

**Academic Master Plan Working Group  
Current & New Programs  
Fall 2023 Recommendations and Report  
December 8, 2023**

Charge

The Current & New Programs (CNP) working group of the Academic Master Plan was charged to identify how current degrees and programs align with SSU's identity as a liberal arts and sciences university, consider opportunities for new and innovative programs, provide recommendations on enhancing the university's program makeup and composition in addressing the needs of our underserved student populations, expand experiential learning, support local workforce development needs, expand graduate education, utilize data to recommend effective modalities, and consider new educational models to incentivize continued and enhanced student enrollment.

Review of SP 23 Work

The spring semester of 2023 allowed the CNP to gather information on several aspects of the charge, especially related to job data and trends in California and Sonoma County, review examples of successful programs at fellow Hispanic-Serving institutions, and review similar-sized COPLAC and CSU institutions on how they approach interdisciplinary and blended programs (see [CNP Spring 2023 Interim Report](#)).

The spring semester also was a time for generating a list of potential metrics that the CNP could use in assessing current programs, and refining those to a shortened list that would be equitably applied across programs. CNP conducted extensive consultation with the faculty and staff (open forums), students (survey), and schools/departments (faculty/staff/student representatives, and survey) on assessing academic programs. An initial list of 48 potential metrics, with both quantitative and qualitative measures, resulted from the responses. After deliberations on the merits of the potential metrics, CNP selected those that would apply to academic programs (rather than departments, classes, or instructors) and sorted the list into three "pillars" of assessment: effectiveness, sustainability, and budget. Effectiveness is how successful a program is at serving its majors, minors, and university as a whole. Sustainability is a means of assessing the ability of a program to serve majors with its available faculty. Finally, the budget looks at resources needed for serving students.

In addition to metrics that have a quantitative component, CNP also considered ideas on assessing programs in relation to their commitment to the mission of SSU's liberal arts and sciences identity and other critical aspects of the University's mission such as commitment to DEI initiatives. These ideas do not lend themselves to easily measured outcomes, but are critical in understanding the role of a program in SSU's overall mission. CNP decided that this information would be appropriately used as a fourth set of metrics that would be applied as a "lens" - magnifying areas of excellence not captured in quantitative metrics.

### Development of Metrics

Late in the spring semester, CNP had reduced the initial list of 48 potential metrics to a subset of 23 through discussion about metric validity and eliminating overlap. The metrics were then sorted into the three pillars and fourth lens (CNP Metrics Survey). CNP then produced a survey for faculty and staff to weigh in on which set of metrics would be most important to a realistic assessment of programs in their departments. The goal was to see if certain sets of metrics were more critical to one school or another. The survey was available to all faculty and staff from mid-April through May 2023 (appendix – CNP Metrics Survey Questions).

### Survey Results

The results from the survey did not provide as much insight as hoped. Twenty-five individual responses were returned from the five schools, the library, and staff. Within each school, there was little agreement on a subset of metrics that would be deemed most appropriate for their programs. We then examined responses to see if there was agreement on metrics seen as most favorable across the university, within each of the pillars and lens.

<b>Pillar/Lens</b>	<b>Highest</b>	<b>Lowest</b>
Effectiveness	Headcount-Fac. to student ratio	Equity gaps in programs
Sustainability	Admissions yield	Percent of FTES in service courses
Budget	Ratio of TT Faculty salary to program FTES	Percent of total budget from non-state funds
Institutional Identity	Portfolio of programs reflecting diverse student populations	Demonstration of commitment to goals of equity and sustainability

Although the results of the survey did not provide clear guidelines for selection of metrics, it provided some insight into a few metrics that had low favorability among the programs. The percent of FTES in service courses and percent of non-state funds in the total budget were clearly not widely seen as effective measures. CNP was especially surprised by the low favorability of measures related to equity and sustainability, although these values are captured in our analysis through our “lens” (see below).

### Final Selection of Metrics

Late in the spring 23 semester, CNP was made aware that SSU contracted Gray Associates, a commercial enterprise that evaluates economics of academic programs. Thus the possibility arose of including market and economic information into the CNP metrics. This information helped with the continued evaluation of the potential metrics for program assessment.

Throughout the early part of the fall 2023 semester, CNP deeply investigated the reduced list of metrics as to our ability to obtain sufficient and timely internal data, and if additional data would be readily available from the external consulting group – Gray Associates. Below is the outcome of the review.

**Metrics Review** - Green rows are metrics accepted for the CNP assessment; yellow rows were rejected. The “Notes” in column 3 offer details about why the metric was included or excluded including caveats.

AMP Current Program Metrics*	Included in Scope of Work from Gray & Assoc.	Notes
<b>Effectiveness</b>		
Number of majors/minors/pre-majors/grad students = Headcount student to faculty ratio.	Headcount data (majors, minors) provided to Gray are delivered back as “program enrollment”	Although minors do indicate a program’s effectiveness, CNP decided to focus on the primary goal of the students – degree.
Majors per FTEF of full-time faculty.		
High Impact Practices	no	Moved to Institutional Identity lens.
Equity gaps in programs (% of courses with high DFW and high equity gap)	DFW rates included in “Academic Metrics”	CNP found this is not possible at the program level. Many such courses are in GE and not specific to programs.
Student satisfaction (current students)	No	Data not easily generated to the quality sought. No on-going collection of information across programs, and students do not have information related to program level.
Alumni satisfaction (post collegiate engagement)	No	Information not routinely collected. Individual departments have some information, but not program specific.
<b>Sustainability</b>		
Yield by admit type to program (FTF, transfer, graduate)	Yes in “Markets Data” (Draw/interest, but not as a yield metric)	Derive from OIE (yields) and Gray Associates (market draw).
Student retention (FTF, transfer)	included in “Academic Metrics”	
Graduation rates/numbers; including equity gaps		Select retention and completion as appropriate measures for sustainability.
Faculty retention	No	Not able to generate at program level. However, it will use available information which may determine programs in need of additional resources.
Percent of FTES residing in service courses	Enrollment at section/course level	Courses are not coded as service courses in PeopleSoft.
Program completion relative to markets (Service area, CA, national)	“Markets Data”	Program size relative to Gray’s predicted program size.
Job market data driving program enrollment	“Markets Data” Job postings Resume dashboard (employment of graduates)	Some aspects covered in Yield metrics (above). Not applied as metric, but considered in assessment.

<b>Budget</b>		
Program Total faculty salary, <del>FF</del> faculty, temp salary /Program FTES	Yes – PES Economics	Separation of TT from temp produces widely varying output. Decision to use total faculty salary which only applies to the department, not to programs. Will need Gray analysis for that level.
Program lecturer salary total/Program FTES	Yes – PES Economics	
Program staff salary total/Program FTES	Yes – PES Economics	
Program operational budget total/Program FTES	Yes – PES Economics	Operational budget cannot be refined to program instructional costs. Available data reflect outlays for multiple purposes which vary from year to year.
2-yr summed total budget funded by non-stateside funds (grant, donor, IDC, etc.)	Review	Available data for research, instruction, departments, schools. Not possible to apply equitably across all programs. Will be used as additional data for narrative.
<b>Institutional Identity</b>		
Portfolio of programs reflecting diverse students (esp. hispanic students)	no	CNP determines this information is not available to programs. Diversity of students in courses is a reflection of demographics, not of curriculum attracting those students.
High Impact Practices	no	Any HIP course required in the program curriculum. Other HIPs in the program can be added as narrative.
Community reputation and service	no	Reflection of courses required in the program as service-learning courses. Additional information about service/reputation added in narrative.
Demonstration of commitment to goals of equity and sustainability	no	Review of program learning objectives that indicate goals of equity and sustainability.
Contribution to liberal arts and sciences identity; Hispanic serving institution	no	Important, but no “hard” data. Add in narrative.

CNP then examined the available sources of data that could provide the required information for the reduced list of metrics. The main source was from the Office of Institutional Effectiveness via Tableau. A source of market data was provided by Gray Associates in a workshop held on Sept. 26-27. Faculty, staff, and administrators from all areas of the Academic Master Plan participated in using the market data to assess potential new programs and current

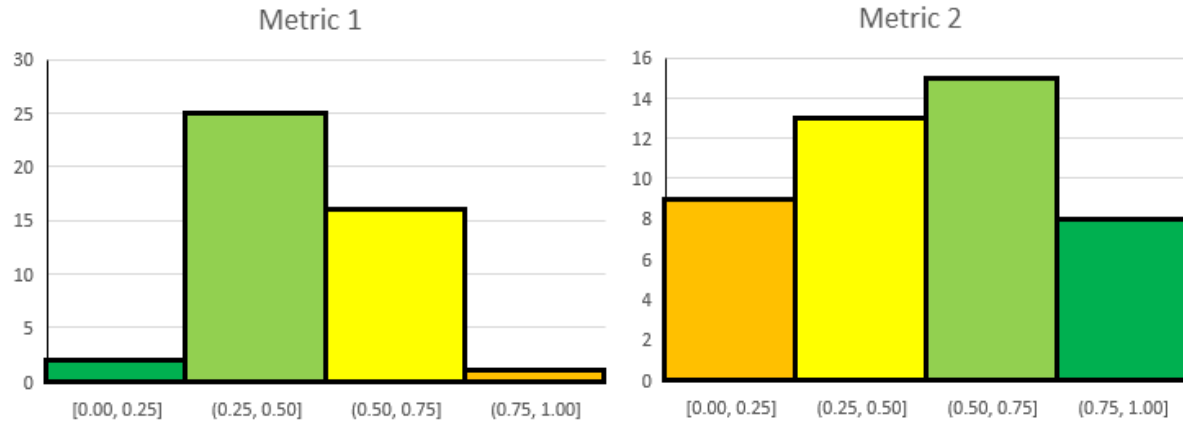
programs. Finally, CNP used public facing information on Program Learning Outcomes and High Impact Practices from department websites and the SSU catalog.

From the combined review of metrics and available data, CNP produced the final set of metrics for our assessment:

<b>Group</b>	<b>Metric</b>
Effectiveness	Student-Fac Headcount UG
	Student-Fac Headcount Grad
	Majors per FTEF of FT Faculty
Sustainability	Admission Yield FTFY
	Admission Yield Transfer
	Admission Yield Grad
	Retention FTFY
	Retention Transfer
	Completions UG
	Market Data Calif UG
	Market Data 100-mile Radius UG
	Market Data Calif Grad
	Market Data 100-mile Radius Grad
Budget	Faculty Salary Per FTES Undergrads
	Faculty Salary Per FTES Grads
Institutional Identity	Core values - DEI/social justice, sustainability, community engagement
	# Courses employing HIPs

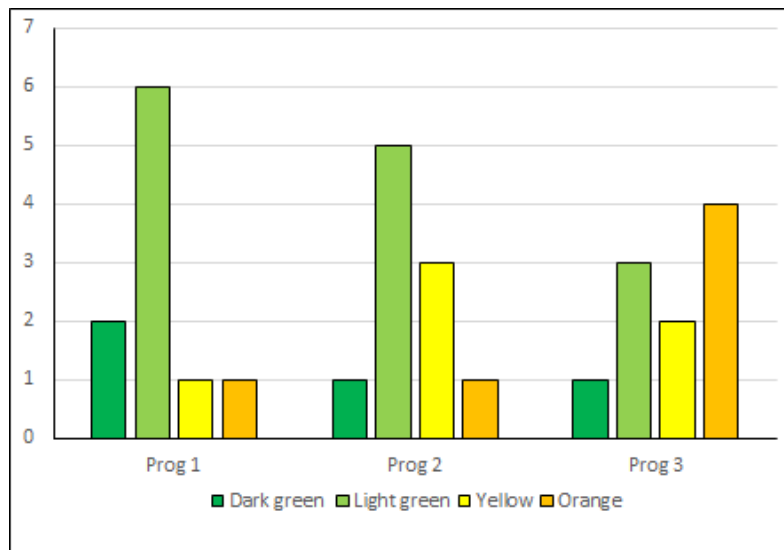
### Methodology

The raw data for each quantitative metric were scaled within a range of 0 to 1. This allowed combining results across all metrics. As the number of metrics for undergraduate programs differed from those available for postbac and graduate programs, scaling was conducted within each of these two degree types. Within each degree type, four quartiles were designated within the scale range: 0-0.25; 0.251-0.5; 0.51-0.75; 0.751-1. Each quartile was given a color-code to indicate high to low values on that metric. These are: dark green (high), light green (medium high), yellow (medium low), and orange (low). For some metrics, the quartile for the highest score could be reversed, based on the nature of the metric (see examples below).



For each program, the total number of each color was determined and graphed to display the distribution of scaled values for a program (see example below).

	Prog 1	Prog 2	Prog 3
Dark green	2	1	1
Light green	6	5	3
Yellow	1	3	2
Orange	1	1	4



Each program was examined for its distribution of scores across all metrics to determine if the program is assessed as strong, medium, or low performing. In the above example, Prog 1 has a high number of dark and light green values relative to the yellow and orange. This program is determined as a strong program. Prog 2 has a high number of light green and yellow values relative to the dark green and orange. This program is determined as a medium program. Lastly, Prog 3 has a high number of yellow and orange values relative to the dark and

light green and is determined to be a low performing program. Using this approach, programs are assessed on their own values and not compared to other programs in their performance across the available metrics. Within the group report-outs, programs are listed by this approach of strong, medium, and low.

### Lensing

For the commitment to SSU's core values of diversity/equity/inclusion, sustainability and connection to the community, we examined all departments' Program Learning Outcomes (public facing information) and searched within them for key words as well as for any indication of addressing one or more of the goals. If a PLO contained a key word or described a goal, it was noted. For a program, we then took a percentage of the scored PLOs as a total of all the program's PLOs (see Raw Data sheet on PLOs Final Analysis). One CNP member was chosen to provide language for the assessment, based on a review of all the program scores (see Results sheets on PLOs Final Analysis). The group then examined this analysis to make any suggested changes and to come to a consensus understanding of how to apply the information to their group assessments.

A similar but slightly different approach was used in assessing high impact practices. For each program, the required course descriptions were read by a subgroup of the CNP to see if they include a HIP (appendix High Impact Practices-CNP). The HIP was scored as to type: Research Experience, Capstone Course, Service Learning, Internship, and the total HIP's required in the program recorded (column "Rating"). This information was used by the groups in the assessment. We also queried the program chairs/coordinators for anything that would have not been captured in the required course descriptions. If additional HIPs are used in the program (any of the 11 HIPs) but not required in the program, we added those to the column "+ Other" and these were available for the groups to use in the narrative of their assessment.

The information from the PLO and HIP review was used to arrange a program within the initial 3 assessment groups derived from the quantitative metrics. It also allowed flexibility in applying non-metric (qualitative) information to the assessments of programs. It also gave information directly from programs which was used as needed in the narratives provided with each program assessment.

### Recommendations

To assess programs and develop recommendations, CNP was divided into four assessment groups (buckets) based on schools, each with a representative from that school(s). The groups provided the draft assessment of each program and the narratives that provide context. CNP as a whole reviewed the individual group draft. Discussions of each program were interactive, collaborative, and data-informed. Information not captured in the metrics, such as input from programs to the school reps or historical information from Academic Programs was discussed with its relevance to the program. Final recommendations involved honest and fulsome reviews with the entire CNP agreeing that each recommendation was appropriate to the available information (i.e., metrics, lenses, input from programs and shared knowledge).

Using the metrics (quantitative and qualitative) described above, based on the available data, and the discussions of the CNP, a set of recommendations were provided for each program.

Recommendation	Interpretation
Sustain	Program has a healthy history and outlook on the metrics. The program may be strong and growing organically, or may be small but steady in its performance, or plays a critical role in the liberal arts and science mission of SSU.
Grow	Significant enrollment growth potential is seen in the program if it was provided access to some additional resources.
Adjust	Program appears to be underperforming on the metrics, but still is viable with respect to serving populations of students or the mission of SSU. However, the program should examine what it is doing and how it could make changes to the curriculum to be able to increase student enrollment. It may be beneficial to look to partner with other programs and work on offering interdisciplinary degrees or cross curricular courses. Without making progress on adjusting, programs would be recommended for the next category.
Sunset	The program has underperformed historically and has little prospect of being able to increase enrollments.

Caveats/Weaknesses of Methods/Metrics

One issue the group faced was not having the same unit of analysis across all metrics. Some metrics the group was interested in were available at the Department-level (faculty data), while others were at the class level (DFW rates). We were more limited as we sought to identify metrics available at the *program* level. To the best of our ability, we used program level metrics, though in the case of salary information, we used the department as a proxy.

We especially were limited in our ability to evaluate programs with the lens information of institutional identity. For example, we could not identify universal measures of commitment to HSI or DEI. Our choice of using public facing information from program PLOs and catalog course descriptions was our attempt to obtain equitable and uniform information on this critical aspect of our programs. However, even this limited examination provided insights for programs that practice their commitment to these values, but have not made this clear to students and the public in a consistent way. A number of programs responded that they now realize the need to update this public facing information to better align with their actual practices.

A serious limitation was that the CNP group had planned on several of the metrics becoming available through our contract with Gray Associates. These included key metrics like cost of instruction. Unfortunately, at the time of writing, these metrics were not yet available. The group will reconvene in Spring 2024 to review these data as they become available.

Input

Programs also had several opportunities to provide feedback on the process. The CNP Group included faculty representatives from each of the schools and the library. These



representatives visited chair meetings and reached out to the programs in their schools throughout the process. They often brought feedback to the committee for continued discussion and consideration. As described above, faculty across programs were also asked to respond to a survey to provide their insights on metrics they were especially interested in including and metrics that were most relevant to their programs. Representatives also reached out to their constituents about metrics of specific concern. For instance, the committee was interested in the program's inclusion of High Impact Practices (HIPs). The committee gathered required HIPs from the campus catalog then our representatives conferenced with the programs to confirm accuracy.

Additional input was provided through the AMP Steering Committee to which CNP made regular reports. The Steering Committee provided feedback on the work of CNP and guidance when CNP had questions on the parameters of the work it was undertaking. As an example, the Steering Committee continued to strongly urge CNP to obtain any information possible on programs' commitments to institutional identity.

### Table of Recommendations

<b>School/Department</b>	<b>Program</b>	<b>Recommendation</b>
<b>Arts &amp; Humanities</b>		
American Multicultural Studies	American Multicultural Studies (BA)	Sustain
Art	Art History (BA)	Adjust
Art	Art Studio (BA)	Adjust
Art	Art (Studio) (BFA)	Adjust
Chicano and Latino Studies	Chicano and Latino Studies (BA)	Sustain
Communication Studies	Communication Studies (BA)	Grow
Communication Studies	Cinematic Arts (BA)	Program started in 23/24, no data
English	English (BA)	Sustain
English	English (MA)	Sustain
Liberal Studies - Hutchins	Liberal Studies - Hutchins (BA)	Sustain
Modern Languages	French (BA)	Sunset
Modern Languages	Spanish (BA)	Sustain
Music	Music (BA)	Adjust
Music	Music (BM)	Adjust
Philosophy	Philosophy (BA)	Sustain
Theatre Arts	Theatre Arts (BA)	Sustain
Theatre Arts	Dance (BA)	Sustain
<b>Business &amp; Economics</b>		
Economics	Economics (BA)	Sustain
Business Administration	Business Administration (BS)	Sustain
Business Administration	Business Administration (MBA)	Sustain
<b>Education</b>		
Early Childhood Studies	Early Childhood Studies (BA)	Sustain

Early Childhood Studies	Early Childhood Education (MA)	Sustain
Liberal Studies	Liberal Studies (BA) Ukiah	Adjust
Credential/Post-bac	Multiple Subject Teaching Credential	Sustain
Credential/Post-bac	Single Subject Teaching Credential	Sustain
Credential/Post-bac	Educational Specialist Subject Teaching Credential	Sustain
Counseling	Clinical Mental Health Program & School Counseling (Pupil Personnel Services Credential) (MA)	Grow
Education	Education (MA)	Sustain
Educational Leadership & Special Education	Educational Leadership (MA) and Administrative Leadership Credential	Adjust
<b><i>Social Sciences</i></b>		
Anthropology	Anthropology (BA)	Adjust
Anthropology	Cultural Resources Management (MA)	Sustain
Criminology & Criminal Justice Studies	Criminology & Criminal Justice Studies (BA)	Grow
Geography, Environment & Planning	Environmental Studies, Geography, and Planning (BA)	Sustain
Geography, Environment & Planning	Environmental Science, Geography, and Management (BS)	Sustain
Global Studies	Global Studies (BA)	Adjust
History	History (BA)	Sustain
History	History (MA)	Adjust
Human Development	Human Development (BA)	Sustain
Political Science	Political Science (BA)	Sustain
Political Science	Master's in Public Administration (MA)	Adjust
Psychology	Psychology (BA)	Grow
Sociology	Sociology (BA)	Sustain
Women & Gender Studies	Women's & Gender Studies (BA)	Sustain
<b><i>Science &amp; Technology</i></b>		
Biology	Biology (BA)	Sustain
Biology	Biology (BS)	Sustain
Biology	Biology (MS)	Sustain
Chemistry	Biochemistry (BS)	Sustain
Chemistry	Chemistry (BA)	Adjust
Chemistry	Chemistry (BS)	Sustain
Computer Science	Computer Science (BS)	Grow
Electrical Engineering	Electrical Engineering (BS)	Sustain
Electrical Engineering	Electrical and Computer Engineering (MS)	Sustain
Geology	Geology (BS)	Sustain
Geology	Earth and Environmental Science (BA)	Adjust
Kinesiology	Kinesiology (BS)	Grow
Mathematics & Statistics	Mathematics (BA)	Sustain

Mathematics & Statistics	Mathematics (BS)	Sustain
Mathematics & Statistics	Applied Statistics (BA)	Adjust
Mathematics & Statistics	Bi-disciplinary Math (BA)	Sustain
Mathematics & Statistics	Statistics (BS)	Sustain
Nursing	Nursing (BS) Pre-Licensure	Grow
Nursing	Nursing (BS) with RN	Grow
Nursing	Nursing (MS) with RN	Sustain
Physics	Physics (BA)	Adjust
Physics	Physical Science (BA)	Sustain
Physics	Physics (BS)	Sustain
<b><i>University-wide</i></b>		
ITDS	Special Major (BA)	No data
ITDS	German Cultural Studies (Concentration)	No data
ITDS	Special Major (BS)	No data

Looking ahead to Spring 2024

It is important to reiterate that these recommendations are based only on the data that were available to us. The CNP group is aware that additional economics data is forthcoming from Gray, and we strongly encourage that the current recommendations be viewed in tandem with the economics data for a more holistic picture. To that end, most members of the CNP group have agreed to continue on the committee for a third semester. During this third semester, we hope to have the ability to work with the Gray Associates economics data, and use these data to further advise the Provost about the portfolio of programs at Sonoma State. One set of programs that CNP was not able to evaluate were those in the School of Extended and International Education (SEIE) as this information is not as complete as state-funded programs in the SSU databases. The economics data Gray Associates will provide should give valuable insights into the viability of our current SEIE programs.

The CNP group will then turn to our recommendations about adjusting and developing new programs. While the current report suggests a number of programs for growth or adjustment, we make these recommendations without consideration of budget or timeline. We aim to provide a set of priorities in the Spring 2024 semester, and elaborate on the adjustments that are signaled by the market data.

The CNP group participated in a new programs workshop with Gray Associates on Sept. 26-27. The following programs surfaced as being marketable in our region and are listed in alphabetical order. These and additional programs will be explored in the spring.

Gray Associates Workshop New Programs to Consider

<b>CIP Title</b>	<b>Program Name</b>	<b>Level</b>
Agroecology and Sustainable Agriculture	Sustainable food systems	Bachelors
Athletic Training	Athletic Training	Masters
City/Urban, Community & Regional Planning	City/Urban, Community and Regional Planning	Masters
Clinical Lab Science/Medical Tech	Clinical Lab Science	Bachelors
Computer Engineering, General	Computer Engineering	Bachelors
Data Analytics and/or Data Science	Data Analytics	Bachelors and Masters
Data Analytics and/or Data Science	Data Visualization, Communication, Analytics	Bachelors
Elementary Education and Teaching	Elementary Education and Teaching	Masters
Game and Interactive Media Design	Gaming and Interactive Media Design	Bachelors
Graphic Design	Digital art, graphic design	Bachelors
Health Care Admin/Mgmt	Health Care Admin	Bachelors and Masters
Health Svcs/ Allied Health, Gen'l	Health services / Allied Health	Bachelors
Hospitality Admin/Mgmt, General	Hospitality	Bachelors
Information Science/ Studies	Information Literacy	Bachelors
International Relations/Affairs	International relations and diplomacy	Bachelors
Legal Studies, General	Legal Studies, General	Bachelors
Marketing/ Marketing Mgmt, General	Marketing/Marketing Mgmt, General	Bachelors and Masters
Marketing, Other	Integrated marketing communication or influencer marketing	Bachelors
Public Health, General	Public Health and Health Equity	Bachelors and Masters
Public Policy Analysis, General		Masters
Occupational Therapy	Occupational Therapy	Masters
School Psychology		Masters
Sociology		Masters
Speech-Language Pathology		Masters

Along with the Gray Associates information, the CNP group will return to the work initiated in the spring of 2023 related to job data and trends in California and Sonoma County and approaches to interdisciplinary and blended programs of similar-sized COPLAC and CSU institutions (see Spring 23 interim report). The CNP group will be considering the marketability alongside qualities we value at Sonoma State. We will consider the fit to our Hispanic Serving Institution identity, interdisciplinarity, and liberal arts identity. We recognize that we must leverage our current faculty resources to grow programs that will attract additional student populations and strengthen the qualities we value in our institution.

The CNP group will further consider the state of higher education and how the growth of online pedagogy, stackable credentials and certificates, and changing demographics of the student population bear on the future of our programming.

### Implications for other campus processes

The CNP group further offers this report to other groups on campus including APARC, UPRS, EPC, and the WSCUC Accreditation Working Group. APARC and UPRS may wish to review this report alongside current Program Review policy and guidelines documents to consider whether some of these metrics should begin being regularly collected and included into Program Review documentation.

EPC may wish to consider whether some of these metrics would be useful in evaluating new program proposals and other curricular changes. Additionally, the CNP group believes this report constitutes the type of continuous assessment and improvement advocated by WSCUC, and we encourage our WSCUC Accreditation Working Group to reference and excerpt it in our accreditation reports.

During the final selection of metrics, the CNP had to discard a number of measures deemed useful for program assessment for a number of reasons (see notes column in Metrics Review table). Although not able to use in the current review, the CNP would like the University to consider improving its ability to gather this information for future assessments:

- Alumni survey to gauge program effectiveness.
- A centralized warehouse of summaries of faculty exit interviews to address faculty retention issues and gauge program sustainability.
- Code courses in the database as “service courses” so that a program can be assessed for its contribution to service of other programs.
- Improved ability to disaggregate department/program funds into state provided operating budget vs. outside funding sources. This applies to both funding as well as expenditures.
- Work on common parameters for departments/programs to demonstrate their role in institutional identity/mission goals: HSI, DEI, HIP, and others.

### Members of Current & New Programs Working Group

Stacey Bosick (AVP Academic Affairs) co-chair

Richard Whitkus (Biology faculty) co-chair

Eric McGuckin (Hutchins faculty) – School of Arts & Humanities representative

Aidong Hu (Bus. Admin. faculty) – School of Business & Economics representative

Aja LaDuke (Literacy Studies & Elem Educ. faculty) – School of Education representative

Samuel Cohen (History faculty) – Library representative

Wendy St. John (lecturer-faculty) – School of Science & Technology representative

Alexis Boutin (Anthropology faculty) – School of Social Sciences representative

Sharon Fuller (lecturer-faculty) – School of Social Sciences

Edward Beebout (A&H interim dean)

Derek Girman (Dir. Grad Studies)

Sara Jordan (AM, SoEd) - Staff Representative

Heather Brown (AVP Institutional Effectiveness)

Athena Weathers (student)

### Appendices

[CNP Spring 2023 Interim Report](#)

CNP Metrics Survey Questions

PLOs Final Analysis

High Impact Practices-CNP

Group Report Outs

# Survey Questions:

1. Of the metrics listed below, please select the 6 metrics that you think are most important to a realistic assessment of the programs in your department.

## EFFECTIVENESS

- Number of majors/minors/pre-majors/post-bacs (Headcount Faculty to Student ratio)
- High impact practices (all inclusive, internships, service learning, capstone courses)
- Equity gaps and DFW
- Student satisfaction (current students)
- Alumni satisfaction (post collegiate engagement)

## SUSTAINABILITY

- Admissions yield relative to program (First Time Freshmen)
- Admissions yield relative to program (Transfer)
- Job market data driving program enrollment
- Student Retention
- Graduation rates/numbers
- Faculty retention
- Percent of FTES residing in service courses
- Program enrollment patterns relative to CSU, CA and nationally based on market and employment data

## BUDGET

- Program Tenure Track faculty salary total/Program FTES
- Program Lecturer salary total/Program FTES
- Program staff salary total/Program FTES
- Program operational budget total/Program FTES
- Percentage of total budget funded by non-stateside funds

## INSTITUTIONAL IDENTITY

- Portfolio of programs reflecting diverse student (i.e. Hispanic, URM, first-gen students, non-traditional)
- Community reputation and service
- High impact practices (all inclusive, internships, service learning, capstone courses)
- Demonstration of commitment to goals of equity and sustainability
- Contribution to liberal arts and sciences identity

2. When considering the metrics listed above, do you have any particular concerns about how this data might be considered in the context of your programs? Is there anything you think is critical that doesn't seem to be captured here? Please share any thoughts and concerns with us below:

Program	% of PLOs that address at least one core value	
<b>Arts and Humanities</b>		
<i>Suggested language: "Based on the Program Learning Objectives listed in the 2023-24 academic catalog or on the program website, this program conveys a..."</i>		
American Multicultural Studies, B.A.	0.84615385	High commitment to SSU's core value of DEI/social justice, and to a lesser extent, connectivity/community engagement.
Art History, B.A.	0.5	High commitment to SSU's core value of DEI/social justice.
Art Studio, B.A.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Art Studio, B.F.A.	0.11111111	Low commitment to SSU's core value of connectivity/community engagement.
Chicano and Latino Studies, B.A.	0.83333333	High commitment SSU's core value of DEI/social justice, and to a lesser extent, connectivity/community engagement ***Updated on 10/30 with new analysis***
Cinematic Arts and Technology, B.A.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Communication Studies, B.A.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Dance, B.A (Note: PLOs from website, no English, MA	0.4	Fair commitment to SSU's core values of DEI/social justice and connectivity/community engagement.
English, MA	0.25	Fair commitment SSU's core value of DEI/social justice
English, B.A.	0.0952381	Low commitment to SSU's core value of connectivity/community engagement.
French, B.A.	0.14285714	Low commitment to SSU's core value of DEI/social justice
Hutchins/Liberal Studies, BA	0.25	Fair commitment to SSU's core value of DEI/social justice
Music, B.M.	0.4	Fair commitment to SSU's core values of DEI/social justice and connectivity/community engagement.
Music, B.A.	None listed	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Philosophy, B.A.	0.25	Fair commitment to SSU's core value of connectivity/community engagement.
Spanish, B.A.	0.27272727	Fair commitment to SSU's core value of DEI/social justice
Spanish, M.A.	0.2	Low commitment to SSU's core value of connectivity/community engagement. ***Updated on 10/30 with new analysis***
Special Major: German Cultural Studies,	None listed	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Theatre Arts, B.A (all concentrations)	0.2	Low commitment to SSU's core values of DEI/social justice and connectivity/community engagement. ***Updated on 10/30 with new analysis***
<b>Business and Economics</b>		
Business Administration, B.S.	0.16666667	Low commitment to SSU's core value of sustainability.
Business Administration, MBA	0.5	High commitment to SSU's core values of sustainability and connectivity/community engagement.
Economics, B.A.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
<b>Education</b>		
Counseling, M.A.: CMHC	0.46153846	Fair commitment to SSU's core values of DEI/social justice and connectivity/community engagement.
Counseling, M.A.: School Counseling	0.4	Fair commitment to SSU's core values of DEI/social justice and connectivity/community engagement.
Early Childhood Education, MA	1	Very high commitment to SSU's core values of DEI/social justice and connectivity/community engagement.
Early Childhood Studies, B.A.	0.6	High commitment to SSU's core values of DEI/social justice and connectivity/community engagement.
Education, MA	0.66666667	High commitment to SSU's core value of DEI/social justice and, to a lesser extent, connectivity/community engagement.
<b>Science and Technology</b>		
Applied Statistics, B.A.	0.1	Low commitment to SSU's core value of connectivity/community engagement. ***Updated on 10/30 with new analysis***
Biochemistry, B.S.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Biology, B.A. and B.S.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Biology, MS	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Chemistry, B.A.	0.2	Low commitment to SSU's core value of DEI/social justice ***Updated on 10/30 with new analysis***
Chemistry, B.S.	0.14285714	Low commitment to SSU's core value of DEI/social justice.
Computer Science, B.S.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Earth and Environmental Science, B.A.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Electrical and Computer Engineering, MS	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Electrical Engineering, B.S.	0.2	Low commitment to SSU's core value of connectivity/community engagement. ***Updated on 10/30 with new analysis***
Geology, B.S.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Kinesiology, B.S.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Mathematics, B.A. and B.S.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Nursing BSN	0.55555556	High commitment to SSU's core values of DEI/social justice and connectivity/community engagement.
Nursing, MSN	0.66666667	High commitment to SSU's core values of DEI/social justice and connectivity/community engagement.
Physical Science, B.A.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Physics, B.A and B.S.	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Statistics, B.S.	0.16666667	Low commitment to SSU's core value of connectivity/community engagement.
<b>Social Sciences</b>		
Anthropology, B.A.	0.5	High commitment to SSU's core values of DEI/social justice and connectivity/community engagement.



Criminology and Criminal Justice Studies,	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Cultural Resources Management, MA	0.27272727	Fair commitment to SSU's core values of sustainability and connectivity/community engagement.
Environmental Science, Geography and M	0.5	High commitment to SSU's core values of sustainability and connectivity/community engagement.
Global Studies, B.A	1	Very high commitment SSU's core values of DEI/social justice and connectivity/community engagement, and to a lesser extent, sustainability.
History, B.A	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
History, MA	0.05	Low commitment to SSU's core value of connectivity/community engagement.
Human Development, B.A	0.5	High commitment to SSU's core values of DEI/social justice and connectivity/community engagement.
Political Science, B.A. (Note: PLOs from w	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
Public Administration, M.P.A. (Note: PLO	0.5	High commitment to SSU's core value of connectivity/community engagement. ***Updated on 10/30 with new analysis***
Psychology, B.A	0.33333333	Fair commitment to SSU's core values of DEI/social justice and connectivity/community engagement ***Updated on 10/30 with new analysis***
Sociology, B.A	0.16666667	Low commitment to SSU's core value of connectivity/community engagement.
Women's and Gender Studies, B.A	0.30769231	Fair commitment to SSU's core values of DEI/social justice and connectivity/community engagement.

Interdisciplinary Studies, MA/MS	0	Does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement.
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**KEY:**

Classes bolded have additional notes for consideration listed in the F column

Notes written in green are just additional comments

Notes written in blue indicate a course that either needs further clarification in its course title/description

**Rating (0/L/H):**

Programs with 0 HIPs = red

Programs with 1 HIP = yellow

Programs with 2-4 HIPs = green

**+ Other:**

Notes from Department Chairs that indicate a program uses HIPs not captured by our four categories may be rated somewhat higher as a result

Please email data to stiohnw@sonoma.edu. and I will enter it for you. Thanks!

Program	Verified	School	Rating (L + Other)	Research Experienc	Capstone Course	Service Learning	Internship	Notes from Program Chairs/Coordinators	Additional Notes
American Multicultural Studies, BA	TRUE	A&H	2	2	AMCS 480		AMCS 395	AMCS 395 is an upper elective course under "Choose 8 units" Major Core Req	
Art History, BA	TRUE	A&H	1	1		ARTH 490, ARTH 492			
Art: Studio Concentration BFA	TRUE	A&H	1	1		ARTS 465			<b>ARTS 465-Not listed as a capstone course and</b>
Art: Studio Concentration, BA	TRUE	A&H	1	1		ARTS 466		Both 465 and 466 serve as a quasi Capstone, though there is no official capstone course	
Chicano and Latino Studies, BA					CALS 458	CALS 410, 426, 445, 474 or 480*	CALS499	There is no official capstone course; majors typically use their capstone as the final project in one of our seminar (400-level) courses	
Communications, BA	TRUE	A&H	3	3	COMS 301, COMS 302, COMS 202	COMS 402	COMS 340, COMS 368, CC COMS 499		<b>COMS 402-Not listed as a capstone course and instead as a "Senior Seminar", but listed as a graduation requirement and description is similar to that of a capstone course</b>
English, BA	TRUE	A&H	4	4	ENGL 460	ENGL 402, ENGL 485, ENGL 496	ENGL 368, ENGL 395, ENGL 460, ENGL 462, ENGL 499	ENGL368*	*or 499 may meet "Experiential" requirement
English, MA	TRUE	A&H	4	4	ENGL 500, ENGL 581/2/3/4	ENGL 535, 599			All graduate courses include research component
French, BA			2	2		FR 475			<b>FR 475-Not listed as a capstone course and instead as a "Senior Seminar", but has a description is similar to that of a capstone course</b>
Liberal Studies(Hutchins) BA	TRUE	A&H	1	2					
Music, BA	TRUE	A&H	3	6	MUS 251, 351	MUS 490 Senior Project	LIBS 312	LIBS 499	Fresh seminar is an AACU HIP/ePortfolio is an AACU HIP/WIC is an AACU HIP
Music, BM	TRUE	A&H	2	2	MUS 251, 300, 351	MUS 490 Senior Project	MUS 400, 403, 405		<b>MUS 490-Not listed as a capstone course and instead as "Senior Project", but has a description is similar to that of a capstone course</b>
Philosophy, BA	TRUE	A&H	3	4	PHIL 400	PHIL 202, 204, and 400 all have SL requirements			Required courses vary by track. Public Performance is a HIP even if not listed as such by the AACU. We also have NOMA Winds, a service learning project associated with the music education program teaching credential in Music
Spanish, BA	TRUE	A&H	2	2		SPAN 490, SPAN 491			All MLL language courses are taught as small interactive classes (max. enrollment 25 students) and serve as "high-impact" experiences. Same applies to strongly encouraged study-abroad experiences.
Spanish, MA	TRUE	A&H	1	2			SPAN 501		All MLL language courses are taught as small interactive classes (max. enrollment 25 students) and serve as "high-impact" experiences.
Theatre Arts -DNC BA	TRUE	A&H	1	2		THAR 379			DANC 301 - Public Performance is a High Impact Practice, even if not named as such by AACU
Theatre Arts -THAR BA	TRUE	A&H	1	2		THAR 379			THAR 302 - Public Performance is a High Impact Practice, even if not named as such by AACU
Business Administration, BS									Only Wine Business concentration has Internship (BUS 499W)
Business Administration, MBA	FALSE	BUS	0	1					
Economics, BA	FALSE	BUS	0	0					
Executive Master of Business Admin, M	FALSE	BUS	0	0					
Counseling, MA	FALSE	EDU	0	0					
Early Childhood Studies, BA	FALSE	EDU	2	2		<b>EDEC 478</b>	EDEC 220		
Early Childhood Education, MA	FALSE	EDU	1	1			EDEC 542		
ECS Integrated Teacher Program, BA						<b>EDEC 478</b>	EDEC 220, EDSP 461, EDSP 461		<b>EDEC 478-Not listed as a capstone course and instead as a "Senior Portfolio", but has a description is similar to that of a capstone course</b>
Education Leadership, MA	FALSE	EDU	3	3					
Education, CTL, MA	FALSE	EDU	0	0					
Education, Emphasis in Reading/Langu.	FALSE	EDU	0	0					
Education, MA	FALSE	EDU	1	1	EDSP 599				

Anthropology BA				<b>ANTH 491</b>			Many, but not all, of the required Methods courses involve research experience (e.g., ANTH 414, 451, 480)	<b>ANTH 491</b> -Not listed as a capstone course and instead as a "Senior Seminar", but listed as a graduation requirement and description is similar to that of a capstone course
Criminology and Criminal Justice BA	TRUE	SS	1	1				
Cultural Resources Management MA	TRUE	SS	3	3	CCJS 370 ANTH 599A, ANTH 599B	CCJS 490	CCJS 499 ANTH 596A, ANTH 596B, ANTH 596C, ANTH 597	"Definition of "Research Experience": courses where students produce new knowledge via work on a research project
Environmental Science, Geography, M	TRUE	SS	2	2	GEP 316	GEP 446, GEP 456, GEP 461, GEP 476, GEP 486, GEP 489	GEP 317	
Environmental Studies, Geography, Pl	TRUE	SS	3	3	GEP 316	GEP 422, GEP 431, GEP 446, GEP 456, GEP 461, GEP 476, GEP 486, GEP 489	GEP 317	
Global Studies BA	TRUE	SS	3	3		GEP 422	GLBL 497	In the past, GLBL had a year-long capstone (GLBL 490 and 491). That class had a strong research experience component. Moving forward, it will use GEP 422 as its capstone. <b>GLBL 497</b> -"Cross-Cultural Community Service Internship" listed under Capstone Course with an additional note for a required Capstone Project. GEP 320 is also listed under the capstone section, but that class is discontinued
History BA	TRUE	SS	2	2	HIST 498	HIST 498	HIST 497	Many of the UD electives would qualify as "research experience," depending on the course requirements instituted by the professor <b>HIST 498</b> -Not listed as a capstone course and instead as a "Senior Seminar", but has a description is similar to that of a capstone course
History, MA	TRUE	SS	3	3				
Human Development BA	TRUE	SS	1	1	HIST 598			
Human Development, BA	TRUE	SS	3	3	HD 450; HD 495	HD 322; others on occasion	HD 496	Both HD450 and HD322 are required classes for the major, so all students get both research/presentation experience as well as a service-learning class. Note too that both of these HIPS are listed as PLOs for the HD BA. I believe that the HD BA is the only program at SSU that lists "experience with service-learning" as a program learning outcome. The internship (HD 496) is not required; it functions as an extension of class-based student service-learning. The special studies class (HD495) is offered regularly by the Program Coordinator to individual students working on larger projects (e.g., Koret work or McNair projects).
Human Development, BA	TRUE	SS	3	3	HD 450; HD 495	HD 322; others on occasion	HD 496	Both HD450 and HD322 are required classes for the major, so all students get both research/presentation experience as well as a service-learning class. Note too that both of these HIPS are listed as PLOs for the HD BA. I believe that the HD BA is the only program at SSU that lists "experience with service-learning" as a program learning outcome. The internship (HD 496) is not required; it functions as an extension of class-based student service-learning. The special studies class (HD495) is offered regularly by the Program Coordinator to individual students working on larger projects (e.g., Koret work or McNair projects).
Political Science BA	TRUE	SS	3	3	POLS 302	POLS 498		<b>POLS 498</b> -Not listed as a capstone course and instead as a "Senior Seminar", but has a description is similar to that of a capstone course
Psychology BA	TRUE	SS	2	2				
Public Administration (Master's)	TRUE	SS	1	1	PSY 280			
Public Administration, MPA	TRUE	SS	4	4	POLS 505; POLS 539; POLS 550	<a href="#">POLS 596; POLS 598; POLS 599</a>	POLS 506; POLS 503B; POLS 580; POLS 582; POLS 587	<a href="#">Students take one of three "Culminating Experiences" to include either Thesis (599) or Capstone (598). Capstone most popular exit option and includes direct case study with a community partner. This is both a Capstone and a Community-based HIP (High-Impact Practice). Capstone Overview found here: <a href="https://politicscience.sonoma.edu/programs/mpa/capstone-guidelines">https://politicscience.sonoma.edu/programs/mpa/capstone-guidelines</a></a>
Sociology BA	TRUE	SS	4	4	POLS 505; POLS 539; POLS 550	POLS 596; POLS 598; POLS 599	POLS 506; POLS 503B; POLS 580; POLS 582; POLS 587	Program not taking applications
Sociology BA	TRUE	SS	4	4	SOCI 300, SOCI 498	SOCI 498		SOCI 498 is a capstone course. The Sociological Experience Requirement is met with a service learning course, an internship, or a careers course, but the careers option means that it is not a HIP requirement.
Women's and Gender Studies BA	TRUE	SS	2	2				WGS 499 Internship is required for all WGS majors
Applied Statistics, BA	TRUE	SS	3	3	WGS 425	WGS 485	<a href="#">Math 367, Math 467</a>	WGS 499 Internship is required for all WGS majors The Applied Statistics BA requires students to complete 12 units in a related discipline, and so students may engage in research, capstone, or internship through these additional classes.
Bi-Disciplinary Mathematics, BA	TRUE	SST	1	2				The Bidisciplinary Mathematics BA requires students to complete 14 selected courses in Mathematics, and have the option to select a capstone or service learning class as part of that requirement. They also need to take 22 units in a related discipline, and so students may engage in research, capstone, or internship through these additional classes.
Biochemistry, BS	TRUE	SST	0	0				
Biochemistry, BS	TRUE	SST	2	2	CHEM 315, CHEM 316, CHEM 494	CHEM 401, CHEM 441, CHEM 497		Students choose between CHEM 316 (course based research) and 494 (independent research)
Biology, BA	FALSE	SST	0	0				
Biology, BS	FALSE	SST	2	2	BIOL 494, BIOL 496A,		BIOL 499	
Biology, MS	FALSE	SST	1	2	BIOL 595, BIOL 597,			Program is entirely research-based
Chemistry, BA	TRUE	SST	1	1		CHEM 497, CHEM 401		
Chemistry, BS	TRUE	SST	2	2	CHEM 315, CHEM 316, CHEM 494	CHEM 401, CHEM 402, CHEM 497		Students choose between CHEM 316 (course based research) and 494 (independent research)

Computer Science, BS	TRUE	SST	2	2	CS 496	CS 470		research project vs. capstone project is student choice	CS 470/496-Two courses that students can
Earth and Environment, BS	FALSE	SST	0	0					
Electrical and Computer Engineering, MS					ECE 595 or ECE 599		ECE 591	ECE 595 is 3 units projects, usually split into two semesters (1+3). ECE 596 is thesis, usually taken over two semesters for total of 6 units. Internship experience is required to graduate.	
Electrical Engineering, BS	TRUE	SST	2	2		EE 492, EE 493		Most students participate in research or design projects, but are not required. Many students intern, but is not a part of the requirement. Students take EE 492 in fall and EE 493 in spring, and need to produce a working prototype to graduate.	
Geology, BS	TRUE	SST	1	2	GEOL 426A&B, GEOL 495	GEOL 420		GEOL 304, GEOL 308, GEOL 312, GEOL 314, and GEOL 318 are all required field courses for the Geology BS degree. 3 out of these 5 are required for the Earth and Environmental Sciences BA degree. The hands-on field experiences that these courses provide is the hallmark of our program and is an example of a HIP that gets our students jobs, gets our students into grad programs, and should be highlighted in the marketing of our university.	
Kinesiology, BS	TRUE	SST	2	2				KIN 430, Field Experience, was required of all KIN students. However, when CCE took on cleaning up the internship process, we were told we could not continue the 430s in their current form. We would need to go through Contracts & Procurement among other bureaucratic requirements. Our faculty could not take this on, so we took the KIN 430 through the discontinuance process.	All the KIN faculty have been awarded McNair and/or Koret Scholar awards. Students participate in research, but it is not required for graduation nor linked to specific courses.
Kinesiology, Exercise Science, BS	TRUE	SST	0	1					
Kinesiology, Interdisciplinary, BS	TRUE	SST	0	0			KIN 427, Seawolf Fit		
Kinesiology, Lifetime Physical Activity,	TRUE	SST	1	1					
<b>Mathematics Secondary Teaching</b>	TRUE	SST	0	0					
<b>Mathematics, Applied Mathematics, BS</b>	TRUE	SST	2	2		MATH 490	<a href="#">MATH 390</a>	<b>Students must choose a concentration to obtain this degree. The Applied Math Concentration is the only one available through the BS Mathematics, so listing these as separate items is unnecessary.</b>	<b>Other HIP: Math 316, Math 470 - Other HIP: Math 470 - Collaborative Assignments and Projects</b>
Mathematics, Pure Mathematics, BA	TRUE	SST	0	1					
Nursing-Family Nurse Practitioner, MS	TRUE	SST	0	0					
Nursing, BS	TRUE	SST	2	2	NURS560		NURS560		
Nursing, RN - BS	TRUE	SST	2	2	NURS 310	NURS 414	NURS 414		
Physical Science	TRUE	SST	3	3	NURS 310	NURS 416			
Physical Science, Foundational	TRUE	SST	2	2		PHYS 491			PHYS 491- Capstone Seminar
Physical Science, Teaching, BA	TRUE	SST	1	1		PHYS 491			PHYS 491- Capstone Seminar
Physics, Astrophysics, BS	TRUE	SST	1	1		PHYS 491			PHYS 491- Capstone Seminar
Physics, BA	TRUE	SST	1	1	ASTR 492, ASTR 497, PHYS 492, PHYS 493, PHYS 497	PHYS 491			ASTR 492/497-As part of the capstone Students are expected to complete PHYS 491- Capstone Seminar in addition to one of the supervisory research courses listed (PHYS 492, PHYS 493, PHYS 497)
Physics, BS	TRUE	SST	2	2		PHYS 491			Students are expected to complete PHYS 491- Capstone Seminar in addition to one of the supervisory research courses listed (PHYS 492, PHYS 493, PHYS 497). PHYS 366 is a required research methods course.
Pre-Licensure, BSN	TRUE	SST	2	2					
Statistics, BS	TRUE	SST	0	0					
Traditional Post-Licensure Program,	TRUE	SST	1	2			<a href="#">Math 367</a>		Other <a href="#">HIP</a> : Math 465 - Collaborative
Traditional Post-Licensure Program, BS	TRUE	SST	0	0					
Interdisciplinary Studies, MA/MS	FALSE	UNIV	0	0					
			2	2	ITDS 599A, ITDS 599B		ITDS 498, ITDS 499,		

# Assessment of Current Programs in Arts & Humanities

*Prepared for the Current and New Programs Workgroup*

All programs (academic plans) reviewed by the group are currently within the School of Arts & Humanities. They are listed below, along with their department affiliation.

DEPARTMENT	PLAN_DESC	ACAD_PLAN	CIP_CODE
American Multicultural Studies	Amer Multicult. Studies (BA)	AMCS-BA	05.0299
Art	Art History (BA)	ARTHST-BA	50.0703
Art	Art Studio (BA)	ARTS-BA	50.0702
Art	Art Studio (BFA)	ARTS-BFA	50.0702
Chicano and Latino Studies	Chicano & Latino Studies (BA)	CALS-BA	05.0203
Communications Studies	Communication Studies (BA)	COMS-BA	09.0101
English	English (BA)	ENGL-BA	23.0101
English	English (MA)	ENGL-MA	23.0101
Liberal Studies - Hutchins	Liberal Studies Hutchins (BA)	LIBH-BA	24.0101
Modern Languages	French (BA)	FR-BA	16.0901
Modern Languages	Spanish (BA)	SPAN-BA	16.0905
Music	Music (BA)	MUS-BA	50.0901
Music	Music (BM)	MUS-BM	50.0901
Philosophy	Philosophy (BA)	PHIL-BA	38.0101
Theatre Arts	Dance (BA)	DNC-BA	50.0301
Theatre Arts	Theatre Arts (BA)	THAR-BA	50.0501

To determine Strong, Medium, and Weak categories based on metric values, we used the average of metric values assessed and determined that programs with values below 2.0 were classified as Strong, between 2.0 and 3.0 were classified as medium, and more than 3.0 were classified as weak. Within each of these categories programs were sorted into groups reflecting strong, medium, or weak alignment with COPLAC identity. This was determined by a combination of standardized evaluations of alignment with SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement based on Program Learning Objectives and HIPs required by the program.

## Strong Programs

### English (ENGL-BA)

Metric Average (2.0 – Strong) | Strong alignment with COPLAC identity

- Very strong on 2 metrics (transfer retention, faculty salary per FTES)
- Strong on 6 metrics (stu/fac headcount, FTY yield, FTY retention, completions, Gray market data for CA and 100 m radius)

- Medium on 2 metrics (majors per FT faculty, transfer yield)
- Weak on 0 metrics

### Narrative

This is an affordable, diverse program that is vital to a COPLAC Liberal Arts institution through instruction in GE Area A2 Written Communication in addition to literature, composition, and creative writing. Some commitment to core values are reflected in the PLOs, and are embedded in the curriculum. There is a broad employment of HIPs.

Recommendation: Sustain

## Communication Studies (COMS-BA)

Metric Average (2 – Strong) | Medium alignment with COPLAC identity

- Very strong on 3 metrics (FTFY and transfer retention, faculty salary per FTES)
- Strong on 2 metrics (completions, Gray market data for 100 m radius)
- Medium on 5 metrics (stu/fac headcount, majors per FT faculty, FTFY and retention yield, Gray market data for CA)
- Weak on 0 metrics

### Narrative

COMS is weak on PLOs showing commitment to core values. However, DEI values are embedded in the curriculum. There is broad employment of HIPs. Market data demonstrates a strong demand within a 100 mile radius. There are not many such programs regionally, and they are often impacted. The program has a high rate of retention and degree completion, but growth would require further TT hire, thus Gray and Associates PPS Workshop groups recommended the program Adjust and Grow.

In Fall 2023, the Communications department launched a new program in Cinematic Arts and Technology (CINE-BA) with the potential to draw new students to SSU. Since the program is so new, there was little data available on the program at the time of this report.

Recommendation: Grow

# Medium Programs

## American Multicultural Studies (AMCS-BA)

Metric Average (2.7 – Medium) | Strong alignment with COPLAC identity

- Very strong on 1 metric (FTFY retention)
- Strong on 2 metrics (student/fac headcount, faculty salary per FTES)
- Medium on 5 metrics (yield for FTFY and transfer, transfer retention, Gray market data for CA and 100 m radius)
- Weak on 1 metric (majors per FTEF of FT faculty)

### Narrative

The program is a GE workhorse in Area F. These classes typically fill, but there are few majors (13 in Fall 2023). Thus, professors are unable to teach specialized courses. Its SFR is one of the highest in the School of Arts and Humanities and the program is affordable. AMCS strongly aligns with Diversity and Equity values; the curriculum and PLOs demonstrate this commitment. Strong use of HIPs. An Asian Studies curriculum is being developed by a new TT hire.

Recommendation: Sustain

## Chicano and Latino Studies (CALC-BA)

Metric Average (2.5 – Medium) | Strong alignment with COPLAC identity

- Very strong on 2 metrics (FTFY and transfer retention)
- Strong on 2 metrics (stu/fac headcount, faculty salary per FTES)
- Medium on 5 metrics (FTFY and transfer yield, completions, Gray market data for CA and 100 m radius)
- Weak on 1 metric (majors per FT faculty)

### Narrative

This program is vitally important for SSU's status as a HSI. Similar to AMCS, the department is a GE workhorse offering courses that fill in Area F. Department faculty meet the legal criteria to teach Ethnic Studies. CALC courses also support a significant number of education students pursuing Bilingual Added Authorization (BILA) to add to their credential (Multiple Subject, Single Subject, Special Education). However, CALC has a small number of majors (20 in Fall 2023). PLOs reflect very high commitment to core values. There is broad employment of HIPs.

Recommendation: Sustain

## English (ENGL-MA)

Metric Average (2.7 – Medium) | Strong alignment with COPLAC identity

- Very strong on 1 metric (faculty salary per FTES)
- Strong on 2 metrics (admissions yield, Gray market data 100 m radius)
- Medium on 2 metrics (majors per FT faculty, Gray market data CA)
- Weak on 2 metrics (stu/faculty headcount, completions)

### Narrative

The English MA is unique in its encouragement of service learning and community engagement in student projects and theses. There is a high level of HIPs. . It demonstrates a low commitment to core values as reflected in the currently posted PLOs, but DEI values are directly referenced in the PLOs the program developed in its 2020 Program Review, as well as in the politically inflected curriculum and in the student handbook. While the program is smaller than expected according to Gray’s predicted program size, it is strong within the 100 mile radius. The program is affordable, with a low salary to FTES ratio.

Recommendation: Sustain

## Liberal Studies Hutchins (LIBH-BA)

Metric Average (2.4 - Medium) | Strong alignment with COPLAC identity

- Very strong on 3 metrics (FTFY yield, FTFY and transfer retention)
- Strong on 1 metric (faculty salary per FTES)
- Medium on 5 metrics (majors per FT faculty, transfer yield, completions, Gray market data CA and 100-m radius)
- Weak on 1 metrics (stu/faculty headcount)

### Narrative

This program strongly aligns with a Liberal Arts identity. It utilizes 9 of the 11 AAC&U HIPs. It has a strong community reputation and many representatives in regional school faculties and administration. It enjoys an active alumni board. The program is intentionally low on student headcount/faculty due to a seminar based pedagogy. Current PLOs show a fair commitment to SSU’s core values, while DEI and Sustainability are strongly represented in the curriculum and faculty hires. Some growth of its seminar based Lower Division GE program could be possible with institutional support and advising.



Recommendation: Sustain

## Music (MUS-BM)

Metric Average (2.7 - Medium) | Strong alignment with COPLAC identity

- Very strong on 2 metrics (FTFY yield, transfer retention)
- Strong on 3 metrics (FTFY retention, completions, faculty salary per FTES)
- Medium on 1 metric (transfer yield)
- Weak on 4 metrics (stu/faculty headcount, majors per FT faculty, Gray market data CA and 100-m radius)

### Narrative

MUS-BM is strongly aligned with SSU's Liberal Arts and COPLAC identity. There is a broad application of HIPs. Commitment to core values are reflected in several PLOs. The program could aim for a more robust connection with SSU's status as an HSI. The MUS-BM program has a significantly higher number of majors than the MUS-BA (83 versus 13 in Fall 2023, respectively). It is a nationally accredited program that supports careers in music and music education. The music program has a strong presence regionally through alumni that are music educators and instructors, and it brings musicians and regional students to the GMC for concerts and interactive clinics. Like the MUS-BA it is a driver of costs to its School through private instruction, which also accounts for the low numbers of students per faculty. Much of these costs are mitigated by an endowment, but it may need to be more cost effective with more attention to donor support. The metrics do not reflect the full costs of the program as insights from the Gray Economics module were not available at the time of this assessment. The department may consider whether both a MUS-BA and MUS-BM are required for accreditation.

Recommendation: Adjust

## Philosophy (PHIL-BA)

Metric Average (2.2 - Medium) | Strong alignment with COPLAC identity

- Very strong on 3 metrics (stu/faculty headcount, transfer retention, faculty salary per FTES)
- Strong on 4 metrics (FTFY yield, completions, Gray market data CA and 100-m radius)
- Medium on 1 metrics (FTFY retention)
- Weak on 2 metrics (majors per FT faculty, transfer yield)

### Narrative

There has been a 33% decline in philosophy majors since 2018 (to 61 in 2023), but the department is important for GE instruction in Area A3. It appears to be a very cost effective program. Philosophy is

strongly aligned with a Liberal Arts and COPLAC identity. A fair commitment to core values is reflected in the PLO. There are multiple applications of HIPs.

Recommendation: Sustain

## Art History (ARTHST-BA)

Metric Average (2.5 – Medium) | Medium alignment with COPLAC identity

- Very strong on 2 metrics (transfer retention, faculty salary per FTES)
- Strong on 3 metrics (stu/fac headcount, FTFY retention, completions)
- Medium on 3 metrics (majors per FTEF of FT faculty, yield for FTFY and transfer)
- Weak on 2 metrics (Gray market data for CA and 100 m radius)

### Narrative

Art History aligns with a Liberal Arts identity, offering Area C General Education in the Lower and Upper Divisions. It employs one HIPs (capstone course). 50% of its PLOs address core values. The program has 18 majors (Fall 2023) and two TT faculty. Gray Associates data show that there is weak market demand within the local and statewide region. The program could explore collaborations with other programs.

Recommendation: Adjust

## Art Studio BA (ARTS-BA)

Metric Average (2.7 – Medium) | Medium alignment with COPLAC identity

- Very strong on 0 metrics
- Strong on 4 metrics (FTFY yield, FTFY and transfer retention, faculty salary per FTES)
- Medium on 5 metrics (majors per FT faculty, transfer yield, completions, Gray market data for CA and 100 m radius)
- Weak on 1 metric (stu/fac headcount)

### Narrative

Art Studio aligns with a Liberal Arts identity, however it currently has not published PLOs that reflect DEI nor Sustainability. It employs one HIPs sampled for (capstone course). Its low student/faculty headcount is necessitated by studio instruction which could be considered a HIP. The program could benefit from enhanced community engagement and marketing of the program to current and prospective students. The program could use its Program Review process to facilitate making these adjustments.

Recommendation: Adjust

## Art Studio BFA (ARTS-BFA)

Metric Average (2.8 – Medium) | Medium alignment with COPLAC identity

- Very strong on 0 metrics
- Strong on 1 metric (faculty salary per FTES)
- Medium on 4 metrics (majors per FT faculty, completions, Gray market data for CA and 100 m radius)
- Weak on 0 metrics

### Narrative

The BFA program is nationally accredited, and is an important degree for students who wish to continue in the arts and arts education. It offers the opportunity to publicly exhibit in the SSU gallery. Only one PLO reflects core values. It employs one sampled HIP (capstone course) but studio instruction and public exhibition could be considered HIPs. The BFA is low cost in terms of faculty salary per FTES. The BFA requires two additional courses be mounted in addition to the ARTS-BA program. Those courses are also open to BA students, but the committee wonders if these two additional courses are sufficient to justify a separate degree program.. Moreover, the program has a very low number of majors (6 in Fall 2023), and the Gray and Associates PPS Workshop groups recommended Consider to Sunset the BFA.

Recommendation: Adjust

## Music (MUS-BA)

Metric Average (3.0 - Medium) | Medium alignment with COPLAC identity

- Very strong on 1 metric (transfer retention)
- Strong on 3 metrics (FTFY retention, completions, faculty salary per FTES)
- Medium on 1 metric (FTFY yield)
- Weak on 5 metrics (stu/faculty headcount, majors per FT faculty, Gray market data CA and 100-m radius)

### Narrative

The Music BA program is strongly aligned with a Liberal Arts and COPLAC identity, and multiple HIPs are employed. A commitment to core values is not reflected in its PLOs. The program should consider ways to better connect with SSU's status as a HSI. This major plays a different role relative to the MUS-BM, by combining a liberal arts component that allows students to incorporate their music education with other

liberal arts disciplines and access career paths distinct from performance oriented careers. It has few majors (13 in Fall 2023), and is weak in market demand. While the Gray Associates PPS Workshop groups recommended Adjust and Sustain, the Music department might consider whether both a MUS-BA and MUS-BM are required for accreditation.

Recommendation: Adjust

## Spanish (SPAN-BA)

Metric Average (2.3 - Medium) | Medium alignment with COPLAC identity

- Very strong on 3 metrics (FTFY and transfer retention, faculty salary per FTES)
- Strong on 1 metric (FTFY yield)
- Medium on 4 metrics (stu/faculty headcount, transfer yield, Gray market data CA and 100-m radius)
- Weak on 1 metric (majors per FT faculty)

### Narrative

The Spanish program is vital for SSU's status as a HSI. It is the strongest language program on campus, and with institutional support could grow in FTES through the bilingual credential, minors, and collaboration with other disciplines. There are several applications of HIPs but PLOs do not demonstrate commitment to DEI values. Spanish courses support a significant number of education students pursuing Bilingual Added Authorization (BILA) to add to their credential (Multiple Subject, Single Subject, Special Education).

Recommendation: Sustain

## Theatre Arts (THAR-BA)

Metric Average (2.4 - Medium) | Medium alignment with COPLAC identity

- Very strong on 2 metrics (FTFY and transfer retention)
- Strong on 3 metrics (FTFY yield, completions, faculty salary per FTES)
- Medium on 4 metrics (stu/faculty headcount, transfer yield, Gray market data CA and 100-m radius)
- Weak on 0 metrics

## Narrative

Theater is aligned with a Liberal Arts identity and is important in SSU's outward facing excellence through public performances. There is some use of HIP including public performance which might be considered a HIP. However, the PLOs do not strongly reflect a commitment to DEI. There are a medium number of majors (42 in Fall 2023), but it is strong or very strong in FTFY yield as well as FTFY and transfer retention. It is cost effective according to data available at the time of this assessment. More community engagement is a goal. The program is currently undergoing revision to facilitate ease of entry and completion of the major.

Recommendation: Sustain

## Weak Programs

### Dance (DNC-BA)

Metric Average (3.4 - Weak) | Medium alignment with COPLAC identity

- Very strong on 0 metrics
- Strong on 2 metric (transfer yield, salary per FTES)
- Medium on 1 metric (stu/faculty headcount)
- Weak on 5 metrics (majors per FT faculty, FTFY yield, transfer retention, Gray market data CA and 100-m radius)

## Narrative

While the Gray and Associates PPS Workshop groups recommended Consider to Sunset the Dance program, this is a New Program, whose first incoming student cohort began in 2022. It aligns with COPLAC and SSU's Liberal Arts identity in its PLOs and HIP, and plays a role in SSU's outward facing excellence in public performances. However, there are a small number of majors (11 in Fall 2023), and it doesn't offer cross listed courses with THAR. The program should be reevaluated as a separate program from THAR after 5 years.

Recommendation: Sustain

### French (FR-BA)

Metric Average (3.3 - Weak) | Medium alignment with COPLAC identity

- Very strong on 1 metric (faculty salary per FTES)

- Strong on 0 metrics
- Medium on 3 metrics (stu/faculty headcount, transfer yield, completions)
- Weak on 5 metrics (majors per FT faculty, FTFY yield, transfer retention, Gray market data CA and 100-m radius)

## Narrative

Aligns with COPLAC Liberal Arts values and the need for facility in languages in a global economy. Some commitment to core values are reflected in the PLOs. French engages in multiple HIPs. However, French is not in great demand. It has a very low number of majors (5 in Fall 2023) and no full time faculty. There are 17 French programs in CSU, none are robust. The Gray and Associates PPS Workshops recommended Consider to Sunset the program in French.

Recommendation: Sunset

**SOE & SBE Bucket Group Report Out DRAFT**

<b>School</b>	<b>DEPARTMENT</b>	<b>PLAN_DESC</b>
School of Education	Early Childhood Studies	Early Childhood Studies (BA)
School of Education	Liberal Studies	Liberal Studies (BA) Ukiah
School of Education	Credential/Post-bac	Multiple Subject Teaching Credential
School of Education	Credential/Post-bac	Single Subject Teaching Credential
School of Education	Credential/Post-bac	Educational Specialist Subject Teaching Credential
School of Education	Counseling	Clinical Mental Health Program (MA) & Pupil Personnel Services Credential & MA
School of Education	Early Childhood Studies	Early Childhood Education (MA)
School of Education	Education	Education (MA)
School of Education	Educational Leadership & Special Education	Educational Leadership (MA) and Administrative Leadership Credential

**School: School of Education**

**1. Strong:**

**a. Early Childhood Studies (ECS- BA)**

- i. **Metric outcome:** *2 very strong in retention of transfer students and salary per FTEF/ 5 strong in majors per FTEF, yield, retention FTFY and market data in 100 mile radius & CA /2 medium in transfer yield and student-faculty headcount /0 low.*
- ii. **Narrative:** This program is strong across all three internal data pillars (*effectiveness, sustainability and budget*) and has no scores in the low category. They have one of the highest 4-year graduation rates on campus and have maintained themselves as one of the larger departments throughout Covid with 278 majors in Fall 2022. Additionally, their program learning outcomes highlight their commitment to DEI and social justice. Finally, this program employs various high impact practices including service learning and capstone courses. This program is also poised to launch a PreK-3 Credential, one of the first in the State, starting in Fall 2024.
- iii. **Recommendation:** [Sustain](#)

b. **Counseling: Clinical Mental Health Program and School Counseling (Pupil Personnel Services Credential) MA**

- i. **Metric outcome:** *3 very strong in headcount ratio, yield and salary per FTES / 2 strong in market data in 100 mile radius & CA / 1 medium in completions / 1 low Majors per FTEF.*
- ii. **Narrative:** Counseling consists of two accredited programs: Clinical Mental Health Program (accredited by MPCAC) and the Pupil Personnel Services Credential (accredited by Commission on Teacher Credentialing). Both have a high market demand as shown in the Gray Market Data and also receive a consistent high number of annual applications resulting in a wait list for candidates. The average student enrollment over the past two years of available data is 78 students enrolled in the counseling programs. Given this lower relative enrollment and high demand, the Counseling Program should consider program expansion. The only weak metric was in: "Majors per FTEF" so it reasons that the program should consider growing cohort sizes and/or adjusting to higher class sizes within the accreditation requirements. Based on the Program Learning Objectives listed in 2023-24 academic catalog, this program conveys a fair commitment to SSU's core values of DEI/social justice and connectivity/community engagement. Finally, this program employs various high impact practices including field internships in both programs and capstone courses. This program has market demand and local application demand to grow especially in clinical mental health, but to do so would mean a costly investment in faculty hiring including supervision requirements as per accreditation.
- iii. **Recommendation:** [Grow](#)

2. **Medium:**

**Credential Program Narrative :** This section applies to all three credential programs as described below. These programs are central to the long-standing mission of the CSU system to produce highly qualified TK-12 teachers. Program Learning Outcomes make a clear connection to SSU core values, namely Diversity and Social Justice and Connectivity and Community Engagement. In addition, commitment to our mission as a Hispanic Serving Institution (HSI) is demonstrated through support for students to obtain Bilingual Added Authorization (BILA) from the state in order to teach in English/Spanish dual language (DL) classrooms where there is a high need for teachers in our area and state-wide. Though these programs are not dependent on external funds, various grants allow for financial and professional development support for students enrolled in this program. California Commission on Teacher Credentialing (CTC) Residency grant programs provide stipends to financially support students to obtain a teaching credential. This is a crucial tool in recruitment and increasing enrollment. Grant funding and residency stipends are also key to diversifying our teacher candidate population as many students who would not normally be able to leave or delay employment for a year to



complete a credential program can be financially supported. In addition, students in the CTC Residency program pathway follow the K-12 district calendar for their school site, giving them even more time in the field and involvement with district and school-level professional development.

a. **Multiple Subject (Credential)**

- i. **Metric outcome:** 2/0/1/2 - 2 Very Strong in Yield, Salary per FTES; 0 Strong; 1 Medium in Market Data CA; 2 Low in Headcount Ratio and Market Data 100-mile
- ii. **Narrative:** The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting. The Gray Report shows an average enrollment of 87 students over the past two reporting years. The Multiple Subject Program is positioned to be responsive and meet the needs of growing dual language programs and school sites in our service area (Petaluma, Novato). High Impact Practices are significant for this program. The standard student teaching program requires more than state required field hours. Through their rich program offerings, coursework and PLO's, this program demonstrates a high commitment to SSU's mission of diversity, equity and inclusion as well as the HSI commitment.
- iii. **Recommendation:** [Sustain](#)

b. **Single Subject (Credential)**

- i. **Metric outcome:** 1/3/0/1 - 1 Very Strong in Yield; 3 Strong in Market Data CA, Market 100-Mile and, Salary per FTES; 0 Medium; 1 Low in Headcount Ratio
- ii. **Narrative:** The Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or in classes organized primarily for adults. The Gray Report shows an average enrollment of 74 students over the past two reporting years. Beyond the residency opportunity described above, students in this program can benefit from the Biliteracy and Content Area Integrated Preparation: Bridging Teachers, University Educators, and Families for Emergent Bilingual Learning (BCAIP) Grant, a five-year, 2.9 million grant funded by the U.S. Department of Education and brings together preservice teachers, their mentors, content method and language/literacy university educators, and families in solidarity to strengthen teacher preparation for emergent bilingual learning. High Impact Practices are significant for this program. The standard student teaching program requires more than state required field hours. Through their rich program offerings, coursework and PLO's, this program demonstrates a high commitment to SSU's mission of diversity, equity

and inclusion as well as the HSI commitment. The single subject credential program helps to address shortages, particularly in secondary math and science / STEM instruction.

iii. **Recommendation:** [Sustain](#)

c. **Educational Specialist (Credential)**

i. **Metric outcome:** 1/2/1/1 - 1 Very Strong in Yield; 2 Strong in Market 100-Mile and Salary per FTES; 1 Medium in Headcount Ratio; 1 Low in Market Data CA

ii. **Narrative:** Special Education (Education Specialist Instruction) Credentials authorize the holder to teach in the disability areas of specialization such as Mild/Moderate Disabilities, Moderate/Severe Disabilities and authorizes service in grades K–12, transitional kindergarten, and in classes organized primarily for adults through age 22. It also offers the Early Childhood Special Education Added Authorization. The Gray Report shows an average enrollment of 31 students over the past two reporting years. Beyond the residency opportunity described above, students in this program can benefit from participation in the Seawolves to Education Specialists (SEEDS) Project, funded by the U.S. Department of Education Office of Special Education. SEEDS aims to increase the number of diverse credentialed special education teachers with the knowledge and skills to serve children and youth with disabilities and recognizes that all students learn better with diverse teachers and that multiple aspects of diversity (e.g., race, ethnicity, disability status, language) enrich classroom communities. High Impact Practices are significant for this program. The standard student teaching program requires more than state required field hours. Through their rich program offerings, coursework and PLO's, this program demonstrates a high commitment to SSU's mission of diversity, equity and inclusion as well as the HSI commitment. This program addresses the teacher shortage in area and state-wide, particularly in the area of special education.

iii. **Recommendation:** [Sustain](#)

d. **Early Childhood Education (MA)**

i. **Metric outcome:** *1 very strong in salary per FTES/2 strong in market comparison in 100 mile radius and CA / 0 medium / 0 low. (due to the age of the program, many data points are not available)*

ii. **Narrative:** This program is in its first year of serving students and is Sonoma State's first fully online MA program. The program currently serves students across the state of California which expands its market reach. Like its undergraduate counterpart, the program shows a strong commitment to DEI and social justice based on their Program Learning Objectives listed in 2023-24 academic catalog. The Gray Market data

shows a very high student demand for the program and the early applications for fall 2024 show the program will be full in year two.

iii. **Recommendation:** [Sustain](#)

e. **Education (MA with three concentrations)**

i. **Metric outcome:** *0 very strong /4 strong in yield, completions, market comparison data in 100 mile radius and CA / 1 medium in majors per FTEF / 2 low in headcount and salary per FTE.* This data set is not representative nor consistent as the course prefix was changed from EDUC to EDSP, EDCT and EDRL which has diluted the data available.

ii. **Narrative:** Due to Executive Order 1071 and equity issues in the department, the program prefixes were moved out of EDUC, which did not reside in a home department, and into the three new department/concentration specific prefixes. The low metrics in the internal metrics listed above are the “salary per FTE” and “headcount ratio” which are understandable in an MA program. The overall cohort size of students is healthy with enrollment averaging 78 students over the past two years.. Gray’s market demand is moderate (light green/green) in both the 100 mile radius and California. Based on the Program Learning Objectives listed in 2023-24 academic catalog, this program conveys a strong commitment to SSU's core value of DEI/social justice and, to a lesser extent, connectivity/community engagement through its publicly available documentation . The program employs some HIPS including research experiences and capstone courses. An outcome of sustain is recommended while acknowledging that effort should be put in to address the lower metric areas. Low metrics could be addressed through an evaluation of the need for three concentrations as well as identifying ways to decrease costs either through higher enrollment or strategic scheduling.

iii. **Recommendation:-** [Sustain](#)

### 3. Low

#### a. **Educational Leadership (MA + Administrative Services Credential)**

- i. **Metric outcome:** *1 very strong in yield / 1 strong in market in 100 mile radius / 1 medium in market in California / 2 low in headcount and salary per FTE (due to the age of the program, many data points are not available)*
- ii. **Narrative:** This program is both a credential, Administrative Services Credential, and an MA program in Educational Leadership. The MA portion as a stand alone degree is only in its second year. After a transition in TT faculty, the program is regrowing and rebuilding. Additionally, a consideration is that this program cohort size is quite small ranging between 3-8, but it is not low conferring as its most recent completer size was seven. It is in a fragile state and needs monitoring and support. The program demonstrates a strong commitment to DEI through their curriculum, research experiences and field learning elements. The Gray Market Data indicates that there is a high demand (dark green) in our 100 mile radius and California for master's programs in educational leadership. However, it also shows a highly competitive market for this degree placing it in the 83rd percentile for market competitiveness. Local competitors include CSU East Bay and several private institutions such as Touro. Additionally, there is a high online presence in our market including Grand Canyon University. The Gray workshop committee determined an outcome of sustain since the MA portion of the program is new. However, historically the cohort size has fluctuated and should be monitored. Given all of these factors, the program should consider all of these elements as it works to rebuild and reposition itself during this monitoring period.
- iii. **Recommendation:** [Adjust](#)

#### b. **Liberal Studies Ukiah (BA)**

- i. **Metric outcome:** Little to no data exists as the program is a combination of state-side (Ukiah) and self-support (SEIE Solano-Napa and Marin).
- ii. **Narrative:** This degree-completion program moved into the School of Education within the past year and is currently under program review. The program ranges from 20-25 students annually with consistent cohorts of 11-13 graduating each year. In this way, the program is fulfilling its purpose to bring in a degree completion cohort and graduate them within 2 years. New resources from the K-16 collaborative grant are being funneled into this program. It serves a huge need for access to higher education in an under-served region of lower Mendocino and Lake counties which are part of the SSU service area. This program helps to provide more equitable access to state funded higher education to those residents of these northern counties. Additionally, the Gray Market Data shows a moderate level of demand for this program both within our 100 mile radius and California. This program should be monitored across the

life of the K-16 Collaborative grant to be sure that it re-establishes a strong position in the region.

- iii. **Recommendation:** [Adjust](#)

**School: School of Business and Economics**

<b>School</b>	<b>DEPARTMENT</b>	<b>PLAN_DESC</b>
School of Business & Economics	Economics	Economics (BA)
School of Business & Economics	Business Administration	Business Administration (BS)
School of Business & Economics	Business Administration	Business Administration (MBA)

**4. Strong**

**a. Bus Admin (BS)**

- i. **Metric outcome:** 5 very strong/1 strong/4 medium/0 low
- ii. **Narrative:** The Business Administration BS has been able to support their students with a strong graduation rate, there is a significant demand in the local communities and state wide. The student population is growing with almost 780 student headcount in 2022. The function of Internship Director position has been helpful for many Business students. Furthermore, the department has a structured mentoring program which helps many students to better prepare for their career paths. Meanwhile, the program shows a moderate alignment with COPLAC identity of SSU, and the program can improve their commitment to SSU core values as stated in their current PLOs, especially the value of sustainability, DEI and Social Justice. The program may need to update their PLOs to better align with SSU core values. Moreover, the program can enhance its community engagement and HSI identity through a systematic development of HIP programs. The Gray workshop committee determined an outcome of adjust and grow indicating that with some adjustments this program could grow and therefore the Campus should determine if that is a priority.
- iii. **Recommendation:** [Sustain](#)

**b. MBA Business**

- i. **Metric outcome :** 4 very strong/2 strong /1 medium/0 low
- ii. **Narrative:** There is a strong demand for the program in the communities. MBA program shows a strong commitment to SSU's core values, including sustainability and community engagement. The program has a

unique value in that there is a close connection with the Wine Business industry, through the Wine concentration, that is significant in the local communities. It may be a part of the current condition in the industry, the MBA program could further improve its commitment of DEI and HSI through their updated PLOs in the future

iii. **Recommendation:** [Sustain](#)

## Medium

### c. **ECON BA**

i. **Metric outcome:** 3 very strong/3 strong /2 medium/2 low

ii. **Narrative:** The Economics BA program is supportive for GE programs in SSU. The program has a good reputation in the North Bay economic community with its long-term annual conference and seminar series. While there is a solid demand for the program, there is a moderate number of student enrollment currently with a headcount of 58 in 2022. Meanwhile, the program shows a weaker support to SSU's core values, in terms of Sustainability, DEI, Social Justice and Community Engagement. The program may need to update their PLOs to accommodate the fast developing environment of our society. Additionally, modifying the program's degree from BA to BS could be a meaningful adjustment to face the enrollment challenges. Introducing HIP programs may further improve the program's alignment with HSI identity and community engagement.

iii. **Recommendation:** [Sustain](#)

## **Bucket Group Report Out**

School of Social Sciences: 14 programs

Bachelor's programs: 11

Master's programs: 3

### **School: School of Social Sciences**

Note on Methodology: To assign the programs to Strong, Medium, and Weak categories, we equated them with pairs of color-coded quartiles—Strong (dark green/light green), Medium (light green/yellow), Weak (yellow/orange)—and calculated how many metrics fell into each category. When there was a “tie”, we ruled in favor of the highest or lowest extreme. Within each category, programs are ranked relative to one another based on alignment to COPLAC; within each rank, the programs are listed in alphabetical order.

#### **1. Strong**

##### **a. History BA**

- i. Metric outcome: 8 of 10 metrics fall in the Strong category. In terms of effectiveness, the ratio of student headcount to faculty is very high, although majors per FTEF are very low (135 majors in F22). In terms of sustainability, admission yield and retention of FTFY students is high, as is retention of transfer students. Market data is strong. In terms of budget, faculty salary per FTES is very high (i.e., economical).
- ii. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog, this program does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement. The program's majors are required to participate in many High Impact Practices. We recommend that the History BA program update its Program Learning Objectives to better capture the ways that its program design and curriculum convey a commitment to SSU's core values. The History BA demonstrates strong alignment with SSU's identity as a Hispanic Serving Institution.
- iii. Recommendation: SUSTAIN

##### **b. Psychology BA**

- i. Metric outcome: 8 of 10 metrics fall in the Strong category. In terms of effectiveness, the ratio of student headcount to faculty is high, and majors per FTEF are very high (697 majors in F22). In terms of sustainability, retention of FTFY and transfer students is very high, although completions are low. Market data is very strong. In terms of budget, faculty salary per FTES is very high (i.e., economical).
- ii. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog, this program conveys a fair commitment to SSU's core values of DEI/social justice and connectivity/community engagement. The program's majors are required to participate in few High Impact Practices; however, multiple service learning courses are

offered every semester from which students may choose. The Psychology BA demonstrates alignment with SSU's identity as a Hispanic Serving Institution. With sufficient resources, this program could lift impaction and be a significant generator of enrollment growth for the campus.

iii. Recommendation: GROW

c. CCJS BA

i. Metric outcome: 6 of 10 metrics fall in the Strong and Medium categories; therefore, we have assigned this program to the Strong category, while noting that it could also qualify as Medium. In terms of effectiveness, the ratio of student headcount to faculty is low, and majors per FTEF are low (207 majors in F22). In terms of sustainability, retention of transfer students is very high, and market data is very strong. Admission yield and retention of FTFY students is high. Conversely, student completion is very low. In terms of budget, faculty salary per FTES is very high (i.e., economical).

ii. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog, this program does not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement. The program's majors are required to participate in many High Impact Practices. We recommend that the CCJS BA program update its Program Learning Objectives to better capture the ways that its program design and curriculum convey a commitment to SSU's core values. Given the low major:FTEF ratio, we suggest that CCJS consider lifting its impaction status. Once it is lifted, and with additional resources, this program has potential for generating enrollment growth based on the market data.

iii. Recommendation: GROW

**2. Medium (Note: these are ranked relative to one another based on alignment to COPLAC; within each rank, the programs are listed in alphabetical order)**

a. Environmental Studies, Geography and Planning BA

i. Metric outcome: 8 of 10 metrics fall in the Medium category. In terms of effectiveness, majors per FTEF are low (162 majors between the BA and BS). In terms of sustainability, this program ranks high for retention of FTFY students and completions, and very high for retention of transfers. Market data is moderately weak. In terms of budget, faculty salary per FTES is very high (i.e., economical).

ii. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog, this program conveys a high commitment to SSU's core values of sustainability and connectivity/community engagement. The program's majors are required to participate in many High Impact Practices.

iii. Recommendation: SUSTAIN



- b. Environmental Science, Geography, and Management BS
  - i. Metric outcome: 8 of 10 metrics fall in the Medium category. In terms of effectiveness, majors per FTEF are low (162 majors between the BA and BS). In terms of sustainability, this program ranks high for retention of FTFY students and completions, and very high for retention of transfers. Market data is moderately weak. In terms of budget, faculty salary per FTES is very high (i.e., economical).
  - ii. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog, this program conveys a high commitment to SSU's core values of sustainability and connectivity/community engagement. The program's majors are required to participate in many High Impact Practices.
  - iii. Recommendation: SUSTAIN .
- c. Human Development BA
  - i. Metric outcome: 8 of 10 metrics fall in the Medium category. In terms of effectiveness, the ratio of student headcount to faculty is high, although majors per FTEF are very low (72 majors in F22). With regard to the latter, however, the metric is rather misleading: there is only one tenured faculty member in the Human Development program, which would put majors per FTEF in the high range. In terms of sustainability, retention of FTFY and transfer students is high. Market data is moderate. In terms of budget, faculty salary per FTES is very high (i.e., economical).
  - ii. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog or on the program website, this program conveys a high commitment to SSU's core values of DEI/social justice and connectivity/community engagement. The program's majors are required to participate in many High Impact Practices, including service learning.
  - iii. Recommendation: SUSTAIN
- d. Master's in Public Administration
  - i. Metric outcome: 5 of 7 metrics fall in the Medium category. In terms of effectiveness, both the ratio of student headcount to faculty and the majors per FTEF are low (40 students in F22). In terms of sustainability, admission yield is high. Market data is strong. In terms of budget, faculty salary per FTES is very high (i.e., economical).
  - ii. Narrative: Based on the Program Learning Objectives listed on the program website, this program conveys a high commitment to SSU's core value of connectivity/community engagement. The program's majors are required to participate in many High Impact Practices, including service learning. This program provides strength to SSU's graduate program portfolio; as such, we recommend that the current program review and revision continue so that it can be removed from hiatus as soon as possible.
  - iii. Recommendation: ADJUST (in progress)
- e. Cultural Resources Management MA



h. Sociology BA

- i. Metric outcome: 7 of 10 metrics fall in the Medium category. In terms of effectiveness, the ratio of student headcount to faculty is high, although majors per FTEF are low (250 majors in F22). In terms of sustainability, retention of FTFY students is low, but retention of transfer students and completions are very high. Market data is strong. In terms of budget, faculty salary per FTES is very high (i.e., economical).
- ii. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog, this program conveys a low commitment to SSU's core value of connectivity/community engagement. The program's majors are required to participate in some High Impact Practices. The Sociological Experience Requirement is met with a service learning course, an internship, or a careers course, but the careers option means that it is not a HIP requirement. We recommend that the Sociology BA program update its Program Learning Objectives to better capture the ways that its program design and curriculum convey a commitment to SSU's core values. Given the low major:FTEF ratio, we suggest that Sociology consider lifting its impact status.
- iii. Recommendation: SUSTAIN

**3. Weak (Note: these are ranked relative to one another based on alignment to COPLAC)**

a. Global Studies BA

- i. Metric outcome: 6 of 10 metrics fall in the Weak category. In terms of effectiveness, majors per FTEF are very low (13 majors in F22). In terms of sustainability, admission yield of transfer students is very low, but retention of them is high. Retention of FTFY students is very high. Market data is moderate. In terms of budget, faculty salary per FTES is very low (i.e., not economical). With regard to FTEF and faculty salary, however, the metric is rather misleading: all of GLBL's TT faculty are based in the GEP program. In addition, all of GLBL's courses are cross-listed with GEP (with the exception of the internship course); the rest of this interdisciplinary program's courses come from other majors. In this sense, GLBL supports other BA programs in the School of Social Sciences through its majors enrolling in their courses
- ii. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog, this program conveys a high commitment to SSU's core values of sustainability and connectivity/community engagement. The program's majors are required to participate in some High Impact Practices. The Program Coordinator reports that GLBL does not require any unique resources other than the internship course. The decline in majors reflects trends throughout the CSU, in terms of declines in students studying abroad and majoring in Global/International Studies; it is not unique to Sonoma State. This program could contribute to other

interdisciplinary programs that may be developed in the coming years. We also encourage program revision to continue maximizing interdisciplinarity.

iii. Recommendation: ADJUST

b. Anthropology BA

i. Metric outcome: 6 of 10 metrics fall in the Medium and Weak categories; therefore, we have assigned this program to the Weak category, while noting that it could also qualify as Medium. In terms of effectiveness, the ratio of student headcount to faculty is high, although majors per FTEF are very low (56 majors in F22). In terms of sustainability, retention of FTFY also appears to be very low, but this is based on a sample of one student. Conversely, retention of transfer students is very high. Market data is moderately weak. In terms of budget, faculty salary per FTES is very high (i.e., economical).

ii. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog or on the program website, this program conveys a high commitment to SSU's core values of DEI/social justice and connectivity/community engagement. The program's majors are required to participate in few High Impact Practices, but many of the Research Methods courses (a requirement of the major) do incorporate HIPs. According to the Anthropology Chair, this program is already planning to implement a program revision to better integrate with the Human Development BA program, thus leveraging one another's strengths.

iii. Recommendation: ADJUST

c. History MA

i. Metric outcome: 6 of 10 metrics fall in the Medium and Weak categories; therefore, we have assigned this program to the Weak category, while noting that it could also qualify as Medium. In terms of effectiveness, the ratio of student headcount to faculty is low, and the majors per FTEF are very low (17 students in F22). In terms of sustainability, admission yield is high. Market data is moderate. In terms of budget, faculty salary per FTES is very high (i.e., economical).

i. Narrative: Based on the Program Learning Objectives listed in the 2023-24 academic catalog or on the program website, this program conveys a low commitment to SSU's core value of connectivity/community engagement. The program's majors are required to participate in few High Impact Practices; however, many of the program's most popular courses do involve HIPs. We recommend that the History MA program update its Program Learning Objectives to better capture the ways that its program design and curriculum convey a commitment to SSU's core values. Despite the low ranking of this MA program, its complementary BA program's high ranking suggests that the graduate program may have many strengths that are not apparent from the extant data. The Coordinator of the History MA reports that they plan to develop a

“blended” program option (undergraduate/graduate pathway) once the program revision hiatus ends. We hope to see that blended program come to fruition.

- ii. Recommendation: ADJUST

## Bucket Group Report Out: SCIENCE AND TECHNOLOGY

Undergraduate BA Programs: 8

Undergraduate BS Programs: 12

Graduate Programs: 3

We used the same methodology as the Social Sciences bucket group: Strong, Medium, and Weak categories were equated with pairs of color-coded quartiles—Strong (dark green/light green), Medium (light green/yellow), Weak (yellow/orange). When there was a “tie”, we ruled in favor of the highest or lowest extreme. Within each category, programs are ranked relative to one another based on alignment to COPLAC.

### School: School of Science and Technology: UNDERGRAD PROGRAMS

- **Strong**
  - a. **Bidisciplinary Mathematics BA**
    - i. Metric outcome: Strong
      - Very strong in 2 of 3 metrics: Student/Fac headcount and Fac salary/FTES
      - Low majors/FTEF
    - ii. **Narrative:**
      - Program enrollment in Fall, 2023: 2
      - No degrees awarded yet in this program, which started in Fall, 2023.
      - There are twelve tenured/tenure track faculty in the department, and the program also leverages faculty from other disciplines.
      - Bidisciplinary Math is a new program, so there is not much evaluative data, but it is an interdisciplinary program that is a strong fit to our values and liberal arts identity. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the Transformative Inclusion in Postsecondary STEM: Towards Justice training program (TIPS). TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. Department faculty also facilitated bringing TIPS training to departments throughout the School of Science and Technology. **We recommend that this new program be sustained while it gains momentum and enrollment.**
    - iii. Recommendation: **Sustain**
  - b. **Mathematics BS**
    - i. Metric outcome: Strong

- Strong or very strong in 7 fo 10 metrics, including retention, Student/Fac headcount, and market data
- Medium admission yield FTFY
- Low in Majors/FTEF and Admission yield for transfers

ii. **Narrative:**

- Program enrollment in Fall, 2023: 33
- 2021/22 degrees conferred: 5
- There are twelve tenured/tenure track faculty in the department.
- This applied math program prepares students for graduate school and careers in industry. Although this is a low-conferring degree program, it is worth noting that the department offers a large number of service courses. This program requires a high-impact course: Collaborative Assignments and Projects. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. Department faculty also facilitated bringing TIPS training to departments throughout the School of Science and Technology. **We recommend sustaining this program. However, we do wonder if having 5 programs in the Math Department is warranted. We recommend evaluating this BS program alongside the Statistics BS, to see if things could be streamlined by having just one BS in the department.**

c. Recommendation: [Sustain](#)

● **Mathematics BA**

i. Metric outcome: Strong

- Strong or very strong in 7 of 10 metrics, including retention, Student/Fac headcount, and market data
- Medium admission yield FTFY
- Low in Majors/FTEF and Admission yield for transfers

ii. **Narrative:**

- Program enrollment in Fall, 2023: 33
- 2021/22 degrees conferred: 13
- There are twelve tenured/tenure track faculty in the department.
- This program prepared students for graduate school or high school teaching. Although this is a low-conferring degree program, it is worth noting that the department offers a large number of service courses. PLOs do not convey a commitment to SSU's core values, however, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing

the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. Department faculty also facilitated bringing TIPS training to departments throughout the School of Science and Technology. During the September, 2023, Gray and Associates workshop, this program was identified as one that was recommended to be sustained, and this committee concurs with that assessment. **We recommend sustaining this program.**

iii. Recommendation: **Sustain**

b. **Statistics BS**

i. Metric outcome: Strong

- Strong or very strong in 6 of 10 metrics: Student/Fac headcount, retention, Faculty salary/FTES, and market data
- Medium in completions
- Low in Majors/FTEF FT faculty, and admission yields.

ii. **Narrative:**

- Program enrollment in Fall, 2023: 16
- 2021/22 degrees conferred: 9
- There are twelve tenured/tenure track faculty in the department.
- This program prepares students for graduate school or careers as statisticians. This is a low-conferring program, although it is worth noting that the department offers a large number of service courses. This program requires service learning, along with a high-impact course: Collaborative Assignments and Projects. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. Department faculty also facilitated bringing TIPS training to departments throughout the School of Science and Technology. During the September, 2023, Gray and Associates workshop, this program was identified as one that was recommended to be sustained, and this committee concurs with that assessment. **We recommend sustaining this program. However, we do wonder if having 5 programs in the Math Department is warranted. We recommend evaluating this BS program alongside the Math BS, to see if things could be streamlined by having just one BS in the department.**

iii. Recommendation: **Sustain**

c. **Computer Science BS**

i. Metric outcome: Strong;



- Strong or very strong in 6 of 10 metrics, including Majors/FTEF, retention, Faculty salary/FTES, and market data.

*ii.* **Narrative:**

- Program enrollment in Fall, 2023: 256
- 2021/22 degrees conferred: 58
- There are five tenured/tenure track faculty in the department.
- This program is well enrolled, and is in a discipline that is highly attractive to students. Students are required to choose either a research or capstone project. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. This program was identified as one that was recommended to adjust and sustain during the September, 2023, Gray and Associates workshop, but this committee feels there is market demand that warrants growth. **We recommend working to expand the capacity to leverage market demand, particularly by providing funding for additional tenure track hires.**

*iii.* Recommendation: **Grow**

**d. Physics BA**

*i.* Metric outcome: Strong

- Strong or very strong in 6 of 9 metrics: Student/Fac headcount, FTFY retention, completions, Faculty salary/FTES, and market data.
- Medium FYFY admission yield
- Low Majors/FTEF and Transfer admission yield

*ii.* **Narrative:**

- Program enrollment in Fall, 2023: 6
- 2021/22 degrees conferred: 0 (4 in 2020/21)
- There are four tenured/tenure track faculty in the department who teach regularly.
- This is an interdisciplinary program that allows students to study another discipline alongside physics, and is attractive to students preparing for medical or law school, and high school teaching. Although this program is low-conferring, this department ranks in the 80th percentile of undergraduate physics programs. It also provides a large number of service courses and is integral to every other department in SST. Students are required to complete a capstone seminar and supervisory research courses. Program brings in a medium amount of external funding. Although PLOs do

not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. **We recommend this program make adjustments that would allow it to grow enrollment, and perhaps provide resources to help grow their upper division GE offerings.**

iii. Recommendation: **Adjust**

e. **Physics BS**

i. Metric outcome: Strong

- Strong or very strong in 7 of 10 metrics: Student/Fac headcount, retention, completions, Faculty salary/FTES, and market data.
- Medium in Transfer admissions yield
- Low Majors/FTEF and FTFY transfer admission yield

ii. **Narrative:**

- Program enrollment in Fall, 2023: 23
- 2021/22 degrees conferred: 8
- There are four tenured/tenure track faculty in the department who teach regularly.
- This program prepares students for careers in industry and graduate school (about  $\frac{1}{3}$  of physics majors go on to a graduate program, mostly from this BS). The program also provides a large number of service courses. Students are required to complete a capstone seminar and supervisory research courses. Program brings in a medium amount of external funding. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. During the September, 2023, Gray and Associates workshop, this program was identified as one that was recommended to be sustained, and this committee concurs with that assessment. **We recommend this program be sustained and allowed to grow enrollment organically.**

iii. Recommendation: **Sustain**

f. **Earth and Environmental Science BA**

i. Metric outcome: Strong

- Strong or very strong in 5 of 8 metrics: Student/Fac headcount, transfer admission yield, retention, and Faculty salary/FTES
- Medium market data

- Low Majors/FTEF
- ii. **Narrative:**
- Program enrollment in Fall, 2023: 12
  - There are four tenured/tenure track faculty in the department
  - 2021/22 degrees conferred: 6
  - This program provides a more broad education in geological sciences, and is recommended for people who are not intending to pursue a graduate degree or become a Registered Geologist, but those pursuing careers in education and environmental geology and hydrology. Field courses that provide hands-on experiences are the hallmark of this program, and are a high-impact practice that leads to employment opportunities for students. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. **This program has low enrollment, and since it has the same PLOs as the BS degree, we wonder if the department might wish to consider streamlining to a single program under the BS degree.**
- iii. Recommendation: Adjust
- g. **Nursing BSN Pre-Licensure**
- i. Metric outcome: Strong
- Strong or very strong in 5 of 8 metrics: FTFY admission yield and retention, Faculty salary/FTES, and market data
  - Medium Student/Fac headcount and Majors/FTEF
  - Low transfer admission yield
- ii. **Narrative:**
- Program enrollment in Fall, 2023: 48
  - 2021/22 degrees conferred: 20
  - There are seven tenured/tenure track faculty in the department.
  - This program is well enrolled and performing well in a highly in-demand discipline, and requires research experience and a capstone. It also brings in a strong amount of external funding. **We are aware of the limitations that currently make it difficult to grow this program, but we recommend that the university look at opportunities to expand it in the future, to whatever degree is possible.**
- iii. Recommendation: Grow
- h. **Kinesiology BS**
- i. Metric outcome: Strong
- Strong or very strong in 8 of 10 metrics

- Medium transfer admission yield and FTFY retention.
- No low metrics

ii. **Narrative:**

- Program enrollment in Fall, 2023: 293
- 2021/22 degrees conferred: 108
- There are four tenured/tenure track faculty in the department.
- Program is performing well by our metrics, and is in high demand. Historically, a Field Experience course was required of all KIN students, but were told it could not continue as is after the CCE restructured the internship process, so it was discontinued. All faculty have been awarded McNair and/or Koret Scholar awards. PLOs do not convey a commitment to SSU's core values. This program was identified as one that was recommended for growth during the September, 2023, Gray and Associates workshop, and this committee concurs. **We recommend providing this program with resources to assist in growth, for example a tenure track hire and/or reinstating the internship program.**

iii. Recommendation: **Grow**

- **Medium**

a. **Nursing BS with RN**

i. Metric outcome: Medium

- Strong or very strong in 4 of 7 metrics: admission yield, transfer retention, and Faculty salary/FTES
- There was no market data information available, but this seems to be a discipline that is in great demand.

ii. **Narrative:**

- Program enrollment in Fall, 2023: 37
- 2021/22 degrees conferred: 40
- There are seven tenured/tenure track faculty in the department.
- The program requires research experience and capstone, and brings in a strong amount of external funding. This program is well enrolled and performing well in a highly in-demand discipline. The PLOs convey a high commitment to SSU's core values of DEI/social justice and connectivity/community engagement. **We are aware of the limitations that currently make it difficult to grow this program, but we recommend that we look at opportunities to expand it in the future, to whatever degree is possible.**

iii. Recommendation: **Grow**

b. **Geology BS**

i. Metric outcome: Medium

- Strong or very strong in 5 of 10 metrics: Student/fac headcount, retention, completions, and faculty salary/FTES
- Medium FTFY admission yield and market data
- Low Majors/FETF and transfer admissions yield

ii. **Narrative:**

- Program enrollment in Fall, 2023: 21
- 2021/22 degrees conferred: 13 (BS and EARTH BA combined)
- There are four tenured/tenure track faculty in the department.
- This program is recommended for people who intend to pursue a graduate degree or become a Registered Geologist. Field courses that provide hands-on experiences are the hallmark of this program, and are a high-impact practice that leads to employment opportunities for students. The hands-on, high impact experiences provided by required field courses are the hallmark of our program, and help students find employment, and entrance into grad programs. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. **We recommend that this program be sustained, or possibly merged with the BA, which has identical PLOs.**

iii. Recommendation: **Sustain**

● **Biology BS**

i. Metric outcome: Medium

- Strong or very strong in 6 of 10 metrics: Student/Fac headcount, retention, Faculty salary/FTES, and market data.
- Medium in Majors/FETF, completions, and FTFY admission yield
- Low transfer admission yield

ii. **Narrative:**

- Program enrollment in Fall, 2023: 228
- 2021/22 degrees conferred: 42
- There are eleven tenured/tenure track faculty in the department.
- The program requires both research experience and internship, and brings in a very strong amount of external funding. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. This program is well enrolled, and

performing well by our metrics. During the September, 2023, Gray and Associates workshop, this program was identified as one that was recommended to be sustained, and this committee concurs with that assessment. **We recommend that it be sustained and allowed to grow organically.**

iii. Recommendation: **Sustain**

b. **Biochemistry BS**

i. Metric outcome: Medium

- Strong or very strong in 5 of 10 metrics: Student/Fac headcount, transfer retention, Faculty salary/FTES and market data.

ii. **Narrative:**

- Program enrollment in Fall, 2023: 55
- 2021/22 degrees conferred: 19
- There are 5 tenured/tenure track faculty in the department.
- This program, certified by the American Chemical Society, prepares students for medical fields, graduate study in chemistry or biochemistry, or employment in the biochemical, pharmaceutical or biotechnology industries. Either course-based or independent research is required. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. During the September, 2023, Gray and Associates workshop, this program was identified as one that was recommended to be sustained, and this committee concurs with that assessment. **We recommend sustaining this program, and allowing it to grow enrollment organically.**

iii. Recommendation: **Sustain**

c. **Chemistry BS**

i. Metric outcome: Medium

- Strong or very strong in 5 of 10 metrics: Student/fac headcount, retention, completions, and faculty salary/FTES
- Medium Majors/FTEF, FTFY admission yield, and market data
- Low transfer admission yield

ii. **Narrative:**

- Program enrollment in Fall, 2023: 30
- 2021/22 degrees conferred: 6
- There are 5 tenured/tenure track faculty in the department.
- This program, which is certified by the American Chemical Society, prepares students to pursue advanced degrees in the chemical sciences, science education, professional school, or

careers in industry. Students choose between course-based or independent required research. Although PLOs convey a low commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. **We recommend sustaining this program.**

iii. Recommendation: **Sustain**

d. **Chemistry BA**

i. Metric outcome: Medium

- Strong or very strong in 4 of 9 metrics: Student/fac headcount, FTFY admission yield, completions, and Faculty salary/FTES
- Medium in Majors/FTET, FTFY retention, and market data
- Low in transfer admissions yield.

ii. **Narrative:**

- Program enrollment in Fall, 2023: 11
- 2021/22 degrees conferred: 12
- There are five tenured/tenure track faculty in the department.
- This program prepares students for the same career options as the BS, with flexibility to pursue other disciplines. This program has a required capstone. While PLOs convey a low commitment to SSU's core value or DEI/Social Justice, it is good to note that faculty in this program are involved in TIPS training for inclusive pedagogy, which relates particularly to our identity as an HSI. **During the September, 2023, Gray and Associates workshop, this program was identified as one that was recommended to be sustained, however, as this low-conferring program shares most objectives with the BS, we recommend evaluating the program to see if there would be a benefit to streamlining this program into the BS.**

iii. Recommendation: **Adjust**

e. **Electrical Engineering BS**

i. Metric outcome: Medium

- Strong or very strong in 4 of 10 metrics: retention and market data
- Medium in Majors/FTEF, admission yield, completions, and Faculty salary/FTES
- Low student/fac headcount

ii. **Narrative:**

- Program enrollment in Fall, 2023: 114
- 2021/22 degrees conferred: 22
- There are four tenured/tenure track faculty in the department.

- Students are required to take two capstone courses and produce a working prototype in order to graduate. PLOs convey a low commitment to SSU's core value of connectivity/community engagement, so the program may wish to update PLOs to better reflect these aspects of our university's identity. **We recommend sustaining this program.**

iii. Recommendation: **Sustain**

**f. Biology BA**

i. Metric outcome: Medium

- Strong or very strong in 6 of 10 metrics: Student/fac headcount, FTFY admission yield, transfer retention, Faculty salary/FTES, and market data.
- Medium in Major/FTEF, completions, and FTFY retention.
- Low transfer admission yield

ii. **Narrative:**

- Program enrollment in Fall, 2023: 140
- 2021/22 degrees conferred: 40
- There are eleven tenured/tenure track faculty in the department.
- This program is well enrolled, and performing well by our metrics. It also brings in a very strong amount of external funding. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. During the September, 2023, Gray and Associates workshop, this program was identified as one that was recommended to be sustained, and this committee concurs with that assessment. **We recommend sustaining this program.**

iii. Recommendation: **Sustain**

• **Low**

**a. Applied Statistics BA**

i. Metric outcome: Low

- Strong or very strong in 4 of 9 metrics: Student/fac headcount, retention, and Faculty salary/FTES
- Medium in FTFY admissions yield
- Low in Majors/FTES, transfer admission yield, and market data

ii. **Narrative:**

- Program enrollment in Fall, 2023: 5
- 2021/22 degrees conferred: 5
- There are twelve tenured/tenure track faculty in the department.



- With half of the program requirements being math courses, and half from another related program (usually in SST or Social Science), this program allows students the opportunity to apply statistics to another discipline. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. Department faculty also facilitated bringing TIPS training to departments throughout the School of Science and Technology. **This program is low-conferring, but is also an example of the sort of interdepartmental collaboration the university wants to promote. We recommend identifying ways to adjust so that enrollment can be increased. Market data suggests that Data Analytics is a very high-demand field, and in light of this, we think it would be useful to consider if this program could be adjusted along those lines.**

iii. Recommendation: **Adjust**

b. **Physical Science BA**

i. Metric outcome: Low

- Strong or very strong in 4 of 10 metrics: Student/fac headcount, retention, and Faculty salary/FTES
- Medium market data
- Low Majors/FTE and admission yield

ii. **Narrative:**

- Program enrollment in Fall, 2023: 9
- 2021/22 degrees conferred: 0
- There are four tenured/tenure track faculty in the department who teach regularly.
- This is a relatively new program that is highly interdisciplinary, and brings in a medium amount of external funding. There is a required capstone seminar, and the program. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. **Although this program is low conferring, it is only a few years old and has only very recently opened up an option for first-time, first-year students to declare as a major. We**

**recommend that the program be sustained, and given time to organically grow its enrollment.**

iii. Recommendation: **Sustain**

c.

**School: School of Science and Technology: GRADUATE PROGRAMS**

• **Strong**

a. **Nursing MS with RN**

i. Metric outcome: Strong

- This program is strong or very strong in 5 of 6 metrics
- Majors/FTEF is medium

ii. **Narrative:**

- Program enrollment in Fall, 2023: 78
- 2021/22 degrees conferred: 38
- This program requires research experience and service learning, and brings in a strong amount of external funding. The PLOs convey a high commitment to SSU's core values of DEI/social justice and connectivity/community engagement. **We recommend sustaining this program.**

iii. Recommendation: **Sustain**

b. **Electrical and Computer Engineering MS**

i. Metric outcome: Medium

- Strong or very strong in 2 of 3 metrics: admission yield and Faculty salary/FTES
- Low in Student/Fac headcount

ii. **Narrative:**

- Program enrollment in Fall, 2023: 19
- 2021/22 degrees conferred: 4
- Internship and project experience is required for graduation. PLOs do not convey a commitment to SSU's core values of DEI/social justice, sustainability, and connectivity/community engagement, so the program may wish to update them to better reflect these aspects of identity. **This is a relatively new program, and we recommend it be sustained while it gains momentum.**

iii. Recommendation: **Sustain**

• **Medium**

a. **Biology MS**

i. Metric outcome: Medium (Strong based on metric averages)

- Strong or very strong in 3 of 6 metrics: Admission yield, Faculty salary/FTES, and 100 mile radius market data
- Medium in Student/fac headcount, Majors/FTEF, and California market data

ii. **Narrative:**

- Program enrollment in Fall, 2023: 27
- 2021/22 degrees conferred: 12
- This program is entirely based on independent research, and brings in a very strong amount of external funding. Although PLOs do not convey a commitment to SSU's core values, this program demonstrates a strong alignment with SSU's identity as a Hispanic Serving Institution, particularly through the TIPS training program. TIPS focuses on increasing the participation and success of Latine students by reviewing barriers to student success, and implementing culturally responsive pedagogies and high impact practices. During the September, 2023, Gray and Associates workshop, this program was identified as one that was recommended to be sustained, and this committee concurs with that assessment. **We recommend this program be sustained.**

iii. Recommendation: **Sustain**