REPORT OF THE WSCUC TEAM

For Reaffirmation of Accreditation

To San José State University

Date of Visit

April 5 – 8, 2022

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Section I – Overview and Context

A. Description of Institution and Accreditation History

San José State University (hereafter referred to as SJSU), located in San José, California, is the oldest state university in California. Founded in 1857 as a public school to train California's educators, it has grown to encompass multiple fields and disciplines. SJSU is part of the 23-campus California State University (CSU) system whose Board of Trustees serves all the campuses. Situated on 187.2 acres (Main Campus = 88.5 acres; South Campus = 62 acres; MLML Campus = 36.7 acres) in the heart of Silicon Valley, SJSU serves a diverse student body of just over 37,000 students across state and self-support programs, of whom over 8,300 are graduate students. SJSU offers 88 baccalaureate and 78 master's degrees, and currently offers three professional doctorates (Nursing, Audiology, and Education). It is comprised of eight disciplinary colleges, plus a College of Graduate Studies which serves the graduate student population at the institution. Many certificate and degree programs spread over 33 departments also receive disciplinary accreditation.

In addition to its face-to-face programs, SJSU offers six off-campus locations and 18 distance education programs (including online and hybrid) at all degree levels. For this review, the team reviewed two off-campus locations, Reid Hillview Airport (BS, Aviation) and Moss Landing Marine Laboratory (MS, Marine Science), and three distance educations programs, the BS in Information Science and Data Analytics (a new program), the Master's in Social Work (hybrid), and the Doctor of Nursing Practice (online). The reviews for these programs are located in the appendices of this report.

SJSU is both a Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI) as designated by the Department of Education.

SJSU has met and exceeded its CSU (state) funded enrollment target. It is an "impacted" institution, which means that there are more qualified applicants than spaces available at the institution or in specific majors.

SJSU is situated in Silicon Valley, one of the most expensive places in the United States to live. Economic trends in the United States have had a significant impact on students, staff, faculty, and administrators, with the institution facing difficulties recruiting and retaining people because of the high cost of living. Many members of the institution commute as far as two hours per day. Since SJSU is located in the heart of downtown San José, parking has become a significant issue for commuters who cannot afford to live in the city.

First accredited in 1949, SJSU last received a seven-year reaffirmation. The 2015 Commission Action Letter (CAL) scheduled a special visit (SV) for fall 2017. This review began with an Offsite Review (OSR) in fall 2021 in preparation for the spring 2022 on-site Accreditation Visit (AV). The review team was the same for both visits. After the OSR, the team issued Lines of Inquiry (LOI) in fall 2021 that included requests for more information around the issues of advising, equity, budgeting, and quality assurance. After additional documents were received, the team determined that deeper analysis in these issues should focus on transparency, communication and climate, and capacity. During the course of this review the team also faced significant changes in leadership at the highest levels of SJSU and the CSU system.

B. Description of Team's Review Process

The SJSU review team reviewed all of the materials uploaded by the institution to the WSCUC Box account as well as the institution's website, WSCUC's Key Indicators Dashboard (KID), and the CSU's system-wide data dashboard. It also reviewed all supporting material

submitted with the institutional report and additional material requested from the LOI subsequent to the OSR. Team members were assigned components of the review as primary and secondary writers, and team assignments were confirmed during an initial video conference in October 2021. In preparation for the OSR, each team member completed a worksheet focused on each of the components of the institutional report and the four standards. The team completed a second worksheet in February after additional documents were uploaded to the Box site and used the subsequent discussion to frame questions for the visit.

Prior to the visit, the chair met with the president of SJSU and the chancellor of the CSU. Following their untimely resignations, he then met with the interim president and the acting chancellor shortly before the team arrived at the institution. At both meetings, the chair discussed issues facing SJSU and explained areas the team would be exploring further during the visit. Given the instability in leadership both at the institution and the Chancellor's Office, the chair sought a meeting with members of the CSU board of trustees. A scheduled meeting with the board chair and vice chair was cancelled by the board and the team chair's email requests to reschedule were not returned.

During the two days of the visit the team met with administration, faculty, staff, and students and learned more about the institution. The team also closely monitored its confidential email account and reviewed all messages. The visit ended on Friday April 8, 2022 with a meeting between the chair and the interim president to discuss the team's findings, and then a public exit meeting in which the Chair read the commendations and recommendations to the institution's community.

Institution's Reaccreditation Report and Update: Quality and Rigor of the Report and Supporting Evidence

The institutional report submitted by SJSU in September 2021 provided a forthright reflection in the introductory section on institutional improvement efforts in response to previous WSCUC actions. The institution took the recommendations from the most recent Commission Action Letter (CAL), issued in 2018 following the 2017 SV, as the foundation for its discussion of specific components in the document, particularly Component 1.

SJSU had a dedicated Accreditation Review Committee (ARC) that met over two years. The ARC was established as a standing Academic Senate Committee in 2017. The report states that there were three primary authors of the report (inside cover). However, the committee explained to the team that specific tasks for each component were delegated to smaller workgroups and subcommittees of the ARC. The ARC members explained during the team meeting that the institutional report was an institution-wide, collaborative effort. They held multiple meetings with different constituent groups and posted the report on its website for feedback. The draft of the institutional report was completed just prior to summer 2021 and the final document was submitted in September 2021.

The narrative throughout the report was strong, though the team noted that the report was more descriptive than analytic. Although the institution provided supporting documentation in the appendices, the documentation did not always provide direct analytic support for discussions in each section. While the report addressed current issues at the institution (Title IX findings, equity gaps in graduation rates, campus climate, and shared governance), the analysis was slim in some sections and evidence provided in links and appendices created more questions for the

team. Additionally, while the institution readily responded to requests for more information from the OSR and subsequent queries, the team felt that substantive information was not as forthcoming as needed to directly answer team questions.

A primary concern from the previous visits centered on campus climate and a sense of belonging. The institution recognizes that this issue remains a concern. Its current focus seems to be on survey distribution, though there has been the development of a working group, construction of a website, and outreach to specific organizations on campus. These changes and additions are in their infancy, and a system of assessment will need to be implemented over time (IR pages 22, 41).

Section II – Evaluation of Institutional Essays

Component 1: Response to previous Commission actions

The institution's last accreditation review visit was in 2014 resulting in a Special Visit being scheduled for 2017. The Commission noted four areas of "special attention" requiring further development during the 2014 review: leadership, organizational climate, shared governance, and campus climate. It scheduled the Special Visit for 2017 to monitor development and progress in the areas of concern. After the Special Visit, the Commission articulated five areas for the institution to develop: strengthen Student Affairs; continue to address campus climate, particularly surrounding staff concerns; re-examine advising to ensure success of SJSU's "underrepresented minorities (URM), first-generation college students, student veterans, students with disabilities, and other student groups;" ensure equity and inclusion in advising resources; and engage in recruitment and retention of faculty to better reflect the SJSU student population.

The institutional report provided an overall thoughtful discussion of actions taken in response to those visits. Indeed, the institutional report addressed these recommendations not only in Component 1, but also in some detail in Component 2's narrative. It is clear that the institution is paying attention to longstanding issues although the team did not observe significant improvement in these areas.

Since the last WSCUC visit, the institution received a judgment from the Department of Justice regarding the longstanding Title IX allegations (fall 2021). In the aftermath of some of the findings articulated in the government's ruling and related matters, the president of the institution announced her resignation as president effective at the end of 2021, after the OSR and before the AV. At the time of the AV, SJSU had a newly appointed interim president and a nationwide search was launched after the visit in late April 2022, with the process to conclude around January 2023 with the appointment of a new president.

In addition to internal issues raised during the AV and SV, a number of external issues also affected the institution. For example, SJSU was not immune to the large-scale changes in higher education resulting from the social justice demonstrations of spring / summer 2020 and the effects of the Covid-19 pandemic, namely the rapid shift to a virtual campus. Both of these events have had repercussions on the institution and have brought to the fore deep-seated and longstanding issues of campus climate and shared governance.

Component 2: Compliance: Review under WSCUC Standards and compliance with federal requirements

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes (CFRs 1.1, 1.2) SJSU's mission statement clearly outlines its educational mission and its strong connection to Silicon Valley industry and partnership with the

local and surrounding communities (CFR 1.1). The institution's University Learning Goals (ULGs) are publicly available and linked to the institution's mission. It retains and publishes longitudinal data on student achievement including retention and graduation (CFR 1.2).

Integrity and Transparency (CFRs 1.3 – 1.8) SJSU has a published Academic Senate policy on academic freedom. Recent cases regarding academic freedom suggest that the policy incorporates adequate due process to ensure the well-being of the community while enabling relevant stakeholders to conduct their research. Some of the concerns regarding morale and campus climate are inter-related with expressed fear of retaliation, but the team found no evidence of retaliatory behaviors outside those addressed in the well-publicized Title IX cases. (CFR 1.3). SJSU has also been engaged in strengthening its policies on equity and inclusion, although there are continuing gaps in stakeholder sense of belonging and fair treatment and persistent equity gaps (under-represented minorities) in retention and graduation rates. Accommodations to legislative directives to include an ethnic studies requirement to general education (GE) policies have added to the already rich DEI academic initiatives and a strengthened Title IX program. The Division of Student Affairs has a number of well-developed programs and has been developing new programs to increase diversity and equity in the next decade (CFR 1.4).

The CSU Board of Trustees serves as the governing board for SJSU. While the institution receives appropriate autonomy from the board, as a state institution it is also subject to legislative requirements (i.e.: the aforementioned ethnic studies policy). The board provides autonomy to the institution as evidenced by its engagement with significant systemic issues in the past few years. It must balance this autonomy, however, with appropriate closer oversight when serious

problems and issues arise. This is even more crucial to achieve when there is simultaneous leadership instability at the system and campus level (CFR 1.5).

SJSU has clearly published policies on the credit-hour, grievance, student conduct, and financial aid. In addition, incidents involving the conduct of students are maintained in the Maxient database. The institution also has a clearly articulated grade appeals policy (CFR 1.6).

SJSU has had obvious, public, and major challenges complying with Title IX and related grievance/complaint requirements dating at least to 2009. The Title IX grievance finally settled by the Department of Justice in fall 2021 was for events alleged to have begun 12 years previous. The team believes that SJSU is aggressively addressing these issues through additional positions and increased support for the Title IX office, but it remains a work-in-progress. The institution's finances are regularly reviewed, various compliance measures are audited, and reports are provided to the Chancellor's Office as required per CSU accounting policies and procedures (CFR 1.7).

The institution has maintained open lines of communication with WSCUC and readily responds directly to concerns. The institution takes its position as a public institution seriously. There has been some confusion at the institution regarding WSCUC distance education policies in relation to new federal guidelines for distance education (CFR 1.8).

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with the Standard. Final determination of compliance with the Standards rests with the Commission.

Standard 2: Achieving Educational Objectives through Core Functions

Teaching and Learning (CFRs 2.1 – 2.7) The university has clearly articulated academic programs for both undergraduate and graduate students. The institution's teaching faculty

consists of full-time tenure track faculty and lecturer faculty who are hired through regular processes and approval at the departmental, college, and university level based on educational background, teaching experience, and professional expertise. In addition, the faculty oversee all curriculum to help ensure the meaning, quality, and integrity of degrees meet SJSU and CSU system standards (CFR 2.1).

Degrees are clearly defined and admission requirements for undergraduate and graduate students are transparent. General education and core competencies are well embedded in undergraduate education for majors. Graduate degree requirements are clearly stated and appropriate given the mission of each program (CFRs 2.2, 2.2b, 2.2b).

Student learning outcomes (SLOs) are embedded in courses and assessment of student learning by faculty is implemented at the course level through tests, written work, oral presentations, and individual and group projects. However, there is some inconsistency in program assessment reporting and activities for improvement. In addition, outcomes assessment could be improved by increased stakeholder involvement at all levels and across all divisions.

Programs reviews, which include external evaluators for academic programs, include analysis of Program Learning Outcomes (PLOs), retention/graduation data, and comparison of SJSU student achievement benchmarks in coordination with CSU system dashboards. In addition, several undergraduate and graduate programs receive disciplinary accreditation and accreditation status is clearly listed on the institution's website (CFRs 2.3, 2.4, 2.5, 2.6, 2.7).

Scholarship and Creative Activity (CFRs 2.8, 2.9) A recent initiative of SJSU is the establishment of the Office of Research and Innovation to bring sharper focus to the promotion of scholarship, creative activity, and curricular innovation. Faculty are the primary audience for this activity. They, in turn, are encouraged to involve and engage students (undergraduate and

graduate, as appropriate) in their activities and explore their own ideas as a part of their overall educational experience (CFR 2.8).

Faculty evaluation at the departmental and college levels is linked to scholarship, teaching, student learning, and service to SJSU and the local community. These are key factors in initial appointments, progress toward tenure, tenure, and continuing appointments for lecturers (CFR 2.9).

A challenge within the institution is that the strategy to increase research activity has created a disconnect between long-serving faculty who have seen themselves as part of a teaching institution and newer faculty who have been recruited with an expectation to engage in research. SJSU seems aware of this and is working to mitigate the impacts of change.

Student Learning and Success (CFRs 2.10 – 2.14) A review of SJSU's Institutional Report and related documents, discussions with academic leaders, faculty, and staff indicate that the university has engaged in self-reflection and analysis of its strengths and weaknesses. It has begun to address the recommendations of the last accreditation review team. For example, the new strategic plan, Transformation 2030, reflects the university's desire to focus where institutional investments should be made to build on its strengths, improve areas that need to be addressed, and take advantage of its unique location.

Nascent assessment programs have been formulated for curricular and co-curricular programs with the hope that the information gathered can be used to address areas that need further refinement and improvement as part of the strategic plan. (CFR 2.11)

The overhauling of undergraduate advising is an example of how the university responded to recommendations from the prior WSCUC review team and complaints from students. A new Assistant Vice Provost of Undergraduate Advising and Success has been hired

to oversee this area and new staff have been hired, trained, and situated in university Student Success centers. This initiative is still in the formative stages as the university centralizes this effort and develops procedures that ensure good communication with staff and faculty advisors in academic programs across campus. The university is in the process of hiring even more staff to support this effort (CFR 2.13).

This advising initiative is also based on institutional analysis of student academic achievement, which is tracked and disaggregated, including information about student retention and graduation, and student responses to surveys about campus climate (CFR 2.10). SJSU acknowledged that this is a work-in-progress that has yet to significantly impact overall student outcomes.

During the past five years SJSU retention and graduation rates for most students have improved in all categories, except for under-represented minority students who enter as first-time freshmen. The university is aware of these differences and is working to improve these rates through better advising, encouraging students to take better advantage of resources provided by the Student Success Centers in the colleges and schools, and early interventions when students struggle in courses. The Student Success Centers are a qualitative response to narrow the significant opportunity gaps in retention and persistence at SJSU. There are other attempts to narrow these gaps, but at the time of the Accreditation Visit, those attempts were in their infancy and have not yet resulted in measurable narrowing of these rates.

The partnership between Academic Affairs and Student Affairs appears to be strengthening. An experienced leader was hired to head the Division of Student Affairs in 2018. The core functions of the division were reorganized to ensure student success was the top

priority. Current and newly emerging programs were designed to strengthen services needed to support student learning and maturation (CFR 2.11).

Student Affairs has developed curriculum and assessment efforts and associated programs that keep student success at the center of key activities. As stated in the Institutional Report, "The curriculum is grounded in a 'philosophical and theoretical framework,' so units can communicate to stakeholders about co-curricular learning and developmental goals that guide division planning and activities around shared priorities" (IR page 7). While these initiatives are in an emerging stage, the prospects for the development of more responsive student support services in the future seem attainable (CFR 2.11).

The university has paid close attention to transfer students by enhancing advising, improving degree audits and online resources, and disaggregating information on retention and graduation rates. Policies regarding transfer students and articulation agreements with feeder surrounding community colleges are in place and publicly available. Transfer students are matriculating at expected rates given their academic and professional interests upon enrollment (CFR 2.14).

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with the Standard. Final determination of compliance with the Standards rests with the Commission.

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

Faculty and Staff (CFRs 3.1 – 3.3) SJSU has 2,225 faculty, 1,233 staff, and 272 administrators as of fall 2021.   There is evidence to support that the diverse faculty and staff have a commitment to institution and student success and have the professional qualifications to achieve

the institution's educational objectives. The institution has a faculty staffing plan that ensures that faculty roles and governance responsibilities are able to be fulfilled and that faculty have the appropriate backgrounds by discipline and in alignment with the proposed tenure-track hiring plan for the next few years. (CFR 3.1). The campus did not pause faculty hiring during the pandemic. However, during the visit the team heard that some vacant staff positions have remained unfilled (CFR 3.1).

The 2017 SV recommended addressing staff communication, quality of work life, and campus climate concerns. Previously a two-day program, new tenure track faculty are now provided with an orientation that begins one month prior to their teaching assignment and the four-phase program continues through their first semester. This is organized by the Office for Faculty Success in partnership with Faculty Services and Office of Diversity, Equity and Inclusion (ODEI). University Personnel offers staff orientation and onboards new employees. In addition, a Staff Council dedicated to support staff interests was created.

The team learned that staff are not consistently included in shared governance, nor are staff members routinely part of institutional policy making despite many policies directly affecting the work of staff. It is clear that staff are dedicated to the university's educational mission, and during the Covid-19 shutdown staff worked tirelessly to ensure the seamless operations of every campus office. Lack of transparency and continuing issues around shared governance, which were exacerbated by the pandemic shutdown, continue to foster low campus morale and tension around inclusion. These two issues have been part of Commission concerns dating at least to the 2014 AV, and the institution is encouraged to continue work on shared governance to be more inclusive of all stakeholders while also engaging in systematic

assessment of continued campus climate concerns. The team heard substantial concerns about staff morale from staff, faculty, and administrative leaders at multiple levels.

The campus offers formal recognition and institutional support for Employee Affinity Groups. Staff expressed a desire to receive support from managers / supervisors to participate in training and professional development opportunities. The team learned that such support was not uniformly applied across the many offices and divisions of the institution. There was no mention of SJSU's "My Well-being" campaign during any of the sessions with faculty or staff although it was referenced in the Institutional Report (page 9).

As a follow-up to the 2015 campus climate survey, the campus administered a "belong@SJSU" survey in spring 2020 in collaboration with ODEI. The 2020 survey occurred nearly simultaneous to nationwide calls to end systemic racism. The social justice movements of spring and summer 2020 resulted in a number of changes at the institution, including the retirement of a longstanding hand gesture for the Spartan mascot, the revitalization of employee affinity groups, and increased racial justice training for management. There are continuing concerns about campus climate, including lack of affordable housing in the San José area, and lower staff morale due to workload (open positions) and procedural and organizational changes that were caused by the pandemic. In addition, there have been few salary increases for many years within the backdrop of a competitive labor market in Silicon Valley (CFRs 3.2, 3.3).

Fiscal, Physical, and Information Resources (CFRs 3.4, 3.5) The institution provided the team with published documents that verify that the institution has functioned without an operational deficit for the last three years except for FY 2020/21 which was due to a system wide CSU budget reduction and the COVID-19 pandemic (CFR 3.4). Nevertheless, campus reserves were sufficient to shore up the $92 million annual operating deficit for that fiscal year including a one-

time contribution from campus auxiliary organizations. There appears to be a deliberative and consultative process in place with respect to the university budget that occurs monthly with the Budget Advisory Committee (subcommittee of the Academic Senate) which includes the CFO. Budgetary decisions are made collaboratively with the President's Cabinet and there is deliberate and strategic alignment of resource allocations with the goals for Transformation 2030. During the visit, the team confirmed that the institution's fiscal year budget for 2021-22 is balanced and there does not appear to be any projected annual operating deficit or accumulated deficit (CFR 3.4).

Transformation 2030 includes a "Rebuild and Renew" section that focuses specifically on technology infrastructure for the entire institution. Although many processes were moved online during the pandemic, as was common throughout the country, the primary SJSU focus on technology seems to be the learning environment and faculty training. It appears the institution is providing resources sufficient in scope and quality to support academic, research, and scholarly activities for faculty, staff and students. SJSU has invested significantly with one-time Higher Education Emergency Relief Fund (HEERF) funds to upgrade technology in classrooms, computing equipment, and faculty training/professional development (CFR 3.5).

The institution is challenged with aging infrastructure and a backlog of deferred maintenance which impacts the teaching and learning environment for faculty and students. One highlight is a new eight-story science building that will be completed in June 2023 and will provide new state-of-the art classrooms, laboratories and research facilities. This will be the first new academic facility in almost 30 years. Additionally, the institution is engaged with the San José city government regarding development of the downtown district to include needed space for the institution.

Organizational Structures and Decision-Making Processes (CFRs 3.6 – 3.10) Taking into consideration the historic instability of senior leadership positions, the interim president has expressed commitment to the institution's mission, vision, and values. The interim president has also expressed commitment to addressing continuing concerns about campus climate. The Cabinet members take their division responsibilities very seriously. That said, for many of them, time in their positions is quite short (less than five years except for the CFO, CIO, and Chief Diversity Officer) (CFR 3.6.).

The institution's organizational structure and decision-making processes are aligned with Transformation 2030. Given the limited tenure of many senior administrators, the institution is challenged with establishing clear roles, responsibilities, and lines of authority regarding decisions related to reorganization or cross-divisional collaboration. In addition, the role and responsibility of the Vice President for Strategic Planning/Chief of Staff seems to be unique and not comparable with other CSU campuses. Unfortunately, little confidence was expressed by students, faculty, and staff that the current administration genuinely supports and models shared governance. Consequently, as stated earlier, the campus climate is still challenged with low staff morale, particularly around feeling supported by faculty and the administration. Low morale was apparent across a number of other meetings as well and should not be considered "only" a professional staff issue. The administration is encouraged to reflect on concerns regarding administrative transparency regarding major campus policies and initiatives and engage in outreach with the entire campus community (CFR 3.7).

The current SJSU organization chart appears to adequately support the institutional mission. The chief executive officer is an interim president who began his position in January 2022. The CFO is the most senior member of the President's Cabinet with just five years of

service. The duties and responsibilities of these two positions are accurately reflected in the respective position descriptions. The prior president, the first to serve a regular term of more than four years since 2003, was visible in the community and engaged with industry to promote the brand and relationship between the City of San José and the institution (CFR 3.8).

The 25 member CSU Board of Trustees adopts regulations and policies governing all 23 campuses within the CSU system. The CSU chancellor reports to the board of trustees. The Board of Trustees of the CSU, in partnership with the Chancellor, is responsible for the recruitment, selection, and appointment of CSU campus presidents. Given the untimely resignation of the immediate past president, and then the untimely resignation of the new chancellor, both under circumstances relating to Title IX, it was expected that the board would be willing meet with the team chair. The team chair had already met or scheduled meetings with two presidents and two chancellors but none of them had any long-term role at or over SJSU. Attempts to reschedule a meeting were unsuccessful after the initial planned meeting was cancelled by the board office. The board seemed to believe that a meeting with a very short-term acting chancellor should be sufficient.

The team believes that the CSU Board needs to better understand and embrace its role as the governing board over all CSU institutions and its responsibilities in situations such as faced by SJSU when there is no stable professional leadership at the head of the campus or the CSU system. The governing board of an accredited institution is expected to "exercise appropriate oversight over institutional integrity, policies and ongoing operations including hiring and evaluating the chief executive officer." In light of the board's refusal to engage in the reaffirmation of accreditation process, the team was unable to ascertain if this is taking place (CFR 3.9).

The team was provided with various documents that define the governance roles, rights, and responsibilities of the faculty. The institution's faculty appear to provide dedicated and effective leadership. Their decisions demonstrate the integrity to ensure that both the academic quality and the educational mission of the institution are sustained. The institutional report states that, "Leadership at SJSU is defined by a shared belief that decision-making and collaborative governance is central to the University's culture" (page 3) yet there were concerns raised throughout the visit that this belief is not routinely put into practice at SJSU. Staff, along with faculty and administrator supporters, petitioned and discussed with the provost in fall 2021 to expand the Academic Senate to be more inclusive for all members of the institution. At the time of the visit, this request appears not to have been resolved (CFR 3.10).

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with the Standard. Final determination of compliance with the Standards rests with the Commission.

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

Quality Assurance Processes (CFRs 4.1, 4.2) SJSU has a number of systems in place for quality assurance. It has adopted Nuventive as an Assessment Management System (AMS), though not all programs have transitioned to the system. It also has an Institutional Research office under the direction of Academic Affairs. To better facilitate quality assurance, the institution created an inaugural Vice Provost of Institutional Effectiveness and Strategic Analytics (IESA) position. As currently constructed, the office has a broad portfolio of duties, including data collection, analysis, and distribution (Institutional Research) and Accreditation, Assessment, and Program Planning (review). Two other responsibilities of IESA not included on

the organizational chart but mentioned several times during the visit include space management and "dotted-line" collaborations with Student Affairs' assessment. The institution is making an effort to provide data publicly for common system-wide data requests, but the team found that distribution of data, understanding of data processes and uses, and use of data for institutional assessment could be improved (CFR 4.2). Data is provided for periodic program review of degree-granting programs and that process of review is fairly well developed. Specifically, while there is regular assessment across divisions, using results of assessments for closing-the-loop activities across the institution remain underdeveloped, particularly for degree-granting departments. Contrary to the traditional academic departments, GE assessment is robust (CFRs 4.1, 4.3).

Institutional Learning and Improvement (CFRs 4.3 – 4.7).

As mentioned above, SJSU has expressed a commitment to data-driven assessment but has not fully integrated data with measurable assessment activities (4.3). Its assessment processes are improving with the move to centralize assessment in one online management system. The institution also has developed a number of professional development programs to improve and enhance curricula, particularly around the subject of equity and belonging (CFR 4.3).

The institution has an assessment coordinator who works with IESA and college assessment facilitators to ensure students are meeting educational outcomes. The Center for Faculty Development has been working with faculty to improve effectiveness of teaching and development of syllabi. Further, the Center increased its training in online pedagogy to meet the needs of faculty and students during the virtual campus phase and has continued that training once the institution returned to in-person teaching. The General Education Assessment

Committee (GEAC) also works with faculty teaching in the GE program to ensure that course outcomes are aligned with GE standards and course assignments (CFRs 4.4, 4.5).

In terms of institutional policies, SJSU has adopted a schedule to ensure maintenance of good physical space and infrastructure through its ten-year strategic plan, Transformation 2030 (CFR 4.6). Through conversation with various stakeholders, the team determined that there are concerns regarding oversight and allocation of infrastructure improvement funding and collaborative planning (CFR 4.6).

The institution is well aware of issues facing higher education (CFR 4.7) and has commendably integrated some of those issues into its Transformation 2030 strategic plan. For example, it has developed an Office of Diversity, Equity, and Inclusion (ODEI) to better address the needs of the twenty-first century student and is working with local businesses and government on a mutually beneficial growth plan. The ODEI is also designed to support the institution in meeting the CSU's Graduation Initiative 2025 (GI 2025) goals.

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with the Standard. Final determination of compliance with the Standards rests with the Commission.

Component 3: Degree Programs: Meaning, quality and integrity of the degrees

SJSU has taken several steps to improve the meaning, quality, and integrity of the degrees that it offers: assessment and revision of the GE program, enhancements of the curriculum review and program planning processes, creation of a College of Graduate Studies, and revision of graduate program learning outcomes.

Based on several interlocking reviews (CFR 2.7) of the GE program, the institution has reformed the GE governance structure and assessment practices and has established GE program

goals and learning outcomes (CFRs 2.3, 2.4). Having mapped the program learning outcomes onto the existing GE area learning outcomes, the institution then revised both sets of learning outcomes and adjusted the names, unit requirements and foci of several GE areas to achieve better alignment. A new GE website, incorporating student feedback (CFR 2.5), gives a plain-language explanation of the several purposes of general education and how these are instantiated in the program and area learning outcomes (CFR 2.2a); this should help students see how the GE program can benefit their learning.

While much work has been done to systematize the multiple levels of learning outcomes established within the GE program, these are still separate from various sets of learning outcomes for other courses and programs throughout the university, which are overseen by a variety of curriculum committees. The university will benefit from integrating all of these into a more holistic and strategic ensemble to support purposeful assessment, thoughtful curriculum development, and continuous improvement. The integration will require ongoing structured collaboration among faculty, staff, administration, curriculum committees, and assessment coordinators from all academic areas and all levels of the university (CFRs 4.3, 4.4).

The curriculum review process has been improved through provision of online resources and clarification of expectations (CFR 2.1). Articulation with assessment of student learning is now afforded by requirements to include learning outcomes, degree roadmaps, and assessment plans in the proposal (CFRs 2.4, 4.1, 4.3). The institutional report laudably states that "the consultation component of the review process was elevated" to encourage collaboration and resolution of issues (IR page 25). However, the documentation on the public-facing curriculum development website focuses entirely on the consultation process, without indicating the

principles or values to be used in resolving disputes. Including these values and principles could help programs better understand how to work together productively from the start (CFR 4.4).

Program planning has been strengthened through provision of standardized data by Institutional Research (CFR 4.2), establishment of a review schedule responsive to the needs of accredited programs, and formation of connections with the committees that oversee general education and curricular revision. The seven-year action plan each program develops through its review now articulates with the processes for curriculum review and assessment of GE courses mentioned above (CFRs 2.7, 3.7, 4.1)

The College of Graduate Studies (CGS) was founded in 2019 with the stated goal of ensuring the consistency, equity, and quality of graduate degree programs, of the policies and processes through which they operate, and of the support offered to graduate students (CFRs 2.2, 3.7). The CGS website offers ready access to many standard resources, professional development opportunities, and graduate-focused events that convey a sense of a coordinated approach to supporting the graduate experience. While it is too soon to evaluate the efficacy of the CGS role in oversight of graduate curriculum, policies, and academic planning, this review should be done in a few years' time to guide further development of CGS.

Graduate Program Learning Outcomes are now visibly articulated online for all graduate programs (CFR 2.3) and many of these PLOs are clearly differentiated from their undergraduate counterparts (CFRs 2.2b). The institution's self-study states that "most master's and all doctoral degrees require both engagement with an independent research or creative activity and in-depth mastery of specific subject matter that represents a substantial gradation above what is required at the prior degree level" (page 26). However, the university should strive for all master's programs to attain this standard (CFRs 2.2b, 2.8).

The institutional report mentions the establishment of several doctoral programs in professional areas, as appropriate to its emphasis on graduate education that is "essential for a growing set of career paths in California in general and in the Bay Area in particular" (page 25). A desire to launch joint PhD programs with UC partners is mentioned as "the roadmap to CGS future" (page 26) but its congruence with the goal of supporting high-demand career paths is not explained (CFR 2.2).

Component 4: Educational Quality: Student learning, core competencies, and standards of performance at graduation

The assessment of core competencies for undergraduate students at SJSU is firmly embedded in GE assessment. This connection with larger GE learning outcomes (GELOs) has standardized the assessment processes and has enabled the institution to develop a longitudinal assessment plan for the core competencies along a three-year cycle. Assessment remains focused at the course level, and as departments submit courses for certification / recertification, they are required to demonstrate a signature assignment aligned to course learning outcomes that is also aligned with GELOs. The institution views general education as a program and has engaged in substantive outreach to students. Faculty, as well, understand the GE program as a whole linked to the institution's mission. To assess student achievement of core competencies beyond specific GE courses, GEAC informed the team that they analyze program planning reports for cumulative assessment analysis from individual departments. Additionally, there were some concerns raised during various meetings that the robust, continuous nature of GE classroom assessment was becoming a workload issue, particularly for new and/or vulnerable faculty. Substantive GE assessment at a comprehensive institution is both critical and multi-layered, and while the

institution has made significant and admirable strides in this direction, work remains to reach the goals the institution has set forth for general education.

The institution has also developed a framework to assess core competencies at the graduate level. The institution participated in a WSCUC Community of Practice (COP) in 2019 in order to develop graduate-level PLOs and help educate departments on the importance of graduate-level achievement of core competencies. It is expected that with the recent development of the College of Graduate Studies, that further refinement of graduate-specific outcomes and increased measurement of graduate-student achievement will occur and be integrated into the activities of the college assessment facilitators (CFRs 1.2, 2.2b, 2.6, 4.3, 4.4).

The institution is still in the development phase of establishing closing-the-loop activities, best described as inconsistently applied across the curriculum. Some departments and units have fairly well-developed and robust assessment, including multi-year closing-the-loop activities, while others are just developing learning outcomes. The college assessment facilitators noted during the visit that assessment "is not a one-size-fits-all approach" and therefore they are reaching out to departments to ensure greater involvement and support as SJSU commendably works to change assessment from compliance-oriented to achievement-oriented (CFR 2.4).

Component 5: Student Success: Student learning, retention, and graduation

The primary definition of student success at SJSU is for students to make timely progress towards graduation while developing into graduates with the personal qualities and skills that will lead to employment and graduate education if desired. While this goal was mentioned throughout meetings during the visit, SJSU has not yet developed a coherent, cohesive, and comprehensive student success statement, though conversations are occurring between various groups and collaborations on the meaning of student success beyond retention and graduation.

During the past five years SJSU retention and graduation rates for most students have improved in all categories. Historical information was reviewed at the institutional level and there is steady improvement in almost all categories: Pell eligible, non Pell eligible, women, men, under-represented minority students (URM), non-under-represented students (NRM), and first-generation students. Four-year graduation rates as an institution are improving and are well on track to meet the CSU's GI 2025 goal of 35%. The most recent data available from the institution (2017 cohort) shows a 30% four-year graduation rate. The URM/NRM four-year rate, however, stands at 23% / 34%. This 11-point gap can best be described as static. There have been some improvements in closing this gap since GI 2025 was announced, but the improvements have been incremental, and the Chancellor's Office data states that there has been only limited progress in meeting these goals for both four-year and six-year graduation rates. Gaps between Pell / Non Pell Eligible are also worrisome, though the gaps are narrower (a six-point gap, 26% / 32%). Unlike the stasis of the URM/NRM gaps, the Pell four-year gaps for first-time freshmen have expanded, perhaps as a result of economic impacts of Covid-19 and the expense of living on or near SJSU. It should be noted that the Chancellor's Office for Pell Eligible rates tracks the six-year graduation rate and that gap is narrower for the most recent data available (Fall 2015 cohort) but unchanged from the first cohort tracked for GI 2025.

The university is addressing these concerns by providing extra support for faculty to help them learn more about how they can promote greater equity and inclusion in their teaching approaches, individual interactions with students, and classroom environments. The university is also working to create cohorts of students who will be assigned to student academic support specialists. These specialists will regularly communicate with students through direct outreach to

create a sense of belonging and encourage them to engage in activities that support academic success and emotional and social well-being.

To better facilitate this process, in 2021, the Provost placed academic advising under a new Assistant Vice Provost for Undergraduate Advising and Success, creating centralized oversight of undergraduate academic advising on campus. The goal is to help SJSU better address the needs of students from matriculation to degree completion. While improvement efforts such as increasing the number of academic advisors, creating a first-year cohort-based advising model, and intervening proactively to address early challenges students may encounter began as early as 2016, they have been more fully developed over the past year.

The new advising framework is situated in Academic Affairs, but the team learned that there are significant formal and informal collaborations with Student Affairs. In fact, in many domains, Academic Affairs and Student Affairs are working more closely together to promote greater student success, student learning, retention, and graduation. A key feature of the partnership is to remove administrative and bureaucratic barriers to student success. For example, since 2014 the university has had an Admission to Graduation project focused on improving technology for students, streamlining admission processes for transfer students, initiating eAdvising tools, including degree audits, streamlined financial aid processes, promoting all students to take at least 15 units per semester, and replacing remedial courses with college level courses (as mandated by the CSU System), with appropriate support for faculty to help them provide learning experiences based on well-articulated learning outcomes and goals. The Associate Vice President of Enrollment Management (Student Affairs) role was expanded to work in partnership with the Vice Provost for Undergraduate Education (Academic Affairs) to

focus on student success and charged with developing a strategic enrollment plan to help ensure it recruits and enrolls eligible students for the SJSU's academic programs.

Student Affairs is developing co-curricular assessment efforts and associated programs that keep student success at the center of key activities. These emerging efforts, while in their beginning phase, should be accelerated once a lead assessment person has been hired who can lead the staff across the division in the use of assessment tools to help them determine the effectiveness of programs and initiatives designed to help students succeed academically, and feel valued and supported by SJSU during their time on campus (CFRs 2.11, 4.1).

All units appropriately collect, track, and consult evidence to elevate goal attainment and apply national best practice approaches in their program development. A Student Success Survey administered in spring 2020 assessed the impact of the transition to online learning on student learning and engagement. Results are being used to improve student services and experiential learning.

Component 6: Quality Assurance and Improvement: Program review, assessment, use of data and evidence

In response to the Commission's recommendation to make program review more sustainable, the institution has revised the structure and process of review (IR page 30). One significant change was moving program review out of the Office of Undergraduate Studies which makes the program-review process not only more meaningful but also more representative of the degree programs and academic support programs offered at SJSU. Additionally, the institution has adopted a mid-term review for degree programs that receive disciplinary accreditation in order to ensure that programs are responding to campus and system-specific issues in between sometimes long accreditation cycles (CFRs 2.7, 4.3). The institution works to

maintain quality assurance standards through program review action plans (an agreement between department, dean, and provost on actions to be made during the subsequent program review cycle), but at the time of the visit, the team was informed that data regarding the effectiveness of action plans would be available in forthcoming years.

The institution recently adopted the AMS Nuventive for its program assessment activities. It is designed as a tool to facilitate the sharing of information between departments and across the institution. At the time of the Accreditation Visit, Nuventive has not been fully adopted by all departments and many elements within active departments remain incomplete. The assessment facilitators and the Director of Assessment informed the team that the rollout is intentionally slow to ensure adequate training for departments at the level they need. As a foundation for a future repository for institutional memory of assessment activities, particularly closing-the-loop activities, the adoption of an AMS is a logical first step, and the institution's assessment team is working to ensure that program assessment needs are increasingly consolidated in this platform, providing greater institutional memory for activities as well as longitudinal data for future assessments.

The Institutional Research office at SJSU is the hub for collection and dissemination of key data. SJSU uses Tableau as the dashboard for analysis and presentation of key indicators. Student success data and faculty data are readily available on the institution's Institutional Research page. Data literacy is an additional component to the presentation of data. Concerns were raised throughout the visit about access to more nuanced data than is publicly available. Stakeholders noted that data that once was available is no longer accessible, and because the Institutional Research office is short-staffed (as is the entire IESA office), requests to obtain needed data result in a long waiting period. Specifically, the inclusion of Institutional Research

in a broadly defined quality assurance office (IESA) where limited staff perform several roles runs the risk of diluting its ability to sustainably support student academic success throughout all levels of the institution. To meet the more sophisticated and increased data needs of Transformation 2030 and CSU system requirements, the institution is encouraged to assess the ability and capacity of institutional research to effect positive change across the institution (CFRs 1.2, 2.10, 4.1, 4.2, 4.3).

The Division of Student Affairs has made significant progress ensuring that its departments and units are engaged in thoughtful, measurable assessment aligned to Transformation 2030 goals. Though the Division was in the process of hiring a Director of Co-curricular Learning and Assessment during the AV, nevertheless, it engaged in assessment and is beginning some closing-the-loop activities (CFRs 2.10, 2.11, 4.5). The Student Affairs team readily offered that their assessment efforts are inchoate and inconsistent, but the structure it has already developed shows great promise for assessing activities in relation to the university's mission and vision. Additionally, it remains unclear how deeply Student Affairs' assessment will be integrated into the Nuventive framework, though the priority for the Division will be the appointment of a person firmly situated within the division who is well-versed and skilled in co-curricular learning and assessment to guide staff in the division in best-practices in co-curricular assessment, and eventually, program review.

Component 7: Sustainability: Financial viability, preparing for the changing higher education environment

SJSU is financially stable and has functioned without an operating deficit for at least three years except for fiscal year 2020/21 ($92 million deficit) due to the CSU budget reduction across all 23 campuses due to impacts caused by the COVID-19 pandemic. The University's general operating base budget for fiscal year 2021/22 including tuition fee revenue is

approximately $400 million, an increase of approximately $22 million as compared to fiscal year 2020/21. The institution's reserves (excluding Capital and Special Projects) has held constant at approximately $188 million, but increased $16 million from fiscal year 2020/21 which is positive. SJSU has approximately $52.5 million allocated for capital and special projects. Approximately three years ago, SJSU centralized its budget allocations in lieu of an $/FTE budget model, which is not unlike other CSU campuses (CFR 3.4).

The University appears to have a transparent budget development process that includes the president, the President's Cabinet, and the Budget Advisory Committee. SJSU has consistently engaged in a multi-year budget planning process to mitigate annual fluctuations resulting from the state budget. SJSU as well as the entire CSU experienced significant budgetary impacts/reductions in fiscal year 2020/21 due to a CSU state budget reduction of $299 million and the revenue impacts caused by the COVID-19 pandemic. The deficit of $92 million was a combination of the state budget reduction, impacts from the pandemic, enrollment impacts (non-resident students), and revenue losses in auxiliary enterprise units. SJSU utilized $53 million of reserve funds to minimize the financial impacts to campus programs and services including $6 million from campus auxiliary organizations. This strategy enabled SJSU to continue faculty hiring even though there was no additional permanent base funding to support these additional positions. Each division prioritizes their respective budgetary line-item requests that must be in alignment with Transformation 2030.

Additionally, there appears to be appropriate budgetary resources to support the educational effectiveness of the institution. As a result of the pandemic and with support from HEERF allocations, the institution's technology infrastructure has provided for a robust online teaching and learning environment including SJSU Online, which is currently under

development. In response to the Special Visit, the institution created a comprehensive and well-resourced plan with the establishment of the Office of Diversity, Equity, and Inclusion (ODEI) and has invested as necessary to meet its commitments for the DOJ Title IX settlement.

The campus master plan (CMP) is embedded in Transformation 2030 and serves as the long-term planning guide for growth. SJSU has set a goal of increasing enrollment by 3% per year. While laudable, these goals may need to be modified given current housing shortages for students as well as the number of faculty, staff, and teaching facilities required to serve more students at a university that is already considered an "impacted institution." Further, the CMP addresses the physical development of the main campus as well as the off-campus sites and helps to strengthen and connect the collaboration and relationship with the City of San José given the institution's presence within the downtown district. Notably, there are concerns with how the master plan will incorporate the Moss Landing Marine Laboratory off-campus site, and the institution is encouraged to engage in a comprehensive review of the site in relation long-range goals.

With the creation of the Division of Research and Innovation as a new division reporting directly to the president, SJSU has articulated its focus on investing in the growth of its research and innovation enterprises to support developing patents and commercialization efforts by students, faculty, and staff. SJSU has consistently increased its funding for tenure-track faculty start-up packages while also providing faculty with support from the 2019 implementation of the Faculty Research, Scholarship, and Creative Activity (RSCA) Assigned Time Program. This has assisted with the recruitment of research-active faculty and has exposed students to a high impact practice which enhances their educational experience.

The implementation of the aforementioned Assigned Time Program (a move from a 4:4 to a 3:3 teaching load for most tenure-line faculty), however, has raised a number of concerns regarding workload, sustainability, and shared governance. The team was informed that "the books are notoriously closed" regarding administrative decisions, particularly those relating to the RSCA allocation, and questions abound about whether the investment, while appreciated, is financially sustainable. The seeming lack of communication has negatively impacted the morale of faculty and staff who expressed concern that there is little consultation when new policies are implemented, or offices and upper-administration positions are created. This concern over *ex post facto* policies to match administrative decisions has been a continuing theme since the 2014 Accreditation Visit, and the team recommends that the institution assess and improve campus climate, particularly in relation to transparency in decision making and inclusive shared governance.

Component 8: Optional essay on institutional specific themes

N/A

Component 9: Reflection and plans for improvement

The team has provided its findings regarding improvements since prior reports and related plans through each section of this report. The team is taking the opportunity to use this Component to reflect at a higher level on the state of the institution as it impacts the ability of SJSU to advance.

SJSU has been challenged over many years with frequent turnover of presidential leadership. The president who served prior to the team's visit had been the longest-serving president in many years and clearly brought a sense of stability to the institution. But in the time between submission of the institutional report and the Offsite Review, that president resigned in

the wake of a major Title IX settlement. At the time of the visit there was an interim president in place. While the interim president advised the team, as he has told the institution, that he will be an applicant for the non-interim position, there remains the possibility that SJSU will see three presidents within close to a year.

That said, when the team asked members of the SJSU community how they felt about another presidential transition the responses were not as alarming as they might have been. Some of those who had been at SJSU for an extended period shared comments along the lines of:

- I've been here for 20 years and this is my ninth president;

- President Papazian was here longer than most so this transition will be easier than the others I have seen.

Multiple members of the SJSU community also shared their belief that the Transformation 2030 strategic plan provides clear direction and a set of guideposts to move the institution forward even with an interim president. Some voiced the concern, however, that a new president might decide to embark on development of a new strategic plan which would set back plans and progress.

The team had hoped to obtain clarity on this important matter. The team chair met with the former president during the period between her resignation announcement and her last day in service. Once an interim president was named, the team chair met with the new interim president. Given leadership uncertainty at the campus level, the team chair met with the (relatively new) CSU chancellor. Unfortunately, as discussed earlier in this report, before the Accreditation Visit the chancellor resigned, also under difficult Title IX related circumstances. At the time of the visit an acting chancellor was in service and the team chair met with him.

(While a new interim chancellor had been named, she was not yet in service at the time of the visit).

The team sought to understand where leadership might come from, especially given concerns raised in this report regarding institutional challenges in addressing recommendations in multiple prior Commission letters. To that end the team chair met with two people serving as president and two people serving as chancellor. The search for a non-interim president was only publicly announced at the time this report was submitted, and the reality is of these four campus and system leaders it is certain that three and perhaps all four of them will not be in place even a year after the visit. The team chair therefore requested a meeting with leadership of the CSU Board of Trustees. A meeting was scheduled but then cancelled by the trustees, who recommended that the team chair meet with the acting chancellor. The team chair reached out again, noting that the team believed its work would benefit from a discussion with the only source of stable leadership above the SJSU vice presidents. Unfortunately, the CSU trustee leadership did not agree to meet as recommended by the accreditation process.

SJSU has amazing opportunities to advance the CSU mission and serve its region. It is fortunate to have a strategic plan in place that the institution appears willing to embrace as its path forward. That said, there is severe leadership uncertainty at this time. Among the consequences, the team is concerned about the ability of the institution to focus on addressing matters raised in WSCUC Commission Action Letters now going back to 2014.

Section III – Other Topics (such as Substantive Change)

 N/A

Section IV – Findings, Commendations, and Recommendations

SJSU provided a thoughtful and comprehensive institutional report and supported the team with rigor and grace. The team found many beacons of high performance at the institution. Of greatest concern was the extent to which specific concerns raised in previous accreditation reviews have not yet been adequately addressed. There were many plans shared and the team found them promising. However, there was little evidence available that substantial progress had been made in areas of concern noted as far back as 2014.

The Team further hopes that the CSU System including the Board of Trustees can be educated to accept their responsibilities to the accredited institutions that comprise the System, particularly in times of interim leadership at the campus level.

The team provides the following **<u>Commendations</u>** to SJSU for exceptional work:

1. Clear commitment of the entire SJSU community to their students, for whom higher education provides transformational opportunities.

2. The widely embraced Transformation 2030 Strategic Plan, which serves as an effective bridge and set of guideposts for continuing progress during a period of unforeseen leadership transition.

3. Commitment to the local community and region including the development of industry partnerships and distance education programs across Silicon Valley, its positive impact on the local and regional workforce, and the integration of campus planning with the city regarding development of the downtown district of San José.

4. The resiliency of the SJSU staff and their commitment to serving the mission of the institution.

5. The effective training and development being provided to faculty through the Center for Faculty Development, as evidenced during the COVID-19 pandemic and now continuing around enhanced pedagogy.

6. Commitment to the safety of the campus community, evidenced through the substantial investments in Title IX and related programs.

The team provides the following **<u>Recommendations</u>** to focus ongoing efforts:

1. Engage in a comprehensive assessment of campus climate that identifies elements under the control of the campus and develop measurable goals for positive change. (CFRs 2.8, 2.9, 3.1, 3.2, 4.3)

2. Improve shared governance to ensure consultation is more inclusive of all stakeholders including faculty, staff, administration, and students. (CFRs 3.1, 4.6)

3. Recruit and retain a full-time chief executive officer to promote and ensure stability. (CFRs 3.6, 3.8)

4. The CSU Board of Trustees must exercise appropriate engagement with San José State University over institutional integrity, policies, and ongoing operations including accreditation. (CFR 3.9)

5. Narrow equity gaps in achievement between URM / Non-URM and Pell eligible / Non Pell eligible students and further integrate DEI and under-represented student success initiatives across the campus to promote equitable student outcomes. (CFRs 1.4, 2.10, 4.1)

6. Integrate learning outcomes into a more holistic and strategic ensemble including leadership at all levels, faculty, staff, administration, curriculum committees, and

assessment coordinators as part of the institutional planning process. (CFRs 1.2, 2.2, 2.3, 4.3, 4.4)

7. Assess the ability of institutional research to effect positive change across the institution. Focus institutional research efforts to sustainably support student academic success throughout all levels of the institution. (CFRs 1.2, 2.10, 4.1, 4.2, 4.3)

8. Conduct a critical review of the Moss Landing Consortium to develop and implement improvements in the meaning, quality, and integrity of the degrees and student support (CFRs 1.2, 1.6, 1.7, 2.1, 3.1, 3.2, 3.3, 4.3).

APPENDIX A – FEDERAL COMPLIANCE FORMS

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? X YES ❑ NO
	If so, where is the policy located? ● *Course Credit & Numbering page in the catalog* *https://catalog.sjsu.edu/content.php?catoid=12&navoid=4075* ● *University Policy S16-9 https://www.sjsu.edu/senate/docs/S16-9.pdf and University Policy S16-9A https://www.sjsu.edu/senate/docs/S16-9A.pdf* ● *University Policies and Information related to Syllabi: https://www.sjsu.edu/curriculum/courses/syllabus-info.php .* 　○ *Under the heading "workload and credit hour requirement" it states "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus."*
	Comments: *The catalog also provides information on "unit of credit" and "credit hour" on the course credit and numbering site:* *https://catalog.sjsu.edu/content.php?catoid=12&navoid=4075#unit-of-credit*
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? X YES ❑ NO
	If so, does the institution adhere to this procedure? X YES ❑NO
	Comments: *The process of reviewing proposals for course modification or creation of new courses includes review of syllabi for credit hour compliance and appropriate language. The university also checks credit hour assignments in the schedule of classes each term and posts reports https://www.sjsu.edu/academicscheduling/course-scheduling/class-meeting-time-report/index.php on classes that do not match required catalog minutes, tags those outside the allowed differential range, and notes comments about explanation/resolution of the tagged classes.*
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? X YES ❑NO
	Comments: *Spreadsheets readily available online https://www.sjsu.edu/academicscheduling/course-scheduling/class-meeting-time-report/index.php spell out the required meeting lengths, the actual meeting lengths, whether the differential is allowable, and what remedies are being applied. The Colleges of Social Sciences, of Humanities & Arts, and of Health and Human Sciences each have a number of courses that are currently under the minimum by 20min.*

Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? *3 from BS/BA; 3 from MS; 3 from doctoral*
	What kind of courses (online or hybrid or both)? *both*
	What degree level(s)? ❑ AA/AS X BA/BS X MA X Doctoral
	What discipline(s)? ***Undergraduate***: *Aerospace Engineering, Sociology, Political Science.* ***Masters***: *History, Music, Information.* ***Doctoral***: *Audiology, Education Leadership, Nursing*
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? X YES ❑ NO
	Comments: *The syllabi shared by SJSU gave evidence that students are directed and required to do work equivalent to the prescribed course hours matching the credit to be awarded.*
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? *3 from BS/BA; 3 from MA; 2 from doctoral*
	What kinds of courses? *both*
	What degree level(s)? ❑ AA/AS X BA/BS X MA X Doctoral
	What discipline(s)? ***Undergraduate***: *Social Work, Justice Studies, Child & Adolescent Development.* ***Masters***: *Biomedical Engineering, Social Work, Data Analytics.* ***Doctoral:*** *Audiology, Nursing*
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? X YES ❑ NO
	Comments: *The syllabi shared by SJSU gave evidence that students are directed and required to do work equivalent to the credit to be awarded – through the mechanisms of experiential learning including clinical, laboratory and practicum experiences.*
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? *1*
	What kinds of programs were reviewed? Seven BS/BA programs; six MS/MA programs; two doctoral programs
	What degree level(s)? ❑ AA/AS X BA/BS X MA X Doctoral
	What discipline(s)? *Undergraduate*: *Anthropology* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3638&returnto=4146* *Business Admin Marketing* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3698&returnto=4146* *Dance* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3751&returnto=4146* *Earth System Science* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3756&returnto=4146* *Forensic Science Chemistry Concentration* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3800&returnto=4146* *Public Relations* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3991&returnto=4146* *Software Engineering* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3911&returnto=4146* *Masters:* *Artificial Intelligence;*

	https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=4051&returnto=4146 *English* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3784* *Music* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=4020&returnto=4146* *Physics* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3971&returnto=4146* *Teaching* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3769&returnto=4146* *Urban Planning* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3940&returnto=4146* *Doctoral:* *Audiology* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=4043&returnto=4146* *Educational Leadership* *https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=3773*
	Does this material show that the programs offered at the institution are of a generally acceptable length? X YES ❑ NO
	Comments: *Program length is spelled out clearly on each program's webpage on this site* *https://catalog.sjsu.edu/content.php?catoid=12&navoid=4146 ; all of those examined were of a generally acceptable length. As anticipated, the BS/BA programs were all of standard length, the MS/MA were tightly clustered in length, and the doctoral programs varied by discipline.*

Review Completed By: Elizabeth H. Simmons
Date: March 7, 2022

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? X YES ❑NO
	Comments: Here is the link to SJSU's admissions site.
Degree completion and cost	Does the institution provide information about the typical length of time to degree? X YES ❑NO
	Does the institution provide information about the overall cost of the degree? X YES ❑NO
	Comments: ● SJSU offers resources to 4-year students and Transfers to help guide them from matriculation to degree completion. Students can also refer to the My Roadmaps to help advise them on how to complete a degree program. Institution also offers My Planner to help students map their entire academic path to graduation.

	• For graduate students, the Graduate Student Guide provides information on the steps they need to complete their degree in a timely fashion. • The Financial Aid and Scholarship Office provides cost of attendance information and tuition and fees are also accessible on the website.
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? X YES ❒ NO
	Does the institution provide information about the employment of its graduates, as applicable? X YES ❒ NO
	Comments: • The Career Center provides a career pathways guide and resources to help students apply to opportunities. Results from the initial career success survey are posted annually.

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Michael L. Jackson
Date: 4/5/22

3 - STUDENT COMPLAINTS REVIEW FORM
Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and record.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? X YES ❒NO
	If so, is the policy or procedure easily accessible? If so, where?
	Comments: Some links that address this policy: • Student Complaint Policy • Discrimination and Harassment Complaints for Students • Ombudsperson • University Policy S07-6 Fairness Dispute Resolution • Grade Dispute and Grievance Process
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? X YES ❒NO If so, please describe briefly: See above webpage links
	If so, does the institution adhere to this procedure? X YES ❒NO
	Comments: General complaints are reviewed by the Office of the Ombudsperson Discrimination & Harassment Complaints are reviewed by University Personnel.
Records	Does the institution maintain records of student complaints? X YES ❒NO If so, where? Office of the Ombudsman in Division of Student Affairs

	Does the institution have an effective way of tracking and monitoring student complaints over time?　　X YES ☐NO
	If so, please describe briefly: Records are maintained on demographics and incidents to determine trends and identify areas in need of attention. Incidents that cannot be handled informally are referred to appropriate offices like student judicial affairs, police, academic departments.
	Comments: Some locations where records of information are kept are noted below but offices that receive such complaints such as the Ombudsperson maintain their own record keeping of such records. Below are more global locations and recordkeeping. ● Privacy Rights of Students in Education Records ● University Policy S66-20: Control of Information Contained in Student Records

*§602-16(1)(1)(ix)
See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Michael L. Jackson
Date: 4/5/22

4 – TRANSFER CREDIT POLICY REVIEW FORM
Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? X YES ☐NO
	If so, is the policy publicly available?　　X YES ☐NO If so, where?　*The Transfer Credit Policy and Procedure is posted in the catalog:* *https://catalog.sjsu.edu/content.php?catoid=12&navoid=4056&hl=%22Transfer+Credit%22&returnto=search#transfer-credit*
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? X YES ☐NO
	Comments: *The policy does include a statement of the criteria regarding transfer of credit from another IHE. It also provides a transfer planning site http://transfer.sjsu.edu with links to specific articulation plans for many different educational programs at many different IHE's in CA.*

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--
　　(1) Are publicly disclosed in accordance with 668.43(a)(11); and
　　(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission's Transfer of Credit Policy.

Review Completed By: Elizabeth H. Simmons
Date: March 7, 2022

APPENDIX B1 – OFF-CAMPUS LOCATIONS REVIEW: TEAM REPORT REID-HILLVIEW AIRPORT

Institution: San José State University
Type of Visit: Accreditation Visit
Name of reviewer/s: Sharlene Sayegh
Date/s of review: April 4, 2022

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed[1]. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

   San José State University Reid-Hillview Airport Facility (RHA)
   2105 Swift Avenue, San José, CA 95148

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a branch campus standalone location, or satellite location by WSCUC)

   A portion of the Bachelor of Science in Aviation has been located at Reid-Hillview since 2010 after losing its lease with SJC in 2009. The facility sits on 190 acres with 9400 SF of classroom / office / laboratory space. Originally allocated only 5600 SF, the usable portion of the facility has expanded since 2018 and now includes the 5000 SF hangar (used for hands-on learning), four classrooms (with breakout and simulation space available), a conference room, three faculty offices, and four restrooms.

   Five lecturer faculty members teach courses and run labs at the facility. Faculty appointments range from a .07 to a .86 time base. All faculty members participate in assessment and curriculum development.

   All Aviation students are required to attend some portion of their degree plan on site at Reid-Hillview (seven courses in total, five of which include a laboratory component). In addition, two companies contracted with the school to provide professional flight training and instruction (Squadron 2 and Trade Winds) are located at the airport. Approximately 120 Aviation students participate in the RHA courses each term. No courses are offered during special sessions, except for private lessons through the two professional flight schools.

3. Nature of the Review (material examined and persons/committees interviewed)

   Materials consulted include: the department website; institutional research website and data dashboards; program planning (review) documents, including the self-study, committee recommendations, and action plan with the provost's office; assessment reports; sample syllabi; and advising material and flyers for potential students.

   Interviews were conducted throughout the day and included the following:

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[1] See Protocol for Review of Off-Campus Sites to determine whether and how many sites will be visited.

- an opening meeting with "Fred" Freidoon Barez, Chair, Dept. of Aviation & Technology;
- Eric Peterson, Director of Country Airports, County of Santa Clara, Roads & Airports Dept.;
- Daniel Neal (Lecturer and Academic Advisor);
- Wendy Hales Mora, Lecturer
- Edgar Mora, Faculty Volunteer
- Dennis Romano, Lecturer
- Walt Gyger, Trade Winds Aviation
- Clayton Conrad, Squadron 2
- Curt Taylor, Member, Aviation Program Advisory Board
- Aviation Program students
- Thalia Anagnos, Vice Provost for Undergraduate Education
- Sheryl Ehrman, Dean, College of Engineering
- Junelyn Peeples, Vice Provost for Institutional Effectiveness and Strategic Analytics

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
For a recently approved site. Has the institution followed up on the recommendations from the substantive change committee that approved this new site?	N/A	
Fit with Mission. How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)	Reid Hillview's mission is integrated into the institutional mission and vision. The site is seen as indicative of the relationships the institution has developed with the local community.	
Connection to the Institution. How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10)	RHA ensures that SJSU is visible and integrated into the site. SJSU logos are located in strategic spots. Since the facility is more like an off-campus lab for SJSU-matriculated students, most of their coursework is taken on the main campus, with seven courses taken off-site. Therefore, students are fully integrated into the life and culture of the institution.	

Quality of the Learning Site. How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)	The site building is comprised of two large classrooms and a small conference room. In one of the classrooms are three smaller classrooms / breakout rooms for students to collaborate or practice flight simulations. Approximately ½ of the building is devoted to a lab hangar where students engage in hands-on work with aviation engines and technology. There are two private flight schools located at the airport which contract with the institution to provide necessary instruction for students enrolled in the professional flight option. The site is integrated with the management of the Department of Aviation & Technology and is subject to its program review.	
Student Support Services. What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)	The academic advisor for the aviation program has an office on-site. Since students are SJSU matriculated students, they have full access to all facilities and services of the main campus.	
Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)	All of the courses at the off-campus location are taught by part-time lecturer faculty. The faculty are well versed in their fields and have developed curriculum for the program. They routinely engage in assessment of their curriculum and make changes as necessary. One of the faculty members is the academic advisor.	

Curriculum and Delivery. Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)	Programs and courses at this site are subject to the same approval for new curriculum as all courses in the institution. The courses are rigorous and meet appropriate academic standards. Students who enroll in private flight lessons (part of the professional flight option) receive professional certification, but their progress in the private courses they take is monitored by a course coordinator, integrating the professional training into the degree requirements.	
Retention and Graduation. What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)	Since the students are regularly matriculated SJSU students, the retention / graduation data available is integrated into the data for the Dept. of Aviation and Technology and the College of Engineering.	
Student Learning. How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)	Syllabi are aligned with institutional requirements. Assessment of student learning is part of program assessment for the department as a whole. The assessment schedule for courses offered at the RHA location was not available, but conversations with faculty and administration suggest broad-based closing-the-loop activities.	
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)	RHA is integrated into the assessment and program review of the department. Assessment reports for classes taught at RHA were not made available, however, faculty discussed	

	updating, changing, and adding curriculum based on previous assessments. Student success is integrated into all aspects of the RHA facility.	

Institution: Moss Landing Marine Laboratories (MLML)
Type of Visit: Accreditation Visit
Name of reviewer/s: Deborah S. Adishian-Astone
Date/s of review: March 2, 2022

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed[2]. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

    Moss Landing Marine Laboratories (MLML)
    8272 Moss Landing Road
    Moss Landing, CA 95039

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a branch campus standalone location, or satellite location by WSCUC)

    MLML was established in 1966 when the SJSU Foundation, with the assistance of four other CSU foundations and a National Science Foundation grant, purchased the facilities of the Beaudette Foundation for Biological Research in Moss Landing, CA. In its 55-year history, MLML has operated as a consortium, serving as similar to a Department of Marine Science for seven CSU campuses—San José, East Bay, Fresno, Stanislaus, San Francisco, Sacramento, and Monterey Bay. Currently, SJSU employs all full-time faculty and staff and provides all administrative and research support. MLML is funded primarily by SJSU (97.9%), with the remaining 2.1% coming from the other consortium CSU campuses.

    The mission of the MLML MS in Marine Science degree program is designed to provide students with a cutting-edge marine science education that emphasizes mentoring and teaching integrated with independent research. Occupying six different properties along the Monterey Bay, comprising 36.7 acres with 89,100 sq. ft. of buildings, MLML/SJSURF is fortunate to have access to one of the most diverse coastlines in North America and at the head of one of the largest submarine canyons on the West Coast. Access to nearby unique marine environments enables MLML to integrate field research into our educational program.

    MLML personnel is currently composed of eight tenure-track SJSU faculty members, 10 SJSU research faculty (Principal Investigators [PIs] with an educational role), 13 research affiliates (PIs with a minimal education role), ~100 students (~90% MS students), and about 140 administrative, operations, and research staff. In total, MLML is comprised of about 250 people (students, SJSU employees, and SJSURF employees). MLML has faculty and researchers studying Physical, Geological, Chemical, and Biological Oceanography, Phycology, Invertebrate Zoology, Ichthyology, Ecology of Birds and Mammals, and Molecular Ecology. MLML also has

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[2] See Protocol for Review of Off-Campus Sites to determine whether and how many sites will be visited.

researchers studying Water Quality, Wetlands Restoration, Fisheries, Aquaculture, and Nutrient Dynamics.

One graduate program is offered at this site: the MS in Marine Science degree program. The MLML MS degree is a 30-unit program, which includes a minimum of three 100-level core courses (four units each) and 15 or more units of 200-level courses (including thesis units). Students generally take two courses per semester for the first two years of the program.

The MLML MS degree program includes both rigorous coursework—a broad range of courses in oceanography, marine science, and research methodology are offered during fall and spring semesters—and the proposal and execution of an independent research project. The success of the degree program depends on this integration of coursework and independent research, as empowering future marine science leaders to address global environmental issues and promote sustainable stewardship will be accomplished only through an integrated research and academic program.

MLML offers 14 undergraduate and 26 graduate courses (including graduate seminars on topical subjects), with most classes taught one day a week (lecture in the morning, lab in the afternoon). The student body is composed of MLML M.S. students, non-matriculated graduate and undergraduate students from CSU consortium campuses, and other students from neighboring institutions and extension students (Open University).

MLML is not a traditional department within the College of Sciences. It is listed as an "equivalent academic unit," operationally similar to a department, but composed of five different faculty disciplines (i.e. geology, chemistry, physics, biology, and library science), and is located off-campus in Moss Landing, CA, with many functions of a traditional campus (e.g. facilities personnel, IT, library, safety officers, vehicles, instruments, field equipment, and more).

3. Nature of the Review (material examined and persons/committees interviewed)

As part of the off-site visit, which was conducted via zoom on March 3, 2022, interviews were conducted with the interim director of the MLML, faculty, staff, students, and researchers (Principal Investigators) in addition to an afternoon meeting with the dean and provost.

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
For a recently approved site. Has the institution followed up on the recommendations from the substantive change committee that approved this new site?	Not applicable.	Not applicable.
Fit with Mission. How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)	Educational objectives are widely recognized throughout the College of Sciences, but not the institution as a whole; they have developed a separate strategic plan; no timeline on search for permanent	

	director; included in SJSU master plan efforts for the first time; MLML generates 1/3 of their total research dollars	
Connection to the Institution. How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10)	SJSU students pay fees to SJSU but do not receive same level of services or programs at MLML.	
Quality of the Learning Site. How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)	There is a significant backlog of deferred maintenance due to salty air; currently have an interim director; recently hired two new faculty; in need of lab renovations; hurdles in submitting purchase orders (a lot of transition at SJSU Research Foundation); need a new research vessel ($4-5 million); the MLML faculty, staff and students are excited about a potential Academic Village project development but it is unclear if this project is realistic given restrictive ordinances due to land use type. The institution is evaluating the potential to develop a joint PhD program with University of California Santa Cruz.	
Student Support Services. What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)	Many students need access to affordable student housing and basic needs resources; they need a dedicated Student Service Professional (SSP) position to facilitate services and programs and triage between MLML and SJSU and CSUMB; lack of communication for students between SJSU and MLML; requesting higher hourly	

	grad assistant pay rate due to cost of living; they need an official housing referral program; many students live in Santa Cruz, Pacific Grove, Salinas and Monterey.	
Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)	MLML recently hired a new faculty position with Computer Science; all new faculty; faculty get along well. Faculty come from different campuses; they have a diversity committee an anti-racism committee; they have a collaborative library; students have access to a specialized marine library; they recognize the need for more racial and ethnic diversity of their faculty given the students they are serving; good gender diversity;	
Curriculum and Delivery. Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)	No evidence to affirm.	
Retention and Graduation. What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)	No evidence to affirm; mostly graduate students.	
Student Learning. How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)	No evidence to affirm.	
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that	Both the provost and the dean of the College of Sciences are very supportive; would like to re-evaluate relationship	

off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)	with consortium and CSUMB; researchers feel that the SJSU Research Foundation only values the indirect rate earned not the relationship and value of outside partners, grad students need that experience before going into industry; feel disconnected with the Research Foundation; they value the consortium; would like to know the status of the director search; feel like they are just a department within the College of Sciences.	

Appendix C: Distance Education Review-Team Report

Institution: San José State University

Type of Visit: Accreditation Visit

Name of reviewer/s: Michael Jackson

Date/s of review: March 17, 2022 and March 18, 2022

A completed copy of this form should be appended to the team report for all comprehensive visits to institutions that offer distance education programs[3] and for other visits as applicable. Teams can use the institutional report to begin their investigation, then, use the visit to confirm claims and further surface possible concerns. Teams are not required to include a narrative about this in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report. (If the institution offers only online courses, the team may use this form for reference but need not submit it as the team report is expected to cover distance education in depth in the body of the report.)

1. Programs and courses reviewed (please list)

   MS in Social Work (MSW) – established 2016
   Doctor of Nursing Practice (DNP) – established 2019
   BS in Information Science and Data Analytics (BSISDA) – established 2021

2. Background Information (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)

   SJSU offers seven fully online programs, three of which were reviewed for this visit. Implementation dates for the three reviewed programs are fairly recent as noted above, however, SJSU has offered degree programs through distance education since at least 1995 (MS, Transportation Management). Most programs are cohort-based with relatively low FTEs, though the Master's in Library and Information Science is a robust, highly enrolled program that has seen significant growth over the last 8 years.

3. Nature of the review (material examined and persons/committees interviewed)

   Review of the online programs took place over two days. Material reviewed included syllabi, program planning documents, assessment reports, enrollment and demographic information through Institutional Research. Interviews were conducted with the following groups:
   DNP
   Students: Andrellie Van Wageningen, Ronda Harden, Rosetta Hairston
   Faculty: Lisa Rauch, Interim Director; Robin Whitney, Assistant Professor

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[3] See Distance Education Review Guide to determine whether programs are subject to this process. In general only programs that are more than 50% online require review and reporting.

BSISDA
Students: Daniel Romano, Les Fujimoto, Souvick Ghosh, Yu-Hsiang Wang

Faculty: Anthony Chow, Program Director; Linda Main, Associate Director; Rima Nemali, Dir of Student Success Center; Sandy Hirsh, Associate Dean; Souvick Ghosh, Assistant Professor

Social Work
Students: Rachel Spaulding

Faculty: Deborah Boerbaitz, Online Program Special Session Faculty; Derek Wang, Lecturer; Erin Osanna-Barba, Lecturer; Peter Lee, Chair; Timothy Nguyen, Online Program Special Session Faculty; Soma Sen, Professor

Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
Fit with Mission. How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized?	All programs reviewed fit with the mission and vision of SJSU. Distance Education (DE) programs are planned through curriculum development and proposals sent through committees and approved through the Chancellor's office. DE programs are both stateside (ie: supported through institutional funding) and self-support (CFRs 1.2, 1.5, 2.1, 2.2)	No follow-up required
Connection to the Institution. How are distance education students integrated into the life and culture of the institution?	Students appear to be well integrated into the life and culture of the institution. The team received multiple compliments from students about the infrastructure and the commitment of faculty (CFRs 2.10, 2.11, 2.13).	No follow-up required
Quality of the DE Infrastructure. Are the learning platform and academic infrastructure of the site conducive to	DE programs use the Canvas LMS for primary pedagogy. Zoom is used for	No follow-up required

learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?	communication. The technology is supported by the SJSU IT department (CFR 3.5).	
Student Support Services: What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? What do data show about the effectiveness of the services?	Overall, the institution provides sufficient capacity for students in DE programs, particularly those areas that are technology based (library, eAdvising, Counseling etc.). That said, programs recognized that there is not an equitable access to services for students who cannot come to SJSU to physically access them (ID card, health center, food pantry, etc.) (CFRs 2.10, 2.12, 2.13)	No follow-up required
Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality?	DE courses are taught both by tenure-line and lecturer faculty. Most faculty teach both in the DE programs and face-to-face programs. Faculty are involved in curricular development and assessment of courses. Faculty receive support from the Center for Faculty Development to enhance online teaching skills. In addition, programs have their own instructional designers as well as access to IT instructional design and SJSU's eCampus (CFRs 2.1, 2.2a, 2.2b, 2.4, 3.1, 3.2, 3.3).	No follow-up required
Curriculum and Delivery. Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and	Courses are developed, approved, and evaluated by the same committees and structures as face-to-face programs. Programs and courses are comparable in	No follow-up required

quality to on-ground offerings? (Submit credit hour report.)	content and quality to face-to-face programs (CFRs 1.2, 2.1, 2.2, 2.4, 2.5, 2.9, 3.5).	
Retention and Graduation. What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions' online offerings? If any concerns exist, how are these being addressed?	Of the more longstanding programs, retention and graduation rates are high (eg: 94% for the MSW). The DNP and the BSISDA are too new to determine graduation rates, but retention rates are solid (CFRs 1.2, 2.10, 2.12, 4.1).	No follow-up required
Student Learning. How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings?	Student learning is assessed according to disciplinary accreditation requirements and SJSU assessment policy. Processes are comparable to face-to-face offerings. (CFRs 2.1, 2.3, 2.4, 2.6, 2.7)	No follow-up required
Contracts with Vendors. Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on *Contracts with Unaccredited Organizations?*	Some programs use outside vendors to support their accreditation and internship / externship requirements. Yes, these arrangements comport with the policy.	No follow-up required
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover distance education? What evidence is provided that distance education programs and courses are educationally effective?	See above regarding assessment and review (CFRs 4.1, 4.2, 4.3)	No follow-up required

Rev 3/2015