

WASC Working Group 2 CO-CURRICULAR STUDENT SUCCESS

Narrative assessment of SJSU's strengths and weaknesses related to co-curricular student success

STRENGTHS

Over the course of the past ten years, the Division of Student Affairs has undergone a significant transformation. In the midst of significant fiscal restrictions, employee reductions and other downsizing efforts, departments and staff continued to provide quality programs and services to our students. Approximately 200 programs, services and initiatives were implemented over this time period, one that play a significant role in the success of our students. Additionally, students' engagement within the campus community has grown significantly, so much so that they have presented their own challenges.

Recruitment and pre-enrollment communication to prospective and entering students has grown significantly, including taking advantage of social media trends. While electronic sources of communication (websites) still need attention, print publications like the Frosh and Transfer 101 publications, as well as Steps to Enrollment for Graduate, Undergraduate

RecConnect was launched in 2007, and brings together Club Sports, Intramurals, and Recreation. Participation in all three areas has continued to increase over the past decade.

As with club sports, the fraternity and sorority communities have seen tremendous growth. In 2005, SJSU had 14 residential general interest fraternities and sororities, and a handful of recognized culturally based fraternities and sororities. Total community membership totaled just under 900 students. Through 2014, the fraternity and sorority community has grown to include 45 fraternities and sororities (18 residential/ 27 non residential, 19 sororities/ 26 fraternities, 20 general interest/ 25 culturally based) and a total membership of over 1,900 students. The most significant news in this area relates to academic standards. In 2005 the fraternity and sorority community earned a combined undergraduate GPA average of a 2.40, well below the undergraduate campus

Compounding the enrollment data is campus support for both of these communities. Regardless of the political happenings as of late, it is evident in reading through the reports that University efforts are more geared towards the AAPI and Latino/a communities. We are already an AAPI serving institution, and are striving to become a Hispanic serving institution. Additionally, because of the fiscal implications and advantages of increasing the number of international and non-resident students, African American and Native American students have been left behind. Even the LGBT communities have seen significant growth and support over the past six years. Programs and organizations like the UNICAS Group, El Llanto Cards, Vamosa Leeren MLK, Jr., Destino Universidad, AAPI Ambassadors, Alpha Kappa Omicron, Pi Alpha Phi, Sigma Pi Alpha, Lambda Theta Nu, Es El Momento, the AAPI Community Forum, the ALAS Conference and more showcase University efforts in strengthening the AAPI and Latino/a communities.

In the same time frame, while African American student enrollment was declining, participation in African American student organizations was on an even greater descent. Participation in historically African American fraternities and sororities has declined by roughly 56% over the past eight years, more than double the rate of enrollment decline. Several organizations have been discontinued or were suspended. A glimmer of hope comes from the implementation of the African American Readiness College Project, the return of Alpha Kappa Alpha to campus after an 8 year hiatus, and the Hip Hop Student Conference.

The third and last area of challenge has to do with dispute resolution and student adjudication. The Office of Student Conduct and Ethical Development has seen a 480% increase in academic integrity violations in the past twenty years, with a 25% increase since 2006. While the rate of increase is slowing, more cases are being reported. In reading through the reports, one would wonder if faculty have the resources to resolve classroom behavior issues, or if they feel no other option but to refer them to Student Conduct. Additionally, when looking at the complete picture of student conduct violations, the pattern becomes more disturbing. In 2005-06, the department heard 981 cases for the year (21% academic integrity). In 2012-13, the department heard 2,307 cases (11% academic integrity). This represents a 235% increase in the case load for the department. More alarming is that more and more cases stem from poor behavior due to alcohol consumption, as well as physical violence.

The Office of the Ombuds persons show trends that are equally as disturbing. While the number of cases referred to the Office of the Ombuds person is relatively stable, averaging 340 per year, the number of cases referred to the Student Fairness Committee presents challenges. In 2005-06, the Student Fairness Committee heard 2 cases and resolved them in a matter of weeks. Over the next few years, the cases grew to 3, then 6 and then 10, with case duration extending beyond a semester, and even a year. 2011-12 saw 15 cases referred to Student Fairness and 2012-13 saw a record 25 cases referred to the Committee. While the 1,250% increase in referrals is troubling, the number of cases unresolved and forwarded from fiscal year to fiscal year is alarming. Alone, from 2011-12 to 2012-13, 13.5 (33%) of the cases had to be forwarded, and from 2012-13 to 2013-14, 9 (36%) of the cases had to be "ÁÆ=QñU