

SJSU			
Facilitating Graduation Items and Responsibilities			
Item	Description	Responsible Party	Status
1	Reduction of Required Units in Programs Leading to the Baccalaureate Degree	AVP, Undergraduate Studies; and Program Planning Committee	<b>Completed.</b> All degree programs have either reduced the number of units required for graduation to 120 or have been approved for units in excess of 120 through the campus process that includes chairs, deans, and two committees of the Academic Senate (Undergraduate Studies and Curriculum and Research). During each Program Planning cycle (normally every five years) each degree program that requires more than 120 units must re-justify the additional units or reduce the degree requirement to 120 units. An Excel spreadsheet attached as an Appendix to this report lists all SJSU undergraduate degree programs, and segregates those that require more than 120 units and the requested detailed information about these programs. A second Appendix is also attached which describes SJSU's current efforts to reduce the required units for those programs that require 120 units but have fewer than 10 free electives. This appendix also describes plans for additional efforts to allow for more free electives.

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2	Selective Reduction of Campus Graduation Requirements	Curriculum & Research Committee, and the AVP, Undergraduate Studies	<p>The Curriculum &amp; Research Committee of the Academic Senate is assigning components of this task to various committees and groups. The strategy adopted is to accomplish the same goals and learning objectives within fewer courses. Some progress has already been made. For example, the College of Engineering recommends that all students who qualify fulfill the core GE requirements through the Humanities Honors Program, which saves three units, and their advanced GE area R requirement through Engineering 100W, which saves an additional three units through double counting. Most majors in all colleges fulfill some major requirements through double counting GE courses. Additional actions are under development. For example, the Board of General Studies will examine the possibility of integrating SJSU Studies classes (advanced GE) with capstone courses within the major with recommendations due <b>spring, 06</b>. The Associate Dean of First Year Experience will examine the possibility of incorporating more of the FYE courses into GE. The Guidelines for FYE classes for freshmen are to be completed by the end of the <b>05/06 academic year</b>. The initial guidelines for FYE for transfer students are to be completed by the end of the <b>06/07 academic year</b>.</p>

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3	Emphasis on Graduation in Orientation Sessions for New Students (First-time Freshmen; Transfers)	Student Affairs, AVP Enrollment and Academic Services	The SJSU required freshman orientation/advising program already devotes part of the opening session with parents and students and a significant part of the three-hour advising session to strategies for progressing toward degree and graduation. The Career Center Partners with both the freshman orientation program and the transfer information program to inform students about a variety of resources and opportunities: SpartaJOBS, used to secure internships relevant to their career aspirations and part-time/seasonal employment, our Career Major Sheets and other on-line and hard copy resources in our Career Resources Lab, career assessments associated with majors, career /life goals, participation in career fairs, job fairs and specialized programs geared toward exposing our students to a variety of opportunities and enlarge their choices for appropriate career decisions. In addition, a joint memorandum from the Provost and VP Student Affairs affirming this directive for all units will be issued in the <b>spring, 2006</b> semester prior to the Admitted Student Receptions and in time to influence the planning for New Student Orientation. New opportunities to assure emphasis on graduation will be sought for the orientation sessions for students entering <b>fall, 2006</b> .

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4	Strengthened Support for both General Education and Life/Career Goal Clarification for Lower-Division Students	Board of General Studies, Advising Center, Career Center, and Assoc. Dean, FYE.	The SJSU goals and learning objectives for First Year Experience (FYE) courses and for area E of GE already address life and career goals clarification, but processes currently underway will provide opportunities to strengthen this component of the offerings. The revised guidelines for FYE will include a specific student learning objective related to life/career goal clarification. The Career Center and departments have prepared materials that aid students in choosing a major ( <a href="http://www.careercenter.sjsu.edu/careerplanning/whatcanido/whatcanido.html">http://www.careercenter.sjsu.edu/careerplanning/whatcanido/whatcanido.html</a> ), and has worked with faculty in using these and other materials for courses that include career choice (e.g., Engr 10, Science 2, MUSE, and Edco 4). The Career Center also provides its own workshops and assessment for life/career goals clarification. The Career Center and Advising Center will help prepare additional materials that would support this instruction and the new student learning outcomes that will be available <b>May 06</b> . All approved FYE courses (e.g., MUSE, Sci 2, Bus 10, Engr 10, Edco 4, and many department specific courses) will comply with the new student learning outcomes requirements by <b>spring, 07</b> .

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5	Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials and Resources	Academic Affairs, Student Affairs	All departments have materials available that provide information about career opportunities associated with specific degree programs (see point 4 above). Many of these were prepared with the help of the Career Center, and the Career Center has its own materials also. Many, but not all, departments have printed information as well as information provided on the department web site. Departments will be asked to review and update their web sites and fact sheets in conjunction with catalog revisions for the 2006/2008 catalog. These revisions will be done in conjunction with the deadline for the next catalog revision: <b>February 1, 2006</b> . The goal will be to have easily accessible and common routes to this information for all degree programs by <b>May 06</b> .
6	Choice of Degree Major Required at a Reasonable, Early Juncture	Academic Senate, Curriculum & Research Committee, and the AVP, Undergraduate Studies	Policies are currently being revised in the Undergraduate Studies Committee ( <b>fall, 05</b> ). The policy recommendation being forwarded to the Curriculum & Research Committee for consideration by the Senate in <b>spring, 2006</b> includes a requirement that all incoming upper division transfers will enter with a declared major and all students who entered as frosh will declare before exceeding 60 units. Preparation for implementation will occur <b>fall, 06</b> , and full implementation of the new requirements is anticipated <b>spring, 07</b> .

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7	Wide Promulgation of Roadmaps to Degree in Official, Centrally-Archived, Graphically Authoritative Format	College Deans, AVP Undergraduate Studies, Enrollment Services	Roadmaps are already in use at the departmental level. Deans or their designees will review all departmental web sites and provide the AVP Undergraduate Studies with URLs for all roadmaps. This review has begun and will be completed by <b>February 1, 2006</b> , the deadline for catalog materials. The roadmaps will be converted into a common format, integrated into the electronic version of the Catalog for 2006/2008, and will be linked to a single page on the Undergraduate Studies web site, <b>both fall, 06</b> . Staff in Enrollment and Academic Services are currently working on a format that is accurate, consistent, and easily understood.
8	Alignment of Class Schedules to Roadmaps	Chairs, College Deans, Program Planning Committee	Chairs at SJSU have a tradition of considering alignment to maximize the effectiveness of the course schedule offered. Deans or their designees will oversee the review by departments of the degree to which class schedules conform to the implicit promise in roadmaps. The guidelines for Program Planning (Program Review) are being revised during the <b>05/06</b> academic year, and it is expected that a requirement will emerge that involves the evaluation of the appropriateness of class scheduling given the roadmaps to be implemented for program reviews begun in <b>06/07</b> . The coordination of schedules across departments (for example, where a class from department A is required in the third semester for department B) is still very challenging for the campus, and we will examine the procedures used by other campuses to establish best practices during the review by CSU Academic Peers in <b>spring, 2006</b> .

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9	Provision in Policy of Mandatory Individual Student Study Plans to the Degree	CMS, Enrollment and Academic Services, Undergraduate Studies	The first phase of the system development necessary to provide this functionality is <b>already implemented</b> at SJSU (degree audits and "what if" degree audits available 24/7 through CMS). SJSU will investigate how other campuses that have also implemented CMS student module have or are planning to move from degree audits to individual student study plans. Adding this functionality will be pursued as the upgrade to version 8.9 of PeopleSoft that is currently underway is completed in <b>spring, 06</b> . Once the individual student study plans are implemented ( <b>timing determined by CMS baseline</b> ) it should only require a minor modification to the advising policy that will already require degree audits to also require the use of study plans.
10	Use of Cumulated Individual Student Study Plans in Planning Class Schedules	CMS, Enrollment and Academic Services, Undergraduate Studies	In the past, SJSU used an induced course load database to provide this functionality, but the conversion from SIS to CMS resulted in database incompatibilities that made the past system obsolete. The system development that will be required to use cumulated student study plans will be developed in conjunction with the development of the plans themselves ( <b>timing determined by CMS baseline</b> ). In the interim, some of the dashboard indicators that are being developed for the Provost's dashboard will provide a less precise, but serviceable set of data for optimizing class schedules ( <b>Initial implementation June, 06</b> )

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11	Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics	Enrollment and Academic Services, Undergraduate Studies	<p><b>Currently</b>, SJSU has already implemented a variety of programs and services in this area. The Learning Assistance Resource Center (LARC) has tutoring that is customized for courses in which substantial numbers of students have difficulty (particularly mathematics and writing courses). Frequency of use data have been collected and analyzed (<b>fall, 05</b>), and assessment is currently underway to determine the efficacy of these programs (<b>first phase to be completed spring 06</b>). The Writing Requirements Committee has gathered information on web sites that foster writing skills and developed a web page as a directory to these sites (<b>fall, 05</b>). Similar information is distributed by instructors of other key courses in which many students have difficulty. Students who work in the Peer Mentor Center provide tutoring and have been preparing their own web-based materials to assist students. Individual departments and colleges have been pursuing similar mentoring, tutoring, and computer assisted assistance in more disciplinarily focused ways. The key next step for SJSU is to assess which kinds of resources are effective for which kinds of problems so that resources can be directed most effectively. An assessment plan has been developed and the first data collected in fall 05. Changes will be made incrementally with the full assessment completed in <b>spring 07</b>. In addition to LARC, SJSU is opening an Academic Success Center in <b>fall 06</b> which will house the infrastructure for enhanced technology-mediated assistance, the Peer Mentor Center, and a new Writing Center. Key to this new center is hardware and software to support both independent student learning, and learning guided by tutors and mentors. Again, we hope to augment our own review of appropriate software with information from the review by CSU Academic Peers in <b>spring, 2006</b>.</p>

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12	Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete	Instruction and Student Affairs Committee, Faculty Senate, Enrollment Services, Undergraduate Studies	<b>Completed.</b> These policies were given a full review and were substantially revised with stricter limitations and increased requirements for substantiated evidence of special circumstances for exceptions. The most recent changes which include increased fees were implemented Fall 2005 (S05-12, <a href="http://www2.sjsu.edu/senate/chron.html">http://www2.sjsu.edu/senate/chron.html</a> ). Enforcement of the Incomplete policy was disrupted in the conversion to CMS, but full enforcement will be instituted at the end of the <b>fall 05 semester</b> .
13	Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repeats	Academic Senate, Academic Affairs, Student Affairs	<b>Completed.</b> Current policy limits repeat and academic renewal enrollment to the add/drop period starting the first day of instruction so students may only repeat a course in those cases in which there is excess instructional capacity.
14	Campus Provision of a Rich CMS Information and Communications Environment for Major Advising	CMS, Enrollment and Academic Services, Undergraduate Studies	<b>Completed.</b> The self-service portal to CMS provides all students with access to their transcript, a degree audit, and a "what if" degree audit that allows them to explore the implications of a change in major or concentration. In addition to the information available to students, faculty also have available other forms of the transcript and standardized test information that can be useful in advising.

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15	Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or upon Changing a Major	Chairs, Enrollment and Academic Services, Undergraduate Studies	Current policy requires a minimum of three advising sessions for students entering as frosh and two for students entering as transfers, but many departments require more sessions, and some (including one entire college) require advising every semester. A draft policy recommendation from the Undergraduate Studies Committee that requires more frequent advising for all students is being prepared <b>fall, 05</b> forwarded to the Curriculum & Research Committee for consideration by the Senate in <b>spring, 2006</b> . For entering freshmen it requires advisement prior to initial registration, in their third semester, upon earning 60 units, upon earning 90 units, and every semester after they reach the minimum number of units required to receive a degree in their major. Advisement is to be provided by departments for declared majors and by the Student Advisement Center for those who are undeclared, but students must declare a major by 60 units. Transfer students have a similar requirement except that it begins at 60 to 70 units when they enter the university with a declared major. (Expected Academic Senate action <b>spring, 06</b> .) Implementation is expected <b>spring, 07</b> .
16	Frequent Use of Degree Audits	Chairs, Enrollment and Academic Services	The proposed policy described under point 15 above requires that students come to their advising session with a current degree audit. (Expected Academic Senate action <b>spring 06</b> .)
17	Mandatory Degree Audits not later than at 70 Semester Units (or Quarter-unit Equivalent)	Chairs, Enrollment and Academic Services	The draft policy described under point 15 above requires degree audits at 30, 60, and 90 units. (Expected Academic Senate action <b>spring 06</b> .)

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18	Mandatory and If Needed Intrusive Advisement as Student Approaches / Exceeds Minimum Units Required for the Degree	Chairs, Enrollment and Academic Services	The draft policy described under point 15 requires advisement every semester after a student exceeds the minimum number of units required to attain a degree in their major. (Expected Academic Senate action <b>spring, 06.</b> )
19	Development and Use of "Dashboard Indicators" for Campus-Wide Monitoring of Graduation	President, Provost, IDR Committee	The President's Office has coordinated a committee with members from the President's Office, Academic Affairs, and Administration and Finance whose charge has been to develop appropriate "Dashboards" beginning with dashboards for the President and Provost. The initial set of indicators for these two dashboards has been completed. The indicators include those that monitor progress to degree and graduation rate. Upon adoption, many of these indicators will be made available on the campus web site. The initial implementation will be completed by <b>June 1, 2006</b> . The campus looks forward to the models promised in the coded memorandum as well.
20	Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program	Chancellor's Office, State-wide Academic Senate, President, Provost, and representatives from other CSU campuses.	Timelines and format to be provided by Chancellor's Office. SJSU looks forward to sharing our best practices and learning from those of others. The campus independently has been pursuing a best practices study of advising to help guide the improvement of our advisement system (expected completion <b>spring, 06.</b> )

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21	Provide the Board of Trustees with periodic reports	Presidents, Chancellor's Office	Campus representatives will participate in discussions with representatives from other campuses and the Chancellor's Office to determine what data in addition to retention rate, graduation rate, and number of units earned to graduate that would be useful in providing reports to the Board of Trustees. The President's Office will coordinate compilation of the Campus information to be provided to the Chancellor's Office for presentation to the Board of Trustees.
22	Provide appropriate funding, support	President	Advice to the President is provided through the Strategic Planning Process of the University. Several of the components described above are already included in the Goals 2010 document that was the first product of the planning process. Some, such as FYE and the development of dashboards have already received substantial financial support, although additional augmentation may be necessary. The establishment and review of funding priorities through this process is an annual process. The strategic planning process is advisory to the President, and the President will assure appropriate funding support for implementing the actions described above.

## **2. Undergraduate Degree Programs at 120 Semester Units, but with Fewer than 10 Semester Units of Free Elective.**

There are 16 degree programs at San José State University that have reduced their degree requirements to 120 units, but have fewer than 10 units of free elective: BS-Hospitality Management, BS-Advertising, BS- Kinesiology, BS-Business (accounting), BS-Business (Finance), BS-Business (Human Resource Management), BS-Business (Management), BS-Business (Management Information Systems), BS-Business (Marketing), BS-Business (International Business), BA-Biological Science, BS-Computer Science, BA-Earth Science, BS-Geology, BA-Physics, and BS-Physics. Nine of these are accredited programs, thirteen are BS degrees, and the three BA degrees are designed to meet CCTC requirements for teacher preparation. There are an additional 11 programs in which, if students choose a particular pattern of meeting degree requirements, they could have fewer than 10 free electives. Two strategies have been employed at SJSU to address this apparent constraint on flexibility and choice for students. The first focuses on the requirements of the General Education Program, and the second on requirements within the degree programs themselves. Some of these efforts that have been underway for the past seven years will be described first. New initiatives to further address the issue will be discussed in paragraph four.

The General Education Program has been constructed so that meeting its requirements offers many of the features of free electives. There are 217 courses in the GE Program that fulfill the 48 unit requirement among eight areas. For example, in the areas covering science there are 54 courses that come from 15 departments that represent 4 colleges. Similarly, in the areas of social sciences there are 73 courses coming from 23 departments that also represent 4 colleges, but two colleges that are different from those offering courses for the science area. Similar patterns exist for other requirements. Thus, although these are not truly free electives, students are offered more choice and flexibility than are available as free electives for students at smaller universities that have a more constrained course inventory. In addition, some integrated packages of GE courses (e.g., the Humanities Honors Program, American Studies) result in meeting the GE requirements in fewer units and/or have the advantage of a more coherent GE package and of developing learning communities.

The degree programs have made extensive use of areas in which program content overlaps with the requirements for areas of General Education so that they can design courses that fulfill both major requirements and GE, resulting in double counting of courses. A particularly effective example is Engineering 100W which covers two areas of GE (Area R and Area Z), and presents important content for the engineering majors. In addition, a few departments have modified courses so that information that is crucial to the major that had been presented previously in two courses, is now presented in a single course with some of the less critical information from the two courses eliminated. Finally, all programs have worked on advising to guide to students to the most efficient pathways to fulfill all graduation requirements.

The new strategies that SJSU is developing are organized around providing both the breadth education envisioned by General Education and the depth envisioned by majors and minors in more coherent and efficient packages. Rather than an arbitrary or piecemeal reduction of unit requirements, SJSU has adopted a more systematic approach within its strategic planning process. One of the foci of a three-day retreat to be held January, 2006 sponsored by the University Planning Council is to consider how to foster the development of a more integrated curriculum. A second foci is on the assessment of student learning outcomes to assure that educational quality is maintained or enhanced. Across-course integration from the first year through to graduation provides the opportunity of added course efficiency in presenting information. Likewise, horizontal integration within degree programs, and between degree programs and GE provides additional opportunities for efficiencies. The integration of capstone courses in degree programs with components of the advanced GE program is a particular instance that appears to be promising. This effort has been aided at SJSU by a renewed focus on clearly articulating goals and student learning outcomes for individual courses, for degree programs, and for the baccalaureate. This focus allows the better identification of overlap between student learning outcomes from the major, from support courses, and from GE. Such analysis provides new opportunities for designing new courses and repackaging the curriculum for more efficient delivery.