SAN JOSÉ STATE
UNIVERSITY

WSCUC
SPECIAL VISIT REPORT

REPORT OF

SAN JOSÉ STATE UNIVERSITY

One Washington Square,

San Jose, CA 95192-0030

United States

For Special Visit

April 9 - 11, 2025

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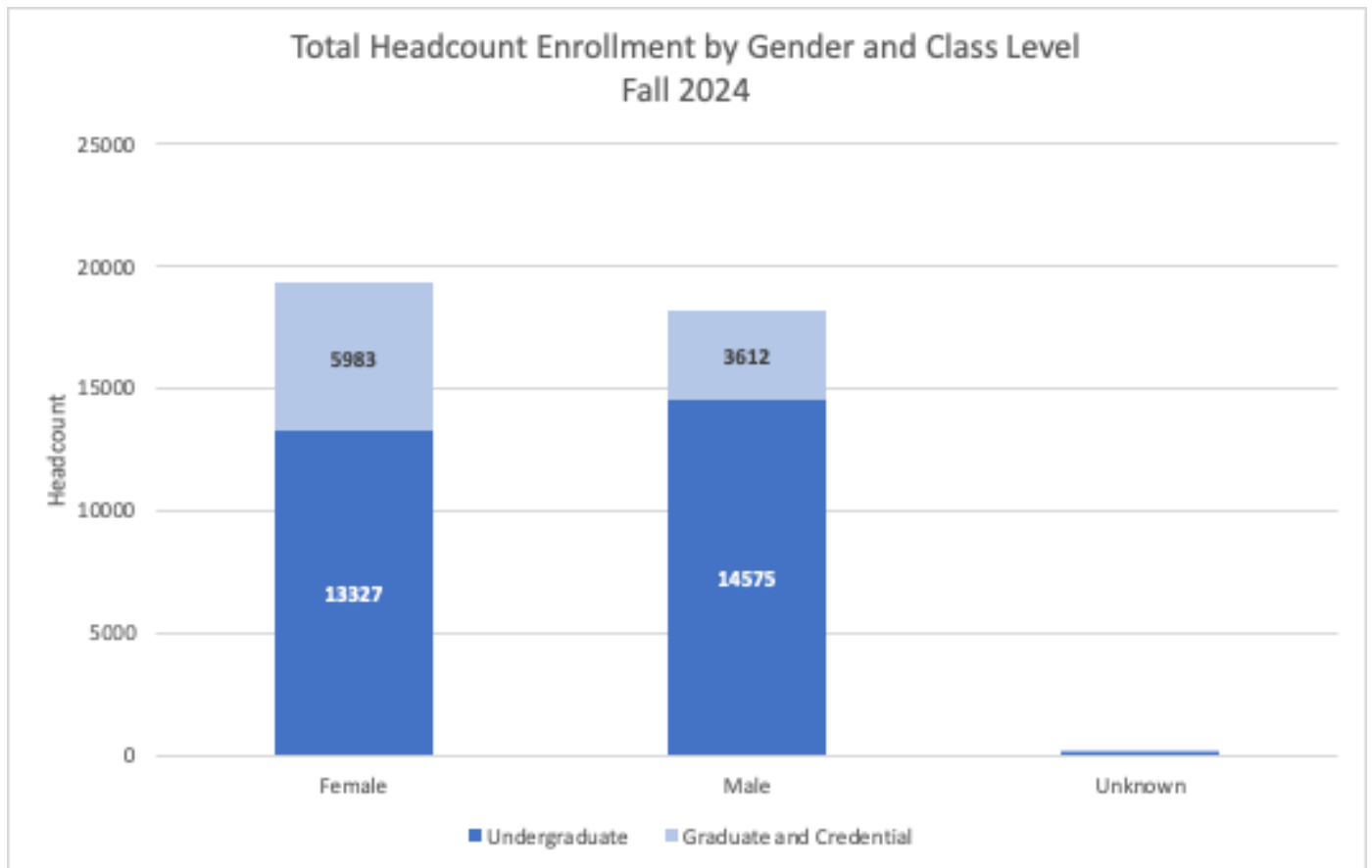
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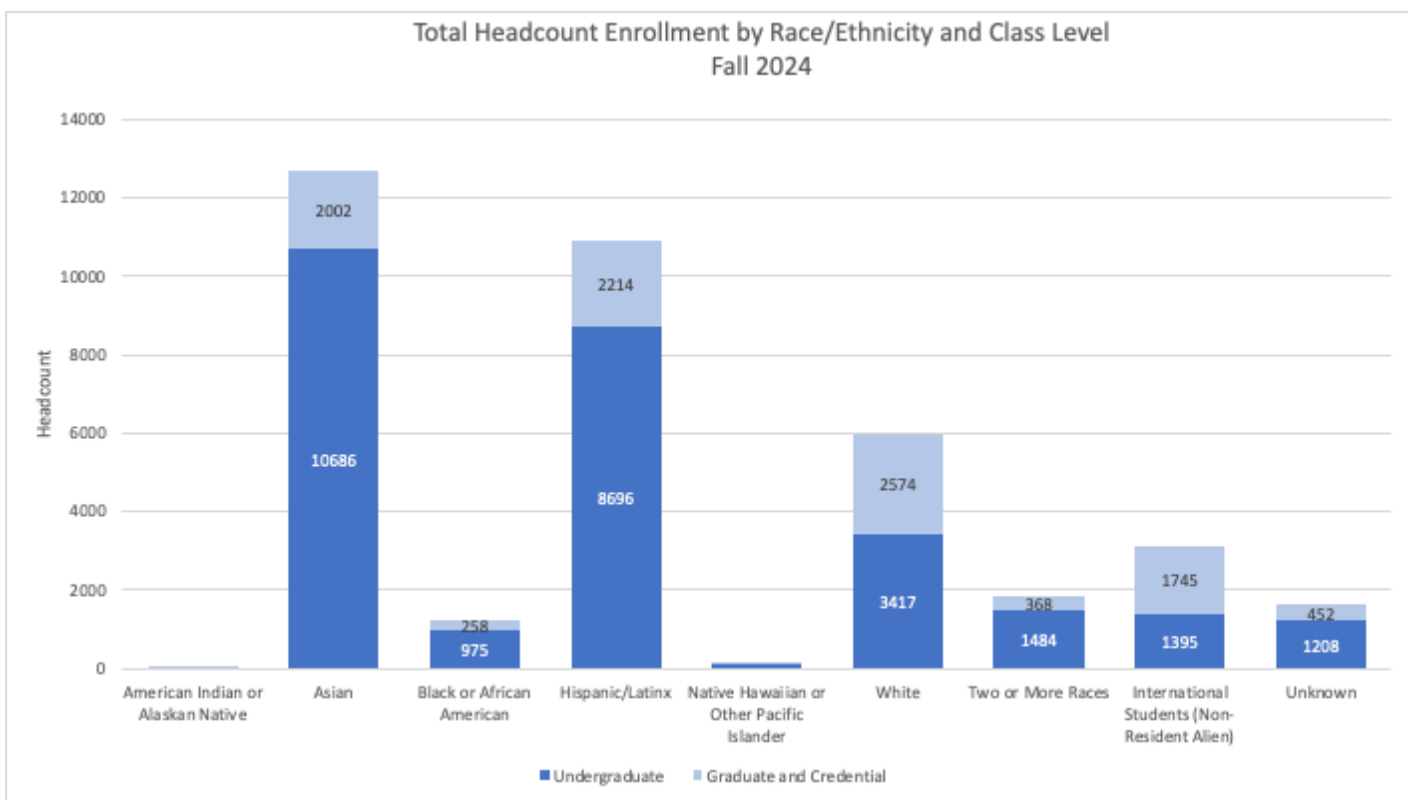
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Institutional Context and Major Changes Since the Last WSCUC Review

Institutional Context

San José State University (SJSU) is an urban, residential and commuter campus serving 37,661 students by headcount and 350,000 living alumni; it was founded in 1857 and first received accreditation in 1949. The main campus is located in downtown San José, with a South Campus for Athletics 1-mile south of the main campus. In addition, SJSU includes the Moss Landing Marine Labs in Monterey County as well as an aviation facility at Reid Hillview Airport in east San José.

SJSU has a highly diverse student population, many of whom (66.4%) come from the Bay Area. In 2024, 71.4% of students self-identified as Black, Indigenous, People of Color (BIPOC) or Two or More Races while about 15.9% reported as White and 8.3% as International. SJSU is a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). At the undergraduate level, SJSU has slightly more male than female students (52.0% to 47.6%), while female students constitute 51.3% of the total enrollment compared to 48.3% male students. SJSU also serves the largest number of graduate students in the California State University (CSU) system (9,299 in Fall 2024), across the post-baccalaureate certificate (35), credential (18), master's (100), and professional doctoral programs (5), with the remaining 28,008 students enrolling in undergraduate programs (153). The diversity of programs, and faculty to support those programs, has positioned SJSU as the second-largest research university in the CSU, with over $83M in research expenditures in FY23.

Total Headcount Enrollment by Gender and Class Level
Fall 2024

Total Headcount Enrollment by Race/Ethnicity and Class Level
Fall 2024

SJSU is located in the heart of San José and Silicon Valley. This region is home to some of the world's largest companies — Apple, Google, Intel, NVidia — and has some of the highest median house prices in the United States. SJSU has historical connections to significant US social movements, including Cesar Chavez's civil rights movement, the Filipino farmworkers movement, and the Olympics Human Rights Project. SJSU also has the greatest number of engineering students in the State of California and serves community organizations, schools, and social services offices. SJSU is bringing its interest in cutting-edge STEM teaching and research together with its deep commitment to social justice, providing opportunities for its students, faculty, and staff to reflect deeply on the ethical implications, for example, of the future of technology and the rapid rise of Artificial Intelligence (AI) systems.

SJSU has received recent accolades for its work, including a Wall Street Journal/College Pulse (see Appendix 0.1 - PDF) ranking that placed SJSU as 16th amongst all institutions, and 4th amongst all public institutions evaluated. SJSU is one of six universities in the US to receive the U.S. Department of Education's Postsecondary Success Recognition Program (PSRP) award (see Appendix 0.2 - PDF) in 2025. SJSU is rapidly becoming an institution of first choice for undergraduate and graduate students, achieving its largest enrollment in history in the Fall of 2024. SJSU has met challenges recently as it grapples with tightening State of California budgets, but the institution has been positioned well relative to other CSU campuses. It has broadened its access, established programs to meet students where they are, created new strategies and approaches to better serve students, and expanded degree programs and certificates to help SJSU graduates thrive in a highly competitive and ever-changing socio-economic context in the Bay Area and beyond.

Major Changes Since Last Visit

Since the last visit of the WSCUC team and the issuance of the final report and recommendations, several institutional changes have occurred. The first is the hiring of a new president, Dr. Cynthia Teniente-Matson. President Teniente-Matson began her tenure in January 2023. SJSU is fortunate to have a seasoned CEO in Dr. Teniente-Matson, who not only has prior presidential experience but also prior CSU experience as Chief Financial Officer (CFO) at Fresno State. There has also been some important cabinet-level stability, including the provost, who has been in the role since 2019, and the CIO, who has been in the role since 2018. This continuity has supported the three presidents who have led the campus since the last report was submitted and reviewed in the academic year 2021-2022. Since arriving, Dr. Teniente-Matson has hired a new Vice President for Student Affairs, Dr. Mari Fuentes-Martin, a Chief Diversity Officer, Dr. Kristin Dukes, and a Chief of Staff, Shawn Whalen, as well as recently began a search for a Vice President for Administration and Finance. As discussed in more detail in Recommendation #2 below, Dr. Teniente-Matson has initiated several changes since the last review to improve shared governance and collaboration at SJSU.

SJSU engaged in a comprehensive review and recalibration of its Strategic Plan, Transformation 2030 (see Appendix 0.3 - PDF), which is discussed in more detail below. SJSU has grown in its academic programs since the last visit, with increases in the enrollment of California resident students in both its undergraduate and graduate programs as well as through its professional graduate degree programs offered through our Office of Professional and Continuing Education (PaCE) and our undergraduate degree-completion programs through SJSU Online, which launched in January of 2023. SJSU is responding to student interest and industry conversations by building computer science plus (CS+), interdisciplinary academic degrees that embed core CS principles in specific fields, such as linguistics, geology, climate science, health, and information science and data analytics, while also launching two minor programs in computer-intensive artificial intelligence (AI) and human-centered artificial intelligence (HCAI). SJSU has also launched over 30 Spartan Accelerated Education (SAGE) programs with 180 students that combine an undergraduate and graduate degree in a 4+1 experience to lower the cost of education and improve the market opportunity for students seeking their first job in highly competitive careers.

SJSU has reorganized a number of units since the last visit to support student success. This includes centralizing academic advising and success under an Office of Undergraduate Advising and Success, led by Associate Vice Provost Dr. Shonda Goward. SJSU has further aligned its success efforts by moving the Peer Connections program (peer-to-peer mentoring and tutoring supports) under the Office of Undergraduate Advising and Success to create a more comprehensive academic success program (see Response to Recommendation #5 for more detail below). SJSU has also moved Enrollment Management from Student Affairs to Academic Affairs to better align the student pipeline experience from orientation to graduation under one Senior Associate Vice President (SAVP), Mr. Andrew Wright, reporting to the Provost. The SAVP was hired in July 2024. The Vice President for Student Affairs is also reorganizing her division to better serve students, developing SJSU's first Associate Vice President and Dean of Students position as well as searching for an Associate Vice President for Student Equity and Belonging, bringing the identity-based centers into one area to expand programming to help close equity gaps and improve students' sense-of-belonging at SJSU. Student Affairs opened up a new student housing facility, providing new rooms for almost 700 students, of which over 100 are provided to students with high financial need. This is a great next step for our student success efforts, as we have long had demand for our housing but not enough spaces — this year SJSU has a 92% fill rate for our 5,005 beds.

SJSU has also faced significant financial challenges since the last visit, resolving a $35M structural deficit that developed because of an investment in key parts of the Strategic Plan dependent on increasing enrollments — particularly non-resident international enrollments. From 2021 to 2023, the campus saw a sharp decline in enrollment (nearly 1600 students by headcount, many of whom were non-resident). Despite Fall 2024 enrollment gains, SJSU has had to work hard to balance its budget in 2024-2025. It has done so through a two-year approach of strategic cuts of ~$25M that protected the campus' core mission — academic affairs and student success — by assigning greater cuts in non-academic units and a second round of cuts of 6% across the board (effective July 1, 2024) to compensate for state revenue shortfalls and unfunded faculty, staff, and administrator compensation. This two-year process has also included a "hiring chill," which slowed staff hiring as we examined better ways to organize and become more efficient with our resources. Fortunately, SJSU has also been able to diversify some of its revenue sources over the last two years, growing by nearly $13M in self-support (PaCE) revenue over the same period of time. This has allowed the campus to continue a reasonably robust hiring process with over 90 new tenure-track searches authorized in 2023-2024 and 2024-2025. Also, despite the changes in the overall budget, SJSU's overall student-to-faculty ratio (see Appendix 0.4 - PDF) has still not hit its historic high experienced in 2017.

Campuswide Reductions

M$ TOTAL Reductions	Academic Affairs	Admin & Finance	Student Affairs	Research	IT	Athletics	President	Advance-ment	Revenue	TOTAL
23/24 "20M"	$ 8.37	$ 5.25	$ 1.41	$ 0.60	$ 1.00	$ 0.50	$ 0.72	$ 0.59	$ 3.50	$ 23.18
23/24 Future Years	$ 3.44	$ -	$ -	$ -	$ 1.00	$ 1.10	$ -	$ 0.72	$ -	$ 6.26
6% Reduction	$ 16.14	$ 3.11	$ 0.91	$ 0.32	$ 1.48	$ 0.98	$ 0.60	$ 0.55	$ 4.50	$ 28.59
TOTAL	$ 27.95	$ 8.36	$ 2.32	$ 0.92	$ 3.48	$ 2.58	$ 1.32	$ 1.86	$ 8.00	$ 58.03
% Reduction (w/o SUG)	10.4%	16.1%	15.3%	17.4%	14.1%	15.8%	13.2%	20.2%		13.6%

Academic Affairs = 10.4%
Non-Academic = 15.7%

To address budget cuts further, SJSU is developing a shared services strategy that supports the campus and the system. SJSU has partnered with CSU, Monterey Bay, to provide police dispatch services to that campus and CSU, East Bay to provide them with payroll support. Per the SJSU Budget Advisory Committee (BAC) recommendations, SJSU has also engaged Deloitte Consulting — with funding support from the Chancellor's Office — to evaluate its human resources and financial services infrastructure to improve the effectiveness of our operation and establish a greater level of customer service that leverages 21st-century technologies to respond more quickly to faculty, staff, and administrator needs. To further address the needs of the campus and better align this project with our Strategic Plan, President Teniente-Matson also reorganized her own office, hiring a Chief of Staff, replacing a Vice President whose portfolio was overly complex, and a Deputy Chief of Staff, to focus the Office of the President's attention on campus and community needs.

Conclusion

As a final comment, it is important to note that SJSU is located in one of the most expensive regions in the world. This poses challenges for students, faculty, and staff, as students continue to report housing and food insecurity, faculty and staff report the need to relocate and take other jobs to manage their finances and responsibilities, and staff continue also to report that the cost of living has forced longer commutes with the need for more flexible work hours. Budget challenges on the campus have also directly impacted campus morale, as a hiring chill in 23-24 and 24-25 for staff positions has put pressure on the campus while closing the structural deficit. These financial challenges were compounded by additional cuts from the State of California in 24-25 (one-time) and what is projected for 25-26 (another 8% permanent cut to state resources). The COVID-19 pandemic has had a lasting impact on campus, particularly on our students, who need greater health and well-being services and institutional changes to fix processes that impede time-to-degree. SJSU has also had to adjust to changing enrollment realities as California realizes a "demographic cliff" and intensified competition from the University of California opening up more seats to both first-year and transfer students. SJSU's top competitors include three UCs, Santa Cruz, Berkeley, and Davis; students have transferred to these campuses from SJSU at higher rates since the UC opened up more space for them. This new enrollment reality requires a deeper investment in marketing, communication, and strategic enrollment and retention initiatives, something that has not been as historically necessary in the past.

Process to Prepare the Institutional Report

SJSU's Accreditation Review Committee (ARC) has met regularly following the last institutional accreditation visit in Spring 2022 to strategize and plan our institutional response to the nine recommendations posed by the review team. ARC, a Special Committee of SJSU's Academic Senate, is composed of faculty, staff, students, and administrators, including a representative from the Chancellor's Office, and the Chair of SJSU's Academic Senate. Over the last two years, members of ARC have diligently collected and compiled evidence, provided analysis and recommendations, and contributed to institutional strategic planning, and our institutional response. The Special Visit Report was collaboratively drafted by members of ARC alongside members of SJSU's Cabinet, the Office of the Provost, and the Office of the President. Additional content and feedback was contributed by members of the campus Accreditation Review Committee and integrated into the final report (see Appendix 0.5 - PDF). Specific sections of the draft report were also circulated for feedback with the relevant campus teams under whose purview items related to the recommendations would normally fall, including Academic Senate leadership, key leaders, including the Dean of Science, who oversees Moss Landing Marine Labs, various team members in the Offices of the Provost, Student Affairs, Academic Innovation and Institutional Effectiveness (AIIE), and the Office of Diversity, Equity, and Inclusion (ODEI), as well as key members of the Office of the President, including the Deputy Chief of Staff. A final copy of the report is being shared with the wider campus as well with the Chancellor and the Board of Trustees of the California State University.

Responses to Previous Commission Requirements

Response to Recommendation #1

Engage in a comprehensive assessment of campus climate and develop measurable goals for positive change. (2013 CFRs 2.8, 2.9, 3.1, 3.2, 4.3; 2023 CFRs 2.8, 3.1, 3.2, 4.5)

In Spring 2019, SJSU administered belong@SJSU, a comprehensive assessment of the campus climate for inclusion (see Appendix 1.1 - PDF). This assessment was discussed during the Commission's last visit. SJSU's challenges with Title IX compliance prior to the Commission's last visit are well documented as they led to SJSU entering into a Resolution Agreement with the Department of Justice (DOJ), which we anticipate will conclude in Spring 2025 (see Appendix 1.2 - PDF). In addition, SJSU's work on climate has been disparately organized across the campus; this is addressed below in our discussion of the Campus Committee on Diversity, Equity, and Inclusion (CCDEI).

Title IX and Discrimination, Harassment, and Retaliation (DHR) Assessments

This section provides an overview of assessments completed since the last visit, allowing for a deeper look at campus climate and leading to targeted interventions to improve campus climate (CFR 4.5).

Cozen O'Connor Report: The CSU commissioned a report from Cozen O'Connor (see Appendix 1.3 - PDF) covering Title IX and Discrimination, Harassment, and Retaliation (DHR) issues at San José State and throughout the CSU. Implementing the Cozen recommendations and compliance with the SJSU-DOJ Resolution Agreement is a top priority for the campus, having been identified by President Teniente-Matson and Chancellor Garcia as "a critical SJSU imperative." Recommendations for SJSU included 1) Combine or realign Title IX and DHR functions, build Infrastructure, and address the trust gap; 2) Develop policy, infrastructure, systems, and training to address other conduct of concern as defined in Cozen O'Connor report, p. 47, Section IX and 3) Build a formal prevention and education program. Substantial progress has been made in addressing these recommendations. First, SJSU consolidated Title IX and DHR programs on July 1, 2024. The consolidated office – the Office for Title IX and Equal Opportunity (TitleIX-EO) – simplified the reporting process by establishing one place for all reports of discrimination and harassment. Second, TitleIX-EO worked closely with the University's Police Department and other campus resource offices to help develop the Spartan Safe app (see Appendix 1.4 - WEB), which students and employees have widely downloaded. Third, Title IX-EO delivered 128 live Title IX training sessions in AY 23-24. Data on these trainings can be reviewed on an interactive dashboard (see Appendix 1.5 - WEB) posted on the Title IX-EO website (see Appendix 1.5.1 - WEB).

Campus-Wide Title IX Survey: In Spring 2024, Title IX-EO administered a campus-wide survey on perceptions of its services and barriers to reporting. Survey results indicated a positive attitude toward Title IX-EO and the campus climate concerning inclusivity and the awareness of the University's suite of campus resource offices. Findings were shared with leadership (see Appendix 1.6 - PDF).

University Personnel (UP) Satisfaction Survey: Interactions with UP can impact employee satisfaction with workplace climate and morale. In February 2024, UP partnered with the Office of Institutional Research & Strategic Analytics (IRSA) to conduct its first annual customer satisfaction survey to assess staff, faculty, and student employees' experiences across different service areas within UP. Findings (see Appendix 1.7 - PDF) were used to establish baseline measurable goals to improve services. UP is tracking progress and will administer its next customer service survey in Fall 2025.

Black Employee Experience Survey: In Spring 2023, the Black Faculty and Staff Association, an SJSU employee affinity group, in collaboration with the Office of Diversity, Equity, & Inclusion (ODEI), invited Black employees to participate in a survey. Findings (see Appendix 1.8 - PDF) from this assessment suggest addressing concerns about racial microaggressions and inclusivity, some of which are being addressed through training administered via ODEI that has been ongoing since before the 2022 WSCUC visit.

Native American & Indigenous Student Experience: Conducted in Fall 2022 by the Gathering of Academic Indigenous and Native Americans (GAIN), an SJSU employee affinity group, and the Native American Student Association (NASO), this study engaged current and recently graduated Native American and Indigenous (NAI) students. Report recommendations (see Appendix 1.9 - PDF) included establishing a student success center for NAI students. SJSU has created the Native American and Indigenous Student Success Center (NAISSC) in 2023.

Recent Campus Climate Initiatives

SJSU has developed and implemented numerous initiatives to address campus climate challenges related to recruitment, retention, and experiences of faculty, staff, and students (CFR 3.2, also see Footnote #1 below). Here, we highlight a selection of recent and ongoing initiatives.

Actions on Systemic Racism: SJSU continues to build organizational capacity to address institutional and systemic racism. Notable initiatives and activities have taken place (see Appendix 1.10 - WEB), including ongoing training addressing Racial Microaggressions with MPP (see Appendix 1.10.1 - PDF) and Staff (see Appendix 1.10.2 - PDF) participants providing evaluations.

Campus Committee on Diversity, Equity, and. Inclusion (CCDEI): Established in Fall 2020, CCDEI (see Appendix 1.11 - WEB) was formed as a presidential campus standing committee to assess issues of diversity, equity, and inclusion at SJSU. In Spring 2023, President Teniente-Matson facilitated a Campus Summit (see Appendix 1.12 - WEB) along with CCDEI chairs that included a feedback process to clarify SJSU's values in alignment with Transformation 2030. This led to the development of the campus' first Mission, Vision and Values (see Appendix 1.13 - WEB) statement. Following the summit, the committee released the CCDEI Action Plan Framework (see Appendix 1.14 - PDF), which provides a mission, vision, guiding principles, and detailed goals that empower units to produce their own action plans. The Framework's values align directly and are embedded with SJSU's institutional values. These action plans will collectively move the campus forward to achieve the Transformation 2030 goals specific to diversity, equity, and inclusion. In Fall 2024, CCDEI launched SJSU's Inclusive Excellence (IE) Framework. The IE framework (see Appendix 1.15 - WEB) serves as a roadmap for fostering an equitable, inclusive, and empowering environment at the institution to create meaningful and lasting transformation.

Academic Affairs Training and Support: Career advancement and development were reasons cited in the belong@SJSU survey that contributed to employees considering leaving SJSU. In response, the Office of Academic Business and Strategic Operations (ABSO) within the Office of the Provost launched a comprehensive staff training and development program in 2023 to enhance employee retention, provide opportunities for education that could lead to promotion, and foster long-term career growth. The program (see Appendix 1.16 - PDF) has received high praise from staff (CFRs 3.1, 3.2). SJSU has also engaged in robust faculty hiring and training, particularly in advancing research, scholarly, and creative activity (RSCA) that aligns with the SJSU teaching-intensive mission to include programming through our reorganized Center for Faculty Excellence and Teaching Innovation (also see discussions in Response to Recommendations # 2 and #5 below).

People-Centered Excellence: Initiated in January 2024 (see Appendix 1.17 - PDF), President Teniente-Matson charged workgroups to examine operational efficiencies and collaborations across four areas key to student and employees experience and satisfaction, all of which have implications for campus climate: 1) Student Affairs and Academic Affairs, 2) Academic Affairs and Research and Innovation, 3) Auxiliaries and Enterprises, 4) Administration & Finance and Information Technology. Workgroups submitted their findings and recommendations. (see Appendix 1.17.1 - PDF). Aligned with the recommendations, SJSU is designing a proposed future state for Human Resource and Finance Shared Service Model. Funded by the Chancellor's Office, San José State will be leading a pilot initiative to design and implement the future-state of our administrative work to reduce bureaucracy and streamline services. (CFRs 3.1, 3.2).

Future of Humanity and Civic Engagement: Tensions surrounding the current socio-political climate frequently impact campus climate, as community members, particularly students, struggle to navigate conversations with peers who hold differing opinions and understand how their actions contribute to the world around them. Launched as a presidential priority in Fall 2024, the Future of Humanity and Civic Engagement framework (see Appendix 1.18 - WEB) is an actionable initiative to shape collective learning as students confront new experiences, tensions, and differing perspectives. Through a series of events, SJSU aims to blend our academic programs and the student experience with a compassionate, belonging-centered approach to equip our students and leaders for the challenges facing their lives, our democracy and our humanity. Examples of completed signature events can be found on the President's dedicated webpage (see Appendix 1.18.1 - WEB).

Interfaith Task Force: Recognizing the significance of religious, spiritual, and secular perspectives in shaping individual, communal, and campus life, the Interfaith Task Force was established in Fall 2024 to address expressions of religious, spiritual, and secular identities and worldviews in our campus community. This enhances inclusivity, support, and understanding of these identities. This work will be completed by June 2025 (see Appendix 1.19 - PDF).

Campus Climate Assessment & Measurable Goals for Positive Change

Our next comprehensive campus climate assessment is scheduled for Fall 2025. SJSU will also conduct unit-specific assessments aligned with priorities identified in the DEI strategic plan and unit-specific DEI action plans between 2025 and future comprehensive assessments in 3-5 years. The belong@sjsu survey tool will be refined and focus on factors within the institution's control (e.g., sense of belonging, support for people from marginalized communities, and workplace satisfaction). We will increase participation by focusing the survey and limiting the length and extent of the responses. With the implementation of initiatives to address campus climate concerns raised in assessments conducted to date, we anticipate a positive change in campus climate. The table below highlights some factors within SJSU's control that impact campus climate, example initiatives, and predicted positive change in campus climate (CFRs 3.1, 3.2, 4.5).

Factor	Example Initiatives	Predicted Positive Change of Selected Outcomes
Sense of Belonging	• Campus Committee on Diversity, Equity, and Inclusion • Actions on Systemic Racism • Future of Humanity & Civic Engagement	• Increase in perceived support for people from marginalized social groups • Decrease in % of climate survey respondents indicating "lack of sense of belonging" as a serious consideration for leaving SJSU • Decrease in % of climate survey respondents indicating "campus climate not welcoming" as a serious consideration for leaving SJSU
Support for people from marginalized communities	• Interfaith Task Force • Black Student Success Initiative (see Rec 6) • SOMOS (see Rec 6)	• Decrease in % of climate survey respondents indicating "lack of support for my social identities" for people from marginalized social groups as a serious consideration for leaving SJSU
Reporting to Experiences with Exclusionary and/or Hostile Conduct	• Cozen O'Connor assessment recommendations	• Decrease % of climate survey respondents who did nothing in response to experiencing exclusionary and/hostile conduct. • Increase % of climate survey respondents who submit a Title IX/EO report
Responding to Experiences with Exclusionary and/or Hostile Conduct	• Cozen O'Connor assessment recommendations	• Increase % of climate survey respondents who seek out an SJSU resource in response to experiencing exclusionary and/or hostile conduct
Employee Satisfaction with Workplace Climate	• People-Centered Excellence • Academic Business and Strategic Operations • Goals in response to University Personnel Satisfaction Survey	• Decrease in % of employee climate survey respondents reporting "insufficient institutional support" as a serious consideration for leaving SJSU • Decrease in % of employee climate survey respondents reporting "insufficient institutional lack of professional development opportunities" as a serious consideration for leaving SJSU • Increase in % of employee climate survey respondents that "agree" or "strongly agree" with the statement SJSU provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).

Response to Recommendation #2

Improve shared governance to ensure consultation is inclusive of all stakeholders including faculty, staff, administration, and students. (2013 CFRs 3.1, 4.6; 2023 CFRs 3.1, 4.8)

Ensuring a healthy shared governance climate has been a priority of President Teniente-Matson since she arrived. Since WSCUC's last visit, the president has made several adjustments to our approach to shared governance, which has increased engagement with the broad group of campus constituents while enhancing transparency as the university charts its path toward a sustainable future. Across the President's Cabinet leadership, the University Leadership Council, and the Academic Senate, there has been a coordinated effort to improve and uplift shared governance on the campus (CFR 3.1).

Among the most significant changes has been a campus-wide formal process to recognize the input of staff voices alongside faculty and leadership in SJSU shared governance. SJSU has increased staff representation in decision-making processes to leverage their expertise. For example, the Academic Senate established a Committee on Senate Representation (CSR). The CSR initiative has involved extensive constituents, including a co-chair from the staff council who leads the Senate Task Force (see Appendix 2.1 - PDF). The findings of the year-long evaluation process, detailed in a comprehensive report (see Appendix 2.1.1 - PDF) demonstrate shared governance about Senate representation, and led to the Academic Senate amending its Constitution and Bylaws to expand staff representation on the Senate. These changes were ratified by a faculty vote, with support exceeding 90%. Elections for the new staff positions are scheduled for early 2025 and will be incorporated into the 2025-2026 Senate. This will increase the number of staff representatives on campus-wide committees (CFR 4.8).[12]

President Teniente-Matson joined the campus as SJSU confronted a significant budget deficit, the prospect of lean state budget years, and the long overdue need for the CSU to address salary stagnation for faculty and staff. Charting a path to a balanced budget through transparent and collective engagement of the campus community is a key priority for the president. An early step was re-engaging the Budget Advisory Committee (BAC) as the body responsible for understanding the statewide, CSU, and campus-wide budget processes. Co-chaired by the Campus CFO and Vice-Chair of the Academic Senate, the BAC has deepened its understanding of budget allocations and provides budget recommendations (see Appendix 2.2 - PDF) to the campus and the President. In 2023, the president launched a recalibration of the campus Strategic Plan and organized open town halls (see Appendix 2.3 - WEB) designed with interaction to garner input on goals, objectives and measures. The town halls were visible signs of engagement and shared governance alongside an initial 2023 budget summit (see Appendix 2.4 - PDF) to ensure that campus goals and budget priorities were transparent and aligned. Two more summits have subsequently been held. Significant planning occurred to solicit feedback in all town halls which are available through recording or livestream. In addition to providing real-time feedback to the presentation, attendees were invited to submit questions, and responses were posted on the website for review by the entire university community (see Appendix 2.5 - WEB) (CFR 4.8).

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[1] Additional work on staff professional development, leadership training, and inclusion in larger discussions of campus practice is outlined in the Response to Recommendation #1 as well.

[2] The Academic Senate has also passed two major policies that (a) address expectations of faculty professional behavior, eschewing bullying and other unprofessional conduct (Appendix 2.1.2 - PDF), and (b) reiterating our commitment to Academic Freedom and establishing the Academic Freedom Committee (Appendix 2.1.3 - PDF). These policies are a result of SJSU's shared governance in action (Rec. 2), and additionally address faculty concerns in aspects of Campus Climate as well (Rec. 1, CFR 3.2).

As the WSCUC report notes, there were concerns about budget transparency related to the RSCA assigned-time program. To expand awareness, the Provost has held town halls (see Appendix 2.6.1 and 2.6.2 - PDF) on the divisional budget (see Appendix 2.7 - WEB) with in-depth explanations of resource planning within Academic Affairs. It should be noted that for the 2024-2025 academic year, there was a budget reduction in the RSCA Assigned Time allocation; however, the Provost, in collaboration with the VPRI, preserved $7.8M designated to the program. This has also been preserved for 25-26. This is commensurate with a nearly fourfold increase in program investment since 2019 to support faculty research, scholarship, and creative activities (see Appendix 2.8 - PDF) (CFR 2.8).

President Teniente-Matson holds monthly meetings with the Chair of the Academic Senate (see Appendix 2.9 - WEB), and she, along with four cabinet members, participates regularly in the Academic Senate Executive Committee and full Academic Senate meetings. President Teniente-Matson has added periodic meetings with the campus chapter president of the California Faculty Association (CFA) (see Appendix 2.10 - WEB) and meets with SJSU's Labor Council and Staff Council each semester to share progress on university priorities, hear from representatives, and collaboratively address concerns, although we have more work to do to deepen these partnerships (CFR 4.8). The president's Chief of Staff also has monthly meetings with the Chair of the Academic Senate and periodic meetings with the campus chapter president of the CFA. While labor negotiations are managed at the CSU level, these meetings on campus ensure that there are lines of communication to key campus labor and staff constituencies to help enable collaborative steps to mitigate issues as they arise, dispel misinformation when it occurs, and set the table for collective SJSU advocacy. Given the significant executive leadership turnover, the partnership necessary for rich, meaningful consultation is still developing, but all parties are working to build trust through transparency and direct communication (CFR 3.1).

Similarly, President Teniente-Matson, along with Vice President for Student Affairs (VPSA) Mari Fuentes-Martin, calendar monthly meetings with the President of the Associated Students (see Appendix 2.11 - WEB) to ensure that the administration is aware of items that are top of mind and to seek advice and counsel as the university works to continuously improve the student experience. Vice President Fuentes-Martin has also restructured the reporting for Associated Students and the Student Union Board, with both student representative groups reporting directly to the VPSA. The outreach and operational realignment are significant efforts to increase direct engagement between students and the VPSA. Students also participate actively in the Academic Senate, with six members serving as representatives, including the student body president. These measures allow student voices to be integrated into the university's shared governance processes, contributing to policy discussions and decisions that directly impact the campus community. As mentioned above, the VPSA is examining a reorganization within her division to strengthen support for students in the cultural identity centers (CFR 4.8).

The President has also attended meetings for each academic college at the start of every semester and met with the University Council of Chairs and Directors (see Appendix 2.12 - WEB) to discuss issues of priority and concern to this vital campus constituency. Finally, President Teniente-Matson is committed to ensuring that the Moss Landing Marine Labs (MLML) are appropriately integrated into the SJSU community. To that end, the President has made five visits to the lab since she joined the campus to continue the dialogue between the students, faculty, community constituents, and the administration to clarify and respond to their needs. Those dialogues have led to a new memorandum of understanding with CSU Monterey Bay (discussed further below), improved student services at SJSU and consistent facilities support, including preliminary work towards an approved masterplan for that site. Presently, work is underway to update the financial commitment for the membership model.

Response to Recommendation #3

Recruit and retain a chief executive officer to provide effective leadership and promote and ensure stability. (2013 CFRs 3.6, 3.8; 2023 CFRs 3.9)

Dr. Cynthia Teniente-Matson began her tenure in January 2023, taking the CEO position on the campus from Dr. Steve Perez, who served as interim president for the 2022 calendar year (CFR 3.9). As the former President of Texas A&M University-San Antonio (01/2015 - 01/2023), Dr. Teniente-Matson has extensive experience as a CEO in a large, complex multi-campus state university system and returned to the CSU as a seasoned President and executive officer. She also has 15 years of progressively responsible experience as Vice President for Administration and Chief Financial Officer (CFO) at CSU, Fresno and Vice Chancellor for Administration at the University of Alaska, Anchorage.

Dr. Teniente-Matson began her tenure with a clearly established direction by interim Chancellor Jolene Koester and Board Chair Wenda Fong. Together with Chancellor Koester, the President agreed upon four priorities for her first 18 months: 1) meet or exceed enrollment targets; 2) ensure a structurally balanced budget for the campus and related entities; 3) comply with Title IX obligations in accordance with the Department of Justice Resolution Agreement, Cozen Assessment and California State Audit; and, 4) ensure overall organizational health through an updated strategic plan and reinforce commitment to WSCUC accreditation standards. As highlighted in other areas of this report, significant progress has been made on all of these goals.

President Teniente-Matson's commitment to transparency and inclusive institutional dialogue has been central to meeting her goals. That commitment is illustrated in the recalibration of the strategic plan where Dr. Teniente-Matson guided conversations with constituents to draft SJSU's first comprehensive Mission, Visions, and Values document, which now frames the Strategic Plan and adjusted plan goals and outcomes to better match where SJSU is now and where it will be in the future. SJSU also invested in much greater transparency in decision-making, particularly when it comes to budget and finance, than at any time in its recent past — semiannual town halls, discussion boards, and other mechanisms have been used to engage the campus community in its current financial reality, while investing heavily in our Budget Advisory Committee, to drive recommendations related to budgetary changes the campus might have to undertake as the State realigns its budget. Together with the VP for Advancement, in September 2023, the president also established monthly meetings with the Academic Deans regarding fundraising and community engagement. She also regularly meets with the Mayor of San José, the City Manager and County Supervisors.

Open and direct communication with campus constituents is the cornerstone of her leadership and her ability to deliver on institutional goals. President Teniente-Matson hosts a Fall Welcome Event in August and a Faculty and Staff Spring Welcome in January. At each event, she addresses the university community, providing critical updates and sharing progress on institutional priorities. These events anchor the campus community in our collective efforts while holding us all accountable to our commitment to continuous improvement.

Response to Recommendation #4

The CSU Board of Trustees must exercise appropriate engagement with San José State University over institutional integrity, policies, stability of leadership, and accreditation. (2013 CFRs 3.9; 2023 CFRs 3.7)

SJSU and the CSU Board of Trustees appreciate the Commission's recommendation to enhance the engagement between SJSU and the CSU Board. In establishing goals for President Teniente-Matson, Chancellor Koester charged the President to focus on "the advancement of a campus Strategic Plan and reinforcing a commitment to WSCUC Accreditation standards." Among the three priority goals (see Appendix 4.1 - PDF) for 2024-2025 is "Develop campus leaders at all levels of the organization to build, sustain and maintain the campus strategic plan and SJSU WSCUC Accreditation" (CFR 3.7). The president has also outlined broader campus priorities that align with the overall Strategic Plan (see Appendix 4.2 - WEB).

Regular and Sustained Engagement and Stability of Leadership

Since President Teniente-Matson's appointment, nine different CSU Trustees have visited SJSU, and two (Firstenberg and Guajardo) have visited the campus twice. President Teniente-Matson has also benefited from regular one-on-one consultations with Chancellors Koester and Garcia, especially in her first year in her role. These meetings include regular assessments of her goals. The investments in the mentorship of President Teniente-Matson by two Chancellors and now two Board Chairs have helped the campus move forward. At the same time, the president has successfully retained several key members of her leadership team while hiring new leaders to support the campus and fill the Cabinet.

SJSU Engagement with CSU System Policies and Initiatives

Responding to Protests: San Jose State faced challenges resulting from protests in response to violence in Israel, Gaza and the surrounding Middle East. Incidents at SJSU included a disrupted speaker invited to speak about paths to peace in Israel last February and a small encampment that took place for a little over a week in May 2024. Through our regular engagements with Chancellor Garcia and system office leaders, SJSU was able to quickly implement the new system-wide Time Place and Manner Policy (TPM) this fall. This new infrastructure, combined with aligned campus management practices, has improved coordination and avoided the kinds of events that disrupt campus operations or create discriminatory or hostile climates on campus. This is ongoing work and we have a number of proactive efforts underway to address these kinds of events.

Native American Graves Protection and Repatriation Act (NAGPRA): In 2022, the State of California audited all NAGPRA and Cal-NAGPRA work in the CSU and issued a report in 2023 (see Appendix 4.3 - PDF). As a result, the CSU established leadership in their office, developed a regular (monthly) president's representative advisory committee, and supported hiring campus repatriation coordinators. SJSU has been in compliance with all legal requirements related to Assembly Bill (AB) 275 and continues to remain in compliance since the passage of AB389, each of which has established rules for the work related to the repatriation of Native American human remains and cultural artifacts. In alignment with CSU policy, SJSU has been able to submit a complete inventory of all campus collections and has found support in engaging the State's Native American Heritage Commission, which oversees the implementation of all laws related to Cal-NAGPRA.

Professional and Continuing Education (PaCE): The growth of PaCE has been an important part of SJSU's innovative approach to student success and completion. Legislative barriers were preventing SJSU from fully realizing the impact of PaCE. Recognizing his expertise in this area, the CSU System tapped Provost Del Casino as a special assistant to the Executive Vice Chancellor for Academic and Student Affairs to help manage PaCE projects for the system and create an action plan to expand this work. This work was endorsed by the president and was completed between January and August 2023. As a CSU Advocacy Planning Committee member, President Teniente-Matson continued to support advocacy for these critical legislative reforms. As a consequence of these engagements, the Board of Trustees' 2024-sponsored legislation package included recommendations to modernize PaCE, which led to the passage of AB-2395 (see Appendix 4.4 - PDF) in September, 2024.

Institutional Integrity

With a clear focus and a unified vision to deliver a safe, respectful and nondiscriminatory environment for our students, faculty, and staff, San Jose State has made dramatic progress in Title IX compliance, including a complete overhaul of our operations. As discussed in more detail under recommendation #1 in this report, SJSU has completed the implementation of all of the recommendations from the Cozen O'Connor report, and we believe that we are in full compliance with the SJSU/DOJ Resolution Agreement. A list of recent Office of Title IX and Equal Opportunity improvements, along with references to key SJSU and System Office investments, can be found here (see Appendix 4.5 - PDF). This progress was made possible by the deep commitment of both SJSU and CSU System leadership and, in particular, support from the CSU Office of General Counsel. SJSU's Title IX and Equal Opportunity Office benefits from close collaboration with the CSU Office of General Counsel, which has augmented its support for the campus by creating a new regional Civil Rights Infrastructure (see Appendix 4.6 - PDF). The new infrastructure and personnel have already assisted SJSU by providing expert advice, helping to identify external investigative resources, and preparing for DOJ site visits.

Accreditation

Prioritizing the accreditation process within the planning and continuous improvement process of SJSU was established for President Teniente-Matson at the outset of her appointment by the Board. It has remained a priority throughout her tenure. Critical to executing this priority has been direct engagement with Chancellors Koester and Garcia, as President Teniente-Matson highlighted in an October 2023 memo (see Appendix 4.7 - PDF) to the Chancellor where she wrote: "SJSU is reinforcing the campus and CSU Chancellor's Office systemwide commitments to establish trust and meet WSCUC Accreditation standards. This includes ensuring progress on addressing the recommendations before the WSCUC special visit in 2025. Leadership approaches include broad shared governance in multiple areas including a campuswide process to recalibrate the Strategic Plan and a campuswide Budget Forum and Enrollment Management Summit. Another critical activity has been regular meetings between the president and Interim Chancellor Koester and Chancellor Garcia to ensure the Trustees oversee stable SJSU leadership, institutional integrity and policy compliance."

Response to Recommendation #5

Narrow equity gaps in achievement between URM/non-URM and Pell eligible/non-Pell eligible students. (2013 CFRs 1.4, 2.10, 4.1; 2023 CFRs 1.2, 2.10, 4.1)

As noted in the WSCUC recommendations, SJSU must advance its work to close equity gaps between under-represented minorities (URM)[3] and non-URM students and between Pell and non-Pell students. SJSU remains committed to this work but acknowledges there remain only small movements in closing these gaps. In the past two years, SJSU has seen the gap close somewhat for URM/non-URM – from a 17.1% gap in the six-year graduation rate for the 2017 cohort to 15.6% for the 2018 cohort – but has not seen progress in the Pell/non-Pell gap, which sits at 8.2% for the 2018 cohort, up from 7.5% for the 2017 cohort. This means that SJSU has a larger gap between URM/non-URM and a smaller gap between Pell/non-Pell relative to the overall system. It is important to note that the persistence in equity gaps is tracked by overall graduation rates, which have improved for all cohorts over the lifetime of the GI 2025 initiative. For example, 4-year Latinx student graduation success improved by 552% (moving from 5% for a cohort of 586 students to 30% for a cohort of 1050 students between the 2009 and 2020 cohorts). The Asian-American student population saw a similar increase in the same period, 483% (from 7% to 42%), while Black students had a smaller increase at 251% (from 6% to 23%.) White students had one of the smallest percentage gains between the comparison years for 4-year graduation rates, 164% (from 16% to 42%). Overall, SJSU improved from 10.1% (2009 FTFT cohort) to 36.3% (2020 FTFT cohort) for 4-year graduation rates, exceeding the campus 35% target set by the CSU under Graduation Initiative 2025 (CFR 2.10).

Six Year Graduation Rate Analysis By Race/Ethnicity
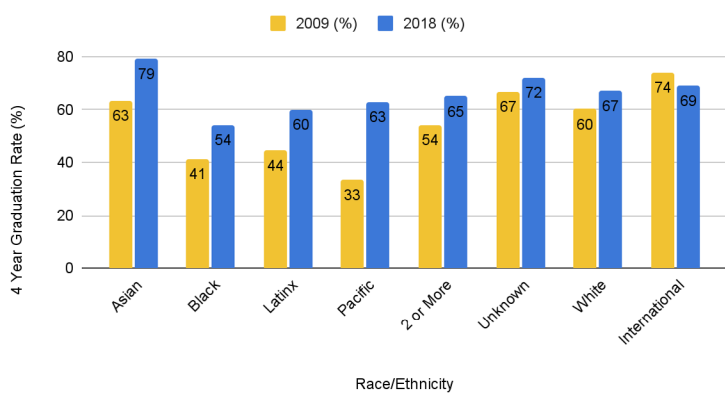
Four Year Graduation Rate Analysis By Race/Ethnicity
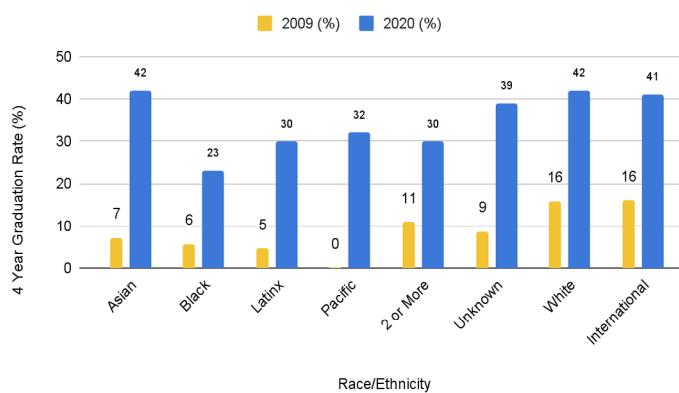
Building a "Student Ready" Campus

SJSU has been building toward being a student-ready campus, focusing on institutional change instead of placing the "blame" for success on individual students[4] (CFR 1.2) (<u>see Appendix 5.1</u> PDF).

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[3] We continue to use URM in line with the current CSU GI 2025 system but have now expanded that definition in line with Shields, Bishop and Mazawi (2005) who deploy the term "minoritized" instead "when referring to the indigenous children…to emphasize that whether they are in a numerical minority or majority, they are treated as though they were a minority, oppressed and suppressed by elements of the dominant discourses."

[4] McNair, T. B., Albertine, S., McDonald, N., Major Jr, T., & Cooper, M. A. (2022). Becoming a Student-Ready College: A New Culture of Leadership for Student Success. John Wiley & Sons.

This has involved the following since the last visit: (1) developing a campus-wide student success plan through the development, deployment, and analysis of a student success equity plan with identified leadership; (2) re-organizing academic advising and other key offices in Academic Affairs to support a "student ready" culture (Student Affairs changes discussed in #6 below); (3) advancing the work of our campus Admission to Graduation Project (see Appendix 5.2 WEB) to address administrative barriers further and build systems to support student success analytics and outreach; (4) investing in efforts to focus academic college strategies on student success and innovative pedagogical approaches that can, for example, help reduce D/F/W rates in courses and programs with the largest equity gaps.

Establishing a Student Success Equity Plan: Since the last visit, SJSU has begun the development of a Student Success Equity plan, which we are refining as part of Cohort 3 of the American Association of State Colleges and Universities' (AASCU) Student Success Equity Intensive (SSEI). Three goals define our SSEI plan. First, we are undertaking a comprehensive equity audit of our university catalog in partnership with Student Ready Strategies specializing in such work, which will help us assess the wording of our policies for equity, building on the (see Appendix 5.3 - PDF) the work that the Academic Senate has taken up in consultation with university administration (CFR 4.8). Second, we are developing detailed process maps that will engage students in developing our student success strategy (to launch in Spring 2025). These maps will illustrate the attrition points of Latinx and Black students, as well as Southeast and South Asian American students, whose experiences are often hidden by the broad IPEDS category "Asian." This initiative will highlight areas for improvement and enhance the support we provide to these diverse populations, including students who leave the university in good or even excellent academic standing. Third, we are creating a robust student equity plan that sets specific equity goals for each college and extends to the departmental level (to be completed by Spring 2025). This plan was only possible after completing our reorganization of Academic Advising and Success under the leadership of the Associate Vice Provost, who has helped us standardize student academic outreach over the last two years (CFRs 1.2, 4.1).

We recognize that traditional metrics, such as year-to-year retention, graduation rates, and post-graduation employment, do not fully capture the holistic student experience. We are thus broadening our definition of success to reflect the aspirations and needs of our diverse student body to include a better understanding of where students go and why they may leave SJSU, how students qualitatively relate their educational experience to their deeper sense of community belonging, and what students see as their own measures of success (CFR 4.1). These goals are being tracked through our campus' Strategic Plan website, Transformation 2030, a result of the recalibration of that plan that took place upon President Teniente-Matson's arrival, and through a student success intranet site that will be part of Academic Affairs' "hub" (a site with shared access by both Academic & Student Affairs to launch in 2025). SJSU's strategy for student success is to develop our success efforts based on research and data. The Institute of Education Sciences report "Effective Advising for Postsecondary Students: A Practice Guide for Educators" outlines the Karp and Stacey SSIPP framework as the best empirically tested framework to guide the advising framework. SJSU uses that work to guide our advising praxis for continuous improvement.[5] The framework has guided us as we have built our infrastructure after our advising standardization and continues to do so now that we have the team in place to strategically use data to execute targeted outreach to students who may be in distress, students in the "murky middle" who often get ignored, and students who are performing well who are ready to participate in undergraduate research, or complete a dual undergraduate/graduate program.

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[5] Karp, M., Ackerson, S., Cheng, I., Cocatre-Zilgien, E., Costelloe, S., Freeman, B., Lemire,S., Linderman,D., McFarlane, B., Moulton,S., O'Shea,J., Porowski, A., & Richburg-Hayes, L. (2021). Effective Advising for Postsecondary Students: A Practice Guide for Educators. WWC 2022003. What Works Clearinghouse.

Organizing a Student Ready Campus[6]: SJSU has made organizational changes and investments in academic advising, enrollment management, institutional research and strategic analytics, room and course scheduling, and business operations since the last visit (CFRs 1.2, 4.1). This has allowed SJSU to bring in its largest class of students (F'23 FTFT cohort of 4,339 with one of its highest retention rates, ~87%). SJSU has done this by: (1) centralizing academic staff advising units under an Office of Undergraduate Advising and Success and hiring more advisors beginning Spring '22 (~$1.9M in new investments); (2) creating a working group of Associate Deans and Advising leaders in Spring '22 to develop strategies for improving student success; (3) launching a $2.18M grant project to address issues related to students on academic notice (launching Spring '25); (4) improving program planning and assessment under a new Office of Academic Innovation and Institutional Effectiveness (this includes launching the Nuventive Improvement Platform, an assessment tracking software, for all program reviews in 2023, and increased assigned time for faculty assessment leadership); (5) launching SJSU Online in Spring '23 to help students complete their undergraduate degrees; (6) training all academic leaders on Ad Astra, starting in Fall '23, to reduce scheduling challenges for students; and (7) adjusting our California Promise program to create a more intentional strategy of student-faculty engagement (starting Fall '24).

Admission to Graduation Project: SJSU continues to track its efforts to reduce administrative barriers (e.g., directed self-placement into writing courses to assess student needs more rapidly), create systems so students can better track their success (e.g., planning tools, update the SJSU catalog), and develop data-informed strategies to better develop and implement student success strategies (e.g., begin utilizing predictive analytics and early alert systems in Spartan Connect/EAB's Navigate) (CFR 1.2). The tracking of these efforts can be seen on the Admission to Graduation website (linked above as 5.2), which includes offices working on issues since the visit in 2022. Our tracking of these efforts continues as we chart those activities that have been completed or are in progress. More importantly, each one of these efforts is tracked for its efficacy as we adjust our strategies to optimize our course schedule; for example, we have monitored the increasing Average-Unit-Load (AUL) for students (we declined to 12.2 in Fall 2022 and are up to 12.4 in Fall 2024). Evidence suggests that schedule optimization has helped us reduce total class sections, improve access to high-demand and bottleneck courses, and maximize class sizes. Also, SJSU saw an improvement in Pell-eligible retention from 81% to 82.7% and URM retention (or racially-minoritized students) from 76% to 81.1% for URM between the Fall '22 cohort and the Fall '23 cohort.

Advancing Practices in Academic Colleges to Improve Student Success: The Associate Deans of each college, in collaboration with the Associate Vice Provost for Undergraduate Advising and Success and the Dean of Undergraduate Education, have agreed to a set of goals to advance student success (CFR 2.10). These efforts are detailed in this appendix and are organized through several efforts, including a number of faculty learning communities (see Appendix 5.5 - WEB), a Middle Leadership Academy Program, and our continued efforts to build a comprehensive equity plan through our work with AASCU. SJSU is measuring the impact of these programs through various efforts. SJSU has invested in our data analytics infrastructure (discussed below and in the update for Recommendation #8) and new CSU tools, such as a new analytic engine called Graduate365, to better respond to student needs and assess its work in real time. In addition, SJSU has turned on the predictive analytics and success markers function in its instance of EAB Navigate (Spartan Connect) and has developed targeted interventions through that tool to help students find their way forward (CFRs 2.10, 4.1).

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[6] SJSU has also invested heavily in diversifying the faculty and hiring faculty who are committed to the work of a "student ready" campus. These efforts are detailed in Appendix 5.4 - PDF (CFR 2.8).

Investing for a Sustainable Student Success Future

These efforts are ongoing as we explore ways to reduce barriers to student success and become a more student-centered campus. To scale and sustain these efforts, the campus has made direct financial investments in technologies to provide more data to faculty and staff working with students and better and more effective information to students themselves (more than $1M in technological investments to reduce barriers). The University has also made direct investments in academic advising (e.g., $1.3M in new advisors in 2024-2025), reducing the ratio of student-to-advisor to under 300 to 1 (30 additional advisors added between 2021 and 2023), well below the national average, to increase the contact between advisors and students and to support a highly proactive and student-centered advising model. The campus has increased investments in student success centers and health and wellness programs across its Student Affairs Division while increasing student housing availability by almost 700 beds (with about 10% of housing units subsidized for lower-income students starting Fall '25).

Response to Recommendation #6

Integrate DEI and under-represented student success initiatives across the campus to promote equitable student outcomes. (2013 CFRs 1.4, 2.10, 4.1; 2023 CFRs 1.2, 2.10. 4.1)

SJSU is committed to promoting equitable outcomes for all our students, including underrepresented ones. We understand these efforts must be integrated across campus to promote equitable student outcomes. The efforts below are guided by our institutional values: championing student success, being inclusive and equity-minded, and being collaborative and embracing teamwork. A key initiative is creating a campus-wide DEI framework to better connect efforts of inclusivity and equity across the campus. This requires breaking-down institutional silos and improving synergies across departments and divisions to foster student equity and success. Some of these efforts are highlighted below:

Implementing Inclusive Framework

Under the leadership of the CDO and Campus Committee on Diversity, Equity, and Inclusion (CCDEI), with support from the Office of Diversity, Equity, and Inclusion (ODEI), we are adopting the Inclusive Excellence Framework (see Appendix 1.15 - WEB). This framework provides a cohesive, coherent, and collaborative approach to integrating diversity, equity, and inclusion into the institution's pursuit of excellence. Rather than adding to the existing Transformation 2030 strategic plan, the Inclusive Excellence framework complements and integrates with it seamlessly (CFR 1.2).

Realigning Student Affairs Services for Underrepresented Students

In response to recommendations for enhancing student support services (see Appendix 6.1 - PDF), SJSU undertook a comprehensive assessment of its existing identity centers. The result was the creation of a unified Student Equity and Belonging unit, which consolidates resources and services for marginalized and underrepresented student populations. This realignment ensures that support services are holistic and accessible, fostering an integrated approach to student success. As part of this transformation, SJSU is conducting a national search for an Associate Vice President (AVP) for Student Equity and Belonging (SEB) (see Appendix 6.2 - PDF), a leadership position that will report to the VPSA. The AVP will oversee programs supporting retention and graduation rates and overall student engagement among historically underserved groups, such as first-generation college students, students of color, LGBTQ+ students, and students with disabilities (CFRs 1.2, 2.10).

Expanding Cultural and Identity Centers: SJSU has consistently invested in expanding cultural and identity-based centers to provide specialized support to diverse student populations. Notable among these are the Center for Asian Pacific Islander Student Empowerment (CAPISE) (see Appendix 6.3 - WEB) and the Native American Indigenous Student Success Center (NAISSC) (see Appendix 6.4 -WEB). These centers serve as vital resources for students of specific cultural backgrounds, offering mentorship, cultural programming, and community-building opportunities aligned with the university's commitment to diversity and inclusion. The newly established cultural centers are part of SJSU's broader efforts to address the needs of underrepresented student groups, particularly regarding retention and success. Through ongoing engagement with faculty and staff, these centers are evolving to become more integral parts of the academic and social life of the campus. Programs in these centers foster an environment where students feel supported and celebrated for their unique identities, contributing to increased retention and graduation rates.

Black Student Success Report (BSSR) Implementation: In collaboration with the CSU Chancellor's Office, SJSU received a $250,000 grant as part of the BSSR initiative. This grant enables the university to implement specific strategies to improve outcomes for Black students, including increasing access to targeted outreach programs, enhancing academic support structures, and offering professional development opportunities for faculty (see Appendix 6.5 - PDF). The BSSR initiative also emphasizes

the importance of cultural competency training for faculty, staff, and administrators to ensure that all individuals involved in students' academic journeys are well-equipped to support their success. These efforts will contribute to a more inclusive and supportive environment where Black students are empowered to succeed academically and personally.

SOMOS SJSU and AANAPISI Initiatives: SJSU is also addressing the needs of Latinx and Asian Pacific Islander (API) students through several focused initiatives. The SOMOS (see Appendix 6.6 - PDF) provides a campus-wide foundation and shared vocabulary to inform initiatives, grants, and programs focused on enhancing Latinx student retention and success. The framework emphasizes culturally sustaining practices that resonate with students' backgrounds and lived experiences (see Appendix 6.6.1 - PDF). The university is also a designated Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). This designation enables SJSU to receive federal funding to support programs aimed at increasing the success of API students. SJSU has secured a $195,000 grant for 2024-2025 and is actively seeking additional funding to create an API student retention framework and support programmatic efforts to improve retention and graduation. Through these initiatives, SJSU is able to tailor its support services to meet the unique challenges faced by Latinx and API students, fostering a sense of belonging and academic success.

Collaboration between Campus Offices and Divisions

SJSU has made concerted efforts to enhance collaboration between the offices of Academic Affairs, Student Affairs, ODEI, and Information Technology, ensuring that support services for student success are seamlessly integrated with academic programs and initiatives. By aligning these critical domains, SJSU aims to provide a more cohesive experience for students and create pathways that improve retention and graduation rates across all demographics (CFRs 1.2, 2.10).

Programmatic Alignment for Student Success: A key initiative in improving student support has been the transfer of New Student and Family Programs under Enrollment Management and Peer Connections under Undergraduate Advising and Student Success, both of which report to the Provost. This strategic alignment helps ensure student support is closely integrated with academic programming, creating a more holistic approach to student success. This transition has allowed for greater synergy between academic departments, enrollment management, and student services, ensuring that underrepresented students receive timely interventions that address academic and non-academic challenges (CFR 1.2). Predictive analytics are now used to monitor student progress and identify students who have institutional barriers in their way, allowing for proactive support and targeted interventions. Integrating these services has already led to more efficient use of resources and improved coordination across campus. This approach has been particularly beneficial for first-generation students, students of color, and other historically underserved groups who may face unique challenges navigating the academic and administrative landscapes of higher education.

Jump Start New Faculty Orientation: Since 2019, SJSU has offered Jump Start (see Appendix 6.7 - WEB; see also discussion in Appendix 5.4 - PDF), an extended new faculty orientation designed to support the integration of equity and belonging into the classroom experience. The orientation serves new faculty (N=262) by providing training on culturally responsive teaching, equity-minded pedagogy, and the challenges students from marginalized backgrounds face. This orientation is especially valuable in the context of SJSU's status as a Minority Serving Institution (MSI), where faculty are equipped with the tools needed to engage with and support a diverse student body. The training fosters an academic environment where all students can thrive, contributing to faculty retention and professional development. The program also introduces faculty to the resources available in Student Affairs, including the various centers and support services, so faculty can find ways to better integrate these supports into their courses.

Enhanced Accessibility Initiatives: SJSU continues to prioritize accessibility for its community. Efforts to enhance digital and physical accessibility include redesigned university websites that comply with accessibility standards, developing an Accessibility Report system (see Appendix 6.8 - WEB) to track and address accessibility concerns, and the establishment of the Accessibility Technology Initiative (ATI) (see Appendix 6.9 - WEB). These initiatives are focused on ensuring that students with disabilities have equitable access to university resources, information, and facilities. Moreover, SJSU continues to develop and implement strategies that promote accessibility in all areas of university life, from classroom instruction to extracurricular activities, reinforcing its commitment to creating an inclusive campus environment for everyone.

The Work Continues

San José State University is committed to implementing robust strategies that promote diversity, equity, and inclusion across campus. These initiatives—ranging from the adoption of an Inclusive Excellence Framework to expanded cultural centers and faculty development programs—demonstrate our ongoing commitment to creating an environment where every student can succeed, belong, and achieve their full potential. The university recognizes that achieving these goals requires sustained effort, and we remain dedicated to advancing DEI in all aspects of university life.

Response to Recommendation #7

Integrate *learning outcomes into a more strategic and inclusive planning process with leadership at all levels, faculty, staff, administration, curriculum committees and assessment coordinators. (2013 CFRs 1.2, 2.2, 2.3, 4.3, 4.4; 2023 CFRs 4.4, 2.1, 2.3, 4.5, 4.6).*

The report highlighted the need for SJSU to enhance the integration of its assessment processes, ensure consistent application across departments and programs, improve data accessibility and constituent involvement to support continuous improvement and student success, and address faculty workload to improve the effectiveness of student learning outcomes assessment. The review team was unclear about how Student Affairs assessment would be platformed in Nuventive (see Appendix 7.1 - PDF for a partial list of review team commentary and associated actions taken by SJSU's assessment teams).

Strategy

In Fall 2022, the University's assessment teams (see Appendix 7.2 - PDF), under the aegis of Academic Innovation and Institutional Effectiveness (AIIE), reviewed the student learning outcomes section of the report (see Appendix 7.2.1 - PDF) and conducted an extensive campus-wide engagement (see Appendix 7.2.2 - PDF) with constituents across the institution, including faculty, staff, and leadership to create a more "strategic and inclusive planning process." This collaborative approach ensured a shared understanding of the commendations and recommendations emerging from the report and laid the foundation for our work together, leading to several key actions (CFR 4.5, 4.6).

Revisions to Academic Program Planning (formerly "Program Planning") Policy and Guidelines (CFR 2.3): One of our central accomplishments is the comprehensive revision of the Academic Planning process [Policy (see Appendix 7.3 - PDF) and Guidelines (see Appendix 7.3.1 - PDF)] passed by SJSU's Academic Senate in Fall 2024. Over two years, this process has evolved through collaborative discussions, surveys, feedback, and sessions with faculty, department chairs, deans and associate deans, and the Program Planning Committee (PPC) (see Appendix 7.2 - PDF); (PPC is now known as the Academic Planning Committee). This revision reflects an intentional shift from data-heavy "reporting upwards" compliance to a focus on data-informed reflection (Montenegro & Jankowski, 2020[7]). Departments are now encouraged to use reflective questions (see Appendix 7.3.1 - pages 8-10 PDF) to assess strengths and opportunities for growth within a framework that emphasizes long-term continuous improvement over compliance. This approach empowers departments to craft action plans that align with their unique missions, their College goals, the institution's strategic goals, and specific elements of the university's Transformation 2030 vision (see Appendix 0.3), ensuring that department self-studies and committee feedback are anchored in institutional priorities such as student outcomes (Goal 1, p. 3), faculty success (Goal 2, p. 7), alumni connections (Goal 4, p. 11), and infrastructure (Goals 5, p. 14).

The seven-year academic assessment cycle (see Appendix 7.3.1 - PDF, page 3) is a significant feature of the revised process, which balances continuous improvement with realistic workload expectations. This adjustment directly addresses faculty and staff concerns about the sustainability of assessment practices and planning efforts. By integrating reflective questions and prioritizing self-study over data compilation, the cycle fosters a culture of inquiry, supporting departments in understanding their strengths and areas for improvement. Departments are now encouraged to collaboratively set action plan agendas with college leadership, grounded in insights from external reviewers and institutional constituents.

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[7] Montenegro, E., & Jankowski, N. A. (2020, January). A new decade for assessment: Embedding equity into assessment praxis (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

This approach aligns resources and priorities across departments and colleges, supporting sustained improvement in student learning outcomes and program effectiveness.

Strengthened Program Assessment in Student Affairs: Dr. Lezlee Matthews joined SJSU's Division of Student Affairs in July 2022 as the inaugural Director of Co-Curricular Learning, Educational Equity and Assessment. Her position has been instrumental in developing a division-wide assessment framework that complements academic goals while focusing on the holistic development of students. Early accomplishments include a strengthened Student Affairs assessment infrastructure by creating the Conducting Assessment: A Guidebook for Student Affairs Practitioners (see Appendix 7.4 - PDF) and the Student Affairs Curriculum: A Framework for Student Development (see Appendix 7.5 - PDF) both serve as foundational resources for advancing the division's co-curricular assessment practices (see Appendix 7.5.1 - PDF) Workshops and professional development sessions coordinated by the director have helped foster a shared understanding of the role of assessment and the importance of centering equity within it. The division's integration of these resources into Nuventive (see Appendix 7.6 - PDF) also ensures alignment with broader institutional strategic planning, promoting a seamless framework for tracking student engagement and outcomes (see Appendix 7.7 - PDF) beyond the classroom.

Strengthened Program Assessment in Academic Affairs with Process Scaffolding: AIIE has moved away from two traditional and counter-productive processes that impeded the ability of departments and programs to complete and meaningfully reflect on their annual assessment cycles. Formalized memos (see Appendix 7.8 - PDF) addressed to all College assessment facilitators and College leadership restored the ability to set deadlines to complete program assessments at the College level. Another development of note addressing faculty concerns regarding departmental assessment workload and recognition, is an amendment to SJSU's RTP policy. Effective AY 2022-2023, amendments (see Appendix 7.9 - PDF, pages 2-4) to the Service Section of SJSU's RTP policy S15-8 Criteria and Standards now include explicit recognition of participation in assessment activities and assessment of student learning outcomes. This policy change is anchored in faculty feedback that their work and participation in department and program assessment activities went seemingly unrecognized during RTP cycles. Feedback from the Assessment Committee was considered in the RTP policy amendments by Professional Standards, the Policy Committee of SJSU's Academic Senate.

To address our constituents' stated needs and their feedback, AIIE and our core team of Assessment Facilitators (AFs), and other members of the Assessment Committee have worked together to create a set of draft guidelines for in-cycle program assessment (see Appendix 7.10 - PDF) allowing for individualized pathways for programs and departments, while providing both a measure of certainty and enough room for flexible interpretations. While much of this content is covered regularly in assessment meetings and workshops, we note a recurring theme of basic information needs around meaningful assessment of student learning outcomes. A clearly articulated set of guidelines is helpful, especially for those community members new to their roles. Member feedback and comments on the draft guidelines have helped solidify the draft, with a desired date of AY 25-26 for a full release.

Cultural Shifts, Research informed Praxis, Training and Development, and Outreach: Providing timely resources and targeted training to our constituents is critical to the success of our assessment initiatives and is a core element of our strategic priorities. We have responded to this key aspect of professional development and data/information needs in multiple ways, emphasizing communication, collaboration, and community-building. In Fall 2022, we debuted the AIIE assessment intranet site (see Appendix 7.11 - PDF), a centralized repository that serves as a resource hub for assessment coordinators, facilitators, faculty, staff, and administrators on our campus. We broadened the reach

of our assessment workshops (see Appendix 7.11.1 - PDF) to include all campus partners by including them in the Academic Affairs calendar and in the "Training Tuesday" newsletters. Our workshops range from areas such as introductory sessions to learning outcome assessment and training in Nuventive AMS to more advanced topics in areas such as data utilization, equity in assessment, and program planning (see Appendix 7.12 - PDF). In addition, our AFs provide context-specific training in College-wide accreditation practices in Business and Engineering, and for other accredited programs and departments. Our assessment committee team generously provides their support to all our constituents as institutional needs arise - for example, we are grateful to our Library AFs who were instrumental in helping us procure and assemble approximately 30 texts, reports, and resources across accreditation, assessment, GE, and student affairs (see Appendix 7.13 - PDF). In part due to the peer mentoring and best practice sharing by our team, in reviewing our most recent College and DSA Executive Summary reports (see Appendix 7.14 - PDF), we note three key positive institutional cultural trends emerge: (a) Increased commitment to continuous improvement, collaboration, and closing-the-loop activities, (b) Data-driven decision making, and (c) Increased focus on equity (CFR 4.6).

Nuventive Buildouts, Collaborations, and Partnerships (CFR 4.4): We have expanded our reach of the Nuventive Improvement platform, an essential tool for data-driven planning across divisions in partnership with IRSA and eCampus. The platform has been transformative, enabling all teams—General Education (see Appendix 7.15 - PDF), Academic Program Planning (see Appendix 7.16 - PDF) and Academic Program Assessment (see Appendix 7.17 - PDF), and Student Affairs Program Assessment (see Appendix 7.18 - PDF) —to integrate plans, assess progress, and report results in alignment with institutional priorities with enhanced transparency and efficiency. For example, from emergent/baseline engagement with Nuventive for some Curricular programs in 2020, 89% of our programs (see Appendix 7.17 - PDF) in our latest annual reports demonstrate robust measures of engagement with learning outcomes assessment. (CFR 2.1).

Conclusion

SJSU recognizes areas for continued improvement. Each program assessment team is building internal capacity to better serve our constituents. Key priorities include expanding the scope of Nuventive to support tracking across all departments including institutional accreditation, disaggregating student data in learning outcomes assessment to help reduce equity gaps in student success, further engaging faculty and staff in assessment training and addressing their feedback and challenges (see Appendix 7.19 - PDF), and ensuring that Student Affairs assessment data is fully embedded within the institutional framework. By continuing to align co-curricular and academic learning outcomes in an integrated ensemble model, we aim to provide students with a cohesive and comprehensive educational experience with learning that prepares them for success beyond graduation.

Assess the ability of institutional research to effect positive change across the institution and focus institutional research efforts to sustainably support student academic success throughout the institution. (2013 CFRs 1.2, 2.10, 4.1, 4.2, 4.3; 2023 CFRs 4.4, 2.10, 4.2, 4.1, 4.4, 4.5)

Since the WSCUC visit in 2022, SJSU has made organizational changes and established a clear framework for strategic priorities to ensure the institutional research capacity is commensurate with the university's needs and provides data products and services that are meaningfully integrated into continuous improvement processes (CFR 4.4). The university's leadership sharpened focus on strategic priorities outlined in the Transformation 2030 Strategic Plan; reorganized and aligned the institutional research capacity to support strategic priorities; examined data infrastructure, platforms, and business processes to democratize access to institutional data that are timely, relevant, and actionable, and; intentionally prioritized cross-division collaboration to reduce operational silos and function as a student-ready campus (see Appendix 5.1 - PDF).

Organizational Adjustments to Improve Alignment and Focus of IR Capacity

In Fall 2022, Provost Del Casino reorganized the Institutional Effectiveness and Strategic Analytics cluster to elevate the Office of Institutional Research & Strategic Analytics (IRSA) and its Senior Director (SDIRSA), Marco Antonio Cruz, to a direct report and member of the Academic Affairs Leadership (AALT) and Provost Leadership Teams (PLT); reassign the assessment and accreditation teams to Academic Innovations and Institutional Effectiveness (AIIE), and; reassign Academic Scheduling and Space Management (ASSM) to Academic Business & Strategic Operations (ABSO). The reorganization positioned the IRSA team and its SDIRSA in close proximity to key leaders and strategic discussions related to student success initiatives at SJSU. Following the arrival of President Teniente-Matson in January 2023, the President's Cabinet led a university-wide recalibration initiative to examine the goals and objectives of the Transformation 2030 Plan and affirm their relevance in guiding the university's strategic direction and stewarding institutional resources. The updated mission, vision and values, goals, objectives, and performance metrics (see Appendix 0.3 above), and Presidential Priorities (see Appendix 4.2 above) that emerged from the Transformation 2030 Recalibration notably prioritized student success, people-centered excellence, and establishing a foundation for financial sustainability. IRSA leveraged these strategic priorities and operationalized appropriate business processes to focus the deployment of resources to have a sustained impact on institutional needs.

In Spring 2023, the SDIRSA assessed the functional role and operational capacity of the office in relation to strategic priorities that intersect across divisions. The assessment included a qualitative analysis of requests, reviewing position descriptions, process documentation, and workload distribution, examining data processes and infrastructure, and the alignment of productivity with institutional priorities. The service model that was being implemented during the last WSCUC visit prioritized reporting to the Chancellor's Office (CO) over institutional needs and strategic priorities; had inefficient processes to inventory, evaluate and prioritize requests to assign workload and evaluate productivity; had underdeveloped lines of communication to coordinate priorities within AAD or across divisions, and; did not have the organizational structure to support a community of users given the size and complexity of SJSU. In Fall 2023, IRSA's service model was pivoted to prioritize institutional needs based on strategic goals outlined in the Transformation 2030 Plan, establish a framework of 12 essential service areas (including CO Reporting as one) and systematic processes to deploy resources in a coordinated manner aligned to SJSU's analytical needs, develop a communication strategy to regularly engage strategic and operational leadership, and update IRSA's organizational structure and personnel with the technical and analytical capacity to support SJSU's current and emerging needs and ambitions.

Strengthening Data Processes, Infrastructure, and Interfaces to Democratize Access to Data

Since Fall 2023, IRSA's functional purpose has been to harvest university data from the various platforms currently in service at SJSU, develop and maintain infrastructure to integrate those data and create interfaces accessible to SJSU's user community. A key feature of IRSA's strategic pivot was to update positions to increase the skills, experience, and qualifications, translating into more competitive salaries to recruit and retain talented professionals as the foundation of IR capacity. (See Appendix 8.1 - PDF). The SDIRSA meets regularly with key constituents, such as the college associate deans and leadership team in Student Affairs, to improve the flow and timeliness of communication and create a collective understanding of priorities. Since the last WSCUC visit, IRSA's organizational structure has been solidified. Personnel searches have resulted in the successful recruitment and retention of programmers and analysts. The team has partnered with Information Technology and a wide range of business partners to examine and develop SJSU's data infrastructure related to admissions, enrollment, retention, persistence, graduation, courses, faculty workload, and graduate outcomes (see Appendix 8.2 - PDF).

IRSA has collaborated with various offices to define requirements for program and division-level reporting, examine and strengthen data infrastructure based on operational needs, reduce labor-intensive redundancies and develop systematic, sustainable solutions that leverage automation and are methodically updated at scale (see Appendix 8.3 - PDF). Key business partners include, but are not limited to, IT, Registrar, Undergraduate Advising & Success, the associate deans of the colleges, ASSM, Enrollment Management, AIIE, ABSO, Financial Aid & Scholarship Office, and Student Affairs. The collaborative effort to scale understanding and initiatives across departments and divisions has prioritized providing access to institutional data that is historical while creating new opportunities for the development and integration of preliminary dashboards to support practitioners that impact student outcomes related to retention and graduation (CFRs 2.10, 4.1, 4.2).

Since the last WSCUC visit in 2022, IRSA has intentionally examined and enhanced SJSU's data infrastructure, coordinated access to various interfaces and platforms, fostered understanding and developed the skill sets of end users to support the integration of data into planning and operations, as well as identify unmet institutional needs and opportunities for improvement (see Appendix 8.4 - PDF). Building on this momentum, IRSA will hire additional personnel in Spring 2025 to further enhance capacity and expand efforts to examine factors that impact student experiences and success (CFR 2.10) among different subgroups of students at the undergraduate and graduate levels (CFRs 4.2, 4.3).

Response to Recommendation #9

San Jose State in partnership with CSU System leadership shall conduct a critical review of the Moss Landing Consortium to include: (a) developing and implementing long-range strategic plans outlining the support strategy for the Consortium and clarifying the role and expected outcomes of SJSU's participation (2013 CFRs 1.7, 4.1; 2023 CFRs 1.3, 4.1); (b) developing and implementing improvements in the meaning, quality, and integrity of degrees and in student support services (2013 CFRs 1.2, 1.6, 1.7, 2.1, 3.1, 3.2, 3.3, 4.3; 2023 CFRs 1.3, 1.5, 2.1, 3.1, 3.2, 3.3, 4.5)

At the time of the WSCUC visit in the Spring of 2022, SJSU, in collaboration with the CSU Chancellor's Office, was engaged in a comprehensive review of the consortium arrangement amongst the 7 CSU campuses involved at Moss Landing Marine Labs (MLML).[8] The CSU completed that review, reaching a series of conclusions, including: (1) SJSU should remain the administrative campus, and its role should become more prominent; (2) campuses that sent students to the Marine Science (MS) program at MLML should remit the tuition associated with such students to SJSU to deliver the academic program; (3) campuses that sent students to the MS program should remit student fees to CSUMB for the delivery of student services; and, (4) the consortium structure should be revised to an advisory structure, allowing SJSU to charge for participation in lab activities and attract non-CSU partner institutions. The review culminated in a memo (see Appendix 9.1 - PDF) dated December 13, 2022 outlining the next steps (CFR 1.3, 1.5, 2.1). Those steps included SJSU and CSUMB developing a memorandum of understanding (MOU) (see Appendix 9.2 - PDF), which was completed and signed in the Fall of 2023 (CFR 1.3, 1.5, 2.1).

At the same time the MOU was signed, SJSU hired a new Executive Director for MLML, Dr. Petra Dekens, who started her job in September 2023. Under her leadership, and in collaboration with the SJSU Dean of Science, Dr. Michael Kaufman, MLML has established the advisory board in line with the charge outlined by the Interim Chancellor to dissolve the "current governing board" and "replace it with a new advisory board" with the first meeting held in Fall of 2024 (CFR 3.1, 3.2). The Advisory Board has affirmed a set of Bylaws that govern the Advisory Board (see Appendix 9.3 - PDF). Under the MOU, all MLML students can access the student health, food pantry, housing, and library services, amongst other areas of CSUMB, to mitigate MLML student concerns that travel to SJSU for services was unrealistic.[9] In addition, and in direct response to the WSCUC concern about the integrity of the MLML master's degree, we have codified that students enroll and then graduate from the institution where their research advisor holds their position. This addresses confusion about supervision and who supports that student toward graduation. This arrangement has been in place for two admissions cycles and is effective (CFR 4.1, 4.5).

SJSU College of Science and Moss Landing leadership have just hired a strategic planning consultant to create a new strategic plan for MLML (the last plan ended in 2023) (see Appendix 9.4 - PDF); this work will be carried out this spring with input and participation from faculty, staff, and students at

MLML as well as SJSU College of Science, CSUMB, and advisory board member organizations. This process began in the Fall of 2024, with a reconstitution of the advisory board and the introduction of

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[8] It should be noted that 100% of the faculty, researchers and staff employed at MLML are SJSU employees reporting to the SJSU Dean of Science. While each of the 7 historical "consortium" campuses still holds the right to grant the master's degree at MLML (if one of their students enrolls through their campus in the program), the reality is that only SJSU and CSU, Monterey Bay (CSUMB) have been active in the education of students at MLML for many years.

[9] Despite this, some students have still expressed concern that travel to CSUMB is a hindrance to them accessing services. Students would like all these services delivered at MLML; it is not possible to bring all services to MLML. In response, we are working to educate students on what resources are at CSUMB while we also work with SJSU teams to deliver onsite workshops in Career and other key areas once or twice a semester.

a new membership model, which will request that CSU campuses increase their investment in MLML in exchange for discounted services — classrooms, labs, marine operations, etc. — for those members. In addition, SJSU and CSUMB plan to seek additional partners from beyond the CSU in an expanded membership model that should attract additional partners who will pay higher fees than those of the CSU member campuses for similar services, maintaining the goal of MLML being a service for any California State University interested campus and the State of California.

President Teniente-Matson has made five visits to MLML since she joined SJSU. This is in addition to a regular monthly visit by Dean Michael Kaufman and several visits by the Provost. These visits are not perfunctory or performative; rather, they ensure continued dialogue between the students and the administration and respond to their needs. As a practical outcome, students at MLML have asked for more direct services — career services, for example — and SJSU is arranging for staff from the main campus to go to MLML a few times per semester to deliver those services. For example, Health and wellness services and resources are now promoted to students at MLML through websites, email, social media, and course syllabi.[10] The SJSU Career Center offered a Spring 2024 career day, with workshops providing an overview of career services to students and faculty at MLML. Additional job search workshops were provided to students to prepare for the Society of Western Naturalists convention in Monterey (eight students attended). MLML students also have access to our ongoing career readiness workshop series, offered in partnership with the College of Graduate Studies. These eight annual virtual workshops cover diverse career topics relevant to all graduate students.

SJSU is also supporting a much more aggressive fundraising strategy at MLML to bring in more dollars that should underwrite some of the core costs of running a costly research facility within the CSU. SJSU has been successful at attracting earmark grant funds from the Federal and State governments through a collaboration between college and government relations teams. The U.S. Department of Commerce's Economic Development Administration (EDA) awarded a $637,147 grant to San Jose State University to strengthen the MLML facilities against sea level rise and natural disasters and to spearhead development of a working waterfront to serve as a commercial asset to the region; these funds were supplemented with more than $150,000 in funding from the State of California and Monterey County, and are being used to carry out feasibility studies for improving the resilience of MLML's Aquaculture and Marine Operations infrastructure. SJSU is also in discussions with several foundations about support for major facility improvements that will leverage and multiply the government funding. SJSU has also held two events for alumni and supporters in the past year - an event featuring the president, dean and executive director largely for MLML alumni and former faculty in December, 2023, and an event featuring student researchers and campus leadership for a broader base of SJSU alumni in October 2024. Each event attracted more than 75 attendees, indicating broad interest in and support for MLML.

Operating a remote marine laboratory presents challenges for even the healthiest CSU campuses. MLML serves a relatively small number of students at a seaside location with extensive state and auxiliary facilities. These include a main lab (state building), marine/boats/diving, aquaculture, and laboratory facilities (auxiliary owned). MLML is, in effect, a small, facilities-intensive campus supporting a unique field-based master's program that prepares students for careers in state, non-profit, and private positions. The students work alongside faculty and researchers addressing some of the biggest challenges for the state and the world. SJSU is highly motivated to tackle the fiscal challenges at MLML, though these will not be solved in one year. For example, the SJSU Research Foundation implemented a new cost recovery model in late 2023 that was not as effective as hoped. This is forcing SJSU to change course and continue to evolve its strategies. SJSU is aggressively courting partners and external funding to ensure a continued healthy future for MLML.

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[10] We can confirm that at least one student has used the SJSU Accessible Education Center, while approximately 12 students have used either the SJSU Health Services or SJSU Counseling Services during the past year.

Other Topics

The State of California budget situation and the changes to the enrollment patterns of future students are at the top short-term challenges SJSU will face in the next two to three years. SJSU has proactively responded to these challenges in a number of ways that will position the institution to respond in a positive manner. These responses include investing in the enrollment management infrastructure and diversifying revenue opportunities from Professional and Continuing Education (PaCE) programs to increase enrollment and revenue options. SJSU remains optimistic about its continued investment in its Inclusive Excellence Framework but changes in federal legislation have the potential to mute some of the work we are prepared to take on moving forward.

SJSU is also excited to continue to leverage our geography as Silicon Valley's public university and build on the Strategic Plan imperative to advance the education of students to be workforce ready for a world more deeply integrated with Artificial Intelligence (AI)-related practices. In the case of the latter, SJSU is building out degree programs, non-credit co-curricular opportunities, and research institutes and centers that are not only developing the future of AI but critically examining the implications of a world of life and work more deeply integrated with emerging technologies. We will accelerate our partnerships with the tech sector to further advance field based experiences for our community of learners.

Finally, SJSU will continue to be vigilant in expanding on its commitment to shared governance, building on recent commitments and organizational changes to increase the voice of all constituents in the strategic priorities and directions of the campus. This work aligns with our efforts in creating a broader culture of inclusive excellence that helps every student, faculty member, and staff colleague thrive at SJSU.

Reflections and Synthesis of Insights

San José State University has undergone significant changes and improvements in response to the issues raised by the Commission. These actions have profoundly impacted the institution, fostering a more inclusive, supportive, and effective environment for students, faculty, and staff. Dr. Cynthia Teniente-Matson's appointment as President has brought stability and strategic direction to SJSU. Her leadership has been instrumental in addressing budget challenges, improving shared governance, and fostering transparency. Transparency in strategic planning has improved through regular communications and increased engagement opportunities, ensuring the university community stays informed and involved in shaping institutional priorities. SJSU has made significant progress in tackling its financial challenges, including resolving a $35 million structural deficit and diversifying revenue sources. Strategic cuts, a hiring chill, and the development of shared services strategies have aided in balancing the budget while safeguarding the institution's core mission.

SJSU's commitment to diversity, equity, and inclusion (DEI) has been strengthened through various initiatives, including integrating Title IX and DHR programs, creating the Office for Title IX and Equal Opportunity, and implementing the Inclusive Excellence Framework. These efforts have resulted in enhancements in support for marginalized communities. The reorganization of academic advising and the launch of new programs, such as the Spartan Accelerated Education (SAGE) programs and SJSU Online, have also enhanced student success and retention as well as expanded access and opportunity. Developing a Student Success Equity Plan and integrating predictive analytics will enable ongoing changes to institutional structures that hinder student success and provide outreach to students from racially minoritized students as we continue to address our challenging equity gaps. While there remains a lot of work to address these disparities fully, these efforts have contributed to improved retention and graduation rates.

The recalibration of the Transformation 2030 Strategic Plan (SP) and the reorganization of the Office of Institutional Research & Strategic Analytics (IRSA) have aligned institutional priorities with strategic goals. Enhancing data processes, infrastructure, and interfaces has democratized access to data, enabling data-driven decision-making and fostering continuous improvement across the institution including in the key performance measures and indicators in the Strategic Plan.

To build on the progress made, SJSU proposes the following recommendations and follow-up steps:

1. Sustain and Expand DEI Initiatives (SP Goal 3): Continue implementing DEI initiatives, including the Inclusive Excellence Framework and focused support for racially minoritized students. Regularly assess the impact of initiatives and adjust strategies as needed to measure progress.

2. Enhance Student Support Services (SP Goal 1 and 2): Further integrate academic and student support services to ensure a seamless student experience. Amplify opportunities for students to thrive by expanding predictive analytics and early alert systems to ensure proactive student support.

3. Strengthen Financial Planning and Resource Allocation (SP Goal 5): Continue diversifying revenue sources and optimizing resource allocation through shared services and strategic partnerships. Review and adjust financial strategies regularly to ensure long-term sustainability.

4. Foster a Culture of Continuous Improvement (SP Goal 1): Build an even stronger culture of consistent evaluation and improvement of institutional processes, policies, and practices. Involve faculty, staff, and students in initiatives to boost institutional effectiveness and student outcomes.

5. Expand Community and Industry Partnerships (SP Goal 2 & 4): SJSU's location in Silicon Valley can be further leveraged to expand partnerships with community organizations, industry leaders, and other educational institutions. Partnerships can provide valuable resources, and support for students, faculty, and staff.

6. Monitor and Address Emerging Challenges (SP Goal 5): The President's Cabinet will remain attentive to emerging challenges, including demographic shifts, budget constraints, and changing student needs. Create proactive strategies to tackle these challenges and ensure the institution's resilience and adaptability.

Appendices

Institutional Context and Major Changes Since the Last WSCUC Review
0.1 Wall Street Journal/College Pulse Methodology (PDF)
0.2 US DOE PSRP Announcement (PDF)
0.3 Transformation 2030 Recalibration Documentation (PDF)
0.4 SJSU Student-to-Faculty Ratio (PDF)
0.5 Report Contributors List (PDF)

Responses to Previous Commission Requirements
Response to Recommendation # 1
1.1 Campus Culture Assessment (PDF)
1.2 DOJ January 2024 Site Visit Report (PDF)
1.3 Cozen O'Connor CSU Report (PDF)
1.4 Spartan Safe App (WEB)
1.5 Title IX/EO Interactive Dashboard (WEB)
    1.5.1 Title IX/EO Website (WEB)
1.6 Title IX/EO Campus-Wide Survey Report (PDF)
1.7 UP Satisfaction Survey Report (PDF)
1.8 Black Employee Survey Report (PDF)
1.9 Native American & Indigenous Student Experience (PDF)
1.10 Systemic Racism Initiatives/Activities (WEB)
    1.10.1 Microaggressions dashboards - MPP (PDF)
    1.10.2 Microaggressions dashboards - Staff (PDF)
1.11 Campus Committee on Diversity, Equity and Inclusion (WEB)
1.12 Campus Summit on DEI (WEB)
1.13 SJSU Mission, Vision Values Statement (WEB)
1.14 CCDEI Action Plan Framework (PDF)
1.15 Inclusive Excellence Framework (WEB)
1.16 Academic Affairs Staff Training Hub/Feedback (PDF)
1.17 People Centered Excellence Campus Communication (PDF)
    1.17.1 Summary of workgroup reports (PDF)
1.18 The Future of Humanity and Civic Engagement Framework (WEB)
    1.18.1 Signature Events (WEB)
1.19 Interfaith Task Force Charge (PDF)

Response to Recommendation # 2
2.1 Academic Senate Task Force Resolution (PDF)
    2.1.1 Committee on Senate Representation Report (PDF)
    2.1.2 Statement of Faculty Responsibility (PDF)
    2.1.3 Statement of Academic Freedom (PDF)
2.2 Budget Advisory Committee Recommendations Spring 2024 (PDF)
2.3 Campus Town Hall Recording 2023 (WEB)
2.4 2023 Budget Summit Presentation (PDF)
2.5 Budget Town Q&A/Communications Page (WEB)

Response to Recommendation # 3

No Appendices

Response to Recommendation # 4

Section 5 - Response to Recommendation # 5

Response to Recommendation No. 6

Response to Recommendation # 7

7.5 Student Affairs Curriculum Framework (PDF)

      7.5.1 Student Affairs Report Reflections (PDF)

7.6 Co-Curricular Updates for SALT (PDF)

7.7 DSA Assessment Outcomes (PDF)

7.8 February 19, 2024 Memo on deadlines (PDF)

7.9 RTP Policy Section S15-8 (PDF)

7.10 Draft Assessment Guidelines (PDF)

7.11 AIIE Assessment Site (PDF)

      7.11.1 Training Tuesday Workshops (PDF)

7.12 AIIE and DSA Assessments (PDF)

7.13 Assessment and Accreditation Texts (PDF)

7.14 AF Annual Summary Highlights 23-24 (PDF)

7.15 Assessing GE Programs (PDF)

7.16 RDE Dashboards (PDF)

7.17 Academic Program Assessment (PDF)

7.18 Student Affairs Program Assessment (PDF)

7.19 AF Reports (PDF)

Response to Recommendation # 8

8.1 IRSA Staffing Model and Organizational Infrastructure (PDF)

8.2 Key Interfaces for access to Data (PDF)

8.3 Identifying Inefficiencies/Reducing Duplication (PDF)

8.4 Case Examples re: Institutional Data (PDF)

Response to Recommendation # 9

9.1 Moss Landing Marine Labs administration memo (PDF)

9.2 SJSU/CSUMB MOU (PDF)

9.3 MLML Advisory Board Bylaws (PDF)

9.4 College of Science/MLML Strategic Plan 2018-2023 (PDF)