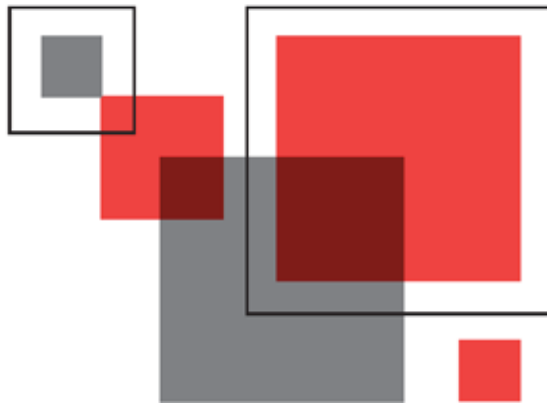


Section F

Worksheet for Preliminary Self Review under the Standards



Worksheet for Self-Review Under the Standards

Suggested Rating for Columns in the Worksheet:	
<p><u>Self Review Rating</u> 1= We do this well; area of strength for us 2= Aspects of this need our attention 3= This item needs significant development 0= Does not apply or not enough evidence to address</p>	<p><u>Importance to address at this time</u> A= High priority B= Lower priority C= Does not need to be addressed at this time</p>

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy

Criteria for Review	Guidelines	Self-Review Rating	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Institutional Purposes				
1.1 The institution’s formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	The institution has a published mission statement that clearly describes its purposes. The institution’s purposes fall within recognized academic areas and/or disciplines.	1	C	SJSU has CSU and University mission statements as well as an articulated strategic plan in Vision 2017 . Together, these documents explain SJSU’s mission, values, and character. California Master Plan for Higher Education establishes CSU’s role in state’s education system.
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning outcomes.		2	A	<p>In response to previous WASC reviews, SJSU created University Learning Goals in 2013. These goals were created through a process involving a wide range of stakeholders with reference to the DQP provided by the Lumina Foundation. Programs have completed a first pass at mapping these ULGs to their Program Learning Outcomes. We need to continue working to map ULGs to the assessments that Programs make of their PLOs and to demonstrate the goals are demonstrably achieved. We currently post all annual assessment reports.</p> <p>At the University level, the ULGs have been posted to the SJSU Mission homepage. They are also being integrated into the pages most frequented by students – pages concerning advising, admissions and other services required by students.</p> <p>The Career Center is in the process of mapping the ULGs to workplace skills, resume writing and other elements of their outreach and service.</p>

Criteria for Review	Guidelines	Self-Review Rating	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Integrity and Transparency				
<p>1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.</p>	<p>The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	1	C	<p>Academic Freedom Policy</p>
<p>1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.</p>	<p>The institution has demonstrated institutional commitment to the principles enunciated in the WASC Diversity Policy.</p>	2	A	<p>SJSU has a Commission on Diversity, as well as task forces working to improve African-American Student Success and Hispanic Student Success. There has also been a Campus Climate Committee, a Diversity Committee, and a Faculty Diversity Committee. A Diversity Master Plan was also established under a former administration. Our diversity website links to information on these initiatives.</p> <p>An African-American Faculty and Staff Association, an Asian Pacific Islander Caucus, a Chicano/Latino Faculty & Staff Association, and Lesbian, Gay, Bisexual, Transgender Faculty & Staff Association also engage the campus. The campus also participates in the following programs:</p> <p>Super Sunday -- a CSU program where leaders and ambassadors speak at various churches across the state on Sundays to share information with students, parents and community members about preparing for college, applying to a CSU and financial aid.</p> <p>Advancing Latino/a Achievement and Success (ALAS) -- an educational alliance uniting SJSU, the National Hispanic University and the Santa Clara County Superintendents Association, in a mission dedicated to the growth and expansion of a college-going culture among our Latino/a youth.</p> <p>Asian American and Pacific Islander (AAPI) Initiative -- a CSU-wide effort to improve college access and graduation achievement for Asian American and Pacific Islander students from underserved communities.</p>

Criteria for Review	Guidelines	Self-Review Rating	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Integrity and Transparency				
<p>1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.</p>	<p><i>The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.</i></p>	2	C	<p>As a CSU campus, SJSU functions under multiple regulatory frameworks, including Title 5, and legislative initiatives that impact campus operations. Recently, state budget cuts and increasing demand to accommodate California high school graduates at CSU have led to changes such as SB1440 (STAR Act) transfer reform. This mandated that the CSUs form degree level articulation agreements with California community colleges that effectively guaranteed completion of all upper division CSU requirements within 60 units. Another initiative required CSU campuses to reduce all baccalaureate programs to a maximum of 120 required units.</p> <p>While these mandates do not change our primary mission, they do limit some curricular choices students could formerly make.</p>
<p>1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.</p>	<p>The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.</p>	1	C	<p>Admission policies and all fees are publicly available on the Admissions websites. The complete suite of advising services is available at the Advising Hub. Student Code of Conduct and statements of rights and responsibilities, as well as academic integrity policy are on the Student Conduct websites. Information about the variety of complaint procedures are found on the Ombudsman website. Our credit hour policy is found in our Catalog, now published only online. Grading Policy and Grade Appeals process are also published in the Catalog.</p> <p>In addition, links to important services and support for students are posted on the homepage of our LMS system, Canvas. Whenever students log into the Canvas course shell, regardless of which of their classes they are seeking, they see this list of links. In addition, the links are labeled with non-jargon, friendly terms, so that students are readily able to identify their options.</p>

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Integrity and Transparency				
1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.		3	C	All CSU financial statements are prepared and audited centrally. Budgets reports are posted on the Finance Office website and more broadly for CSU budget context by the President's Office. Links to all budget reports are found on the Finance website . In addition, the CSU budget is also posted on a public website.
1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.				Recent compliance with Substantive Change reviews for approval of our Doctor of Nursing Practice, as well as our Ed.D. in Education Leadership are evidence of our honest and open relationship with WASC. We also completed our Interim Review on time in 2011-12. We maintain close contact with our WASC Liaison, Richard Osborn as well as the Substantive Change Director in all matters of policy development.

Synthesis/Reflections on Standard One

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

CFR 1.2 and 1.4 require development. We need to continue our work on widespread integration of university learning goals throughout our academic programs, and make explicit their integration in our program review policy and process.

We need to expand the annual assessment work we now do to include explicit and meaningful attention to demonstrating core competencies and university learning goals are met at the time of graduation.

One important policy area that might require increased clarity and transparency is in the articulation of enrollment management practices and priorities and their connection to our mission. We are particularly challenged by demand that exceeds our capacity at current funding levels and our consequent need to impact all programs to control admissions, which conflicts with our commitment to open access for all eligible local students. There is some division of opinion among faculty and others about the ideal balance between higher admission standards and more prepared students vs open access and less prepared students.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Offsite Review? For the Accreditation Visit?

We do not feel particularly challenged in this area. We have a robust Institutional Effectiveness and Analytics unit and a considerable array of reporting queries in our PeopleSoft student record system. We have regularly funded college faculty assessment facilitators, program review committee chairs, and a Director of Assessment with over 2.0 FTEF of assigned time to support assessment activity. We have been able to fund the Chair of our WASC Steering Committee and other activities, such as faculty training at WASC workshops, sufficiently to organize the campus participation in the preparation of this report.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Offsite Review? For the Accreditation Visit?

We continue to work on improving the process, practice, and alignment of resources, as well as the systematic use of data, in our program review process.

1 - This year we will identify the types of incentives/recognition that would be valued and meaningful to participants engaged in the systematic use of data at the program and institutional level. We will explore the potential of an incentives/recognition program for Spring semester.

2 - We will continue our Inventory of adoption of University Learning Goals into program plans and set goals for next year by college.

3 - We will initiate discussions of enrollment policies and priorities as part of strategic planning in the Academic Affairs Division.

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
2.1 The institution’s educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	The content, length, and standards of the institution’s academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	1	c	<p>Faculty Recruitment and Appointment procedures, including appropriate terminal degrees by discipline, are on the Faculty Affairs website.</p> <p>All of our academic programs conform the CA Title 5 (Education Code) and CSU policies.</p> <p>All academic programs complete a program review, with an external evaluation, every five years (or in tandem with professional accreditation), in compliance with CSU policy.</p>
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.		2	A	<p>Every academic degree program defines entry level requirements and required preparation and recommended support courses, along with a “degree roadmap” in the University Online Catalog. We are working to have individual departments provide a standard set of degree requirement elements on department webpages as well.</p> <p>Our recent adoption of the University Learning Goals indicates progress toward providing clear direction toward culminating outcomes, consistent with our mission and philosophy. Ongoing campus conversations (e.g., Educated Person Dialog, Center for Faculty Development events, eCampus workshops) help faculty and staff ensure the highest quality and integrity of our degrees and help us norm our practices and approaches across programs.</p> <p>We believe most of our effort now needs to be focused on full implementation and integration of these ULGs across programs. We have begun to proliferate links to the ULGs across a variety of websites and other instructional materials, such as Canvas course shells and we continue to focus on assessment and demonstration of these competencies at the time of graduation.</p>

Criteria for Review	Guidelines	Self-Review	Importance	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
<p>2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge.</p>	<p>The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).</p>	2	A	<p>SJSU's General Education policies and procedures are found at the Undergraduate Studies webpage and in our online Catalog. Our GE program conforms to CSU policies that require integration of GE throughout the curriculum and at the upper division. Our GE and program outcomes, as well as our ULGs, cover the areas in the WASC standard, though not evenly across all programs. All CSU degrees require in depth study in a major discipline area.</p> <p>We support a Director of Assessment and a committee of College Assessment Facilitators (one faculty rep and the Associate Dean from each College). They review assessment results from each program and provide feedback to department chairs and directors. Programs are required to report their assessment results annually and these reports are posted. We have started mapping individual program learning outcomes to the ULGs; we need to continue this work; we know that the measurement of these ULGs is not consistent across the programs.</p> <p>GE courses complete assessment reports as part of the recertification process, every 5 years (to align with program reviews). We know we lack consistency in the data provided in these reports. Specifically, reports may not indicate how evaluators determined that performance on an assignment was adequate (or exemplary) or how many students needed to have completed the assignment at that level for the course to be deemed successful. We need to tune up the reporting format and expectations to require that evaluators make these assumptions explicit. In addition, the percentage of students enrolled in the courses that were assessed should be indicated in the reports to ensure that representation of the course population is achieved.</p> <p>Since the last WASC review, we have increased attention to improving assessment, piloting a series of GE outcomes assessments in upper division GE courses. Pilot project reports are found in Appendix 4.9 and 4.10. Our preliminary results suggest we should revise both the GE courses and the scoring rubrics to improve alignment of SLOs and the purposes of the assignments.</p> <p>Our plans for assessing the 5 core competencies build upon this pilot study approach.</p>

Criteria for Review	Guidelines	Self-Review	Importance	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
<p>2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.</p>	<p>Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.</p>	2	B	<p>All graduate programs have learning outcomes differentiated from undergraduate programs. We conform to CSU admission standards for graduate programs (which require baccalaureate degrees for admission) and all programs are designed to provide depth in the literature of the discipline(s). CSU and campus research competitions, as well as small grant opportunities, support active engagement of many students in faculty research projects.</p> <p>CSU policies require five full time faculty members to support a graduate degree at the time the degree program is created. However, programs evolve and personnel change and we do not have a systematic auditing process for documenting this year by year. We review faculty sufficiency during the program review every five years. All faculty recruitment and appointment is conducted in compliance with our Terminal Degree policy.</p> <p>SJSU faculty have collective responsibility for development and evaluation of curriculum, and teaching and mentoring of students. Virtually all campus policies issue from the Academic Senate, with a majority of faculty as voting members.</p> <p>Appendix 3.4 contains the report of the project that mapped graduate program learning outcomes to the new ULGs.</p>

Criteria for Review	Guidelines	Self-Review	Importance	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
<p>2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.</p> <p>The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.</p>		2	A	<p>SJSU had several areas of growth with this CFR. Our programs, policies, and curricula have increased their visibility and transparency online and with the adoption of the new ULGs and campus wide efforts to align all academic programs with them, we are moving to a more robust and systematic integration of our performance expectations across all programs. We will need to continue to make progress on this. It is less clear how advising, technology resources and library are coordinated to provide a unified presentation of student learning outcomes and this will require additional effort. Analysis of our advising activity should determine the degree to which advising reflects the standards and outcomes expected of academic programs as opposed to a policy or administrative focus.</p> <p>CSU Executive Order 1064 (2011) mandated significant procedural change in internship and service learning practice. We have spent the past two years crafting compliant policies and partner contracts to govern student placement. In 2014-15 we will form an internship advisory committee of faculty and introduce the recommended policy to the Academic Senate for adoption.</p> <p>As part of these efforts, the Center for Community Learning and Leadership adopted a new CSU-developed database and tracking system (SJS4) to manage partner contracts, learning plans, and other risk management requirements governing internships and service learning.</p> <p>All but one of our academic colleges now have advisement centers. See College of Social Sciences Access Center as an example.</p> <p>Our Academic Technology Services unit (especially eCampus) works with faculty to provide support for robust use of the Learning Management System, Canvas.</p>

Criteria for Review	Guidelines	Self-Review	Importance	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
<p>2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.</p>	<p>Student learning outcomes are reflected in course syllabi.</p>	<p>2</p>	<p>A</p>	<p>All course syllabi are required to have Learning Outcomes, including the new University Learning Goals. Many programs also link course outcomes to their program outcomes, though this is not fully adopted.</p> <p>We have considerably increased visibility of our Program Learning Outcomes and ULGs through placement on program websites, within relevant LMS shells, and within program syllabi. This work continues.</p> <p>We have increased engagement of the faculty in assessment. We post the programs that have completed annual assessment reporting.</p> <p>Currently under development are processes and recommendations for how program chairs and directors can and should share the assessment data with faculty. Best practices are being collected and assistance/incentives/support for using assessment information in planning is being provided via our Director of Assessment and College Assessment Facilitators group.</p> <p>We continue to work to ensure that program learning outcomes are visible to outside stakeholders (e.g., placed on all departmental websites). While we provide numerous resources on our Program Assessment website, we could do more to help faculty learn how to integrate their outcomes and the ULGs into their coursework. We are considering gamifying our approach to include scavenger hunts (into course syllabi), self-ratings, bingo templates, etc.</p>

Criteria for Review	Guidelines	Self-Review	Importance	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
<p>2.5 The institution's academic programs</p> <ul style="list-style-type: none"> a) actively involve students in learning, b) take into account students' prior knowledge of the subject matter, c) challenge students to meet high standards of performance, d) offer opportunities for them to practice, generalize, and apply what they have learned e) provide them with appropriate and ongoing feedback about their performance and how it can be improved. 		1	C	<p>Unbounded Learning is a key element of our strategic plan. Many programs are known for active and engaged learning. The Center for Community Learning and Leadership oversees service learning and has established community partner sites throughout our communities. Communitercity, a partnership between the City of San Jose, its downtown neighborhoods and SJSU engages many students in community development and support activities. Students from the College of Business regularly compete in business plan and other case competitions. We support an Undergraduate Research Conference, open to students from all programs. Various colleges sponsor similar events, projects, and applied activities. Our Student Involvement unit oversees more than 300 Student Organizations that engage students in co-curricular activities.</p> <p>Our Humanities Honors program provides high GPA students with a two year team taught integrated General Education curriculum in a learning community format.</p> <p>Though not as robust as we would like, our Study Abroad unit sends 200+ abroad on bilateral exchange and other programs each year. And increasing number of faculty (10 in Summer 2014) are offering Faculty Led Programs for 3 – 4 week summer sessions.</p> <p>A recent Academic Senate policy (F13-1) establishes faculty feedback expectations and students' right to obtain feedback in a timely manner. Increasing use of our LMS, Canvas, for grading online, as well as administration of quizzes and exams, enables us to provide feedback in a timelier manner. We assess student perceptions of the timeliness of feedback through the online Student Opinion of Teaching Effectiveness required of each course.</p>
<p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.</p>	<p>The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.</p>	2	A	<p>Our assessment infrastructure is adequate. Resources and policies are posted and we are developing procedures and expectations that will enable us to demonstrate that graduates achieve stated competencies and learning objectives at the time of graduation. The Program Records website documents learning objectives for all degree programs, annual program assessment reports, program plans, and action plans from Fall 2013 onward. The General Education assessment website documents activities and results. We completed our mapping of all degree program outcomes to the new University Learning Goals during 2013-14 (See Appendix 3.3). Our primary focus now must be on demonstrating competencies at the time of graduation. We are exploring wider use of capstone courses for all majors during 2014-15.</p>

Criteria for Review	Guidelines	Self-Review	Importance	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
<p>2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.</p>		1	C	<p>SJSU is strong in this area. Called Program Planning on our campus, all policies, procedures and reports are posted on the Program Planning website. A new program plan template was approved in 2013, addressing all of the CSU and WASC requirements for program review, including assessment of student learning outcomes; retention/graduation rates obtained from the IEA site; and feedback from external constituencies such as alumni, employers, and advisory boards.</p> <p>Thirty-five SJSU degree programs and/or certificates are professionally accredited (e.g., College of Business AACSB) or College of Education (NCATE and CTC). Some programs use licensing or other standardized tests in their program review process, such as nursing (NCLEX). We do not have a complete listing of all such tests our programs use.</p>
Scholarship and Creative Activity				
<p>2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.</p>	<p>Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.</p>	1	C	<p>SJSU's Retention, Tenure and Promotion policy (S98-8) covers teaching, service, and RSCA in evaluating satisfactory fulfillment of academic appointments.</p> <p>The Center for Faculty Development (CFD) supports RSCA activities and manages several campus grants program that promote and sustain faculty research and scholarship development. Among the many grant program over the past 6 years, we have funded:</p> <ul style="list-style-type: none"> • Junior Faculty Development Grants (Faculty Affairs) • CSU Research Fund Grants (Grad Studies) • University Planning Council Grants (supporting pedagogy) • Student Success Grants (supporting pedagogy HIPs and teaching) • RSCA Grants • Department Student Success Grants • Grant Development Intensive Workshops • Innovations in Teaching and Course Redesign (Academic Technology) <p>The Center generally provides programs and services to support faculty development in teaching and learning. We have recognition events for faculty scholarship, including the University Scholar Series, the SJSU Research Foundation's Early Career Awards, CFD's Collegial Conversations series, writing marathons and career planning retreats.</p>

Criteria for Review	Guidelines	Self-Review	Importance	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Scholarship and Creative Activity				
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.		1	C	<p>The Center for Faculty Development is our primary service provider in this area with a broad array of support programs and resources, including career-planning.</p> <p>SJSU's Retention, Tenure and Promotion policy (S98-8) sets expectations in this area.</p>
Student Learning and Success				
<p>2.10 The institution demonstrates</p> <p>a) that students make timely progress toward the completion of their degrees and</p> <p>b) that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers.</p> <p>c) The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study.</p> <p>d) It tracks achievement, satisfaction, and the extent to which the campus climate supports student success.</p> <p>e) The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p>	<p>The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.</p>			<p>SJSU's Office on Institutional Effectiveness and Analytics tracks and publishes disaggregated data on retention and graduation, as well as numerous other data reports and dashboards, all accessible through the IEA portal.</p> <p>CSU maintains and reports on multiple dimensions of retention and graduation. Since launch of a CSU Graduation Retention Initiative in 2010 our rates have been improving for both URM and non-URM students, though the achievement gap between the two groups remains and has so far been less responsive to our efforts. SJSU reports progress to CSU every other month.</p> <p>CSU dashboards (under development, not yet public) allow us to compare like CSU campuses on all retention and graduation metrics. SJSU has created a series of policies and procedures, as well as a major new Student Academic Success Services unit to support students in making progress towards their degrees. SASS collects and works with disaggregated student data so that specific needs can be addressed.</p> <p>Academic Affairs collaborates closely with Enrollment Services to improve policies and procedures that help streamline readmission of former students, as well as remedial programs such as Carnegie's Statway program for remediation in mathematics (SJSU is the lead CSU Statway campus). CSU Early Start also contributes to retention and student success.</p> <p>Our current focus is on improving the admission to graduate workflow so that students will see transfer credit posted quickly, in time to provide them an accurate audit of their remaining degree requirements (degree audit) in the first semester. We are also planning to implement supplemental admissions criteria for transfer students entering STEM program to ensure more students complete their STEM requirements while at community college and arrive more fully prepared for upper division work in the major.</p>

Criteria for Review	Guidelines	Self-Review	Importance	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Student Learning and Success				
2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.		2	B	<p>Our Student Involvement unit connects students with, and oversees, more than 300 student organizations and multiple support services. Their program descriptions are detailed in Appendix 5.14 and 5.15 and their assessment activities and results in Appendix 6.7 of our Institutional Report.</p> <p>We need to develop more fully our assessment activities in this area.</p>
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.	Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.	1	C	<p>Our SJSU online Catalog details requirements for all academic degrees. Our Admissions page provides full and accurate university fees. Our Catalog also lists all courses offered by the university from a link on the department page. The current Schedule of Classes is also posted approximately three months in advance of the coming semester in both real time HTML and pdf formats.</p> <p>Recruitment materials are found on the Student Outreach and Recruitment website. Our Advising Hub provides information about and links to the full range of academic policies, advising options, and related student support programs.</p>
2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.				<p>Tutoring and Mentoring services at Peer Connections and at the Writing Center. SASS operates both programs.</p> <p>The Accessible Education Center offers a full range of support services and accommodations for students with disabilities.</p> <p>The Financial Aid and Scholarship Office oversees student financial support and the Career Center is a full-service unit in Student Affairs with a broad network of employer connections in Silicon Valley.</p> <p>Our Housing unit oversees campus residential life.</p> <p>Athletes obtain academic advising and support through the Student Athlete Success Services unit, a SASS program.</p> <p>Our Advising Hub provides information about and links to the full range of academic policies, advising options, and related student support programs.</p>
2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.	Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.			<p>We participate in a CSU required, externally operated statewide articulation website (ASSIST) and have thousands of course articulations with community colleges. Our Articulation Office provides detailed information on transfer policies and direct support to students with articulation problems.</p> <p>In compliance with AB 1440 governing AA degrees for transfer, we provide both curriculum information and roadmaps for each degree program as well as advising for AB 1440 students.</p>

Synthesis/Reflections on Standard Two

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

- Assessment of GE outcomes at graduation.
- Full adoption of new internship standards and procedures to comply with EO 1064.
- More robust use of capstones to capture culminating achievements in undergraduate programs and full roll out of assessment for the 5 core competencies.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Offsite Review? For the Accreditation Visit?

Strong Institutional Effectiveness and Analytics group. Broad assessment and program review participation and support network; publicly accessible reports for program review and assessment. Considerable CSU student success dashboard data.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Offsite Review? For the Accreditation Visit?

Update the websites (fix broken links) and encourage departments to adhere to standard elements for curriculum and student success information on their websites.
Continue to plan for expanded assessment of general education competencies at graduation.
Continue to publicize ULGs and make them more visible, and better integrated, across campus.
Work to increase the number of capstone courses.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Faculty and Staff				
<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.</p>	<p>The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.</p>	<p>2</p>	<p>B</p>	<p>Diversity: San José State University is committed to creating an atmosphere in which all persons and groups can work and study free of unlawful discrimination. We have developed a new Faculty Diversity Hiring Plan (Appendix 7.4)</p> <p>Collective Bargaining Details to all of the collective bargaining agreements can be found on the HR Manager's Toolkit website. The bargaining agreements all made between the unions and CSU; therefore the full suite of agreements is also found on the CSU Labor Relations website.</p> <p>Specifically, we have CBAs with:</p> <ul style="list-style-type: none"> • Unit 1 – UAPD • Unit 2, 5, 7, 9 – CSUEU • Unit 3 – CFA • Unit 4 – APC • Unit 6 – SETC • Unit 8 – SUPA • Unit 11 - UAW <p>Faculty Staffing plan: During the economic downturn our budget did not permit us to maintain tenure track faculty hiring on pace with growth, retirements, and resignations. In the past two years, we have begun to invest more significantly in restoring the balance between our regular and temporary faculty. A new budget model also supports this restoration. In 2013-14 and 2014-5 we have implemented 60 or more faculty searches each year, a significant increase over the previous five years.</p> <p>While we have a request and review process for determining faculty recruitment, these are based on needs and plans in the colleges, coupled with commitments to strategic directions (e.g., Cyber Security cluster). We do not have an overall division recruitment plan.</p>

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Faculty and Staff				
<p>3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.</p>		1	C	<p>Faculty retention, tenure, and promotion policies are set by University Policy (S98-8), which is currently under review in the Academic Senate. We expect proposed revisions in 2014-15. The policy includes annual evaluations by students, peers, chairs, and Deans and, in years 2, 4, and 6, a full dossier review by the University RTP Committee.</p> <p>Incentive programs (professional development support, release time) are aligned with the goals of supporting faculty as they (re)design courses to enhance effectiveness through technology and/or innovate pedagogy in other ways.</p> <p>The Office of Faculty Affairs oversees all academic personnel processes for faculty as well as for academic student employees (Graduate Assistants, Teaching Associates, Instructional Student Assistants). They are the primary resource for recruitment, appointment, evaluation, leaves, retention, tenure, and promotion. The Office serves as custodian of the official Personnel Action Files for all Unit 3 and Unit 11 employees.</p>
<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.</p>	<p>The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.</p>	2	B	<p>The Center for Faculty Development (CFD) serves as the focal point for faculty development activities. A full report of their activity is found in Appendix 7.2.</p> <p>Per our assessment policies, faculty are required to assess outcomes and submit reports in all classes; each college has an assessment facilitator to work with college faculty and to coordinate policy and process across campus. All work under direction of a faculty Director of Assessment. Department faculty collaborate in writing the department's self-study, which anchors the program review process. College committees review the self-studies and a majority faculty Program Planning Committee (PPC) reviews the plans and makes recommendations to the Provost for the culminating Action Plan.</p>

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Fiscal, Physical, and Information Resources				
<p>3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.</p>	<p>The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.</p>	<p>1</p>	<p>C</p>	<p>San José State University continues to enjoy financial health. The campus has had no operating deficits in recent years, despite unprecedented changes in state support. The University’s fiscal health is due in large part to CSU fee policy, which has mitigated much of the recent losses in state support with tuition fee increases. While not an optimal outcome from an affordability perspective, the CSU and San José State have been able to weather California’s continuing fiscal challenges.</p> <p>The resource planning process at San José State is led by executive leadership (i.e., the President’s Cabinet). However, budget planning typically includes consultation. For example, in 2012-13 the University President empaneled a cross-functional Budget Advisory Task Force that was charged with reviewing suggestions for achieving cost savings and expanding revenue-generating activities. A “suggestion box” link was posted to the President’s “Budget Central” website, and suggestions could be made by both campus affiliates and external parties.</p> <p>Each year, the University’s budget plan is published and posted as the “San José State University Annual Budget Report.” The budget plan for 2013-14 references allocations made that support SJSU’s strategic plan, “Vision 2017”. These allocations demonstrate the integration of resource planning with overall institutional planning (and goal achievement).</p> <p>Effective with the 2011-12 fiscal year, the CSU instituted a new approach to financial statements that ended the requirement for individual campus audited financial statements. Only CSU consolidated financial statements are audited each year. The CSU audited financial statements are available here.</p> <p>A variety of other budget and audit reports are available at the sites below.</p> <p>CSU Efforts http://www.calstate.edu/budget/fybudget/support-budgets/ https://www.calstate.edu/budget/fybudget/legislative-reports/ http://www.calstate.edu/alumni/council/</p> <p>Auxiliary http://auxiliary.calstate.edu/?cat=31</p> <p>Auxiliary Audits http://www.sjsu.edu/towerfoundation/about/financials/index.html http://www.sjsu.edu/towerfoundation/about/financials/ http://www.sjsufoundation.org/html/about-sjsu-foundation/financials.htm http://www.spartanshops.com/discover/about_us/financialinformation/</p>

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Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Fiscal, Physical, and Information Resources				
3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.	The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.	1	C	<p>The Library provides information literacy and research training, assists with development/refreshing course. Affordable learning solutions initiative, institutional repository to archive research product.</p> <p>Academic Technology provides ?</p> <p>What is our campus technology policy? What does CFD provide? List of software that is available to instructors including Adobe, SPSS, Qualtrics, etc, to aid in research endeavors.</p>
Organization Structures and Decision-Making Processes				
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		2	A	We have faced more than usual leadership turnover in the period under review, as illustrated in the Timeline provided in Appendix 1.3. These changes derived in part from normal retirements in a "generational shift" and partly from performance issues. The CSU Chancellor has been attentive to campus leadership in response to a Sense of the Senate resolution (SS-F13-5) seeking review of campus governance.
3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.	The institution establishes clear roles, responsibilities, and lines of authority.	1	C	<p>The President and his Cabinet are the executive leaders of the campus and the campus organizes administrative and operational units along traditional lines.</p> <p>The SJSU Academic Senate is the principal agency for the formulation of University policy. The Senate and its committees communicate recommendations to the President on such matters as faculty affairs, curriculum, instruction, student affairs, finances and other matters relevant to the welfare of SJSU. The Senate Handbook provides additional operational detail.</p>
3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		1	C	<p>The President and his Cabinet are the executive leaders of the campus and the campus organizes administrative and operational units along traditional lines.</p> <p>The CFO heads the Administration and Finance Division.</p>

<p>3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.</p>	<p>The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in Self-review and training to enhance its</p>	<p>1</p>	<p>C</p>	<p>The California State University Board of Trustees oversees policy for all CSU campuses.</p>
<p>3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.</p>	<p>The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.</p>	<p>1</p>	<p>C</p>	<p>The Office of Faculty Affairs oversees all academic personnel processes for faculty as well as for academic student employees (Graduate Assistants, Teaching Associates, Instructional Student Assistants). The SJSU Academic Senate is the principal agency for the formulation of University policy. The Senate and its committees communicate recommendations to the President on such matters as faculty affairs, curriculum, instruction, student affairs, finances and other matters relevant to the welfare of SJSU. The Senate Handbook provides additional operational detail.</p>

Synthesis/Reflections on Standard Three

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

Continuing our progress toward becoming a culture of evidence, we should look into amending RTP policy to include explicit expectations that assessment are recognized as part of faculty responsibility (and that their contributions to improvements in assessment and pedagogy are duly recognized and weighted in performance evaluations). We will need to continue the start we've made on restoring the number of tenure track faculty to appropriate ratios, and in line with our Faculty Diversity Recruitment Plan.

We should seek closure from the Chancellor on governance review.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Offsite Review? For the Accreditation Visit?

We believe we are well served in this regard with robust analytics from both campus (IEA) and CSU. We provide transparent data reports on our websites for finances and program assessment/review.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Offsite Review? For the Accreditation Visit?

We believe we are generally strong in meeting the expectations of Standard 3.

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Quality Assurance Processes				
<p>4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.</p>		2	B	<p>SJSU is strong in this area. See Standard 2.2a and 2.4 above, and our Program Assessment website for a description of our assessment policies. Our Program Planning policies, procedures and reports are posted on the Program Planning website. A new program plan template was approved in 2013, addressing all of the CSU and WASC requirements for program review, including assessment of student learning outcomes; retention/graduation rates obtained from the IEA site; and feedback from external constituencies such as alumni, employers, and advisory boards.</p> <p>We will need to work on developing external benchmarking, which is underdeveloped at this time. We will continue to work on “closing the loop” in a more systematic manner; to that end, we invited programs to being to evaluate themselves on this dimension using the SJSU Closing The Loop Rubric.</p>
<p>4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.</p>		1	C	<p>SJSU is strong on this CFR and we have established institutional capacity, policies, and procedures to fulfill all expectations in this CFR. Our Institutional Effectiveness and Analytics unit was created in response to our previous WASC EER visit. The IEA website allows live calculation of reports covering faculty, courses, assessment, program planning, and graduation/retention, appropriately disaggregated. The website is available to the public, and these data are required for periodic Program Assessment and Program Planning.</p>

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Institutional Learning and Improvement				
4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.	The institution has clear, well- established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.	1	C	Our faculty recruitment and evaluation policies, as well as curriculum review, and quality assurance for learning (assessment, program review) are all based on evidence as part of processes designed to rely on evidence to guide investment, improvement, and change.
4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.	Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.	2	B	<p>We are strong in nearly all areas. Assessment and Program Review are well-established, systematic and ongoing and engage faculty and administrators broadly. Students provide an evaluation of the teaching in every class they take, through an online survey process. Results are used in all faculty evaluation.</p> <p>We have made major progress in full faculty and program participation in assessment and quality assurance. Our recent innovations with MOOC-like large enrollment online courses, and EdX flipped course were extensively studied, including an independent NSF review detailed in Appendix 5.7.</p> <p>SJSU does not conduct periodic analysis of grades and evaluation procedures and we may need to establish a process and framework for doing so.</p> <p>We responded to the recent Federal, CSU, and WASC credit hour policies by updating our own credit hour policy establishing clear expectations and requiring new language on all course syllabi. Credit hour assignment is checked by department and college curriculum committees at the time courses are created. Though we have met with some colleges to develop a periodic review of syllabi, we have not yet established that and will continue to push for it in 2014-15. Our Office of Academic Scheduling runs a schedule discrepancy report during schedule building for each semester to determine whether in-class meeting times are compliant with unit values and course type and we alert associate deans when adjustments are required.</p>
4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.		1	C	Our professional programs generally have industry advisory boards and our Career Center regularly survey's employers about the abilities of our graduates. Our Advancement Division cultivates alumni relations.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Institutional Learning and Improvement				
4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.				Our strategic planning process included participation from community and industry representatives. Our professional programs generally have industry advisory boards. See, for example, the engagement of the Charles W. Davidson College of Engineering's partnerships and other engagements with industry. Our Career Center regularly survey's employers about the abilities of our graduates. Our Advancement Division cultivates alumni relations.
4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.				Our President has produced two white papers that anticipate changes in higher education and that inform his leadership. CSU also provides guidance, channeling concerns of state legislators and well as changes in our educational context and the needs of California students. Program Review and strategic planning in the Academic Division (see Academic Plan 2017) guide planned developments to meet changing needs. Our Information Technology Services Unit also has ambitious plans and projects that help us prepare for change and meet new requirements.

Synthesis/Reflections on Standard Four

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

We need to establish a periodic review process for credit hour compliance on course syllabi.

Now that our Program Review process culminates in Action Plans, we will need to assess that resources follow to support goals and that programs follow up appropriately.

We could be more proactive in linking our program planning goals to external funding possibilities by including members from University Advancement and Office of Finance in the Program Review process.

We need to increase faculty buy-in through education and integration of the University Learning Goals into the infrastructure of the University.

We will need to work on developing external benchmarking, which is underdeveloped at this time.

We will need to continue to work on “closing the loop” in a more systematic manner.

SJSU does not conduct periodic analysis of grades and evaluation procedures and we may need to establish a process and framework for doing so.

2. Looking overall at the quality and effectiveness of the institution’s data gathering and systems to support the review process, what are institutional **strengths** for the Offsite Review? For the Accreditation Visit?

We have created University Strategic Plan (Vision 2017) and this plan has been distributed among subordinate units for implementation with each unit taking responsibility for specific goals within the plan and developing steps to attain those goals. We have created the Office of Institutional Effectiveness and Analytics that provides data to the public, for program planning purposes, annual assessment. The IEA office also provides feedback on SJSU’s progress in attaining the goals of the CSU Chancellor’s Graduation/Retention Initiative.

3. Looking again at the overall quality and effectiveness of the institution’s data gathering and systems, what are **areas to be addressed or improved** for the Offsite Review? For the Accreditation Visit?

We continue to work towards greater faculty buy-in, compliance, and ownership of the assessment process. This is being addressed through education and incentives. We are also seeking ways to use existing technology (our LMS) to assist with our assessment and planning processes to reduce the burden on faculty.

We need to continue to build the infrastructure and culture of assessment, follow-up on implementation and the program-planning process, and increase the rigor of our SLO and PLOs.

Our improvements to program review have started us on the right track and we need to follow through on the Action Plans that result.

Summative Questions

1. Who participated in preparing this self-inventory? What approach was used in completing the worksheet?

The Steering Committee established by the [Academic Senate](#) consists of students, faculty, administrators, staff and an alumni representative. Together they completed the self-inventory. Two approaches were used: 1) Committee members were divided into working groups based upon their area of expertise and their role at the University. Working groups were assigned CFRs, with some redundancy between groups 2) Committee members were assigned to Standard groups to address each of the standards, with some members assigned to groups for which they had no expertise, so that they could serve as skeptical outsiders.

2. What areas were identified as issues or concerns to be addressed before the review?

We started with the challenges from the WASC Interim Report of 2012 and then had each of the Standard groups (see above) identify 3 action items and create some structured steps to address each item. Perennial items are assessment and program review, closing the loop, and linking resources to planning goals. We also stressed use of evidence for planning and decision making. One new item involved greater dissemination of the newly adopted University Learning Goals both upward and outward through University communications and standards and downward through individual faculty and courses to students.

3. What areas emerged as either institutional strengths or topics for further exploration that might be targeted as themes or topics to be explored in the review?

Many viewed SJSU as on the cusp of great change, which was both exhilarating and a cause of anxiety. For example, SJSU has taken leadership in exploring new pedagogies as it navigates the fiscal challenges and challenges of disruptive technologies, and has also sought to increase student success and achievement of students through more traditional, high-touch methods. An image of SJSU emerged: we are evolving, but also rooted in our history as an institution of providing access and opportunity as a means of achieving social justice.

4. What are the next steps in preparing for the review?