on the Peoplesoft platform, for student and employee self service. As part of Project Succeed, the student success programs will be coded into MySJSU. Then advisors and faculty will be able to see the student success programs in which the students are enrolled. Student support services will

4 Ponder, H. (2006). What makes African American students successful at Historically Black Colleges and Universities. In F. Hale (Ed.), *How black colleges empower black students*. Stylus.

be integrated with freshmen and transfer orientations, First Year Experience (FYE), advising, and peer mentoring to address the complex and holistic needs of our students.

Component 2: Institutionalizing First-Year Experience Courses. FYE programs are linked with higher retention and graduation rates, better academic performance, more student involvement with campus activities, more frequent and meaningful interactions with faculty and other students, and positive student attitudes and perceptions of higher education [5]. Beginning Fall 2013, to give all incoming students a first semester experience, SJSU required full-time freshman to take a GE Area E course in the Fall. Area E courses have the learning objective to help students understand themselves in terms of their stage of development in the context of the university system. Project Succeed will enhance the effectiveness of this by engaging faculty in new teaching strategies, tailored for high needs students, and creating incentives for faculty to revise their courses. Each semester in Years 1-3, beginning in Spring 2015, we will sponsor FYE Workshops for faculty teaching Area E courses through SJSU's Center for Faculty Development.

Component 3: Development of Strategies for High-Needs Freshmen Students. This effort has four thrusts: 1) Block Scheduling, 2) Student Learning Communities, 3) Peer Mentors, and 4) Faculty Mentor Program. This component of Project Succeed is to foster a sense of community among freshmen high-need students through the organization of students into student learning communities. We will adapt the existing FYE block scheduling models from other institutions [6] to create close-knit communities among freshmen students that additionally satisfy GE requirements. We will block schedule all incoming freshmen into at least two, preferably three, courses each semester. These courses will satisfy GE requirements.

For URM students, we will establish student learning communities (SLCs), each with 25 freshman students, to serve a total of 1,000 freshmen each year. We will phase in the SLCs over the five years of this project. Peer mentoring will be a central feature of our project. The program will build upon the "I Can, I Will" Mentoring Program which has been piloted by SJSU's EOP program. Participants are empowered through purposeful weekly meetings with trained peer mentors who provide motivation, accountability, a process for engagement with the campus, assistance in developing a "road map to college", and a sense of community.

Faculty-student mentoring can have direct impacts on URM student efficacy and retention. Indeed, the frequency and quality of student-faculty contact may be the most important determinant of URM students' academic performance and overall adjustment to college [7]. SJSU faculty will be matched with 5 freshmen URM students each and meet several times throughout the students' first year. The newly implemented student-faculty mentorship program will focus specifically on African American and Latino/a students. The primary focus will be on increasing the frequency and duration of faculty-student interactions and fostering positive interactions that will improve students' self-esteem, persistence, and sense of belonging.

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- 5 Pascarella, E. & Terenzini, P. (2005). *How college affects students, Volume 2: A third decade of research*. Jossey-Bass; Jamelske, E. (2009). Measuring the impact of a University First-Year Experience program on student GPA and retention. *High Ed: Int J High Ed & Ed Pl*, 57(3), 373-391; Barefoot, B. O. et al. (1998). Exploring the evidence: Reporting outcomes of first-year seminars. *Monograph of the National Resource Center for the First Year Experience and Students in Transition*, Monograph 25, Volume 2.
- 6 Siegel, M. & Cutright, M. (2005). The first year at Texas A&M University-Corpus Christi. In B. Barefoot, et al. (Eds.) *Achieving and sustaining institutional excellence for the first year of college*.
- 7 Santos, S. & Reigadas, E. (2004-2005). Understanding the student-faculty mentoring process: Its effects on at-risk university students. *J Col St Ret*, 6(3), 337-357; Johnson, W. (2007). *On being a mentor*. L.Erlbaum.

6. Please discuss how the changes described in your responses to the previous items will impact the average cost to award a bachelor's degree...

With our coordinated campus-wide efforts to improve student success, time to degree is decreasing for our full-time students. SJSU has significantly reduced our high unit seniors (students who have earned over 150+ units) and has changed the advising culture to “Make Every Class Count”. The most important policy change that SJSU has just operationalized is that all major undergraduate degree programs are at 120 units, including traditionally high unit programs such as those found in engineering, science and the arts, Appendix E. This strategic move will reduce time to degree and will reduce the cost of a bachelor's degree. For our STEM students and undeclared students, we require mandatory advising every semester so we can make sure they are making timely progress to their degree. For the undeclared students, we require students to declare at 60 units. If they do not, SJSU places a hold on their enrollment until they meet with an advisor and declare a major.

Approximately 200 transfer students are participating in the SB 1440 Associate Degree for Transfer. SJSU strongly encourages this program because it is a “win-win” for students. This cohort knows exactly which courses (60 units) that they need to complete to graduate with their bachelor degrees.

To assist our STEM transfer students enroll in upper division coursework during their first year at SJSU, we are requesting from the Chancellor's Office to add supplemental course criteria to our impaction program. We have determined that many entering STEM transfer students wait to take their lower division math and science courses until they matriculate at SJSU. These courses are widely articulated at California Community Colleges so these students can easily complete them at a two-year college, but they choose not to. Thus, they take seats away from our freshmen who need these classes. If these STEM transfer students complete all their articulated lower division math and science courses before they enter SJSU, they could drastically reduce time to degree and lower their costs of a bachelor's degree.

All these efforts demonstrate SJSU's strong commitment to reduce time to degree which is directly related to reducing cost per degree. SJSU has worked strategically through policy and program refinements to help our students graduate in a timely fashion and not accumulate unnecessary units that do not count toward their particular degree.

7. Please describe any risks or tradeoffs involved in the changes you are implementing and ...

The changes that we are implementing require careful monitoring of our students' progress to degree, paying particular attention to our underrepresented minority (URM) student cohorts. For example, we plan to use proactive academic advising and "early alert" programs that identify students who need academic services such as tutoring or mentoring or a referral to counseling services or career services. Mandatory orientation for our frosh and transfer students will help our students' transition to SJSU and enroll in the appropriate classes. The Colleges of Science and Engineering require mandatory advising each semester for their students to make sure they are making progress towards degree in STEM majors. Our undeclared and undeclared-pre-nursing students also must meet with an academic advisor at least once a year through our Academic Advising & Retention Services Program. To provide increased access to staff academic advisors, tutors and peer mentors, six of the seven colleges now have college advising/success centers. Faculty and staff work collaboratively to ensure that our students are making progress to degree. By monitoring students' progress to degree as well as providing a thriving environment at SJSU, our overarching goals are to reduce time to degree and reduce the costs of attending SJSU. With these efforts in place, we are beginning to see results especially with first-year retention rates and six-year graduation rates.

On the flip side of this strategy is the fact that a certain number of students leave SJSU. During the Spring 2015 semester, Student Academic Success Services will investigate this observation through a grant from the CSU System. We plan to collect student data through a three-pronged approach, using a survey that will be given through phone interviews, electronic surveys and/or mailed paper surveys. In the case that we are unable to reach the former student through either phone or email, we will send the survey in paper format with a pre-stamped return envelope. We expect that the resulting disaggregated data will help us develop and/or refine our student success policies, practices, programs and services. Our Office of Institutional Effectiveness and Analytics will provide student programs, contact and demographic information for first-time freshmen who left SJSU after completing no more than two semesters. The cohorts that we will contact are first-time freshmen who entered SJSU during the Fall 2011, Fall 2012 and Fall 2013 semesters and left SJSU. We hope to interview at least 300 students who left SJSU with an emphasis on African American and Latino/a students.

We will know our project is successful when we increase our retention rates and make data-driven decisions on strengthening current retention efforts and/or developing new ones. Also, we hope that former SJSU students will be willing to tell us their stories of why they left SJSU. By Summer 2015, we should know if clear trends, such as patterns of non-returning students, emerge to guide our next steps. Our short term metrics/targets will be students who might return to SJSU. We hope to connect these returning students to an academic advisor who will work with them to help ensure their successful return to SJSU. The long term metrics/targets will be increased retention rates of our students, especially our URM students. We will use our new Graduation Initiative 2025 goals that seek to close the achievement gap of our current URM students to 6%, thereby further improving our 6-year URM/non-URM Graduate Rate Gap Goal.

We hope that if we understand why students leave, we can develop appropriate interventions that will deter students from leaving. Realistically, though, students do leave SJSU for reasons beyond SJSU's control (as monitored through semester course withdrawal petitions). These reasons can include sudden illness, family issues, financial difficulties and changes in

employment. However, we try to work with these students before they leave so they can return in good academic standing. In some cases, especially for financial reasons, lower division students decide to attend community colleges before returning to SJSU as upper division transfer students.

Since SJSU plans to update its transfer impact criteria to include specific coursework for some programs, particularly for science and engineering programs, we hope that entering transfer students will be more prepared to immediately enroll in upper division coursework. We feel that it is too risky for STEM majors to transfer to SJSU without the foundation of major specific math and science courses—they are essentially junior level students, but enrolled in freshmen courses. It should be pointed out that these lower division courses are well articulated at California Community Colleges—access is not an issue. This is an extremely risky situation because if they do not succeed in STEM programs, SJSU must work with these unsuccessful students to find new non-STEM majors for students that have earned 100+ college units. Thus, we are reducing this risk by requiring this cohort of students to enter with these courses completed.

SJSU also recognizes the value of the Star Act Associate Degrees for Transfers and has developed appropriate degree roadmaps for this growing cohort of transfer students. In the future, we hope that our local community college “feeder” schools offer more ADTs and they improve their infrastructure for posting these degrees in a timely fashion as well as sending transcripts electronically to SJSU.

Many SJSU students are forced to work full or part time jobs, some students even working multiple jobs in order to afford to support themselves and/or pay for their education. As a result, these students are only able to attend school part time. In comparison with other CSUs, SJSU has a very high percentage of low income, first generation students. We have always been proud to serve the underrepresented portion of the population, those that many other colleges overlook. By implementing these changes, we run the risk of pushing out many of these students, and losing what it was that appealed to them in the first place. As a recently recognized Hispanic Serving Institution, it would be a significant loss if we were to lose a portion of our minority population, especially considering they make up the majority of our student body. College has traditionally been a place for exploration and inspiration, where teenagers can transform into young adults. Not everyone knows exactly what they want to do with their life at 18, which is why many students end up in a major that’s not right for them. By making it more difficult for students to change their major, particularly considering impact forces some students to enter school in a major they either don’t want or aren’t attracted to, we run the risk of trapping them in a major they don’t want, causing them to lose interest and become disenfranchised, which in turn could cause their grades to drop, and potentially, cause them to drop out of school altogether. One way to mitigate these issues is to work with our students and encourage them to take some of their course work at a pre-approved community college. This will allow students to explore their options while still safely continuing on the path towards graduation. Another tactic we can take is to provide counseling and student services to students on a more systematic basis.

We will be monitoring these impacts by tracking our retention and graduation rates of all students, with particular attention to URM students, and coupling this with information we learn from our surveying of students who leave SJSU. We will then re-evaluate the impact and risk of these practices given that information.

8. Please describe your key strengths and assets for encouraging a culture of innovation ...

A key characteristic of SJSU that sustains our culture of innovation is the strong relationships among faculty, staff and administration. SJSU has had a Faculty Council (now the Academic Senate) since 1953, making it one of the oldest institutions in California with a faculty/student/administration body. In 1963 the Board of Trustees of the new State College system mandated creation of councils or senates on every campus. At SJSU, the Faculty Council was replaced by the Academic Council. The Academic Council's membership included both faculty representatives and top administrators. A revised constitution was adopted in 1974, when the title "Academic Council" was changed to "Academic Senate." Today the SJSU Academic Senate continues in its long tradition of shared governance, serving as the principal agency for the formulation of policy for the University, see Appendix F. It is assisted by its structure of policy and operating committees. The Senate communicates its recommendations to the President on policies and procedures for faculty affairs, curriculum, instruction, student affairs, finances, and other matters relating to the welfare of the University. The Executive Committee of the SJSU Academic Senate is composed of all faculty Senate officers, the President, the Provost, the Vice President for Administration and Finance, the Vice President for Student Affairs, the Vice President for Advancement, and the President of the Associated Students. Inclusive, shared governance also comes from our active Associated Students and University Council of Chairs and Directors. The President and senior leadership work closely with all of these groups to encourage innovation and motivate campus stake holders to adapt and improve our campus.

It is the close working relationship of the faculty, students and administration at SJSU that is a key strength and asset in maintaining and encouraging a culture of innovation and adaptability at our institution. SJSU is under the visionary leadership of President Qayoumi. Leadership at SJSU is defined by a belief that shared decision making and collaborative university governance is at the core of our culture. With this inclusive approach as a guide, President Qayoumi and the university's leadership promote discussion and engagement among faculty, staff, students and the community.

There is a strong existing campus culture to support student success in a uniform and consistent manner across the colleges. The university is working and will continue to work as a team to increase the retention and graduation rates of all our students. The academic advising and student success services in the departments are supported by the college student success centers which are in turn supported the university level Student Academic Success Services. This stable, team based approach provides expertise and support that can be leveraged so that departments and colleges can innovate new ideas of supporting students while continuing to provide the basic level of support needed.

Development and implementation of our Vision 2017 strategic plan is indicative of a strong culture for innovation and adaptability. The goals outlined in that plan were created after extensive campus wide dialog between administrators, faculty, staff, and students. Upgrading our campus technology and our communication infrastructures are two integral components for three of the five goals in Vision 2017. Having a strong technology infrastructure for SJSU allows our students, faculty and staff to improve student success from classroom experiences to campus-wide wi-fi access to technology-driven applications that streamline campus processes in student records and enrollment, finances and other mandatory campus operations. These three goals also allow SJSU to continue to be innovative, especially given our location in Silicon Valley. Through this extensive project that is still continuing at SJSU, SJSU can now support

our goals of “Unbounded Learning”, “Agility through Technology” and “21st Century Learning Spaces” as envisioned by SJSU’s Vision 2017 Strategic Plan. Our current classroom experiences utilizing this technology are quite promising and will catalyze other innovations that use these technologies. SJSU is building on this momentum to create a culture on campus of assessing and innovating ways students learn in the 21st century.

9. Please describe your strategies for engaging stakeholders (such as students, faculty,...

Vision 2017, our University's strategic plan described in Item 1, was developed through an intense, campus wide consultative process. Continued engagement of the campus in policies and practices related to its initiatives is done through the campus representative bodies of the Academic Senate, Associated Students, and the University Council of Chairs and Directors. Also, in order to help facilitate URM (Underrepresented Minority) students, task forces have been created to facilitate improving URM retention and graduation rates. Student organizations are also utilized to engage students in the Vision 2017 goals. Student Involvement provides a formalized, comprehensive framework for working with the student organizations including providing clarity of university policies and leadership development.

The sustainability of initiatives on SJSU's campus is also strengthened by our close ties with alumni, industry, and community leaders in Silicon Valley. To prepare students for an ever-changing workplace and to enhance students' learning experiences, the traditional campus community must be expanded through partnerships with local, regional and global organizations—including public, private, for-profit and nonprofit organizations. According to a Hart Research Associates study [8], employers express the greatest confidence in the following practices to help students succeed beyond graduation: developing research questions and conducting research, completing a project that demonstrates acquired knowledge and completing an internship or community-based field project. SJSU has a number of innovative programs to connect our students with the world beyond the university. This includes CommUniverCity, a city/neighborhood/university partnership that provides community based, service learning opportunities for our students across all the colleges, see Appendix G. Also, our Career Center developed Spartan Staffing, a “first in the nation” staffing service model to make sourcing easier for employers, especially small and medium companies, by offering a cost effective service to identify qualified candidates and provide skills assessments and placement service, see Appendix G. We also host “Innovation Contests” at local companies where students across colleges (such as engineering, business, and the arts) work on teams to solve real world problems, see Appendix G. Through these events, students also get exposure to local industry and alumni.

SJSU does outreach with the Silicon Valley tech industry, most notably through the SVLS (Silicon Valley Leadership Symposium). The SVLS is a free weekly event that is hosted by the Charles W. Davidson College of Engineering, see Appendix G. The SVLS hosts technology and industry leaders to speak about technology and business trends. Some of the featured speakers include: Caroline Atherton, Executive VP, Human Resources, Hewlett-Packard, Cindy Reese, Senior VP, Worldwide Operations, Oracle Corporation, and Raji Arasu, Chief Technology Officer & VP, Stubhub. This event is attended by a large amount of SJSU students in order to gain helpful insight into various fields, such as advanced computing or environmental issues. Not only does these events help students, but allows SJSU to become an integral part of the local technology industry.

8 Hart Research Associates. It Takes More than a Major: Employer Priorities for College Learning and Student Success (An online survey among employers conducted on behalf of the Association of American Colleges and Universities). April 10, 2013.

10. Please describe how the changes described in this application will be sustained within your existing financial resources...

Over the past five years, SJSU have greatly improved the climate of the campus by going from a reactive to a proactive campus. A major component of this change has been the implementation of the Student Success, Excellence and Technology Fees (SSETF). This student fee was created to subsume existing miscellaneous class fees and instructionally related activities fees as well as generate new revenue for student success initiatives. The additional fees are utilized to:

- 1) Provide enhanced and comprehensive support for Student Success Services and Student Athlete Success Services to improve graduation for all students through a variety of evidence based, best-practice student support and high impact practice programs.
- 2) Deepen and strengthen student learning by providing innovative and effective technology-enabled learning experiences for students that were not otherwise budgeted.

The focus of the SSETF revenue on these goals allows the campus the ability to sustainably support innovative student success initiatives. SSETF provides both continued support of long term projects (such as the college student success centers) as well as annual one-time funding for innovative projects related to the goals described above. Some examples of projects funded with SSETF funds:

- 1) College student success centers
- 2) Programming by the URM student success taskforces to enhance students services for African-American and Latino/a students
- 3) A laptop loan program that lent laptops to financially disadvantaged students.
- 4) A peer connection program run by SJSU's Student Affairs that helps peers mentor other peers.
- 5) Career and internships programs that put students on the path to succeed.
- 6) Infrastructure to support service learning projects and internships
- 7) A common writing handbook for frosh and transfer students

Allocation of the SSETF funds and continuous assessment of the effectiveness of the funded initiatives is built into the infrastructure at SJSU. These efforts are led by a committee made up of a majority of students, ensuring a student centric process. Through SSETF, SJSU has the current infrastructure in place to focus funds on innovative initiatives to support student success. Though SSETF has been effective, SJSU is committed to continually reassessing and reevaluating all of its programs so they can be the most efficient and capable at helping the student community. The funds secured by this application will be highly effective at not only helping SJSU to complete the goals of the SSETF, but to help to streamline and reengineer our student success initiatives. SJSU is continually reevaluating and reassessing its programs in order to provide the best experience possible to its students.

11. Please describe how you will evaluate—both quantitatively and qualitatively—...

For the last five years, SJSU has monitored our retention rates and graduation rates, as part of the CSU Graduation and Retention Initiative that started in Fall 2009. Not only have we monitored these rates at the university-level, we have disaggregated them by college, URM, Pell Grant and first-generation college students to understand these trends. Some key first-year retention rates note that SJSU's overall retention rate increased from 79.3% for the entering Fall 2007 freshmen cohort to 87.0% in Fall 2012 for this entering cohort. Both cohorts were similar in size—3276 frosh Fall 2007 and 3384 for Fall 2012. Our Educational Opportunity Program's first-year retention rates have increased from 76.3% for the Fall 2007 freshmen cohort to 95.2% for the Fall 2012 freshmen cohort. Six-year graduation rates have increased as well, with the exception of our freshmen African American student cohort. Our Fall 2008 cohort six-year graduation rates are 49.7% for freshmen and 74.7% for transfer students, compared to 46.6% for freshmen and 66.5% for transfer students for the Fall 2005 cohorts.

SJSU will continue to assess our student success initiatives by quantitatively monitoring our progress in the long term through graduation rates and the short term through academic performance (GPA) and retention rates. SJSU will measure first-year and second-year GPA and retention rates that will be disaggregated by college, ethnicity, Pell Grant recipients and first-generation students. SJSU will also monitor 4-year and 6-year graduation rates for our freshmen and 2-year and 4-year graduation rates for our transfer students. As with our freshmen cohort, SJSU will disaggregate by college, ethnicity, Pell Grant recipients and first-generation students. The monitoring tools being set up through our Project Succeed program will also allow us to quantify and correlate student engagement with advising and other student success services.

Dr. Lisa Oliver, Associate Professor in Counseling Education, is conducting research on students' experience at SJSU. Her research is a qualitative study that involves both our Fall 2013 and Fall 2014 entering freshmen and transfer cohorts. To date, her initial research results have shown differences in how our new Hispanic and African American students transition to SJSU. A group of faculty under her supervision will be extending her study to survey students on the reasons why they leave SJSU.

Student Academic Success Services, an Academic Affairs unit, will continue to monitor these rates using our Student Success Milestone dashboard as well as CSU electronic dashboard. Student Academic Success Services has coordinated student success efforts on campus with increasingly positive results for our students. Not only has SJSU observed increased retention and graduation rates, SJSU has significantly reduced the number of high unit seniors and undeclared pre-nursing majors. Although we have more work to do to further increase our retention and graduation rates, SJSU has the infrastructure and campus leadership in place to continue this important endeavor.

12. Please list your target outcomes for each academic year through 2018-19

...

Our target outcomes for each academic year through 2018-19 are based on our targets set by the new CSU 2025 Graduation Initiative. The six categories that we will be tracking are:

- Category 1: 4-year Freshmen Graduation Rate Goal (2025 Goal is 17%)
- Category 2: 6-year Freshmen Graduation Rate Goal (2025 Goal is 57%)
- Category 3: 2-year Transfer Graduation Rate Goal (2025 Goal is 27%)
- Category 4: 4-year Transfer Graduation Rate Goal (2025 Goal is 73%)
- Category 5: 6-year URM/non-URM Graduation Rate Gap Goal for Freshmen (2025 Goal is 6%)
- Category 6: 6-year Pell/non-Pell Graduation Rate Gap Goal for Freshmen (2025 Goal is 5%)

Table 1 shows this data for each academic year through 2018-19 that was extrapolated from our targets for 2025.

Table 1: Baseline data and targets for each academic year through Academic Year 2018-19.

Category (listed above)	Baseline Rate (AY 12/13)	Target for 13/14*	Target for 14/15	Target for 15/16	Target for 16/17	Target for 17/18	Target for 18/19
1	9.0%	9.7%	10.3%	11.0%	11.7%	12.3%	13.0%
2	47.0%	49.7%	50.4%	51.0%	51.7%	52.3%	53.0%
3	19.0%	19.6%	20.3%	21.0%	21.6%	22.3%	23.0%
4	67.0%	67.5%	68.0%	68.5%	69.0%	69.5%	70.0%
5	12.0%	11.5%	11.0%	10.5%	10.0%	9.5%	9.0%
6	10.0%	9.6%	9.2%	8.7%	8.3%	7.9%	7.5%

*Not all data is available at this time; Only six year graduation rates for freshmen is actual data (Category 2).

In Appendix H, we have prepared our own baseline data for each category. For our four-year graduation rates for freshmen for Fall 2006, Fall 2007, Fall 2008 and Fall 2009 entering cohorts, we have included overall university data disaggregated by African American students, Hispanic students and all under-represented minority students. In addition, data for each of SJSU's seven colleges and undeclared students are listed.

For our six-year graduation rates for freshmen for entering Fall 2004, Fall 2005, Fall 2006 and Fall 2007 cohorts, we have included overall university data disaggregated by African American students, Hispanic students, under-represented minority students, first-generation students and Pell Grant eligible students. In addition, data for each of SJSU's seven colleges and undeclared students are listed.

For our two-year graduation rates for transfer students for Fall 2008, Fall 2009, Fall 2010 and Fall 2011 entering cohorts, we have included overall university data disaggregated by African American students, Hispanic students and all under-represented minority students. In addition, data for each of SJSU's seven colleges and undeclared students are listed.

For our four-year graduation rates for transfer students for Fall 2006, Fall 2007, Fall 2008 and Fall 2009 entering cohorts, we have included overall university data disaggregated by African American students, Hispanic students, under-represented minority students, first-generation students and Pell Grant eligible students. In addition, data for each of SJSU's seven colleges and undeclared students are listed.

For the achievement gap goal for under-represented minority students, we have listed the six-year graduation rates for these entering cohorts from Fall 2004, Fall 2005, Fall 2006 and Fall 2007. Not only does this table show graduation rates, we list achievement gaps as well as the percentages of under-represented minority students in each cohort. Overall university data is listed as well as for each of SJSU's seven colleges and undeclared students.

For the Pell Grant gap goal, we have listed the six-year graduation rates for these entering cohorts from Fall 2004, Fall 2005, Fall 2006 and Fall 2007. Not only does this table show graduation rates, we list achievement gaps as well as the percentages of Pell Grant students in each cohort. Overall university data is listed as well as for each of SJSU's seven colleges and undeclared students.

We hope that this additional data provides further information on how SJSU works with our data and how we set our goals for this project.



**SAN JOSÉ STATE
UNIVERSITY**

January 9, 2015

Office of the President

**Mohammad H. Qayoumi, PhD
President**

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Dear Director of Finance,

San José State University is applying for the CA Award for Innovation in Higher Education. I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

San José State University's strategic plan has five focus goals: Spartan Pride, Unbounded Learning, Helping and Caring, Agility through Technology, and 21st Century Spaces. Since January 10, 2014, SJSU has instituted a number of innovative initiatives around these goals to support student success and facilitate graduation. The university created an extensive action plan focused on making the campus a more welcoming and inclusive environment. Many of these items involve creating and assessing innovative ways of impacting the academic success of under-represented students including changes to housing practices, orientation, and faculty and staff recruitment and development.

In 2014, SJSU replaced our outdated wireless network and expanded the network to include housing and all campus buildings. Also, select classrooms were enhanced with state-of-the-art audio, visual and lecture capture technology. Five classrooms and a mobile unit are now in use by faculty from across the university. Equipment has been purchased to upgrade a larger number of other classrooms and installation is currently underway.

There is intense momentum on this campus for innovation supporting student success. I am extremely proud of the hard work this campus is doing to support our students and improve our retention and graduation rates.
Sincerely,

Mohammad H. Qayoumi
President

SJSU STRATEGIC PLAN: VISION 2017 EXECUTIVE SUMMARY



Introduction

San José State University envisions a bright future. Vision 2017 was determined collaboratively using input from the university community. The achievement of the strategic goals will be accomplished through the alignment of resources and, most notably, through the hard work and dedication of its faculty, staff, students and community members. The strategic framework will guide SJSU as it continues its pursuit of excellence.

Guiding Principles:

A Strong and Unique Sense of Place

SJSU has a strong and unique sense of place, both physical and virtual, with modern learning spaces, gathering places and a technology infrastructure. We create a welcoming, vibrant and safe environment that fosters a sense of belonging and Spartan pride.

Unbounded Learning

SJSU is an innovative, engaged learning community committed to preparing students with adaptive skills and knowledge for a global 21st century. Unbounded learning is facilitated by highly regarded faculty members actively engaging with students to provide a wide range of access to and delivery of learning content through in- and out-of-the-classroom experiences.

GOALS

“SPARTAN PRIDE”

Develop vibrant, safe and welcoming communities that create a sense of belonging and instill Spartan pride.

“UNBOUNDED LEARNING”

Enhance student success through continuous learning innovations.

“HELPING AND CARING”

Create a culture of helping.

“AGILITY THROUGH TECHNOLOGY”

Improve organizational responsiveness through an advanced technology infrastructure and by elimination of procedural obstacles.

“21ST CENTURY SPACES”

Provide gathering spaces and up-to-date facilities.

MEASURES (SEE APPENDIX FOR ADDITIONAL MEASURES)

COMMUNITY PRIDE AND INVOLVEMENT

Ratings on Campus Climate Survey

GRADUATION AND ENGAGEMENT

Six-year graduation rate for all students, including underrepresented students

Ratings on National Survey of Student Engagement

SATISFACTION

Ratings on Customer Satisfaction Surveys (for essential administrative and student services)

PROCEDURAL OBSTACLES AND TECHNOLOGY INFRASTRUCTURE

Number of top procedural obstacles eliminated

Technology infrastructure improvements made

CLASSROOMS, GATHERING SPACES, LABS AND INSTRUMENTATION

Meet standards/specifications (developed with faculty and related staff input).

SJSU STRATEGIC PLAN: VISION 2017

FROM GOALS TO ACTIONS

Next Steps

The next steps in the development of the University Strategic Plan will be to: (a) establish specific targets for each goal; (b) develop strategic initiatives (action steps); and (c) align resources toward attainment of the goals. Baseline measures and audits of existing resources and programs will be completed in early 2012. Based upon these results, specific metrics will be established for each goal. Strategic initiatives will be coordinated by the president’s cabinet. The goals are owned by all divisions.

An MPP Conference to launch the process for managers to develop action steps around the goals is scheduled for February 2012. An Academic Plan will be developed (during spring 2012) as a major component to support the University Strategic Plan. Other plans will also be developed in support of the University Strategic Plan (e.g., Facilities Plan, Financial Plan, Technology Plan, Human Capital Plan, etc.). Attainment of goals will be regularly assessed based upon the specific metrics established. The strategic planning website will include updated information about progress related to achieving Vision 2017.

Vision 2017 Goals and Division Responsibilities for Coordination of Strategic Initiatives

DIVISIONS	SPARTAN PRIDE	UNBOUNDED LEARNING	HELPING AND CARING	AGILITY THROUGH TECHNOLOGY	21ST CENTURY SPACES
ACADEMIC AFFAIRS	●	●	●	●	●
ADMINISTRATION & FINANCE	●	✘	●	●	●
ATHLETICS	●	●	●	✘	●
STUDENT AFFAIRS	●	●	●	●	●
UNIVERSITY ADVANCEMENT	●	✘	●	✘	●

KEY

- Important action role.
- Responsible for implementing and coordinating action plans for strategic initiatives related to this goal.
- ✘ Support role.

Background

San José State implemented a strategic planning process in accordance with the university mission and Academic Senate procedures. It built upon the SJSU report to WASC that highlighted the university's commitment to educational effectiveness through a focus on three key themes—integrative learning, inclusive excellence and community connections. Through the strategic planning process, President Mohammad H. Qayoumi invited the SJSU community to share its long-term goals, aspirations and dreams for the university.

In order to tap into the collective wisdom and experience of the SJSU community, an exhaustive effort was undertaken to gather input. During August and September 2011, President Qayoumi attended 49 town hall meetings, which were audio recorded for transcription purposes. The majority of these town hall meetings were open to all SJSU community members, while others were open to specific audiences (*e.g.*, online forum, students, Academic Senate, emeritus faculty, Associated Students, Alumni Board, Tower Foundation Board, etc.). In addition to the town hall meetings, individuals were invited to participate in an online survey. These meetings and the survey focused on two questions:

- Where would you like to see SJSU in five to seven years?
- What should SJSU accomplish in the next five to seven years in the areas of [integrative learning](#), [community connections](#) and [inclusive excellence](#)?

Integral to the strategic planning process was the [Strategic Planning Board \(SPB\)](#). The SPB is a special agency of the Academic Senate, with various constituencies appointing their representatives through differing processes. The role of the SPB within the strategic planning process is to:

- Draft a long-term strategic plan that includes a concise set of prioritized goals.
- Circulate the draft plan for further campus input.

- Present a final plan to the president for his consideration.
- Advise the president regarding the alignment of campus resources to the strategic plan.
- Promote the implementation of the approved plan and the achievement of its goals.

The SPB was organized into an executive committee and subcommittees aligned with the three key WASC themes. The subcommittees were tasked with drafting prioritized goals and metrics for how attainment of the goals could be measured.

From Town Halls to Guiding Principles

More than 1,000 SJSU community members were heard. Complete transcripts of the town hall meetings (consisting of 2,416 individual statements) and the online survey results were then analyzed using empirically validated analysis protocols. The [data analysis team](#) looked for significant domains of meaning and commonalities among the comments. This analysis revealed six key areas of significance, representing nearly every comment. Explanations of these key areas of significance, including unattributed quotes from town hall and survey participants were shared with the SPB.

Key Areas of Significance:

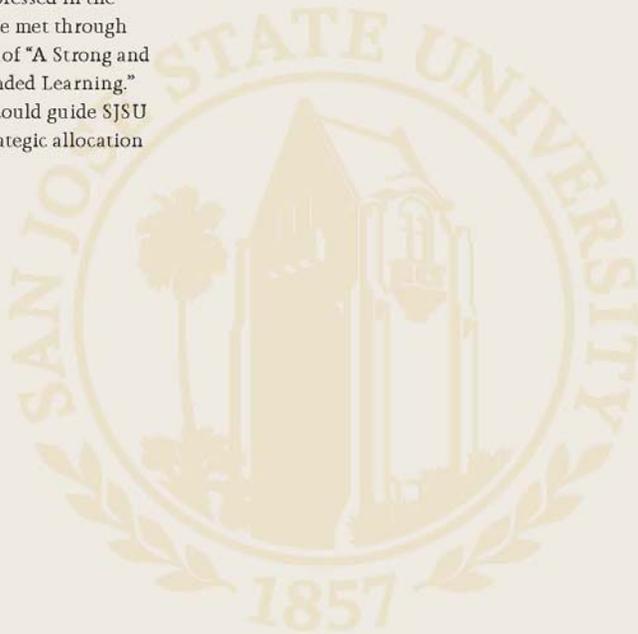
- **Elevate** who we are (internally and externally) (Spartan pride, brand SJSU)
- **Enable** curricular/pedagogical innovations that prepare students for future success (academic)
- **Build** an advanced technology infrastructure
- **Create** more student out-of-the-classroom experiences (academic)
- **Eliminate** procedural obstacles to campus processes (ease processes for campus members)
- **Create** a campus environment of updated facilities and gathering spaces

SJSU STRATEGIC PLAN: VISION 2017

In addition, the report provided to the SPB described how these key areas of significance align with the three WASC themes. The SPB used this information to draft goals and measures related to the key WASC themes. The SPB easily identified commonalities across all WASC themes, particularly as they related to goals. The SPB was mindful of previous strategic planning efforts at SJSU, as well as the totality of the contributions made during the town halls, including not only the specific comments made, but also the sentiment that was shared. Based upon this understanding, the SPB Executive Committee drafted the guiding principles.

The SPB sought to develop a simple and coherent message regarding the vision that should be pursued by the university. It felt that the university's aspirations regarding the themes expressed in the WASC accreditation process could be met through actions guided by the two principles of "A Strong and Unique Sense of Place" and "Unbounded Learning." Further, the SPB felt the principles could guide SJSU through action planning and the strategic allocation of resources.

Next, the SPB created the goals and associated measures. The goals are seen as interdependent and equally important to the overall success of the university's core mission. While these goals represent what the SPB felt should be the central pursuits of the university, they are not meant to represent the totality of what SJSU may achieve during the next five years. The plan is intended to build upon the successes of the university and bring recognition and support to those initiatives and programs. It is the hope and intention of the SPB that each division, each college, each department, and each individual will embrace the guiding principles and engage in actions that will help SJSU achieve excellence.



One-page Graduation and Retention Initiative Summary from San José State University February 26, 2010
Submitted by Gerry Selter, Provost and Vice President for Academic Affairs

Background context for SJSU's graduation initiative: San José State University (SJSU) is committed to improve student progress toward graduation. In strategically planning to meet our the goals of this initiative, we have increased our focus and dedication to strengthening our collaborations between the divisions of Student Affairs and Academic Affairs that are key to student success. As our initiative progresses, our actions and expect impacts will reflect this partnership, as we work together to increase our graduation rates and close the achievement gap.

Goals: By Fall 2015, our 6-year graduation rate will increase by 9% (from 41.9% to 50.9%) for all first-time freshmen. Graduation rate of Under-Represented Minorities (URM) is expected to improve by 12% (from 35.5% to 47.5%). For upper division transfers, the 6-year graduation rate will increase by 6% (from 66.1% to 72.1%). Graduation rate of URM transfers will improve by 10% (58.8% to 68.8%). With these changes, our graduation gaps between URM and Non-URM students will decrease by approximately 3.4% for first-time freshmen and 4.5% for upper division transfers.

Highlights of SJSU's graduation and retention initiative:

Academic Advising: We will relocate our Academic Advising Retention Services (AARS) unit so it is centrally located at SJSU in close proximity to other student support services. The objectives of AARS will focus on undeclared advising, general education advising, probation workshops and orientation programs.

Information technology tools utilizing the CMS student database will be developed to enhance the ability of college and staff advisors to enter data, monitor and track student progress to degree, and provide early intervention to students who are struggling.

Currently, there are three college-based advising centers (Business, Engineering and Science). By Fall 2010, the College of Applied Sciences and Arts will open their college-based advising center. Thus, four of the seven colleges will have their own advising centers for their students.

Remedial Education and Closing the Achievement Gap: Incoming frosh who are remedial in both math and English will complete remediation in one area through a summer bridge program before starting SJSU. We plan to offer this summer bridge program in Summer 2011.

Writing Skills Test (WST) Remediation: We will implement a policy change to encourage students to take the WST as soon as they complete ENGL 1B and require that they take WST prior to reaching 75 units. Special Session alternative demonstration course will be created that will satisfy the WST. We will work with majors to require passing WST prior to select gateway courses so that students don't complete entire major without passing WST.

Probation Advising: Each college will submit their action plan for probation advising to the Provost. Some colleges already offer probation advising to their students.

Identifying and Removing Barriers to Student Success: By the end of Spring 2010 semester, the Deans and AVPs will report to the Provost their list of barriers to student success from their units, such as challenging gateway courses, too many required courses for the major, or inadequate preparation for the major.

Student Support Services: Because research indicates that the two variables that have the greatest impact on freshmen retention are students learning about study skills and wellness, comprehensive workshops will be offered to all entering students.

Quality of Instruction: We will continue to assess the quality of instruction to offer a variety of effective, student-centered learning opportunities for our students to achieve their goals for life-long learning.

Metrics: During the Spring 2010 semester, SJSU's Office of Institutional Research will analyze our baseline data points and create reporting strategies for this initiative. Our key performance indicators include yearly increase in graduation rates, department percentage of students who have fulfilled graduation requirements, and department percentage of URM students who have fulfilled graduation requirements. We also will track students who have been flagged for potential probation and those who go onto probation.

Due Date: August 29, 2014

Campus: San José State University

Graduation Initiative-Monthly Reporting Form

Team Leader: Andy Feinstein, Provost & Vice President for Academic Affairs; *Submitted by Maureen Scharberg, AVP Student Academic Success Services*

1. What did your team commit to completing during May and June 2014? (What did you promise?)

- Discuss data outcomes for supplemental course criteria with colleges to determine supplemental courses for transfer admission by department.
- Complete our initial organization plans on our degree audit process from admissions through graduation (joint project between Student Affairs, Academic Affairs and Administration and Finance).

2. What did you do and how will it help?

- Data outcomes for incoming upper division transfer students who enroll in lower division courses during their first semester at SJSU were distributed to the deans. For our science and math “gateway” courses, there was a significant number of incoming transfer students who enroll in lower division articulated chemistry, math and physics courses. Other courses of concern were lower division kinesiology and health science courses. Additional data will be provided for second semester transfer student enrollment in order to compare this data to first semester enrollment trends. This data will allow the campus to make data-driven decisions regarding our request for supplemental course criteria for AY 2016/17.
- By the beginning of July, the Graduation Team (GT) had posted degrees to all eligible spring 2014 graduating students. We observed a slight increase (+162) in the number of graduation applications from spring 2013 (3214) to spring 2014 (3376).
- In July and August, Academic Advising and Retention Services (AARS) completed 5 of 9 frosh orientation sessions (average 450 students per session), the final transfer orientation session (roughly 1000 students) and a special session for 75 students transferring from National Hispanic University. In addition we assisted with graduate student orientation. We also managed graduating senior verification cards to assist both students and faculty to help be sure those who need the class most urgently are those who get it, AARS staff reviewed prerequisites for Physics 50 and Physics 51 (calculus-based physics) to assist a department in managing very large classes, again to help be sure that those who get seats in the class are those who meet prerequisites and are thus most likely to succeed.
- In July, Educational Opportunity Program (EOP) welcomed 57 new first-year frosh students to our EOP Summer Bridge program. They participated in a 5-week academically intense immersion experience that provided them with needed development in remedial math and English. Furthermore, students were enrolled in two General Education courses and participated in various social justice and civic engagement activities. In August, all 57 students successfully completed the Summer Bridge program, becoming our third class to do so.
- A team from Student Affairs and Academic Affairs partnered to admit over 75 National Hispanic Students and provide them with a special orientation session that included an overview of student services as well as Fall 2014 course registration.
- For our degree audit process from admissions through graduation, we have completed our initial organizing plans and set the following priorities: 1. Transfer Credit Evaluation; 2. Pre-matriculation Audit; 3. Impaction Processing/Supplemental Application and 4. Reporting.
- The Colleges of Engineering and Science as well as Student Academic Success Services continued to work on a grant proposal for the CSU STEM Collaborative (due September 15).
- The College of Humanities and the Arts is working to create a full service Student Success Center and Internship Lab which we plan to open by mid-November in Clark Hall 244. This expansion of services in H&A will match opportunities currently available in all other SJSU Colleges and will help our 4,000+ students plan for graduation and careers more effectively.
- The Writing Center was open for tutoring during the summer, and Writing Specialists conducted 295 one-on-one tutoring sessions with 115 unique clients. Writing Specialists and Writing Center faculty also conducted special request workshops, participated in transfer and graduate student orientation fairs, and worked tables at every frosh orientation session.
- COMM 111P (Interviewing students) researched and reported on various services on campus. Professor Stephanie Coopman edited those reports this summer and they now are posted on the department's online homeroom, COMM Central. Here's the link: <https://sjsu.instructure.com/courses/1011866/pages/campus-services>
- Communication Studies also has a YouTube channel to which we've been steadily adding content, such as the Meet a Major Video Series, the 2014 COMM graduation, and brief informational videos about SJSU that we added this summer, such as SJSU Studies. Here's the link: <https://www.youtube.com/channel/UCI8rBBHmIQc4C40pA6dFe2w/feed>

3. What will you accomplish in the next two months (September and October 2014)?

- Provide additional data to deans regarding trends for incoming transfer student enrollment in lower division courses. This data will allow the campus to make a formal request to the Chancellor's Office in December 2014.
- Develop milestones and begin to implement action plans for our admissions to graduation project.
- Work with departments to revise enrollment and scheduling strategies for Spring 2015 to maximize number of seats and not compromise the quality of undergraduate education.

Due Date: June 27, 2014

Campus: San José State University

Graduation Initiative-Monthly Reporting Form

Team Leader: Andy Feinstein, Provost & Vice President for Academic Affairs; *Submitted by Maureen Scharberg, AVP Student Academic Success Services*

1. What did your team commit to completing during May and June 2014? (What did you promise?)

- Begin our transfer admission CMS project. (Chancellor Office e-Advising recommendation)
- Continue data analysis for incoming transfer students to determine supplemental course criteria.
- Monitor frosh and transfer orientations as well as fall 2014 enrollments.

2. What did you do and how will it help?

- Academic Affairs and Student Affairs submitted our e-Advising Report to the Chancellor's Office that discussed our progress to date on transfer credit rule writing and our strategies to improve our degree audit process from admissions to graduation.
- The Office of the Registrar has received a total of 3,492 undergraduate graduation applications (compared to 3,346 graduation applications for Spring 2013). As of Monday, June 16th, the Graduation Team had posted degrees to 60% of these records (compared to 34% in mid-June 2013).
- SJSU has held three Fall 2014 transfer orientation sessions for approximately 750 students per session. Our no-show rate continues to be very low. We have also conducted three frosh orientation sessions. Student Academic Success Services and Undergraduate Studies continue to closely monitor our Fall 2014 enrollments.
- Data analysis for incoming transfers enrollment patterns from Fall 2011 through Fall 2013 are almost complete. The data will be shared with colleges during July and August to decide supplemental courses for our 2016/2017 supplemental impaction criteria request in December 2014.
- A team from Student Affairs and Academic Affairs has been working closely with National Hispanic University to help their students who are interested in transitioning to SJSU for Fall 2014. Currently, there are 51 NHU students who are interested in attending SJSU. An expedited Fall 2014 admissions process and an opportunity to apply to our EOP program are currently underway.
- The Student Academic Success Services grant writing team coordinated the submissions of two U.S. Department of Education grant proposals. One grant proposal was submitted for Native Hawaiian Student Success and the other was for the inaugural new program, "First In The World" call for proposals to improve student success and close the achievement gap for URM students.
- Student Academic Success Services sent a team of STEM faculty to CSU Dominguez Hills on June 17 to develop a draft proposal for the CSU STEM Collaborative.
- During the past two years, SJSU advisors in the office of Academic Advising & Retention Services under the direction of Maureen Scharberg and Cindy Kato have collaborated to bring the number of Undeclared/ Pre-Nursing (UPN) students from approximately 780 to 299. Through a caseload approach to intrusive advising, professional advising staff have co-collaborated with students to identify their strengths, explore various majors, navigate the process of applying to their top major preferences, and gain admission into one of SJSU's excellent major programs. The current UPN Committee looks to further facilitate this success and has developed specific learning outcomes for each semester, which include understanding Nursing admission criteria, building long-term academic plans, and early exploration of multiple major programs.
- The SJSU Writing Center conducted 3,805 one-on-one tutoring sessions during the 2013-2014 academic year with 1,404 unique students. In addition to one-on-one tutoring, the Center offers numerous workshops every semester on various writing topics; during the 2013-2014 academic year, the Writing Center conducted 68 workshops with 1,041 student attendees. The Writing Center has also received international recognition, and in April, a group of English teachers from Silpakom University in Thailand visited the Center. We have received messages from English instructors in other countries, such as Indonesia and the Republic of the Congo, indicating that they are using the "Homegrown Handouts" that are posted online.
- In May/June 2014, SJSU's College of Business has been conducting evaluations of its student success programs in preparation for analyses to be conducted, and program enhancements to be designed in Summer 2014. Among these evaluations are a students' services satisfaction survey sent to all undergraduate students in the College, a post-test survey of technology and academic skills sent to Freshmen in our iPad program, and the last of four early warning system surveys sent to all Freshmen and Sophomores. Additionally, the College has been collaborating with our University's SASS and IEA units to gather demographic and academic data on students joining the College in recent years. These data, along with those from earlier surveys, will be analyzed in Summer 2014 with results of these analyses used to inform program design in coming years -- particularly for improvements to our first year experience programs and our efforts to address our achievement gap. Preliminary findings have been reported in several conferences in May/June 2014, including the Annual Meetings of the Academy of International Business and the Association for Computing Machinery's Computers and People Research Special Interest Group.
- College of Social Sciences' ACCESS Success Center continues to provide tutoring services in statistics and college success services. They also had activities with their students living in the dorms so their majors are better connected with their college (dinner with a faculty member, review of study skills for finals and a couple of movie nights). The center is also undergoing a national search for a new staff academic advisor.
- College of Engineering messaged all incoming First Year Students regarding the SJSU Calculus Placement Exam to assist students in best determining Fall semester math placement to provide the best foundation for their continued success. As Frosh Orientation kicks off, the College of Engineering is partnering with Academic Advising and Retention Services to better help students connect with other students in their major to begin building stronger community among engineering students.

3. What will you accomplish in the next two months (July and August 2014)?

- Discuss data outcomes for supplemental course criteria with colleges to determine supplemental courses for transfer admission by department.
- Complete our initial organization plans on our degree audit process from admissions through graduation (joint project between Student Affairs, Academic Affairs and Administration and Finance).

Due Date: April 25, 2014

Campus: San José State University

Graduation Initiative-Monthly Reporting Form

Team Leaders: Andy Feinsten, Provost & Vice President for Academic Affairs & Bill Nance, Vice President for Student Affairs
Submitted by Maureen Scharberg, AVP Student Academic Success Services

1. What did your team commit to completing during March and April 2014? (What did you promise?)

- Continue to bring our degree audit workflow to meet the Chancellor's expectations. We are making arrangements for CO consultant to visit the campus in early March to assist us with this project.
- Update our strategy for applying for changing our impactation criteria for the 2016-17 admission cycle.
- Begin to prepare for Fall 2014 frosh and transfer orientation programs.

2. What did you do and how will it help?

UPDATES:

- On March 10-11, Steve Hamrock, our Chancellor's Office E-advising consultant, visited a group of staff and administrators to help us in improving our CMS operations from admissions to graduation. Originally, we had called this project "degree audit workflow", but we realize now that it is much more than "degree audit workflow"—it is about improving our business operations from admissions through graduation to improve student success. Three units (Academic Affairs, Administration and Finance and Student Affairs) are partnering on this project. We have identified six major projects that SJSU needs to accomplish and have applied for additional CSUOF funding through SJSU's internal grant opportunities. The projects are: 1. Impaction Processing, 2. Transfer Credit Evaluation, 3. Degree Audit, 4. Course Scheduler/Early Alert, 5. Graduation and 6. Analytics/Reports. Our main focus for the first phase will be the transfer admission process. This will include updating our transfer credit rules (in progress), creating a supplemental application through CMS (planned) and integrating impaction through CMS into our admission process (planned). Steve has returned to SJSU on April 24 to help us flush out the logistics for our transfer admission process as well as discuss his recommendations to the campus.
- First-semester course enrollment for Fall 2011, Fall 2012 and Fall 2013, ethnicity, two-year college information and Writing Skills Tests data has been provided to Student Academic Success Services from the Office of Institutional Effectiveness and Analytics for analysis on enrollment patterns for our new transfers. The initial analysis has shown that most URM transfer students do experience a GPA drop (up to an average of 0.5 in some colleges) in comparing their overall transfer GPA to their first semester SJSU GPA. Also, in some colleges, incoming transfers are enrolling in more lower-division, transferable courses than upper-division coursework. The College of Business does not note this observation—in fact, approximately, 86% of the units that incoming URM transfer students enroll in are upper-division units, but this cohort does have a significant drop of 0.5 GPA units (average 3.07 transfer GPA for Hispanic transfer students to first semester SJSU GPA of 2.50). Therefore, the College of Business is now determining which upper division business courses are causing students difficulties and plan to provide appropriate interventions to help URM students be successful in their upper-division curriculum. Additional data analysis will be provided to the other colleges to help them close their achievement gap as well as help them determine their supplemental course criteria for impaction.
- We have held our first transfer student orientation for approximately 750 students. Our no-show rate was very low (approximately 3%) and we were pleased with the turnout.
- Admitted Spartan Day was held on Saturday, April 12. The campus hosted over 10,000 admitted frosh/transfer students and their families. New programming was added that included special topic workshops for student success strategies and resources for African American, Asian and Pacific Islander, Chican@/Latin@ and LGBT new students.
- For Spring 2014 semester, the Kinesiology Department continues to offer tutoring in three of its most difficult classes as well as their peer mentoring program. They hosted a very successful panel presentation by six alumni of Kinesiology. The alumni gave ideas on how to be successful in college and on the job. Over 60 Kinesiology students attended this presentation.
- Animation/Illustration, one of our most impacted majors, has received approval for new BA Design Studies degree for the Animation/Illustration program that offers a pathway to graduation for students who decide not to pursue this major and for those who are unable to pass their portfolio review.

3. What will you accomplish in the next two months (May and June 2014)?

- Begin our transfer admission CMS project. (Chancellor Office e-Advising recommendation)
- Continue data analysis for incoming transfer students to determine supplemental course criteria.
- Monitor frosh and transfer orientations as well as fall 2014 enrollments.

Due Date: February 28, 2014

Campus: San José State University

Graduation Initiative-Monthly Reporting Form

Team Leaders: Andy Feinsten, Interim Provost & Vice President for Academic Affairs & Bill Nance, Vice President for Student Affairs
Submitted by Maureen Scharberg, AVP Student Academic Success Services

1. What did your team commit to completing during November and December 2013? (What did you promise?)

- Continue to bring our degree audit workflow to meet the Chancellor's expectations.
- Update our strategy for applying for changing our impact criteria for the 2016-17 admission cycle.
- Continue to work updating our goals for improving graduation and retention rates to prepare for our WASC accreditation.

2. What did you do and how will it help? UPDATES:

- As part of our enrollment management strategy, we are analyzing our history of impact results. We are looking at the potential affect of impact on student success and can map that admission data to the continuing rates of those admission cohorts in subsequent analyses.
- First-semester course enrollment for Fall 2011, Fall 2012 and Fall 2013, ethnicity, two-year college information and Writing Skills Tests data have been provided to Student Academic Success Services from the Office of Institutional Effectiveness and Analytics for analysis on enrollment patterns for our new transfers. The goal of this analysis is to justify our course selection for supplemental course criteria. From initial analysis, it is evident that new STEM transfer students tend to enroll in lower division science and math "gateway" courses. This data will take a few months to analyze and report out to the colleges and departments.
- During January, AVP Scharberg worked closely with Dr. Monika Kress who oversees Physics 50/51 enrollments and Dr. Karen Singmaster who oversees Chemistry 1A/1B enrollment to identify students who were struggling in these key STEM "gateway" courses for intrusive advising. We also identified students whose major did not require these classes and intervened appropriately.
- The College of Applied Sciences and Arts (CASA) Student Success Center continued to provide individual general academic advising and engaged in the following activities in support of student retention and graduation. The Success Center hired and trained three Peer Tutors to provide Kinesiology, Pre-nursing, and Nutrition majors with tutoring in Human Anatomy and Introductory Chemistry to support student academic success and retention. Additionally, the Success Center held workshops and recruited CASA majors on university academic probation to take the course Science 90T: Success as Transfers, a course that has demonstrated success in assisting students on probation improve their academic performance, return to good standing, and continue their enrollment in subsequent semesters. The Success Center also met and worked with the students participating in the CASA Probation follow-up program, designed to maintain and improve the academic performance and persistence of CASA majors formerly on academic probation.
- In January, the College of Engineering held 10 probation (university and major) workshops that served 283 students. The Engineering Student Success Center advised over 240 students during the first two weeks of the Spring 2014 semester. On February 26, the College of Engineering is hosting the Engineering Internship Experience. This event is designed to four engineering students who had/have an internship discuss their experiences with other engineering students. Over 170 students have RSVPed for this event.
- For Spring 2014 semester, the Kinesiology Department is offering tutoring in three of its most difficult classes. Announcements have been sent to students and the instructors are also announcing these tutoring opportunities in class. Furthermore, Kinesiology instructors are sending the chair names of "at risk" students for early intervention.
- Animation/Illustration has created a new BA Design Studies degree for the Animation/Illustration program that, if approved, will offer a pathway to graduation for students who decide not to pursue this major and for those who are unable to pass their portfolio review. This new degree will provide them with a major that will allow them to use all of their previously taken coursework and will not need additional units towards graduation. Animation/Illustration has instituted "mandatory" group advising sessions for all students, during which faculty advisors reinforce their academic plan for graduation. They have also instituted group Graduation Application workshops to ensure that the proper process is being followed for applying for graduation. The department has been working closely with the Registrar's Office to clarify and modify any course substitutions that have arisen over the years due to course name changes.

3. What will you accomplish in the next two months (March and April 2014)?

- Continue to bring our degree audit workflow to meet the Chancellor's expectations. We are making arrangements for CO consultant to visit the campus in early March to assist us with this project.
- Update our strategy for applying for changing our impact criteria for the 2016-17 admission cycle.
- Begin to prepare for Fall 2014 frosh and transfer orientation programs.

Appendix C

SJSU GE and PE Policy Revisions

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S14-5, University Policy, Guidelines for General Education (GE), American Institutions (AI), and the Graduation Writing Assessment Requirement (GWAR)

Rescinds S01-14, S05-8, S09-2, S11-3, and S12-9

Legislative History:

At its meeting of April 14, 2014, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Curriculum and Research Committee. There are a significant number of inconsistencies and inaccuracies in the current GE guidelines, particularly with respect to curricular dates and procedures; and the current guidelines do not comply with accessible document requirements. In addition, both the Writing Requirements Committee (WRC) and the Board of General Studies (BOGS) have recommended modifications to the writing intensive GE Areas (A2, A3, and Z; and the elimination of C3).

Effective Fall 2014

Action by University President: **Approved and signed by
President Mohammad Qayoumi
on April 24, 2014**

**University Policy:
Guidelines for General Education (GE), American Institutions (AI),
and the Graduation Writing Assessment Requirement (GWAR)**

Effective Fall 2014: Rescinds S09-2 (Amends the 2005 General Education Guidelines), S05-8 (Revision and Reissuance of the GE Guidelines), S12-9 (Temporary Suspension of Enforcement of the Requirement that Students must Enroll in Courses for Areas R, S, and V in SJSU Studies in Three Different Departments), S11-3 (2.0 GPA Graduation Requirement for the GE Portion of SJSU Studies), and S01-14 (Foreign Language Classes and General Education)

Whereas CSU Executive Order 1065 requires "Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four 'Essential Learning Outcomes' drawn from the Liberal Education and

- American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities (AAC&U)"; and
- Whereas Both the Writing Requirements Committee (WRC) and the Board of General Studies (BOGS) have recommended modifications to the writing intensive GE Areas (A2, A3, and Z; and the elimination of C3); and
- Whereas There are a significant number of inconsistencies and inaccuracies in the current guidelines, particularly with respect to curricular dates and procedures; and
- Whereas The current guidelines do not comply with accessible document requirements; and
- Whereas We are mindful that access to quality education is our key mission at San José State and General Education targets the five core competencies as defined by WASC- written and oral communication, quantitative reasoning, information literacy, and critical thinking. Years of research by specialists in rhetoric and composition including the National Council of Teachers of English (NCTE), the Modern Language Association (MLA), the Council of Writing Program Administrators, and the Conference on College Composition and Communication (CCCC), who all recommend writing intensive courses be taught at 20 students or less and that developmental or basic writing courses be capped at 15 students, have proven that class size has a direct impact on quality of education and student success in writing intensive courses; therefore be it
- Resolved Effective Fall 2014, S09-2 (Amends the 2005 General Education Guidelines), S05-8 (Revision and Reissuance of the GE Guidelines), S12-9 (Temporary Suspension of Enforcement of the Requirement that Students must Enroll in Courses for Areas R, S, and V in SJSU Studies in Three Different Departments), S11-3 (2.0 GPA Graduation Requirement for the GE Portion of SJSU Studies), and S01-14 (Foreign Language Classes and General Education) be rescinded. That these Guidelines (complying with the LEAP framework, the recommended changes to writing intensive courses, resolving inconsistencies and inaccuracies, and formatted as an accessible document) replace the 2009 Revision (S09-2) of the 2005 GE Guidelines (S05-8); and be it further
- Resolved That Area A2 courses (currently ENGL 1A and Humanities Honors) be allowed to continue without recertification so long as they submit revised Assessment Schedules by Fall 2015, revising greensheets as necessary and continuing with annual assessments according to the new schedules; and be it further

Resolved That all existing Area A3 courses submit proposals for recertification under the new guidelines by October 1, 2016 for Fall 2017 full implementation, but be allowed to continue teaching for the 2014-15, 2015-16, and 2016-17 academic years so long as the class enrollment caps and minimum word counts are abided by in the interim; and be it further

Resolved That all Area Z (100W) courses be allowed to continue without recertification so long as they submit revised Assessment Schedules by February 14, 2015, revising greensheets as necessary and continuing with annual assessments according to the new schedules.

Resolved That departments seeking (new) programmatic GE modifications submit those requests to BOGS and/or C&R, as appropriate under these new guidelines, and that BOGS and/or C&R, act in a timely fashion to forward recommendations to the Provost as required.

Approved (BOGS): 6-0-0 (29 November 2012); modified version 6-0-0 (25 April 2013)

Approved (C&R): April 7, 2014

Vote: 10-0-1

Present: Buzanski, Cheruzel, Desalvo, Gleixner (Chair), Hart, Jaehne, Kohn, Schultz-Krohn, Sibley, Stacks, Trulio

Absent: Swanson, Sujitparapitaya

Curricular Impact: The changes in these guidelines will help students (particularly transfer students) and their advisors more clearly understand and interpret the writing requirements of our GE program. For some students, this will permit more timely completion of requirements, leading to improved retention and graduation.

Financial Impact: The impact on departments and their faculty will be highly variable with some departments garnering more FTES and others less. On balance though, a small savings (approximately 12 sections per year) is anticipated as a result of the modifications to Area A3 and the elimination of the current Area C3.

Workload Impact: For faculty, some modification of greensheets and course content will mean a short-term increase in workload. Professional development of faculty may be required for them to effectively incorporate new content or pedagogy. The increase in the minimum word count for Area A3 will result in an increase in the grading workload for the instructors in most of those courses, though this is mitigated in some departments in which existing Area A3 courses currently have enrollments well above the normal limit of 25 students. Reducing enrollments to 25 will, in some cases,

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S14-11, University Policy, Physical Education Requirement

Legislative History:

Rescinds S73-5 and F96-12

Amends S13-3

At its meeting of May 12, 2014, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Curriculum and Research Committee. This policy replaces University policies S73-5 and F96-12 which contained language regarding the PE requirement that was unclear. Also, individual exceptions to the physical education requirement already exist in practice, but are not in policy. The annual review process for program exceptions in S13-3 has been modified to coincide with the program planning cycle.

Action by University President:

The Senators in favor of this policy felt that physical education is an important part of educating the whole student. However, I feel this is an injustice to our students. We need to guarantee our students receive the complex knowledge and skills required to be the global leaders of tomorrow while at the same time respecting the 120 unit, financial and time constraints our students face. Given this balance, I believe physical education is a luxury we can not afford.

However, I have signed this resolution into University policy despite my own personal objections to a campus physical education requirement. This is because, for me, an even more important tenet is that curriculum is and should remain the purview of the faculty. Therefore, I have respected the faculty's collective decision to keep SJSU's physical education requirement.

**Approved and signed by President Mohammad Qayoumi, President,
San José State University on
August 18, 2014.**

**University Policy:
Physical Education Requirement**

- Whereas The University believes that educating the whole student, both mind and body is critical; and
- Whereas Physical exercise is important to not only healthy living but also enhanced learning and student success; and
- Whereas San José State University is the only CSU campus with a physical education requirement for graduation. Three campuses have it as a requirement in Area E General Education and a number as an option in Area E; and
- Whereas Compliance with SB 1440, Transfer Model Curriculum, will mean that the two units of physical education would need to exist in the last 60 units; and
- Whereas Exemptions from the physical education requirement already exist in practice on campus now, though not in policy; and
- Whereas Temporary waivers for physical education are allowed by formerly high unit majors on campus in S13-3. However, the criteria for approving and continuing the waivers are unclear; therefore be it
- Resolved University policies S73-5 and F96-12 be rescinded; and be it further
- Resolved Two units of physical education be required for all undergraduate students; and be it further
- Resolved As with most other graduation requirements, individual exemptions for the two units of physical education requirement may be granted on a case by case basis. Petitions for the waiver will be reviewed by Undergraduate Studies; and be it further
- Resolved Programs can apply for temporary exemptions for the two units of physical education through the process outlined in S13-3. S13-3 is amended to replace 5.)a.) iv.) with "If granted by the Provost, these waivers are approved until the program's next program planning review. At that time, a compelling justification will be required for failure to incorporate the PE requirement. Programs then need to reapply for a temporary waivers through the process outlined in S13-3."
- Resolved That the word "waiver" in S13-3 be replaced by the word "exempt."

Approved (C&R): 5/5/14

Vote: 7-4-0

Toward a More Welcoming Community Action Plan

<http://www.sjsu.edu/diversity/>

Toward a More Welcoming Community: San José State University Action Plan			
CC= Campus Community; FAS=Faculty and Staff; Frosh=Frosh Orientation; RES=Residential Life; RPP=Reporting, Policies, and Procedures; IMP=Implementation			
	<u>University Action Plan</u>	<u>Related Task Force Recommendation(s)</u>	<u>Timeline (start and end dates)</u>
1	<p>The president will charge the President's Commission on Diversity to gather best practices regarding diversity engagement and inclusive excellence and engage the campus in providing feedback regarding this function and possible organizational structure. Upon final determination by the cabinet, appropriate funding, structure, staffing and programming will be implemented. The outcome will form the basis for a cohesive plan regarding diversity engagement and inclusive excellence.</p>	<p>CC-1, Create the Office of Diversity Engagement and Inclusive Excellence to be located in Tower Hall and led by a Vice President of Diversity Engagement and Inclusive Excellence who reports directly to the President, is a member of the President's Cabinet and whose responsibilities are as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-3, Maintain the Office of Diversity Engagement and Inclusive Excellence for a minimum of five years; CC-4, Provide sufficient funding for the Office of Diversity Engagement and Inclusive Excellence as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-6, Incorporate a set of diversity-related priorities into the key responsibilities of each of the Cabinet's Vice Presidents; CC-11, Include explicit discussion about race in all diversity programming; CC-15, Schedule events each semester that highlight the experiences and important contributions of diverse communities such as the showing of "Undocumented," with opportunity for discussion; encourage faculty to provide extra credit for participation that includes written and/or oral presentation reflecting on the experience; and incorporate discussion about the event into class discussions, when appropriate; FAS-2, Create a campus-wide Sustainable Diversity Education Program in which participation by faculty, staff and administrators is required; FAS-5, Provide handbooks and links to all administrators, faculty, staff that utilize exercises about the practice of "Recognizing and Interrupting Prejudice" in a variety of campus settings, such as housing, classrooms, and general socialization; FAS-7, Ensure that all administrators have demonstrated knowledge, skill and</p>	<p>June 1 - Dec. 31, 2014</p>

San José State University

		experience working with diverse populations.	
2	The president will charge the President's Commission on Diversity to implement a Campus Climate Survey, review the Diversity Master Plan, and provide recommendations to the President. Composition and charge of the PCOD will be reconsidered.	CC-2 , Update and implement the Diversity Master Plan as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-5 , Reactivate the Campus Climate Committee that is linked to the Office of the President and formalized through Academic Senate policy; CC-7 , Conduct a Campus Climate Study/Assessment (with actual experience-based climate items and behavioral outcome items via surveys and focus groups) every other year, the results of which are immediately and widely publicized to faculty, staff, administrators and students and general public on the SJSU website.	June 1 - Dec. 31, 2014
3	Relevant materials such as Dr. Murray's study will be included as additional materials on the university's diversity website as it is developed. Special recognition will be given to Dr. Murray and Dr. Halualani.	CC-8 , Give formal University recognition to the groundbreaking work by Professor Susan Murray on the 2011 Campus Climate Research Project and ensure that her study remains available to the campus and general public on the SJSU website.	Aug. 15 - Dec. 31, 2014
4	The university will conduct research to identify successful SJSU Under Represented Minority (URM) students, determine key factors for their success, and replicate those factors to develop support programs for all URM students to the degree possible.	CC-9 , Undertake a study to determine why graduation rates for African American and Latino males are low and take immediate steps to improve those rates; CC-10 , Develop a Student Resource and Success Center to support underrepresented students of color with low graduation rates and conduct outreach to these students to make them aware of the Center.	Aug. 15, 2014 - May 15, 2015
5	The president will send a referral to the Academic Senate requesting review of curricular options that address diversity education.	CC-12 , Create a first-year experience course (for Frosh students and transfer students) focused on diversity, that includes, but is not limited to culture, ethnicity, gender, race, religion and sexual orientation; CC-13 , Institute a Diversity & Ethnic Studies course requirement for all students.	Aug. 15 - Dec. 31, 2014
6	The Center for Faculty Development will be charged to develop and provide training described in the recommendation.	CC-14 , Require the Center for Faculty Development to provide faculty training about the rules for civil discourse and respect in the classroom, and about understanding the strengths that diverse students bring into the classroom; develop effective strategies for engaging diverse students; FAS-4 , Provide workshops and training materials for faculty seeking ways to integrate diversity issues into lectures, discussions, and class assignments.	Aug. 15 - Dec. 31, 2014
7	Student leadership retreats, including Leadership Today, will be expanded in scope and	CC-16 , Convene Leadership Today retreats at least twice a year in order to increase student participation in the	Aug. 15 - Dec. 31, 2014, planning and possible

San José State University

	augmented to ensure race and other diversity-themed topics are included.	program; CC-17 , Convene ethnic, gender, and sexual orientation-themed leadership retreats for students during the Fall semester to facilitate the transition of Frosh and transfers into the SJSU environment.	implementation.
8	Recruitment for the vice president of student affairs is currently planned.	FAS-1 , Hire a highly experienced Vice President of Student Affairs with demonstrated experience in building and strengthening campus diversity programs.	Aug. 15 - Dec. 31, 2014
9	Both Faculty Affairs and HR will develop a recruitment protocol that ensures diverse applicant pools during the recruitment process.	FAS-3 , Commit to the aggressive recruitment of female faculty and faculty of color; and commit to their retention, promotion and tenure; FAS-6 , Ensure that faculty, administrator and staff recruitment and hiring reflect the diversity of the campus and Santa Clara County; RES-10 , Ensure that Residential Advisors reflect the diversity of the campus.	June 1 - Aug. 31, 2014
10	A university task force of students, faculty and staff will be formed to review all aspects of frosh, transfer and graduate student orientations.	Frosh-1 , Include explicit and substantial programming about race, along with issues impacting all constitutionally-protected groups, in Frosh Orientation; Frosh-2 , Establish a sliding scale and/or fee waiver for Frosh Orientation; Frosh-3 , Appoint a committee of faculty, staff, administrators, and students to reassess Frosh Orientation and Transfer Orientation. Invite Special Task Force members to join that committee.	Aug. 15 - Dec. 31, 2014, for summer 2015 orientation cycle.
11	Housing administrators will create a protocol for making visits to common areas for the purpose of observing displays and activities.	RES-1 , Ensure that RA's and other Residential Life staff make frequent visits to observe activities and displays in the common areas of suites and residence halls; RES-7 , Schedule monthly and mandatory RA check-ins with suite-mates in group settings (and when necessary, on an individual basis); and utilize graduate students (2nd year and higher) from the Sociology, Social Work, and Psychology fields to observe these check-ins for the purpose of providing feedback to Residential Life staff about group process and about how to encourage full and honest participation by students in these monthly meetings.	June 1 - Dec. 31, 2014
12	Housing administrators will research national standards for staffing ratios in similar residence halls, and provide university administration with those reports including recommendations as appropriate.	RES-2 , Decrease the RA, ARLC, and RLC student ratios so that there are fewer students per staff person, and fewer staff per supervisor.	June 1 - Dec. 31, 2014

13	Housing administrators will develop a proposal for comprehensive residential life staff training that augments existing training with specific topics that address diversity including, but not limited to, race, ethnicity, prejudice and hate.	<p>RES-4, Ensure that Residential Life staff who most frequently interact with students (including but not limited to RA's) are aware of and sensitive to the perceived and/or self-identified racial identities of the residents;</p> <p>RES-6, Ensure that all Residential Life staff trainings include explicit discussions about racial prejudice, racist/hate symbols, and about how to create an environment in which students will speak up without fear of retribution; and ensure that staff is trained to recognize controversial/hate symbols and their potential to create a hostile environment for students;</p> <p>RES-11, Ensure that Residential Advisors receive training from a competent consultant on the history of race in America, ethnic relations, gender relations, cross cultural relations involving sexual orientation, religion, veterans' status, disability and income inequity;</p> <p>RES-14, Ensure that all RLC and ARLC have demonstrated knowledge, skill and experience working with diverse students.</p>	June 1 - Aug. 31, 2014
14	Housing administrators will create a process that ensures supervisory review of student roommate and suitemate agreements.	RES-5 , Require Residential Life staff to carefully scrutinize and discuss student agreements shortly after the agreements are signed, and to immediately follow up with students if staff has any questions, need clarifications, or see anything unusual.	June 1 - Aug. 31, 2014
15	Housing administrators will develop programs for resident students focused specifically on diversity, including race and ethnicity, with enticements for participation.	<p>RES-8, Require all students who reside in residence halls to participate in diversity programming in which race is explicitly discussed, along with issues impacting all constitutionally-protected groups;</p> <p>RES-12, Encourage students in dorms and suites to participate in programs that promote diversity appreciation and cross cultural exchange.</p>	Aug. 15, 2014 - May 15, 2015
16	Housing administrators will develop a brief video of critical elements in the contract, and will develop a housing orientation program to reinforce the behavior expectations in the contract upon arrival.	RES-9 , Require Housing administration and staff members to discuss the terms of the housing contracts with the residents shortly after they are signed, to ensure that the residents understand their responsibilities under the contracts.	Develop and pilot fall 2014, implement fall 2015.
17	Housing administrators have created plans for implementing themed-floors.	RES-13 , Establish multi-cultural theme dorms with input from students, faculty and staff.	Aug. 15 - Dec. 31, 2014, implement fall 2015.
18	Spartans for Safety, augmented by technical experts, will be charged to review appropriate	RPP-1 , Create a user-friendly link on the SJSU website connected to the campus police and to the Office of	Review to begin Aug.15, 2014, implement by May

	<p>reporting mechanisms to ensure visible, user-friendly tools to report hate crimes and incidents of inappropriate and bias-based conduct. Recommendations will be provided to the president's cabinet for implementation. Reported incidents will be distributed to and reviewed by appropriate university departments.</p>	<p>Diversity for the reporting of hate crimes, as well as incidents of bias-based conduct/speech (race, ethnicity, religion, gender, sexual orientation) that do not rise to the level of criminal behavior. The link should allow students, staff, faculty and administrators to report incidents that occur on the campus anonymously. Publicize the link throughout the campus. Appoint a staff person to monitor, record and investigate the postings in a timely manner; RPP-2, Reinstate the SJSU mobile application for smart phones to report incidents of hate crimes and incidents of bias-based conduct/speech; RPP-5, Create a user-friendly link on the housing website where residents can feel free to raise their concerns, with the option of reporting anonymously; publicize the link throughout the campus. Publicize to students, faculty and staff information about all locations on the campus where bias-based incidents can be reported.</p>	<p>2015.</p>
<p>19</p>	<p>The Behavioral and Crisis Intervention Team (formerly known as CAIT) will be charged to develop a comprehensive response protocol for reported incidents. The protocol will be widely communicated to the campus community.</p>	<p>RES-3, Mandate follow up by Residential Life staff within 24 hours with the involved students after incidents of bias/hate come to the attention of staff; RPP-3, Ensure that the Vice President of Student Affairs, the Vice President of Finance & Administration, the Vice President of Diversity Engagement and Inclusive Excellence, the Provost, and other executive level officials and the Campus Police immediately inform the Office of the President and the Cabinet of conduct that is or may be viewed as constituting hate crimes; RPP-4, Ensure that the University's response to bias-based misconduct is as immediate as it is for other forms of misconduct; RPP-8, Develop a coordinated campus response matrix that (1) describes all policies specific to bias, discrimination, hate violence and bullying; (2) specifies time periods for documenting and communicating the occurrence of incidents of bias, discrimination, hate violence and bullying; (3) documents the actions taken and recommended actions to be taken in response to the incidents. Publicize the matrix throughout the campus; RPP-9, Provide to all administration, faculty, staff and students copies of and/or links to policies, procedures and forms that will assist the campus to develop and maintain an open,</p>	<p>June 1 - Dec. 31, 2014, including new case management software installation.</p>

		transparent just process for reporting incidents and obtaining appropriate feedback about the campus management of incidents that occur on campus; RPP-10 , Develop a protocol for the prompt communication by the Director of Housing to residents when there are major incidents on or near the campus.	
20	SJSU has adopted the Santa Clara County Law Enforcement Policy Statement Regarding Hate Crimes. UPD will review to ensure terms are implemented at SJSU.	RPP-6 , Require the Chief of SJSU Police Department and the University administration to review the MOU between Santa Clara County Law Enforcement Agencies and the Santa Clara County Network for a Hate Free Community to ensure familiarity with the terms of the MOU and compliance with the best practices articulated in the document. Review this MOU in concert with the Santa Clara County Chiefs of Police Association and the Santa Clara County Network for a Hate Free Community	June 1 - Aug. 31, 2014
21	In consideration of CSU Executive Orders, SJSU Academic Senate Policies, Presidential Directives and other departmental policies, the university will create a comprehensive policy that covers bias, discrimination, hate violence and bullying.	RPP-7 , Require the University administration, in collaboration with the Academic Senate, student leaders and staff, to review all campus policies specific to bias, discrimination, hate violence and bullying for the purpose of determining the adequacy of the policies to meet current expectations regarding the establishment and maintenance of a campus free of bias, discrimination, hate violence and bullying, and transformative measures such as cultural sensitivity training and progressive disciplinary actions, up to and including, expulsion from the university, or termination from employment with the university.	Academic Year 2014-15
22	The university will hold at least one forum per semester to review status of implementation.	IMP-2 , Convene public forums each semester for the campus and the San Jose community to review implementation of the recommendations.	Launch between Sept. 1 and Dec. 15, 2014.

<http://blogs.sjsu.edu/today/2014/technology-upgrade-brings-new-tools-to-campus-classroom/>

Creating a New Paradigm: SJSU's Tech Upgrade

October 5, 2014 [SJSU Editor](#)

By Information Technology Services and the Division of Academic Affairs

Two years ago, San Jose State University [launched a five-year, \\$28 million initiative](#) to support faculty members in using and applying next generation collaboration technologies to student learning. This series of investments is addressing specific information technology infrastructure areas deemed essential to realizing the “Unbounded Learning” capabilities envisioned in SJSU’s [Strategic Plan: Vision 2017](#). Although the roll out will continue for several more years, SJSU is already experiencing tangible, positive results detailed below and in these [frequently asked questions](#).

Wi-Fi



SJSU’s Wi-Fi service now spans nearly six million square feet of indoor space (Steve Proehl photo).

In fall 2012, Wi-Fi coverage was spotty and unreliable. It was impossible to teach a class or conduct an exam with materials on the web. Students drifted around campus, searching for a signal. There was no Wi-Fi access for guests and students living in our residence halls. All this has changed.

Over the past two years, SJSU has expanded its free, secure, wireless Internet service to serve all students, faculty, staff and guests, including prospective students and family members. Wi-Fi is reliable and available in all classrooms, campus buildings and student residences. The number of concurrent Wi-Fi connections during the day is more than 11,000 devices, double what was possible two years ago. Students have reported seeing Internet speeds over 100 megabytes.

Two years ago, students living in SJSU's residence halls had to bring their own Internet routers to campus if they wanted to access the web. Today, SJSU provides Internet access to students living on campus, allowing them to connect with the content they need from the desks in their rooms.

Collaboration Technologies

Essential to realizing SJSU's Strategic Plan are several key technologies that support robust, ubiquitous connectivity and unfettered video and audio communications among students, faculty, staff and experts worldwide.

For example, WebEx web conferencing allows professors to mix traditional and virtual class sessions throughout the semester, adding flexibility to their curricula and making the classroom an unbounded space for collaboration, anytime and anywhere.

Next Generation Classrooms

In the past two years, SJSU outfitted five classrooms and one auditorium with high-definition, interactive video conferencing that includes recording, indexing and word-search capabilities for all classroom exercises including lectures. Additionally, 17 conference rooms and offices were upgraded with similar functionalities.

In these rooms, students, faculty and staff can access interactive lectures by professors or industry experts worldwide. Students can even see exhibits shared by those speaking from remote locations.

Before this technology was installed, the best we could do was a few people sitting around a speaker phone. Now, classrooms feature high-speed, interactive video streaming.

Instructors have found the technology productive and useful. Based on faculty experience and feedback, additional classroom configurations will be developed and implemented.

Here are specific examples of how Next Gen classrooms are being used today.



An advertising class uses new tech tools to collaborate with industry experts (Wes Dorman photo).

The School of Journalism and Mass Communication

- Student groups present advertising projects to industry experts including a New York ad agency.
- Previously, presentations were filmed and sent to New York. Feedback came days or weeks later.
- Now, a classroom connection is made with the ad agency using Telepresence.
- Recordings are available for playback later. This demonstrates how IT supports the academic mission.
- The results include enhanced experiential learning capabilities; real-time feedback from industry experts; and the ability to review feedback from industry experts.



Public health students gain real-world and global experience by connecting with an Alebrije artisan community in Mexico (CASA Blog image).

The Master's in Public Health Program

- From admissions to graduation, the program has been redesigned to incorporate new technology.
- For example, virtual classes are conducted via WebEx and multimedia course content is provided online.
- In addition, the program connects with an Alebrije artisan community in Mexico to provide real-world experiences to students. Video conferencing with the artisan families enables more frequent and personal contact.
- Results include enhanced experiential learning capabilities; a new social responsibility program for high school students interested in the Alebrije project; reduced costs for students traveling to and from campus; and flexibility for students seeking to meet personal and job responsibilities.



The Connie L. Lurie College of Education established a research effort to evaluate 21st century classrooms (Carl Best photo).

The Connie L. Lurie College of Education

- The college seeks to develop tomorrow's leading educators.
- Instructors teach a program demonstrating how to bring tech innovations into today's schools.
- The SJSU classroom solution includes SmartBoards, mobile and flexible furniture, room archetypes, Wi-Fi, and Mediascape video booths.
- The college instituted collaborative applications such as Skype, WebEx and Canvas to extend the classroom and support a flipped-classroom approach.
- Results include the establishment of a research effort to evaluate the qualitative and quantitative impacts of the 21st century classroom program.

Computer Labs

Outdated computer labs were once all too common at SJSU. In the past two years, more than 1,600 computers have been refreshed including the replacement of hundreds of machines that were eight or more years old. Next steps include virtualizing the labs to allow students the freedom to use any Internet device to access the computer labs and up-to-date software.

Unified Communication

Before infrastructure improvements began in 2012, SJSU had five distinct phone systems of various ages and capabilities. SJSU's commitment to agility through technology strongly suggested the need for a modern campus communication system. This resulted in plans to replace all the antiquated phone systems in favor of a single solution with capabilities beyond anything previously experienced on campus.

Four of the five systems have been replaced. New phone instruments utilizing Voice over Internet Protocol (VoIP) are being distributed to faculty, staff, and classrooms. These phones support advanced services including audio and video communication from hardwired, wireless and mobile devices.

Now, faculty and staff phone numbers can "go mobile." This means all phone features, including video, forwarding and voicemail, can be accessed on laptops, desktops and mobile phones. Additional unified communication functions include instant messaging with SJSU employees and instant WebEx meetings, allowing faculty and staff to better support students and each other.

Appendix D

U.S. Department of Education Project Succeed Grant Press Release

San José State University is pleased to announce the start of Project Succeed, a campus-wide initiative funded by the U.S. Department of Education for \$2.2 million dollars. A five-year graduation and retention improvement plan beginning in October 2014, Project Succeed intends to strengthen SJSU's culture for undergraduate student success by increasing our retention and graduation rates as well as closing the achievement gap for Under-Represented Minorities (URMs). Dr. Maureen Scharberg, Associate Vice President for Student Academic Success Services, will serve as the Principal Investigator. Dr. Scharberg is thrilled to receive this funding to increase student success, especially for our URM student populations. Dr. Patricia Backer will serve as the Project Coordinator. Dr. Backer has been involved in this endeavor with Dr. Scharberg and is excited to be a part of this team. She is confident in this project and looks forward to the many ways it will strengthen our university.

Team members for this grant include: Dr. Maria Luisa Alaniz, Professor and Chair of the Social Sciences Department, Dr. Maureen Smith, Professor of Child and Adolescent Development, Ms. Stephanie Hubbard, Associate Director of Residential Life, and Ms. Cynthia Kato, Director of Academic Advising and Retention Services.

The grant has three major goals. The first goal is to strengthen SJSU's core academic performance in two key areas: retention and graduation. Next, we hope to provide an improved supportive environment for underrepresented students, and our third goal is to enhance the delivery and integration of academic and co-curricular support services for students to increase student success and improve retention and graduation rates. We plan to do this through the implementation of Student Learning Communities, block scheduling, and faculty mentoring programs for all incoming Freshmen; once implemented, these services will ultimately serve thousands of SJSU students. Through this grant, we anticipate raising our overall URM graduation rate by 12%, ensuring that that more URM students will successfully graduate and enter the workforce. We also look forward to additional URM students pursuing graduate degrees, or, hopefully, becoming involved in academics professionally. We also anticipate that there will be a noticeable improvement in delivery and integration of academic and co-curricular support services for students.

SJSU is excited to begin this process. We look forward to continual growth and development as we move onwards towards campus-wide improvement and student success.

Project Succeed Five-Year (2014-2019) Comprehensive Development Plan

CDP Goal 1. Strengthen SJSU’s core academic performance in two key areas: retention and graduation.
Objective 1.1. By Fall 2019, SJSU will increase freshman to sophomore student retention by 5%. Objective 1.2. By Fall 2019, SJSU will increase the 6-year graduation rate by 9% for all first-time frosh. Objective 1.3. By Fall 2019, for upper division transfers, SJSU will increase the 5-year graduation rate by 6%.
CDP Goal 2. Providing an academically supportive environment for underrepresented students.
Objective 2.1. By Fall 2019, SJSU will increase the freshman to sophomore retention for URM frosh by 12%. Objective 2.2. By Fall 2019, SJSU will increase the 6-year graduation rate of URM frosh by 12%. Objective 2.3. By Fall 2019, SJSU will increase the 5-year graduation rate of URM upper division transfer students by 12%.
CDP Goal 3. Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates.
Objective 3.1. By Fall 2019, we will develop and implement SLCs for 1,000 URM frosh. Objective 3.2. By Fall 2019, we will implement block scheduling for all incoming URM frosh. Objective 3.3. By Fall 2015, we will implement a Faculty Mentor Program for incoming URM frosh. Objective 3.4. By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors, and faculty.

Project Succeed Measurable and Realistic Activity Objectives

TITLE III MEASURABLE ACTIVITY OBJECTIVES AND TARGETS BY YEAR						
OBJECTIVES AND TARGETS BY YEAR						RELATED CDP PROBLEM & GOAL
Objective 1.1. By Fall 2019, SJSU will increase freshman to sophomore retention by 5%						CDP Problem 1 CDP Goal 1
YEAR	2015	2016	2017	2018	2019	
TARGET	81%	82%	83%	84%	85%	
Objective 1.2 By Fall 2019, SJSU will increase the 6-year graduation rate by 9% for all first-time freshmen						CDP Problem 1 CDP Goal 1
YEAR	2015	2016	2017	2018	2019	
TARGET	48%	50%	52%	54%	56%	
Objective 1.3. By Fall 2019, for upper division transfers, SJSU will increase the 5-year graduation rate by 6%						CDP Problem 1 CDP Goal 1
YEAR	2015	2016	2017	2018	2019	
TARGET	68%	69%	70%	71.5%	73%	
Objective 2.1. By Fall 2019, SJSU will increase freshmen to sophomore retention for Under-Represented Minorities (URM) freshmen by 12%						CDP Problem 1 & 2 CDP Goal 2
YEAR	2015	2016	2017	2018	2019	
TARGET	74%	76%	78%	81%	84%	
Objective 2.2. By Fall 2019, SJSU will increase the 6 year graduation rate of URM frosh by 12%						CDP Problem 1 & 2 CDP Goal 2
YEAR	2015	2016	2017	2018	2019	
TARGET	42%	44%	46%	49%	52%	
Objective 2.3. By Fall 2019, SJSU will increase the 5-year graduation rate of URM upper division transfer students by 12%						CDP Problem 1 & 2 CDP Goal 2
YEAR	2015	2016	2017	2018	2018	
TARGET	65%	67%	69%	72%	75%	
Objective 3.1. By Fall 2019, we will develop and implement SLCs for 1,000 URM frosh						CDP Problem 1 & 2; CDP Goal 2
YEAR	2015	2016	2017	2018	2019	
TARGET	400 students	500 students	600 students	700 students	1000 students	
Objective 3.2. By Fall 2019, we will implement block scheduling for incoming frosh						CDP Problem 1 & 2; CDP Goal 1 & 2
Objective 3.3. By Fall 2015, we will implement a Faculty Mentor Program for incoming URM frosh						CDP Problem 1 & 2; CDP Goal 1 & 2
YEAR	2015	2016	2017	2018	2019	
TARGET	150 students	150 students	200 students	200 students	250 students	
Objective 3.4. By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors, and faculty						CDP Problem 3; CDP Goal 2 & 3

Project Succeed Timeline

Implementation Strategy Timetable			
ACTIONS AND EXPECTED IMPACT	PRIMARY PARTICIPANTS	TIME LINE	TANGIBLE RESULTS
YEAR ONE (10/1/14-9/30/15)			
Establish Title III <i>Project Succeed</i> office	Title III Coordinator	Spring 2015	Identify contact location & personnel for project.
Set up advisory committee and convene the first meeting	Title III Advisory Committee	Spring 2015	Coordinate and communicate updates to key personnel and units on campus.
Establish reporting procedures for student success programs	AVP, Student Academic Success Services (Title III Director)	Spring 2015	A mechanism for reporting efforts to the SJSU campus community, other CSU campuses, and CSU Office.
Analyze baseline data points for retention and graduation; create reporting strategies for tracking/reporting retention and graduation rates	IEA, Title III Director, Title III Coordinator	Spring 2015-Fall 2015	Consistent reporting so we can note trends appropriately and plan our strategies accordingly.
Set up meetings with the Council of Deans and the Retention & Graduation Task Force to align Title III activities with SJSU initiatives	Title III Coordinator; Title III Director	Spring 2015-Fall 2015	Consistent communication through the campus community.
Expand the Early Start Summer Bridge program for remedial students	Title III Director, AARS, EOP, Undergrad Studies	Summer 2015	Increase student success of remedial students.
Evaluate and streamline academic policies for retention and graduation	Title III Director, Academic Senate	Fall 2015	Decrease time to graduation.
Housing office to work with Title III personnel to develop additional themed communities	Title III Coordinator, SJSU Housing, SLC Coordinator	Spring 2015	Increase student success of remedial students.
Implement block scheduling for all incoming frosh	Title III Block Scheduling Coordinator	Spring-SU 2015	Students are placed in SLCs; Increase student success of remedial students.
Implement a Faculty Mentor Program for incoming URM frosh; train faculty	Title III FMP Coordinator	Spring-Fall 2015	First cohort of faculty mentors trained; students assigned to mentors.
Integration of SJSU FYE goals into SJSU's Area E GE classes	Title III FYE Coordinator	Spring-Fall 2015	Integration of FYE goals into 1/3 of SJSU's Area E GE classes.
Initiate early alert program and promote intrusive advising and tutoring	AARS, LARC, EOP, FYE, and remediation faculty	Fall 2015	Increase number of URM students using advising services; increase retention of URM

			students.
Assessment of SASS procedures and structure	Title III Coordinator, External Evaluators, Deans, Provost	Spring-Fall 2015	Plan to maximize the productivity and efficiency of SASS to provide student services.
Evaluation report and Annual Performance Report (APR) submitted to DoED	Title III Coordinator, Title III Director, External Evaluators	Fall 2015	Report submitted and results communicated to key stakeholders.
YEAR TWO (10/1/15-9/30/16)			
Annual report on student success programs	Title III Director	Spring 2016	Increased knowledge for campus community.
Establish FYE courses in each college	AARS and Colleges; FYE Coordinator	Spring 2016	Increased frosh to sophomore student retention and matriculation.
Implement on-line student services hub for students, faculty and advisors	Title III Coordinator, Student Affairs, Academic Affairs	Spring 2016	Web-based advising professional development.
Coordinate advising efforts for incoming frosh	Title III Director, AARS, Academic Affairs	Spring 2016	Increased frosh to sophomore student retention and matriculation.
Develop student success information technology tools and student activity tools using MySJSU	Academic Affairs, Student Affairs, IEA	Spring 2016	Identify risk factors for student success and develop interventions to increase student success.
Housing office to work with Title III personnel to develop additional themed communities	Title III Coordinator, SJSU Housing, SLC Coordinator	Spring 2016	Increase student success of remedial students.
Expand the Early Start Summer Bridge program for remedial students	AARS, EOP, Undergraduate Studies	Summer 2016	Increase student success of remedial students.
Identify barriers for student success in each college (remediation, failure rate in gateway, time to graduation)	Academic Deans, Academic Affairs, Student Affairs	Fall 2016	Decrease time to graduation and increase student success.
Implement block scheduling for all incoming frosh	Title III Block Scheduling Coordinator	Spring-Summer 2016	Students are placed in SLCs; Increase student success of remedial students.
All new students meet with an advisor in first year to create 4 year grad. plan	AARS, Department Advisors	Fall 2016	Improve 6-year graduation rates.
Expand Faculty Mentor Program for incoming URM frosh; train faculty	Title III FMP Coordinator	Spring-Fall 2016	Second cohort of faculty mentors trained; students assigned to mentors
Integration of SJSU FYE goals into SJSU's Area E GE classes	Title III FYE Coordinator	Spring-Fall 2016	Integration of FYE goals into 2/3 of SJSU's Area E GE classes.

Implement tracking procedures and outreach strategies for URM students.	IEA, Title III Director, Title III Coordinator	Fall 2016	Increased student satisfaction with services.
Evaluation report and Annual Performance Report (APR) submitted to DoED	Title III Coordinator, Title III Director, External Evaluators	Fall 2016	Report submitted and results communicated to key stakeholders.
YEAR THREE (10/1/16-9/30/17)			
Annual report on student success programs.	Title III Director	Spring 2017	Increased knowledge for campus community.
Assess and report outcomes of early alert program, intrusive advising and tutoring.	AARS, LARC, EOP, FYE, and remediation faculty	Fall 2017	Increase number of URM students using advising services; increase retention of URM students.
Expand the Early Start Summer Bridge program.	AARS, EOP, Undergraduate Studies	Summer 2017	Increase student success of remedial students.
Housing office to work with Title III personnel to develop additional themed communities	Title III Coordinator, SJSU Housing Office, SLC Coordinator	Spring 2017	Increase student success of remedial students.
Implement block scheduling for all incoming frosh	Title III Block Scheduling Coordinator	Spring-SU 2017	Students are placed in SLCs; Increase student success of remedial students.
Implement a Faculty Mentor Program for incoming URM frosh; train faculty	Title III FMP Coordinator	Spring-Fall 2017	Third cohort of faculty mentors trained; students assigned to mentors.
Integration of SJSU FYE goals into SJSU's Area E GE classes	Title III FYE Coordinator	Spring-Fall 2017	Integration of FYE goals into all of SJSU's Area E GE classes.
Evaluation report and Annual Performance Report (APR) submitted to DoED	Title III Coordinator, Title III Director, External Evaluators	Fall 2017	Report submitted and results communicated to key stakeholders.
YEAR FOUR (10/1/17-9/30/18)			
Assign risk scores to all new students and implement interventions	AARS, IEA	Spring 2018	Improve 1-year retention rates.
Expand Faculty Mentor Program for incoming URM frosh; train faculty	Title III FMP Coordinator	Spring-Fall 2018	Fourth cohort of faculty mentors trained; students assigned to mentors.
Expand the Early Start Summer Bridge program for remedial students	AARS, EOP, Undergraduate Studies	Summer 2018	Increase student success of remedial students.
Assess and report outcomes of early alert program, intrusive advising and tutoring	AARS, LARC, EOP, FYE and SJS faculty	Fall 2018	Increase number of URM students using advising services; increase retention of URM students.

San José State University

Implement block scheduling for all incoming frosh	Title III Block Scheduling Coordinator	Spring-SU 2018	Students are placed in SLCs; Increase student success of remedial students.
Evaluation report and Annual Performance Report (APR) submitted to DoED	Title III Coordinator, Title III Director, External Evaluators	Fall 2018	Report submitted and results communicated to key stakeholders.
YEAR FIVE (10/1/18-9/30/19)			
Institutionalize the Early Start Summer Bridge program for remedial students	AARS, EOP, Undergraduate Studies	Summer 2019	Increase student success of remedial students.
Evaluation report and APR submitted to DoED	Title III Coordinator & Director, Evaluators	Fall 2019	Report submitted and results communicated to key stakeholders.

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

**S13-3, Policy Recommendation, Temporary Accommodation
for Degree Programs Reducing to 120 units**

Legislative History:

At its meeting of March 11, 2013, the Academic Senate approved the following policy recommendation presented by Senator Bros-Seemann for the Curriculum and Research Committee.

**Action by University President: Approved and signed by President
Mohammad Qayoumi on April 8, 2013**

**Policy Recommendation:
Temporary Accommodation for Degree Programs Reducing to 120
units**

Whereas The Board of Trustees of the California State University approved modifications to Title 5 at their meeting of January 2013 with the intended goal of reducing the units required for degrees (including a 120 unit limit for many programs), and

Whereas San José State is attempting to bring undergraduate programs with unit requirements between 121 and 129 into line with a 120 unit limit (CSU coded memo AA-2013-02 & January 2013 modifications to Title 5 by the CSU Board of Trustees) by the start of the Fall 2013 semester and undergraduate programs with unit requirements above 129 into line with a 120 unit limit by the start of the Fall 2014 semester, and

Whereas several programs may have unique accreditation requirements or other compelling reasons that make it difficult to meet the 120 unit limit by simply reducing units in the major, and

Whereas there is a need for a short term solution to help San José State University bring high unit majors into compliance with the 120 unit limit, and

- Whereas General Education is an integral part of all SJSU's undergraduate degrees, with student learning objectives common to all such programs,
- Whereas there is a need for immediate clarity as well as a process that would guide departments and colleges in developing alternative pathways toward meeting program, GE, and other graduation requirements, and
- Whereas all academic program changes require a plan and an assessment mechanism to ensure that the goals, objectives, and outcomes of all requirements are being met, therefore be it
- Resolved that a faculty position of University GE Program Facilitator be created with the responsibilities to: 1) connect departments seeking advice on integration of GE requirements into the major, with individuals or organizations the appropriate expertise who will assist in the development and review of GE integration proposals and assessment strategies: and further be it
- Resolved that the aforementioned position for University GE Program Facilitator will need to have familiarity with GE guidelines and operations in the Board of General Studies; and that individual will receive a summer stipend for 2013 as well as release time for the Fall 2013 semester from Undergraduate Studies; and further be it
- Resolved that, until this policy is amended or replaced, academic programs reducing to 120 units shall follow these steps:

Pertaining to all applicants for program modifications

- 1) Departments with programs totaling 121-129 units need apply before the end of the Spring 2013 semester. For those programs and departments with programs totaling more than 129 units need apply before the end of the Fall 2013, semester.
- 2) If a program has one or more pre-existing waivers for GE Areas that had been granted from the Chancellor's office, the offering department would not need to provide any justification or submit evidence that they have incorporated the corresponding GE SLOs into their program. However, they are encouraged to do the latter.
- 3) Any programmatic GE modifications that have been granted by SJSU but have not been approved by the Chancellor's office will be considered to have expired. If one or more of the aforementioned GE modifications was necessary for a program to be

within 120 units, the departments will have to apply for one or more of the following or reduce content in the major.

4) Meeting GE requirements within the major

a) Initial Process:

i) Application Process

- (1)** Only programs currently in excess of 120 units would be eligible for consideration.
- (2)** The incorporation of GE SLOs into the major should not contradict the spirit of SB 1440 if that major would be otherwise be considered appropriate for a Transfer Model Curriculum.
- (3)** Departments shall submit their proposal to the appropriate college-level curriculum committee and the Dean's office of that college.
- (4)** If approved by the college-level curriculum committee, the proposal will be forwarded to the Board of General Studies (BOGS) from the appropriate College level Curriculum committee.
- (5)** If approved, BOGS will send a copy of the proposal to the University GE Facilitator who will contact the department making the proposal to provide information on how the department can make use of existing faculty expertise.

ii) Materials needed: The applying department shall provide a compelling argument that the Student Learning Objectives (SLOs) for a GE course are already incorporated into their degree program.

iii) Stipulation: The applying department will be expected, within one year of the date of approval, to develop an appropriate assessment strategy that has been approved by the Board of General Studies (BOGS) - details specified below in b) i) (1).

iv) Facilitating process: Departments wishing advice on how to integrate General Education Student Learning Objectives into their programs and/or developing appropriate assessment programs can contact the aforementioned University GE Program Facilitator to be connected with individuals or organizations with the appropriate expertise.

b) Post Approval - Evaluation Process

- i)** Within 1 year of the date of approval, the department must demonstrate to the Board of General Studies how their program addresses the General Education requirements as specified in the application and provide an appropriate strategy to assess the effectiveness of the program in addressing those General Education requirements.
- ii)** If the Board of General Studies recognizes that the department has incorporated the Student Learning Objectives (SLOs) into the program and has approved the assessment strategy, the department will then be responsible for the collection and analysis of the assessment data for those SLOs.
- iii)** If the department fails to demonstrate to the Board of General Studies that their program(s) addresses the General Education requirements as specified in the application, the department shall reduce the program to 120 units by satisfying the GE SLOs using the existing course-based mechanism or some other unit reduction within the major or within campus requirements.

5) Seeking a Waiver of the Physical Education Campus Graduation Requirement (as stipulated in S73-5)

a) Process:

- i)** Departments shall submit their proposal to the appropriate college-level curriculum committee.
- ii)** If approved by the college-level curriculum committee, the proposal will be forwarded to the Academic Senate Curriculum and Research Committee.
- iii)** If recommended by the Academic Senate Curriculum and Research Committee, the proposal will be forwarded to the Provost for approval.
- iv)** If the Provost approves, the requirement will be waived for a period of one year, after which the department must reapply.
- v)** If the Provost does not approve, the department shall reduce the program to 120 units by some other unit reduction within the major.

- b) Materials needed:** The applying department will need to provide compelling evidence that it is not possible to fulfill the Physical Education Campus

Graduation Requirement given constraints such as accreditation and degree unit limits.

6) Programs Seeking to Apply to the Chancellor's Office for a Waiver of a GE Requirement:

Per Executive Order 1065 (General Education Breadth Requirements) section 2.2.5(b), which states "*In the case of high-unit professional major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor and chief academic officer, Academic Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.*"

a) Process

- i)** Departments shall submit their proposal to the appropriate college-level curriculum committee.
- ii)** If approved by the college-level curriculum committee, the proposal will be forwarded to the Academic Senate Curriculum and Research Committee.
- iii)** If recommended by the Academic Senate Curriculum and Research Committee, the proposal will be forwarded to the Provost for approval.
- iv)** If the Provost approves, San José State University will support the application for waiver of specific GE requirements.
- v)** If the Chancellor's Office declines the request, the program in question must meet the 120 unit limit for a Bachelor degree by cutting or integrating other elements (e.g., major requirements) within the unit limits

b) Materials needed: The applying department will need to provide compelling evidence that it is not possible to fulfill specific GE requirements given constraints such as accreditation and degree unit limits.

Present: Shannon Bros-Seemann, Dennis Jaehne, Annette Nellen, Winifred Schultz-Krohn, Rebecca Feind, Jean-Luc Desalvo, Patricia Swanson, Patricia Backer, Pamela Stacks, Elizabeth Weiss,

Absent: Peter Buzanski, Peter Lee

Approved: 10 for, 0 against, 0 abstain

Financial Impact : Will require the creation of a position of University GE Facilitator with stipend and/or release time for the summer of 2013 and the Fall 2013 semester. As all of the programs will need to be in-line by Fall 2014, after that point, the position will not need to be funded.

Workload impact: There will be additional work on the part of departments to develop programs that fall within the unit requirements and to provide appropriate assessment strategies, but that is work that would already need to be done to be in compliance.

Impact on Students: This will enable more students from a greater variety of majors to graduate with 120 units and, thus, creates degree unit equality. However, students enrolled in programs which incorporate GE SLOs into their majors will find it more difficult to change majors.

CONSTITUTION OF THE ACADEMIC SENATE SAN JOSE STATE UNIVERSITY

PREAMBLE

To provide for effective participation and deliberation by the academic community of San José State University in the formulation of governing policies for the University, this Constitution is ordained and established.

ARTICLE I -- THE ACADEMIC SENATE

Section 1. The Academic Senate is the principal agency for the formulation and recommendation of policy for the University. Regular meetings shall be held at least once every month during the academic year. Special meetings of the Academic Senate shall be called at the request of the President of the University, or of the Chairperson of the Academic Senate, or on written petition of thirty per cent (30%) of the members of the Academic Senate. A majority of the members constitutes a quorum.

ARTICLE II -- MEMBERSHIP

Section 1. The Academic Senate shall consist of representatives from the University administration, faculty, and students. In the interests of communication and cooperation, the Emeritus Faculty Association and the Alumni Association shall also each have a representative. Student, administration, emeritus faculty and alumni representatives have the same rights to speak and vote as other members, but may not serve concurrently as elected representatives of the faculty, and are not qualified for election as officers of the Senate. At least two-thirds of the total membership of the Senate shall be members holding office under sections 3, 4, and 5 of this Article.

Section 2. Administration representatives shall consist of the President, the Provost, the Vice President for Administration and Finance, the Vice President for Advancement, and the Vice President for Student Affairs, ex officio; and four (4) academic deans, at least two of whom shall be deans of colleges, elected by the academic deans for staggered two-year terms.

Section 3. a) For the purposes of this Constitution, the faculty consists of all University staff holding the title of Professor, Associate Professor, Assistant Professor, Instructor or Lecturer, and holders of such other professional and administrative staff positions as may be declared by bylaw to be directly related to the instructional program of the University. Faculty representatives shall consist of no less than twenty-seven (27) faculty members apportioned among the representative units as much as possible in proportion to faculty population. Apportionment shall be provided for in the bylaws, but each representative unit shall have at least one representative.

b) Tenured faculty and probationary regular faculty who have completed at least one year's service and temporary faculty who have completed at

CONSTITUTION OF THE ACADEMIC SENATE

least one Academic year of service at the University are eligible as Senate faculty representatives. Election of probationary or temporary faculty to the Senate does not assure or imply retention or tenure or rehiring. Probationary and temporary faculty elected to the Senate shall have the same term of office as other faculty representatives, but shall cease to be members of the Senate if not retained or rehired.

c) All faculty may vote for representatives. Each part-time faculty member shall have a weighted vote equal to the fraction of time for which he or she is appointed or, in the case of voluntary faculty employees, the fraction of time actually being taught, except that a tenured faculty member serving on a part-time appointment shall retain a full vote. Representatives shall be members of and be nominated and elected by the faculty of the representation units to which they are assigned. Terms shall be three (3) years, one-third (1/3) of the faculty representatives to be elected each year.

d) An elected faculty member is subject to recall by a majority vote of his or her constituents. A recall election shall be held whenever twenty per cent (20%) or twenty-five (25) of the qualified voters of the constituency, whichever is greater, sign a petition to recall. No member shall be subject to a recall election more than once in an academic year.

Section 4. Representatives to the Academic Senate, California State University, shall be members ex officio of the Academic Senate of San José State University. They shall be elected according to procedures established by the Academic Senate, California State University, and the Academic Senate of this University.

Section 5. The Chair of the Academic Senate and the previous year's Chair (if not the same person as the current chair) shall be members of the Senate ex officio.

Section 6. Student representatives shall consist of the President of the Associated Students and six (6) students in good standing selected according to policies and procedures prescribed by Associated Students, Inc. These students shall serve one year terms, and may serve more than one term. Vacancies in these Senate seats will be filled according to Associated Students, Inc. policies and procedures.

Section 7. The Alumni Association representative shall be elected by the Association in the same manner as Association officers, to a three (3) year term.

Section 8. The representative of the Emeritus Faculty Association shall be an officer of the Association designated by the Association.

ARTICLE III -- ORGANIZATION

Section 1. The presiding officer of the Academic Senate shall be the Chair. The Vice Chair shall preside in the absence of the Chair. The Senate shall have such other officers as may be provided for by bylaw.

Section 2. The times and procedures for the election of all Senate officers shall be as provided for by bylaw.

Section 3. Budgetary support for the Academic Senate, including secretarial service and operational expense, shall be provided by the University.

Section 4. A record shall be kept of the proceedings of the Academic Senate. The agenda shall be published as long before and the minutes as soon after each meeting as is practicable.

Section 5. The Academic Senate may adopt bylaws consistent with this Constitution. Bylaws may be enacted only by a two-thirds (2/3) majority at a regular meeting subsequent to the meeting at which such bylaws are introduced.

Section 6. The Academic Senate may establish its own rules of procedure consistent with this Constitution. A standing rule may be established, amended or rescinded by a majority vote at any meeting.

Section 7. The Academic Senate shall appoint committees of its own as specified in the bylaws. Any member of the University community may serve on such committees.

ARTICLE IV -- POWERS AND RESPONSIBILITIES

Section 1. The Academic Senate, subject to the laws of California and the policies and regulations of the Board of Trustees, shall formulate policies and procedures on matters affecting the general welfare of the University, including (a) educational policies, (b) faculty affairs, (c) student affairs, and (d) budget and finance.

Section 2. Upon passage by the Academic Senate, proposed policies and procedures shall be submitted to the President of the University for consideration and action. Those approved by the President become official University Policy and will be implemented as soon as practicable. The President will report to the Senate promptly on those proposed measures of which he or she does not approve.

ARTICLE V -- REFERENDUM

Section 1. Any action of the Academic Senate may be referred to the faculty electorate when forty per cent (40%) of the Academic Senate members present support a motion for a referendum or when twenty per cent (20%) of the faculty electorate submit a petition for a referendum to the Associate Vice Chair of the Academic Senate. A petition calling for a referendum shall indicate the specific action of the Academic Senate which is the subject of the referendum. Such a petition must be submitted within a period of thirty (30) working days of a regular academic session following the action to be referred. A majority of the votes cast shall be necessary to sustain the action.

ARTICLE VI -- AMENDMENTS

Section 1. Amendments to this Constitution may be proposed for faculty consideration by a majority of the total membership of the Academic Senate or by a petition signed by twenty per cent (20%) of the faculty electorate. Ratification shall

CONSTITUTION OF THE ACADEMIC SENATE

require approval by a majority of the votes cast by the faculty electorate, and by the President of the University.

ARTICLE VII -- ADOPTION

Section 1. This Constitution shall become effective on approval by a majority of the faculty and by the President of the University.

Appendix G

SJSU's CommUniverCity

<http://cucs.j.org/>



Mission

CommUniverCity builds community by engaging residents and students in service learning projects that accomplish neighborhood-driven goals.

CommUniverCity creates and supports community action projects that:

- Provide rich educational opportunities for residents of all ages that promote a “college going” culture and instill a desire for life-long learning.
- Strengthen the community’s capacity to bring about vibrant, healthy, and engaged neighborhoods.

In fact, we believe that the essence of community building lies at the intersection of education, community health, and the neighborhood environment.



History

CommUniverCity started in 2005 as a way for students from San José State University to gain real life experience working in communities and helping solve real life neighborhood

issues. Since then, its scope has expanded and CommUniverCity has grown significantly and made a real impact on the community. Some key highlights from 2005 – 2012 include:

- Over 42,700 contacts with residents
- 10,600 student service learners
- 168,000 hours of service to the community valued at 3.37M

Neighborhoods

CommUniverCity serves Central San José neighborhoods including Five Wounds/ Brookwood Terrace (FWBT), a diverse area that is home to 96,000 residents. This is a low-income community where half of the population is Latino, one third were born in another country, and two thirds of households speak a language other than English. Nearly two thirds (60.4%) of households in the area are low income, earning less than 80% of the Area Median Income (AMI).

While demographics foreshadow the challenges of serving and engaging such a community, demographics don't tell the whole story: Central San José is home to many grassroots leaders with a long history of engagement to protect their communities, and strong ties to CommUniverCity.

Engaging Students in Service-Learning

Project Coordinators

Project coordinators play pivotal roles for CommUniverCity's work in the community. As Graduate or upper-division undergraduate students from San José State University, these students are engaged in conducting outreach, organizing events, and developing and administering service-learning curriculum.

Community Volunteers

CommUniverCity San José is driven by the priorities of the neighborhoods where we work. As such, we engage residents within our service area as volunteers and leaders on our projects.

Programs

CommUniverCity San José strives to create, support, and enrich sustainable community service-learning projects in the following areas:

- College-Going Culture
- Community Health
- Neighborhood Revitalization
- Self-Sufficiency
- Youth Mentorship

SJSU's Career Center's Innovative Spartan Staffing Program

<http://blogs.sjsu.edu/today/2014/career-center-introduces-new-service/>

Career Center Introduces New Service

September 16, 2014 [Pat Lopes Harris](#)



SlingShot Connections and Expandability recruiters meet with student Jessica Puentes at the SJSU Career Center (Brandon Chew photo)

SAN JOSE, Calif. — The San Jose State University Career Center has partnered with two off-campus organizations to take an innovative approach to helping students, alumni and even the general public advance professionally.

SJSU Spartan Staffing operates like an employment agency, actively connecting job seekers and employers with common interests. [SlingShot Connections](#) and [Expandability](#) provide the personnel who make the connections, working together to serve San Jose State's diverse community.

We believe San Jose State is the first institution of higher learning in the nation to add the employment agency concept to its suite of career development services," said Daniel Newell, program manager for workforce and economic development at the SJSU Career Center.

A Unique Opportunity

“This unique opportunity will be of enormous assistance to our students, alumni and area employers,” Newell continued. “The SJSU service is facilitated by private organizations that are nimble and adapt at the pace of industry to meet regional needs.”

[SJSU Spartan Staffing](#) complements the Career Center’s many other services, which take students from choosing a major to fine tuning resumes to attending interviews and job fairs. The new service brings together job seekers with specific employers. This comes at no cost to the job seeker. The employer remits a fee, typically a percentage of a new hire’s salary.

There are benefits for community members as well. SJSU Spartan Staffing offers positions that go unfilled by students and alumni to local residents, in collaboration with organizations such as the Veterans Administration, the California Department of Rehabilitation, and the American Job Center.

At the same time, SJSU Spartan Staffing [supports businesses of all sizes](#). For example, the service can serve as the employer of record for small businesses, handling workers’ compensation, state and federal tax allocations as well as liability and unemployment insurance.

Connecting Students With Start-ups

In addition, SJSU Spartan Staffing levels the playing field for start-ups, giving these emerging businesses the opportunity to compete for talent with more prominent employers. The service does this by utilizing corporate recruiters to identify, attract, and recruit for opportunities with companies that would otherwise be unfamiliar to students.

Ancillary services include assistance with visa requirements for international students, academic credit requirements for interns, and federal law compliance, which calls upon contractors to provide opportunities to the disabled, a specialty of Expandability.

Slingshot and Expandability receive 90 percent of the revenue, with Spartan Staffing taking the remaining 10 percent. More than 20 employers have signed on in the technology, medical device, health care, education and government sectors. Approximately 75 percent of the placements have been full-time positions and 25 percent have been internships.

Press Release on one SJSU Innovation Contest

<http://engineering.sjsu.edu/news-and-events/news/sjsu-students-solve-real-engineering-challenges-juniper-networks-innovation>

SJSU Students Solve Real Engineering Challenges in Juniper Networks Innovation Contest



More than 80 students comprising 20 teams competed in the Juniper Network Student Innovation Contest. Photos: Carlos Fogel

The Juniper Networks Student Innovation Contest, in partnership with SJSU's College of Engineering, brought together 20 student teams comprised of 89 graduate and undergraduate students to solve real world challenges posed by Juniper software and supply chain engineers.

Students were challenged to find innovative business solutions in the areas of Spark streaming plugin for high frequency data from network devices, Troubleshooting IP CLOS fabrics for next generation data center clouds, Mapping reduce workload estimation on a switch, and Process performance metric for supply chain.

The half-day live event, held Nov. 14, 2014 at Juniper's Aspiration Dome in Sunnyvale, allowed students to innovate and present their solutions to engineering professors and Juniper engineers. Winners were awarded prizes, including the opportunity to interview for summer internships with Juniper.

The 1st place winners are:

Spark - **Transformers** (Rohan Tangadpalliwar, Mihir Asthana, Kartik Krishnan Iyyer)

Map Reduce - **The Determined Cheetahs** (Hitesh Padekar, Sambu Gopan, Amit Borude, Gokul

San José State University

Chand, Sanket Desai)

Troubleshooting IP CLOS - **Junos Hackers** (Ankit Gajbhiye, Shrinath Thube, Soumil Kulkarni, Akanksha Khilare)

Process Performance - **Lean Process Solutions** (Angelica Mata, Jim Tang, Ronald Gidda, Rebecca Mantecon, Mike Dang)

2nd Place Winners are:

Spark - **Daksh** (Sushanta Sahoo, Madhur Kamalapurkar, Kandarp Patel, Avadhut Thakar, Niveditha Hebbar)

Map Reduce - **Live Wires** (Gaurav Bhardwaj, Pooja Kasu, Prajakta Naik, Vaibhav Bhor)

Troubleshooting IP CLOS - **Endeavors** (Harsha Vardhan Bonthalala, Siva Sai Kumar Pamujula, Amogh Eshappa Setra, Sachin Uplaonkar)

Process Performance - **ISE251 Team G** (Filippo Marchesi, Ly Nguyen, Vonny Jap, Yan Zhou)

SJSU's Silicon Valley Leaders Symposium

<http://engineering.sjsu.edu/our-college/events/silicon-valley-leaders-symposium>



Since Fall 2002, the Charles W. Davidson College of Engineering has hosted the Silicon Valley Leaders Symposium (SVLS). The Symposium hosts industry and technology leaders to talk about business and technology trends. It also features prominent leaders who discuss broader societal and political issues that shape our life and society.

For more information contact Dr. Ahmed Hambaba, Associate Dean of Graduate & Extended Studies, College of Engineering: ahmed.hambaba@sjsu.edu

The symposia takes place every **Thursday from 12:00 pm to 1:00 pm** in the Engineering building auditorium, **ENG 189**.



Oct. 2: Caroline Atherton

[Watch Video](#)

Executive Vice President, Human Resources, Hewlett-Packard

Caroline was accompanied by the following panelists:

Milan Shetti Vice President and Chief Technology Officer, HP Storage

Chandrakant Patel HP Senior Fellow and Chief Engineer at HP Laboratories

April Slayden Mitchell Principal Scientist, HP Labs

Chris Eidler Vice President, Solution Platforms, Converged Systems, Enterprise Group



Oct. 9: Thomas Mendoza

Vice Chairman, NetApp.

[Watch Video](#)



Oct. 16: Alvin E. Roth

Nobel Memorial Prize in Economic Sciences 2012, Professor, Harvard University and Stanford University

[Watch Video](#)



Oct. 23: Telle Whitney

Chief Executive Officer and President, Anita Borg Institute for Women and Technology

[Watch Video](#)



Oct. 30: Regis McKenna

Marketing Entrepreneur, Silicon Valley, Regis McKenna, Inc.

[Watch Video](#)

Appendix H

CSU Graduation Initiative 2025

San Jose State University 2025 Goals

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

Six-Year Graduation Rates by Ethnicity – First-time Freshmen

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
All	46.6% (2,554)	46.3% (2,728)	47.7% (3,276)	49.7% (3,598)
American Indian	44.4% (9)	40.0% (15)	50.0% (18)	29.4% (17)
African American	37.3% (204)	35.9% (237)	36.6% (268)	35.4% (246)
Asian	51.6% (1,033)	50.6% (944)	52.0% (1,215)	52.1% (1,260)
Latino/a	36.8% (462)	37.0% (521)	39.4% (677)	43.0% (768)
White	49.6% (585)	50.6% (719)	50.8% (793)	54.0% (988)
Foreign National	34.5% (55)	38.8% (49)	52.9% (70)	55.6% (63)
No Response	47.5% (204)	48.6% (243)	49.8% (235)	55.1% (256)

Note: Entering cohort number in parenthesis.

Six-Year Graduation Rates by Ethnicity – Transfer

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
All	66.5% (2,485)	69.6% (2,348)	67.8% (2,764)	74.7% (2,488)
American Indian	55.6% (9)	52.9% (17)	75.0% (16)	58.8% (17)
African American	62.1% (103)	54.1% (98)	52.1% (117)	72.6% (84)
Asian	63.9% (787)	70.6% (673)	65.4% (817)	76.0% (717)
Latino/a	62.2% (415)	72.3% (451)	67.4% (522)	73.4% (488)
White	71.3% (749)	71.5% (687)	72.3% (773)	74.3% (604)
Foreign National	71.2% (139)	70.9% (134)	72.0% (125)	81.1% (127)
No Response	66.8% (283)	64.2% (288)	67.3% (394)	73.1% (242)

Note: Entering cohort number in parenthesis.

Data prepared by the Office of Institutional Effectiveness & Analytics --October 2014

4 yr. Grad Rates for First-Time Freshmen

	2006			2007			2008			2009		
	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate
All Colleges												
All Students	2,728	208	7.60%	3,276	252	7.70%	3,598	339	9.40%	2,764	246	8.90%
A.A. Students	237	13	5.50%	268	15	5.60%	246	11	4.50%	146	8	5.50%
Hispanic Students	521	26	5.00%	677	27	4.00%	768	60	7.80%	613	27	4.40%
URM Students	773	39	5.00%	963	43	4.50%	1,031	71	6.90%	762	36	4.70%
College of Applied Sciences & Arts												
All Students	561	43	7.70%	746	54	7.20%	739	69	9.30%	625	58	9.30%
A.A. Students	53	4	7.50%	62	4	6.50%	64	3	4.70%	36	2	5.60%
Hispanic Students	113	6	5.30%	166	9	5.40%	151	10	6.60%	141	3	2.10%
URM Students	169	10	5.90%	233	13	5.60%	217	13	6.00%	178	5	2.80%
College of Business												
All Students	470	47	10.00%	581	72	12.40%	646	88	13.60%	445	52	11.70%
A.A. Students	40	2	5.00%	56	4	7.10%	41	3	7.30%	22	0	0.00%
Hispanic Students	83	3	3.60%	110	5	4.50%	135	13	9.60%	85	8	9.40%
URM Students	127	5	3.90%	170	10	5.90%	181	16	8.80%	107	8	7.50%
College of Education												
All Students	41	4	9.80%	38	4	10.50%	59	8	13.60%	29	4	13.80%
A.A. Students	5	0	0.00%	1	0	0.00%	5	0	0.00%	3	0	0.00%
Hispanic Students	5	0	0.00%	12	1	8.30%	19	2	10.50%	6	0	0.00%
URM Students	10	0	0.00%	13	1	7.70%	25	2	8.00%	9	0	0.00%
College of Engineering												
All Students	390	6	1.50%	504	10	2.00%	625	18	2.90%	428	10	2.30%
A.A. Students	17	0	0.00%	25	0	0.00%	37	1	2.70%	20	0	0.00%
Hispanic Students	83	0	0.00%	108	0	0.00%	124	2	1.60%	95	1	1.10%
URM Students	103	0	0.00%	135	0	0.00%	162	3	1.90%	115	1	0.90%
College of Humanities & the Arts												
All Students	381	33	8.70%	394	29	7.40%	424	45	10.60%	336	22	6.50%
A.A. Students	26	2	7.70%	28	1	3.60%	23	1	4.30%	16	0	0.00%
Hispanic Students	63	6	9.50%	65	2	3.10%	86	12	14.00%	69	3	4.30%
URM Students	92	8	8.70%	95	3	3.20%	111	13	11.70%	85	3	3.50%
College of Science												
All Students	253	17	6.70%	317	18	5.70%	338	30	8.90%	298	21	7.00%
A.A. Students	23	1	4.30%	21	0	0.00%	18	0	0.00%	11	0	0.00%
Hispanic Students	27	1	3.70%	50	1	2.00%	48	1	2.10%	56	1	1.80%
URM Students	50	2	4.00%	71	1	1.40%	68	1	1.50%	68	2	2.90%
College of Social Sciences												
All Students	213	20	9.40%	260	33	12.70%	337	49	14.50%	278	42	15.10%
A.A. Students	27	3	11.10%	39	3	7.70%	31	3	9.70%	23	3	13.00%
Hispanic Students	53	3	5.70%	67	5	7.50%	111	15	13.50%	83	6	7.20%
URM Students	82	6	7.30%	107	8	7.50%	144	18	12.50%	107	9	8.40%
Undeclared												
All Students	419	38	9.10%	436	32	7.30%	430	32	7.40%	325	37	11.40%
A.A. Students	46	1	2.20%	36	3	8.30%	27	0	0.00%	15	3	20.00%
Hispanic Students	94	7	7.40%	99	4	4.00%	94	5	5.30%	78	5	6.40%
URM Students	140	8	5.70%	139	7	5.00%	123	5	4.10%	93	8	8.60%

6 yr. Grad Rates for First-Time Freshmen

	2004			2005			2006			2007		
	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate
All Colleges												
All Students	2,394	1,148	48.00%	2,554	1,190	46.60%	2,728	1,259	46.20%	3,276	1,543	47.10%
A.A. Students	159	69	43.40%	204	76	37.30%	237	83	35.00%	268	96	35.80%
Hispanic Students	473	169	35.70%	462	170	36.80%	521	193	37.00%	677	264	39.00%
URM Students	643	244	37.90%	675	250	37.00%	773	282	36.50%	963	369	38.30%
1st Gen	536	222	41.40%	607	245	40.40%	576	243	42.20%	701	308	43.90%
Pel Grant Eligible	657	277	42.20%	705	300	42.60%	659	274	41.60%	878	358	40.80%
College of Applied Sciences & Arts												
All Students	423	179	42.30%	500	235	47.00%	561	239	42.60%	746	335	44.90%
A.A. Students	29	8	27.60%	37	20	54.10%	53	18	34.00%	62	24	38.70%
Hispanic Students	90	28	31.10%	86	32	37.20%	113	41	36.30%	166	67	40.40%
URM Students	123	38	30.90%	124	52	41.90%	169	61	36.10%	233	94	40.30%
1st Gen	110	37	33.60%	105	45	42.90%	128	46	35.90%	167	73	43.70%
Pel Grant Eligible	132	49	37.10%	132	70	53.00%	149	61	40.90%	213	91	42.70%
College of Business												
All Students	382	206	53.90%	420	231	55.00%	470	245	52.10%	581	327	56.30%
A.A. Students	26	10	38.50%	38	10	26.30%	40	15	37.50%	56	24	42.90%
Hispanic Students	59	24	40.70%	82	36	43.90%	83	34	41.00%	110	50	45.50%
URM Students	86	35	40.70%	121	46	38.00%	127	50	39.40%	170	76	44.70%
1st Gen	84	42	50.00%	115	62	53.90%	107	50	46.70%	133	68	51.10%
Pel Grant Eligible	93	47	50.50%	128	69	53.90%	99	46	46.50%	145	69	47.60%
College of Education												
All Students	26	12	46.20%	22	14	63.60%	41	22	53.70%	38	16	42.10%
A.A. Students	1	0	0.00%	1	0	0.00%	5	3	60.00%	1	1	100.00%
Hispanic Students	8	3	37.50%	2	1	50.00%	5	1	20.00%	12	4	33.30%
URM Students	9	3	33.30%	4	2	50.00%	10	4	40.00%	13	5	38.50%
1st Gen	5	1	20.00%	5	2	40.00%	6	2	33.30%	8	4	50.00%
Pel Grant Eligible	10	4	40.00%	5	2	40.00%	11	4	36.40%	11	3	27.30%
College of Engineering												
All Students	413	185	44.80%	389	158	40.60%	390	153	39.20%	504	195	38.70%
A.A. Students	16	7	43.80%	15	2	13.30%	17	4	23.50%	25	5	20.00%
Hispanic Students	76	23	30.30%	67	16	23.90%	83	23	27.70%	108	29	26.90%
URM Students	93	30	32.30%	83	19	22.90%	103	27	26.20%	135	34	25.20%
1st Gen	95	39	41.10%	88	22	25.00%	87	34	39.10%	119	38	31.90%
Pel Grant Eligible	96	39	40.60%	102	30	29.40%	97	30	30.90%	140	43	30.70%
College of Humanities & the Arts												
All Students	295	144	48.80%	344	150	43.60%	381	186	48.80%	394	184	46.70%
A.A. Students	20	10	50.00%	26	11	42.30%	26	11	42.30%	28	7	25.00%
Hispanic Students	69	29	42.00%	67	21	31.30%	63	27	42.90%	65	24	36.90%
URM Students	91	40	44.00%	95	34	35.80%	92	40	43.50%	95	33	34.70%
1st Gen	50	23	46.00%	62	21	33.90%	55	25	45.50%	59	25	42.40%
Pel Grant Eligible	72	32	44.40%	79	30	38.00%	82	29	35.40%	95	36	37.90%
College of Science												
All Students	236	104	44.10%	278	112	40.30%	253	100	39.50%	317	145	45.70%
A.A. Students	18	7	38.90%	21	8	38.10%	23	4	17.40%	21	6	28.60%
Hispanic Students	38	9	23.70%	39	10	25.60%	27	9	33.30%	50	13	26.00%
URM Students	57	17	29.80%	60	18	30.00%	50	13	26.00%	71	19	26.80%
1st Gen	36	13	36.10%	76	21	27.60%	44	19	43.20%	70	29	41.40%
Pel Grant Eligible	69	26	37.70%	85	21	24.70%	62	28	45.20%	90	38	42.20%
College of Social Sciences												
All Students	198	112	56.60%	202	104	51.50%	213	108	50.70%	260	131	50.40%
A.A. Students	21	13	61.90%	32	12	37.50%	27	9	33.30%	39	12	30.80%
Hispanic Students	50	22	44.00%	42	20	47.60%	53	20	37.70%	67	37	55.20%
URM Students	71	35	49.30%	77	32	41.60%	82	30	36.60%	107	49	45.80%
1st Gen	40	20	50.00%	46	20	43.50%	52	23	44.20%	53	27	50.90%
Pel Grant Eligible	53	27	50.90%	60	26	43.30%	50	21	42.00%	66	28	42.40%
Undeclared												
All Students	421	206	48.90%	399	186	46.60%	419	206	49.20%	436	210	48.20%
A.A. Students	28	14	50.00%	34	13	38.20%	46	19	41.30%	36	17	47.20%
Hispanic Students	83	31	37.30%	77	34	44.20%	94	38	40.40%	99	40	40.40%
URM Students	113	46	40.70%	111	47	42.30%	140	57	40.70%	139	59	42.40%
1st Gen	116	47	40.50%	110	52	47.30%	97	44	45.40%	92	44	47.80%
Pel Grant Eligible	132	53	40.20%	114	52	45.60%	109	55	50.50%	118	50	42.40%

2 yr. Grad Rates for Transfers

	2008			2009			2010			2011		
	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate
All Colleges												
All Students	2,488	461	18.50%	2,054	396	19.30%	2,783	533	19.20%	2,915	598	20.50%
A.A. Students	84	14	16.70%	45	8	17.80%	73	7	9.60%	83	14	16.90%
Hispanic Students	489	95	19.40%	429	76	17.70%	577	99	17.20%	639	123	19.20%
URM Students	590	113	19.20%	483	85	17.60%	657	107	16.30%	727	138	19.00%
College of Applied Sciences & Arts												
All Students	552	104	18.80%	438	73	16.70%	414	86	20.80%	539	114	21.20%
A.A. Students	19	2	10.50%	17	5	29.40%	12	1	8.30%	22	5	22.70%
Hispanic Students	137	34	24.80%	113	15	13.30%	98	23	23.50%	150	32	21.30%
URM Students	160	37	23.10%	133	20	15.00%	113	24	21.20%	173	37	21.40%
College of Business												
All Students	679	146	21.50%	582	138	23.70%	314	87	27.70%	601	145	24.10%
A.A. Students	84	14	16.70%	12	1	8.30%	5	1	20.00%	12	1	8.30%
Hispanic Students	489	95	19.40%	106	21	19.80%	26	9	34.60%	101	19	18.80%
URM Students	590	113	19.20%	118	22	18.60%	31	10	32.30%	113	20	17.70%
College of Education												
All Students	80	24	30.00%	80	22	27.50%	98	22	22.40%	122	45	36.90%
A.A. Students	2	1	50.00%	1	0	0.00%	1	0	0.00%	2	1	50.00%
Hispanic Students	22	7	31.80%	23	9	39.10%	20	4	20.00%	35	10	28.60%
URM Students	25	8	32.00%	25	9	36.00%	21	4	19.00%	37	11	29.70%
College of Engineering												
All Students	226	8	3.50%	165	7	4.20%	257	10	3.90%	317	18	5.70%
A.A. Students	6	0	0.00%	2	0	0.00%	5	0	0.00%	8	0	0.00%
Hispanic Students	42	0	0.00%	23	2	8.70%	51	0	0.00%	42	0	0.00%
URM Students	48	0	0.00%	25	2	8.00%	56	0	0.00%	50	0	0.00%
College of Humanities & the Arts												
All Students	357	41	11.50%	272	27	9.90%	382	50	13.10%	366	57	15.60%
A.A. Students	9	1	11.10%	3	0	0.00%	4	0	0.00%	6	2	33.30%
Hispanic Students	54	6	11.10%	51	3	5.90%	91	12	13.20%	74	5	6.80%
URM Students	67	7	10.40%	56	4	7.10%	96	12	12.50%	82	8	9.80%
College of Science												
All Students	142	9	6.30%	139	10	7.20%	184	16	8.70%	136	8	5.90%
A.A. Students	2	0	0.00%	3	0	0.00%	1	0	0.00%	4	0	0.00%
Hispanic Students	17	0	0.00%	21	2	9.50%	17	0	0.00%	17	1	5.90%
URM Students	20	0	0.00%	25	2	8.00%	18	0	0.00%	21	1	4.80%
College of Social Sciences												
All Students	445	128	28.80%	373	118	31.60%	439	167	38.00%	473	172	36.40%
A.A. Students	29	6	20.70%	7	2	28.60%	17	4	23.50%	19	5	26.30%
Hispanic Students	95	23	24.20%	92	24	26.10%	112	34	30.40%	141	43	30.50%
URM Students	129	30	23.30%	101	26	25.70%	130	39	30.00%	161	48	29.80%
Undeclared												
All Students	7	1	14.30%	5	1	20.00%	695	95	13.70%	361	39	10.80%
A.A. Students							28	1	3.60%	10	0	0.00%
Hispanic Students	3	0	0.00%				162	17	10.50%	79	13	16.50%
URM Students	3	0	0.00%				192	18	9.40%	90	13	14.40%

4 yr. Grad Rates for Transfers

	2006			2007			2008			2009		
	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate	# Entering	# Graduated	Grad. Rate
All Colleges												
All Students	2,348	1,454	61.90%	2,764	1,644	59.50%	2,488	1,661	66.80%	2,054	1,393	67.80%
A.A. Students	98	44	44.90%	117	49	41.90%	84	57	67.90%	45	28	62.20%
Hispanic Students	451	281	62.30%	522	307	58.80%	489	317	64.80%	429	266	62.00%
URM Students	566	332	58.70%	655	367	56.00%	590	383	64.90%	483	298	61.70%
1st Gen	583	343	58.80%	647	394	60.90%	569	352	61.90%	476	301	63.20%
Pel Grant Eligible	669	420	62.80%	781	456	58.40%	702	473	67.40%	689	458	66.50%
College of Applied Sciences & Arts												
All Students	498	298	59.80%	597	365	61.10%	552	378	68.50%	438	296	67.60%
A.A. Students	23	12	52.20%	36	12	33.30%	19	11	57.90%	17	12	70.60%
Hispanic Students	130	81	62.30%	140	91	65.00%	137	95	69.30%	113	64	56.60%
URM Students	159	95	59.70%	181	107	59.10%	160	109	68.10%	133	78	58.60%
1st Gen	127	80	63.00%	139	88	63.30%	145	88	60.70%	106	64	60.40%
Pel Grant Eligible	151	96	63.60%	174	102	58.60%	160	104	65.00%	143	96	67.10%
College of Business												
All Students	651	436	67.00%	757	495	65.40%	679	487	71.70%	582	441	75.80%
A.A. Students	29	13	44.80%	27	16	59.30%	17	13	76.50%	12	7	58.30%
Hispanic Students	100	57	57.00%	123	72	58.50%	119	78	65.50%	106	73	68.90%
URM Students	131	71	54.20%	154	91	59.10%	138	93	67.40%	118	80	67.80%
1st Gen	175	115	65.70%	213	142	66.70%	176	124	70.50%	143	99	69.20%
Pel Grant Eligible	176	132	75.00%	213	135	63.40%	168	135	80.40%	197	146	74.10%
College of Education												
All Students	71	43	60.60%	70	46	65.70%	80	61	76.20%	80	51	63.80%
A.A. Students				3	1	33.30%	2	2	100.00%	1	1	100.00%
Hispanic Students	11	7	63.60%	18	14	77.80%	22	17	77.30%	23	14	60.90%
URM Students	12	7	58.30%	21	15	71.40%	25	20	80.00%	25	16	64.00%
1st Gen	17	7	41.20%	15	10	66.70%	16	11	68.80%	21	13	61.90%
Pel Grant Eligible	18	9	50.00%	16	9	56.20%	24	17	70.80%	34	21	61.80%
College of Engineering												
All Students	199	119	59.80%	245	111	45.30%	226	121	53.50%	165	89	53.90%
A.A. Students	6	4	66.70%	9	2	22.20%	6	4	66.70%	2	1	50.00%
Hispanic Students	38	20	52.60%	41	15	36.60%	42	21	50.00%	23	8	34.80%
URM Students	46	25	54.30%	50	17	34.00%	48	25	52.10%	25	9	36.00%
1st Gen	59	30	50.80%	55	21	38.20%	62	28	45.20%	46	22	47.80%
Pel Grant Eligible	71	39	54.90%	77	36	46.80%	79	46	58.20%	62	28	45.20%
College of Humanities & the Arts												
All Students	363	213	58.70%	417	218	52.30%	357	216	60.50%	272	165	60.70%
A.A. Students	13	4	30.80%	10	5	50.00%	9	7	77.80%	3	0	0.00%
Hispanic Students	65	42	64.60%	79	43	54.40%	54	38	70.40%	51	31	60.80%
URM Students	80	47	58.80%	90	48	53.30%	67	47	70.10%	56	32	57.10%
1st Gen	70	35	50.00%	68	44	64.70%	59	36	61.00%	58	37	63.80%
Pel Grant Eligible	94	55	58.50%	97	52	53.60%	95	55	57.90%	87	56	64.40%
College of Science												
All Students	182	96	52.70%	204	106	52.00%	142	78	54.90%	139	71	51.10%
A.A. Students	4	0	0.00%	4	1	25.00%	2	0	0.00%	3	2	66.70%
Hispanic Students	24	16	66.70%	20	12	60.00%	17	5	29.40%	21	10	47.60%
URM Students	28	16	57.10%	25	14	56.00%	20	5	25.00%	25	12	48.00%
1st Gen	40	17	42.50%	37	20	54.10%	26	16	61.50%	28	14	50.00%
Pel Grant Eligible	62	35	56.50%	62	26	41.90%	49	30	61.20%	46	21	45.70%
College of Social Sciences												
All Students	373	245	65.70%	464	298	64.20%	445	315	70.80%	373	277	74.30%
A.A. Students	20	9	45.00%	27	12	44.40%	29	20	69.00%	7	5	71.40%
Hispanic Students	82	58	70.70%	98	58	59.20%	95	61	64.20%	92	66	71.70%
URM Students	106	69	65.10%	130	73	56.20%	129	82	63.60%	101	71	70.30%
1st Gen	91	57	62.60%	119	68	57.10%	85	49	57.60%	74	52	70.30%
Pel Grant Eligible	95	58	61.10%	138	94	68.10%	125	85	68.00%	120	90	75.00%
Undeclared												
All Students	11	4	36.40%	10	5	50.00%	7	5	71.40%	5	3	60.00%
A.A. Students	3	2	66.70%	1	0	0.00%						
Hispanic Students	1	0	0.00%	3	2	66.70%	3	2	66.70%			
URM Students	4	2	50.00%	4	2	50.00%	3	2	66.70%			
1st Gen	4	2	50.00%	1	1	100.00%						
Pel Grant Eligible	2	1	50.00%	4	2	50.00%	2	1	50.00%			

6 Year Graduation Rates for URM First-time Freshmen

	2004			2005			2006			2007		
All Colleges	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	2,394	1,148	48.00%	2,554	1,190	46.60%	2,728	1,259	46.20%	3,276	1,543	47.10%
URM Students	643	244	37.90%	675	250	37.00%	773	282	36.50%	963	369	38.30%
Non-URM Students	1,751	904	51.63%	1,879	940	50.03%	1,955	977	49.97%	2,313	1,174	50.76%
Achievement Gap	13.73%			13.03%			13.47%			12.46%		
URM % of All Students	26.86%			26.43%			28.34%			29.40%		
College of Applied Sciences & Arts	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	423	179	42.30%	500	235	47.00%	561	239	42.60%	746	335	44.90%
URM Students	123	38	30.90%	124	52	41.90%	169	61	36.10%	233	94	40.30%
Non-URM Students	300	141	47.00%	376	183	48.67%	392	178	45.41%	513	241	46.98%
Achievement Gap	16.10%			6.77%			9.31%			6.68%		
URM % of All Students	29.08%			24.80%			30.12%			31.23%		
College of Business	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	382	206	53.90%	420	231	55.00%	470	245	52.10%	581	327	56.30%
URM Students	86	35	40.70%	121	46	38.00%	127	50	39.40%	170	76	44.70%
Non-URM Students	296	171	57.77%	299	185	61.87%	343	195	56.85%	411	251	61.07%
Achievement Gap	17.07%			23.87%			17.45%			16.37%		
URM % of All Students	22.51%			28.81%			27.02%			29.26%		
College of Education	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	26	12	46.20%	22	14	63.60%	41	22	53.70%	38	16	42.10%
URM Students	9	3	33.30%	4	2	50.00%	10	4	40.00%	13	5	38.50%
Non-URM Students	17	9	52.94%	18	12	66.67%	31	18	58.06%	25	11	44.00%
Achievement Gap	19.64%			16.67%			18.06%			5.50%		
URM % of All Students	34.62%			18.18%			24.39%			34.21%		
College of Engineering	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	413	185	44.80%	389	158	40.60%	390	153	39.20%	504	195	38.70%
URM Students	93	30	32.30%	83	19	22.90%	103	27	26.20%	135	34	25.20%
Non-URM Students	320	155	48.44%	306	139	45.42%	287	126	43.90%	369	161	43.63%
Achievement Gap	16.14%			22.52%			17.70%			18.43%		
URM % of All Students	22.52%			21.34%			26.41%			26.79%		
College of Humanities & the Arts	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	295	144	48.80%	344	150	43.60%	381	186	48.80%	394	184	46.70%
URM Students	91	40	44.00%	95	34	35.80%	92	40	43.50%	95	33	34.70%
Non-URM Students	204	104	50.98%	249	116	46.59%	289	146	50.52%	299	151	50.50%
Achievement Gap	6.98%			10.79%			7.02%			15.80%		
URM % of All Students	30.85%			27.62%			24.15%			24.11%		
College of Science	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	236	104	44.10%	278	112	40.30%	253	100	39.50%	317	145	45.70%
URM Students	57	17	29.80%	60	18	30.00%	50	13	26.00%	71	19	26.80%
Non-URM Students	179	87	48.60%	218	94	43.12%	203	87	42.86%	246	126	51.22%
Achievement Gap	18.80%			13.12%			16.86%			24.42%		
URM % of All Students	24.15%			21.58%			19.76%			22.40%		
College of Social Sciences	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	198	112	56.60%	202	104	51.50%	213	108	50.70%	260	131	50.40%
URM Students	71	35	49.30%	77	32	41.60%	82	30	36.60%	107	49	45.80%
Non-URM Students	127	77	60.63%	125	72	57.60%	131	78	59.54%	153	82	53.59%
Achievement Gap	11.33%			16.00%			22.94%			7.79%		
URM % of All Students	35.86%			38.12%			38.50%			41.15%		
Undeclared	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	421	206	48.90%	399	186	46.60%	419	206	49.20%	436	210	48.20%
URM Students	113	46	40.70%	111	47	42.30%	140	57	40.70%	139	59	42.40%
Non-URM Students	308	160	51.95%	288	139	48.26%	279	149	53.41%	297	151	50.84%
Achievement Gap	11.25%			5.96%			12.71%			8.44%		
URM % of All Students	26.84%			27.82%			33.41%			31.88%		

6 Year Graduation Rates for Pell Grant Eligible First-time Freshmen

	2004			2005			2006			2007		
All Colleges	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	2,394	1,148	48.00%	2,554	1,190	46.60%	2,728	1,259	46.20%	3,276	1,543	47.10%
Pell Grant Eligible	657	277	42.20%	705	300	42.60%	659	274	41.60%	878	358	40.80%
Non-Pell Grant Eligible	1,737	871	50.14%	1,849	890	48.13%	2,069	985	47.61%	2,398	1,185	49.42%
Achievement Gap		7.94%			5.53%			6.01%			8.62%	
Pell Grant % of All Students			27.44%			27.60%			24.16%			26.80%
College of Applied Sciences & Arts	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	423	179	42.30%	500	235	47.00%	561	239	42.60%	746	335	44.90%
Pell Grant Eligible	132	49	37.10%	132	70	53.00%	149	61	40.90%	213	91	42.70%
Non-Pell Grant Eligible	291	130	44.67%	368	165	44.84%	412	178	43.20%	533	244	45.78%
Achievement Gap		7.57%			-8.16%			2.30%			3.08%	
Pell Grant % of All Students			31.21%			26.40%			26.56%			28.55%
College of Business	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	382	206	53.90%	420	231	55.00%	470	245	52.10%	581	327	56.30%
Pell Grant Eligible	93	47	50.50%	128	69	53.90%	99	46	46.50%	145	69	47.60%
Non-Pell Grant Eligible	289	159	55.02%	292	162	55.48%	371	199	53.64%	436	258	59.17%
Achievement Gap		4.52%			1.58%			7.14%			11.57%	
Pell Grant % of All Students			24.35%			30.48%			21.06%			24.96%
College of Education	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	26	12	46.20%	22	14	63.60%	41	22	53.70%	38	16	42.10%
Pell Grant Eligible	10	4	40.00%	5	2	40.00%	11	4	36.40%	11	3	27.30%
Non-Pell Grant Eligible	16	8	50.00%	17	12	70.59%	30	18	60.00%	27	13	48.15%
Achievement Gap		10.00%			30.59%			23.60%			20.85%	
Pell Grant % of All Students			38.46%			22.73%			26.83%			28.95%
College of Engineering	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	413	185	44.80%	389	158	40.60%	390	153	39.20%	504	195	38.70%
Pell Grant Eligible	96	39	40.60%	102	30	29.40%	97	30	30.90%	140	43	30.70%
Non-Pell Grant Eligible	317	146	46.06%	287	128	44.60%	293	123	41.98%	364	152	41.76%
Achievement Gap		5.46%			15.20%			11.08%			11.06%	
Pell Grant % of All Students			23.24%			26.22%			24.87%			27.78%
College of Humanities & the Arts	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	295	144	48.80%	344	150	43.60%	381	186	48.80%	394	184	46.70%
Pell Grant Eligible	72	32	44.40%	79	30	38.00%	82	29	35.40%	95	36	37.90%
Non-Pell Grant Eligible	223	112	50.22%	265	120	45.28%	299	157	52.51%	299	148	49.50%
Achievement Gap		5.82%			7.28%			17.11%			11.60%	
Pell Grant % of All Students			24.41%			22.97%			21.52%			24.11%
College of Science	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	236	104	44.10%	278	112	40.30%	253	100	39.50%	317	145	45.70%
Pell Grant Eligible	69	26	37.70%	85	21	24.70%	62	28	45.20%	90	38	42.20%
Non-Pell Grant Eligible	167	78	46.71%	193	91	47.15%	191	72	37.70%	227	107	47.14%
Achievement Gap		9.01%			22.45%			-7.50%			4.94%	
Pell Grant % of All Students			29.24%			30.58%			24.51%			28.39%
College of Social Sciences	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	198	112	56.60%	202	104	51.50%	213	108	50.70%	260	131	50.40%
Pell Grant Eligible	53	27	50.90%	60	26	43.30%	50	21	42.00%	66	28	42.40%
Non-Pell Grant Eligible	145	85	58.62%	142	78	54.93%	163	87	53.37%	194	103	53.09%
Achievement Gap		7.72%			11.63%			11.37%			10.69%	
Pell Grant % of All Students			26.77%			29.70%			23.47%			25.38%
Undeclared	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate	# Entering	# Graduated	Grad Rate
All Students	421	206	48.90%	399	186	46.60%	419	206	49.20%	436	210	48.20%
Pell Grant Eligible	132	53	40.20%	114	52	45.60%	109	55	50.50%	118	50	42.40%
Non-Pell Grant Eligible	289	153	52.94%	285	134	47.02%	310	151	48.71%	318	160	50.31%
Achievement Gap		12.74%			1.42%			-1.79%			7.91%	
Pell Grant % of All Students			31.35%			28.57%			26.01%			27.06%