

Appendix B

Focusing on Our Future

Academic Planning and Alignment

Academic Program Actions

Action Definitions

Maintain: indicates that resources* devoted to the program will remain approximately the same, although current resources may be allocated differently within the program to meet continuous improvement goals.

Enhance: indicates that resources devoted to the program are likely to increase over time and may come from a number of sources to meet continuous improvement goals.

Consolidate/Reorganize: indicates that the program would improve or could take advantage of new opportunities if it were restructured or if it were to reorganize with another program.

Reduce: indicates that resources devoted to the program are likely to be curtailed over time.

Eliminate: indicates that the University will withdraw its financial support of the program over a period of time, pending the outcome of the review process described in the Faculty Handbook 3.7 Policy on Closure of University Program(s).

* Resources may be human, financial, facilities or other University Services.

Academic Affairs Decisions

Program: Powell Scholars Program

The relatively new Powell Scholars Program is the University's most prestigious Honors Program. Powell Scholars must meet very high standards for incoming GPA and SAT scores. Those students that meet the academic standards are selected based on additional criteria including diversity (ethnicity, gender, other), geographical location, diverse majors and interests. The program, which emphasizes leadership and academic excellence, is aligned with *Pacific 2020*, has strong assessment practices and a record of continuous improvement. Students express a high degree of satisfaction and have a 4-year graduation rate in their disciplines that is higher than the University average. There is a high level of graduate success including graduate school and employment.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Honors Program

Assistant Provost Recommendation: Reorganize

The University Honors Program underwent extensive review during the past academic year with input from multiple constituencies, including students, faculty, deans and academic and student life administration. The Honors Program is aligned with *Pacific 2020*, but the impact of the program on student success has not been rigorously assessed. From the students' perspective, the living learning community, experienced primarily in first and second years, was the primary value of the Honors Program. During the past 5 years, on average there are 228 freshman and sophomores/year, but enrollment declines substantively in years three and four (for juniors and seniors). A committee of faculty/staff revised the University Honors Program to place focus primarily on the residential experience. This program is in the process of being implemented. Individual schools plan to develop disciplinary-based individual honors programs for upper division students. The appointment of a

new Freshman Honors Program Director (course release and stipend), with administrative support, is anticipated to revitalize the first-year honors experience. An action plan tied to student success with metrics and an assessment plan should be developed in the next year. In addition, as the University looks to expand its honors programs, it is timely to consider how the University can most effectively and efficiently support all honors programs (humanities, legal, honors, and school based programs) by considering synergies (administrative and academic) as we attract and retain highly meritorious students.

Provost's Final Recommendation: Reorganize. Submit to the Provost a plan for the revised Honors Program with metrics for student success and an assessment plan by January 2015. Together with other honors programs also develop a plan to effectively and efficiently serve Pacific's honors students, considering shared resources, synergies and uniqueness by fall 2015.
President's Decision: Concur with the Provost

Program: Pacific Legal Scholars (PLS)

Assistant Provost Recommendation: Maintain and Enhance

The PLS program is an outstanding program that attracts high quality students across different schools (average 45 students), thereby improving the academic profile of Pacific's students, particularly in the humanities and social sciences. It provides enriching experiences with distinctive real-world curriculum and is aligned with *Pacific 2020*. Students express a high degree of satisfaction, have a 4-year graduation rate in their disciplines that is higher than the University average, and have strong post-graduation results (e.g., admission into top law schools and professional/graduate programs). The program is anticipated to provide a pipeline of students interested in legal education, ideally to Pacific's McGeorge School of Law, but also to other law schools. As the University looks to expand its honors programs, it is timely to consider how the University can most effectively and efficiently support all honors programs (humanities, legal, honors, and school based programs) by considering synergies (administrative and academic) to attract and retain highly meritorious students. A plan that explores potential academic synergies and efficiencies should be presented to the Provost by December 2014.

Provost's Final Recommendation: Maintain. Together with other honors programs develop a plan by January 2015 to effectively and efficiently serve Pacific's honors students, considering shared resources, synergies and uniqueness.

President's Decision: Concur with the Provost

College of the Pacific (COP) Decisions

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

Academic Program Quality: The proposed actions will help to strengthen overall quality of the academic portfolio by creating closer interdisciplinary alliances and new synergies between programs and departments, enhancing the relevance of learning opportunities for students, and expanding opportunities for student and faculty scholarship. Better tracking of alumni success and systematic assessment of student learning will be important for analysis and ongoing improvement of student learning and success.

- a. A reconfigured Department of Theater/Film/New Media/Digital Media will bring together exciting programs under an umbrella of 'new media.' This will create a critical mass of expertise and enthusiasm for academic, scholarship and creative activities, enhance relevance and appeal to students and the public, and enhance financial sustainability of the Arts. Faculty in Computer Science and the Conservatory of Music have also expressed interest in contributing to this endeavor.

- b. The creation of a newly configured Environmental Sciences Major will bring together multi-disciplinary faculty research and teaching, infused by co-curricular projects on sustainability and a re-invigorated John Muir Center. This will enhance Pacific's educational role in environmental stewardship in California and, in particular, the Central Valley. Geology BA, BS will be integrated into the reconfigured major and eliminated as stand-alone majors.

Academic Program Mix: New inter-disciplinary undergraduate programs will bring together multi-disciplinary faculty for research and teaching. Graduate programs will be reviewed for quality, alignment with COP strategic plan and impact on undergraduate teaching to ensure we are able to continue to offer the highest quality undergraduate education. Programs are asked to address other issues within a designated time frame after which the program will be revisited in 2-4 years. Since the bulk of enrollments is concentrated in just a few departments, the College will aim to redistribute new enrollment across a larger number of majors through a recombination of existing programs and the building of new ones.

- a. The following degrees are recommended for reorganization and consolidation with allied programs, eliminating the separate degree program but retaining the disciplinary expertise and emphasis in redesigned interdisciplinary majors: Geology BA and BS, Film Studies BA, Theatre Arts BA.
- b. The following degrees are recommended for elimination: Chemistry-Biology BS, Computing and Applied Economics BS, Intercultural Relations MA, and BFA in Studio Art.

Financial Sustainability: The financial sustainability will be increased by integrating some small programs into clusters of allied programs, eliminating degrees with minimal enrollment, creating exciting new or reconfigured degree programs, and enhancing existing programs.

Program: Visual Arts (BA), Graphic Design (BFA) and Studio Art (BFA)

Dean Recommendation: Reorganize

The Visual Arts Program has three majors: Art (BA), Graphic Design (BFA), and Studio Art (BFA). Overall the programs are good to excellent, have strong strategic alignment, but low financial sustainability. The average number of degrees awarded over a 5-year period is 1, 8 and 3 for Art, Graphic Design and Studio Art, respectively. Enrollments in the Art BA ranged from 6-9 with no discernable trends. Enrollments in the Graphic Design BFA increased from 31 to 39, and have been stable in the past three years. These accredited programs have consistent assessment plans, and have used data to improve student outcomes.

The incoming student credentials are lower than the University average, and 33-41% need remediation. However, graduates become proficient and/or highly proficient in standardized tests for the disciplines, reflecting the quality of teaching and learning. Between 50-57% of students enrolled as freshmen graduate within six years. The faculty will need to improve graduation rates and assessment of students in this degree program and work with the Office of Institutional Research to track post-graduate success. The faculty taught on average 295 student credit hours/FTE in the past five years. The faculty decided to eliminate the BFA in Studio Art and offer just one degree, the BA in Art. This elimination will address a concern for accreditation as well. The BA can be made more flexible in types and numbers of classes so that some courses could be cross-listed in Environmental Studies or History or Modern Languages and introduce more students who are serious about the humanities to become acquainted with art practice. This may require a redesign of the major. Redesign of the Graphic Design major is already underway to better align with other programs' number of required units for the major and to make the major more flexible so that students can take courses in communication and business. The faculty has strong scholarship/creative activities.

It is the Provost's understanding that the department is open to supporting a new major in "new media" and that many of their courses would be important inclusions. The Provost encourages continued discussions with this forward thinking faculty about how to collaborate with other colleagues in the arts and humanities.

Provost's Final Recommendation: Reorganize to eliminate the BFA in Studio Art and merge with the BA in Art. Submit by January 2015 a plan to assess student learning and improve graduation rates.

President's Decision: Concur with the Provost

Program: Biological Sciences (BA)

Dean Recommendation: Maintain and revisit in three years to decide whether to eliminate.

The BA in biological sciences was designed as a safety valve for students who had difficulty completing organic chemistry. An average of 7 majors are enrolled each year during the past 5 years. Enrollments have ranged between 4-6 students in the last four years, down from 14 in 2008. On average 5 degrees have been awarded annually in the past 5 years. Since new freshmen are not admitted to the BA, graduation rates are not relevant. The faculty will need to improve assessment of students in this degree program and work with the Office of Institutional Research to track post-graduate success. This is a safety valve program for students who do not wish to obtain the BS degree. The department should review the post-graduate success of these students to establish whether the degree leads to career options.

Provost's Final Recommendation: Maintain for two years. Dean and faculty should prepare an analysis for the Provost by spring 2015 of student success, including post-graduate placements, in this program.

President's Decision: Concur with the Provost

Program: Biological Sciences (BS)

Dean Recommendation: Maintain and Enhance

The biology program, clearly aligned with *Pacific 2020*, provides courses for their majors as well as a large pre-pharmacy program, pre-dental program, bioengineering and sport sciences. During the past 5 years, an average of 39 freshmen and 0 transfers per year declare biology majors and on average, 93 degrees/year are awarded. Enrollments in the major increased from 256 to 365. Many biology students are double majors and enter in other programs such as pre-pharmacy. The majors have high incoming credentials (GPA and SAT) and low need for remediation (~10%). The University relies on strong biology educational programs for the bio majors and pre-professional students. However, the University also has a need to provide biology education for students that are not rigorous biology or pre-professional majors, including bio-engineers and sport sciences or other pre-health students. It is imperative that the biology faculty work closely with faculty in feeder programs to ensure courses meet the needs of students articulating into those programs. Faculty need to develop clear learning outcomes, goals and assessment plans and ensure that curricular changes are based on findings. It is important that the assessment plan track student satisfaction, as well as student improvement in critical thinking and other learning outcomes. Post-graduate success should be tracked with support from the Office of Institutional Research. Biology programs at many universities are among the highest in demand. The Biology faculty is encouraged to develop strategies to build a biology program at Pacific that not only meets the demands for the primary customer base of pre-pharmacy and pre-dentistry, but also attracts students who desire a biology major for other post-graduate goals. Thinking strategically outside the pre-pharm/pre-dent 'swim lane' (e.g., bioengineering) would enable broader collaborations, new opportunities to attract additional types of students, as well as research/scholarship collaborations across units. The biology faculty has uneven levels of scholarship productivity; inter-disciplinary collaborations will be helpful to leverage resources. However, on average they submit six grant proposals per year, which is to be

commended. On average the faculty taught 749 credits/FTE: this is at the high end for programs at Pacific, surpassed only by pharmacy, PT, and physics. Chemistry is close behind. The workload of biology faculty suggests that an additional 1-2 lines is warranted, but these need to be considered strategically to synergize with other emphases at the University.

Provost's Final Recommendation: Maintain and Enhance. Assessment plan due by December 2014 as well as a strategy for course offerings that meet a broad array of student needs.

Revisit in two years to review assessment results and progress.

President's Decision: Concur with the Provost

Program: Biological Sciences (MS)

Dean Recommendation: Maintain and Enhance

This MS program, in place for 25 years, gives students advanced education in biology. Its growth has been linked to the growth of the undergraduate program as many of the students serve as graduate assistants. Enrollments during the past 5 years declined from 31 to 22 students. Students come predominantly from Pacific's programs. Importantly, while there are clearly resources to support graduate students, there is a lack of evidence that the MS program teaches students well, that their students are satisfied with the program and that they move on to good positions. Fewer than 41% of MS students graduated in 4 years. Post-graduate success should be tracked with support from the Office of Institutional Research. High quality scholarship is essential for a high quality graduate program. The biology faculty has uneven levels of scholarship productivity; inter-disciplinary collaborations will be helpful to leverage resources. It is important that scholarship continues to increase across the biology faculty so that students have broad opportunities for research experiences. On average the biology faculty submits six grant proposals per year, which is to be commended. Finally, the teaching/advising workload of the biology faculty should be addressed so that faculty has the time and resources to provide a high quality graduate education while meeting undergraduate teaching needs.

Provost's Final Recommendation: Maintain for 3 years and revisit to consider enhancement if graduation rates improve, assessment metrics and outcomes are tracked, and faculty scholarship has increased, particularly through inter-disciplinary collaborative efforts.

President's Decision: Concur with the Provost

Program: Chemistry (BA, BS); Chemistry-Biology (BS) and Biochemistry (BS)

Dean Recommendation: Maintain

Chemistry has four accredited undergraduate degree programs: BA, BS Chemistry, BS Chemistry-Biology and BS Biochemistry. The BA in Chemistry has had an average of 5 majors with one degree awarded annually over the past 5 years. Enrollments for the Chemistry BA declined from 8 to 3 students. The BS Chemistry has had on average 26 majors with 3 degrees awarded annually in the past five years. Enrollments fluctuated during this period between 33 and 16, with a decline to 16 in 2012. Many chemistry majors change to other majors, such as biochemistry. The Chemistry-Biology has 15 majors with six degrees awarded annually during the past 5 years. Enrollments declined from 24 to 11 students. The biochemistry degree has more than 80% of the awarded degrees and averages 100 majors annually during the past 5 years. During this same period enrollments fluctuated between 82-113, with the last three years above 100 students. The need for remedial course work across these majors averages 22%, less than the University average. Six year graduation rates range from 55% (biochemistry) to 83% in the BS Chemistry. The faculty should determine how to improve retention of students through the chemistry curriculum, including considering new courses that could meet the needs of these students and the BA Chemistry students. The faculty has a number of support strategies, assessment of teaching and learning is strong and faculty has evidence of using data for continuous improvement. Post-graduate success should be tracked with support from the Office of Institutional Research.

The chemistry faculty has a high workload and is highly efficient in delivering their curriculum. The faculty has taught on average 735 student credit hours/FTE annually during the past 5 years. The BA in Chemistry seems to be attractive to students who are going to become teachers in high schools. Given the strategic direction in the School of Ed to prepare STEM teachers, closer collaboration with the school is warranted to develop a systematic approach to train STEM teachers. A BS in Chemistry is an essential program for a chemistry department, but has inherently low enrollments as is true in many institutions. The faculty should develop a strategy to grow enrollments and increase retention. The level of faculty scholarship, grant submission and awards by chemistry faculty is outstanding. The chemistry faculty is to be commended on their strong scholarship profile reflected in publications and an average submission of six grant proposals per year, with a 50% success rate.

Provost's Final Recommendation: Maintain BA Chemistry with emphasis on preparation for STEM teaching in collaboration with School of Education. Revisit in 3 years. Eliminate BS in Chemistry-Biology due to overlap with Biochemistry BS. Maintain Biochemistry BS and Chemistry BS and submit a plan in December 2014 to improve retention.

President's Decision: Concur with the Provost

Program: Communication (BA)

Dean Recommendation: Reorganize

The Communication program offers a BA degree and supports student activities, such as Forensics, KPAC-FM, and The Pacifican. Student demand is higher, with an average of 15 freshmen and 14 transfers over the last five years. The GPA and SAT scores of freshmen are lower than average, and 42% of students need remedial courses. 63% of the students graduate within six years, which is the University norm. There were on average 111 majors during the past 5 years, with 35 degrees awarded annually. Enrollment has fluctuated between 107 and 116 students during the past five years. Communication has an opportunity to increase the level of expectations and proficiency for writing and reading in their courses-- essential for communication graduates, even though they may be weaker in these areas at the outset than other majors. The faculty accumulated an average of 566 credits/FTE over a 5-year period. The faculty has a track record of strong advising, a culture of assessment and uses findings to improve curricular offerings and student support. Post-graduate success should be tracked with support from the Office of Institutional Research. Overall the program should consider how to increase proficiency in reading and writing, define areas to develop excellence in both teaching and scholarship/research, and develop a plan to be shared with the dean for continuous improvement in these areas. Making the curricula relevant to current and future trends in communication practice, such as incorporating new media and technology, will help improve relevance, program quality and student outcomes.

Provost's Final Recommendation: Maintain & Reorganize to enhance the integration of new media and technology into the major, increase proficiency in reading and writing, improve graduation rates, and define areas to develop excellence in teaching and scholarship/research. Reorganization plan, including an assessment plan, due spring 2015. Revisit in 3 years.

President's Decision: Concur with the Provost

Program: Communication (MA)

Dean Recommendation: Maintain

The MA in Communication offers students training in communication theory, methodology and practice. On average 9 degrees/year have been awarded annually during a 5-year period. Enrollment fluctuates between 21 and 26 students. The Communication MA draws students nationally and internationally. Curricular offerings should be evaluated to ensure that graduates are well prepared for current and future directions of communications practice, especially those that rely on technology. Post-graduate success should be tracked with support from the Office of Institutional Research. Faculty scholarship is essential for a high quality graduate program, but scholarship in the

department is uneven. The graduate program has opportunities to reach a broader audience by considering online and certificate-based programs, particularly with campuses in Sacramento and San Francisco, which could ensure a higher level of financial sustainability. The program should create clarity around the role of the MA program in the COP academic portfolio mix, the areas of emphasis to develop excellence to recruit and successfully educate high quality students, and opportunities for curriculum delivery at distant sites.

Provost's Final Recommendation: Maintain. Develop a strategic plan aligned with the COP strategic priorities by December 2014 to increase program quality, expand enrollment and modes of instructional delivery. Revisit in 3 years.

President's Decision: Concur with the Provost

Program: Economics (BA, BS) and Computing and Applied Economics (BS)

Dean Recommendation: Maintain and Reorganize

Three degrees are offered in Economics: BA and BS, Economics and BS, Computing and Applied Economics. More than 39% of incoming students need remedial course work. 44-60% of freshmen graduate within six years. On average 14 degrees have been awarded annually between the two programs. Enrollments are increasing from 37 to 57. Computing and Applied Economics major has very few students (no degrees awarded in the past 5 years). The commitment to assessment must increase and an assessment plan developed for the BS and BA in Economics and findings used to make curricular changes. Post-graduate success should be tracked with support from the Office of Institutional Research. The faculty accumulated an average of 576 credits/FTE over a 5-year period. A plan to improve research/scholarship productivity should be developed, including a strategy to distinguish economics and how it might simultaneously collaborate with other units such as; SIS, business, or others involved in public policy, particularly on themes such as water, environment, profit/non-profit, or other new programs.

Provost's Final Recommendation: Maintain BS and BA in Economics. Increase the persistence rates at all levels on a trajectory to bring the BA graduation rate to the University norm within 3 years. Learning assessment plan needs to be developed for both programs by Dec 2014 and implemented in spring 2015. Eliminate BS, Computing and Applied Economics due to enrollment challenges.

President's Decision: Concur with the Provost

Program: English (BA)

Dean Recommendation: Maintain

A strong English program is essential for a strong humanities program and a liberal arts college and university. It is foundational for success of *Pacific 2020*. Average freshman enrollments in the English BA are at 15 students and new transfers at 7. Enrollments overall have shown an upward trend during the past 5 years, increasing from 71 to 96. Entering students have mid-range SAT and GPA scores, and remediation needs are less than the University average. The six-year graduation rate is 53%, considerably lower than the University average. There is a track record of teaching excellence, but assessment of learning outcomes needs improvement, particularly for new courses. The English faculty is commended for broadening course offerings, such as content engineering, and is encouraged to continue to think broadly about the inter-disciplinary opportunities for the English program, both for its students and the faculty. The faculty has accumulated an average of 422 credits/FTE. Faculty scholarship/creative activities are generally strong, and they should continue to build inter-disciplinary collaborations. Post-graduate success should be tracked with support from the Office of Institutional Research.

Provost's Final Recommendation: Maintain. Develop a plan for robust assessment of learning outcomes by December 2014, implement starting January 2015, and use findings to drive curricular change and student support to increase persistence.

President's Decision: Concur with the Provost

Program: Environmental Science (BS)

Dean Recommendation: Reorganize

The Environmental Science BS major enables students to develop skills in integrative reasoning across spatial and temporal scales in the context of the environment and to participate in experiential learning opportunities. This program has an average of 13 majors and an average of 2 degrees/year. Enrollments increased from 10 to 15 students during the past 5 years. The incoming GPA and SAT scores of incoming freshmen are about average and remediation needs are about average. In part because of the small size of the major, assessment and tracking information about the achievement of learning outcomes is minimal. Faculty scholarship/research is moderate and unevenly distributed. The faculty has accumulated an average of 360 credits/FTE, reflecting their contributions to the GE program. On average the faculty as a whole submitted 1-2 grant proposals annually, which is low for a science-based program. When geology is incorporated as a track in environmental sciences, this may help to develop critical mass and strengthen collaborations to build both teaching and inter-disciplinary research opportunities. Considering how to expand both academic and co-curricular opportunities in the John Muir Center, Pacific McGeorge School of Law's Institute in Water and the new MBA/Public Policy initiatives in Sacramento may also help to build a critical mass for a robust program. Post-graduate success should be tracked with support from the Office of Institutional Research.

Provost's Final Recommendation: Reorganize to create a robust, relevant and attractive degree, including geology as a disciplinary emphasis track. Develop robust assessment of learning outcomes and use information to drive curricular change. Develop a strategic plan, including the assessment plan, by spring 2015 for the creation of an attractive degree that includes strategies to increase enrollments and to increase faculty scholarship/research productivity. Reorganized program will enroll in fall 2016.

President's Decision: Concur with the Provost

Program: Environmental Studies (BA)

Dean Recommendation: Reorganize

The Environmental Studies BA is an inter-disciplinary program that provides students educational and experiential opportunities that integrate knowledge of science, policy, social sciences, and the humanities for stewardship of our natural resources. The BA in Environmental Studies has an average of 15 majors and 4 degrees awarded annually in the past five years. It has had fluctuating enrollments from 12-21, with one year at 21. Enrollment in 2012 was 12. Although the numbers are small, the incoming GPA and SAT scores of incoming freshmen are about average and remediation needs are below average. Six-year graduation rates are at 56%, lower than the University average. Post-graduate success should be tracked with support from the Office of Institutional Research. Inter-disciplinary programs are often hard to lead, manage and resource, but success in doing so provides students a broad education that can prepare them for many types of post-graduate successes. Furthermore, recognition by funding agencies that multi-disciplinary expertise is needed to solve complex problems provides enormous opportunities for research funding for teams of faculty that come together to address stewardship of natural resources that build upon local/regional issues. Pacific has tremendous opportunities to develop academic programs in understanding and stewarding natural resources. Considering how to expand both academic and co-curricular opportunities in the John Muir Center, Pacific McGeorge School of Law's Institute in Water and the new MBA/Public Policy initiatives in Sacramento can help to build the reputation of environmental programs.

Provost's Final Recommendation: Reorganize to be an effective inter-disciplinary program with assessment plans, student-learning outcomes, and a plan to obtain more inter-disciplinary grants and increase collaborative scholarship/research productivity. Reorganization plan due spring 2015.

President's Decision: Concur with the Provost

Program: Film-Studies (BA)

Dean Recommendation: Reorganize/Consolidate

Film Studies is a relatively new (2012) inter-disciplinary major. Five students were enrolled in 2012 and increased to 10 in 2013. Prior to the major, students with an interest in film studies followed a self-designed major. A robust assessment plan to evaluate student success and achievement of learning outcomes is needed. The faculty in COP is discussing consolidation of Film Studies, Theatre Arts and part of Communication and the Visual Arts into a re-designed program on 'new media' to create a more integrated and synergistic program, to create critical mass, strengthen educational offerings and increase collaborative scholarship/creative activities. In this case, the Film Studies BA would be eliminated, but the disciplinary expertise and academics would be retained in the redesigned major. Post-graduate success should be tracked with support from the Office of Institutional Research. A potential redesigned program offers exciting academic and experiential opportunities for both students and faculty.

Provost's Final Recommendation: Reorganize and consolidate with re-designed program integrating Theatre Arts and Film Studies. A consolidated plan that includes integration should be developed by January 2015. When reorganization is complete, eliminate as a stand-alone major.

President's Decision: Concur with the Provost

Program: Geology (BA, BS)

Dean Recommendation: Reorganize

The Geology major provides educational opportunities for graduates to think broadly and deeply about environmental challenges in California and around the world. Over the past 5 years there have been 11 majors with one degree awarded on average per year. Enrollments in the BA have fluctuated between 1-3 students and between 5-13 students in the BS program. Incoming credentials of freshmen are below average for SAT and remediation needs are 38%. Assessment of learning outcomes is sparse, complicated by low numbers of majors. The teaching credit hours of Geology faculty are included in environmental sciences. Given current challenges of low enrollments and assessment challenges, the argument that distinguishing a Geology degree from an ES degree is not compelling. Reorganizing the major to work more inclusively with other sciences would enhance research opportunities for students. With reorganization, the separate degree in Geology would be eliminated, but the disciplinary expertise and emphasis would be retained in the redesigned interdisciplinary major. Post-graduate success of ES majors with a specialty in geology should be tracked with support from the Office of Institutional Research.

Provost's Final Recommendation: Reorganize program by integrating the discipline as an emphasis in the Environmental Sciences major and eliminating the Geology BA and BS as a stand-alone major. Reorganization plan due spring 2015.

President's Decision: Concur with the Provost

Program: Health, Exercise & Sport Science (BA) and Athletic Training (BS)

Dean Recommendation: Enhance

Health, Exercise and Sport Science offer two undergraduate degrees: BA Health, Exercise and Sport Science and BS, Athletic training. The BA enrolled 239 majors on average and the BS program has 44 on average. Enrollments in the BA have fluctuated between 226-253 students during the past five years. Enrollments in the Athletic Training BS fluctuated between 40-50 students during the same time period. The incoming SAT scores are lower than the University average. Remediation needs are similar to the University norm. The average six-year graduation rate is 69%, slightly higher than the University average. Assessment is performed but use of data to improve teaching, courses, and curricula is inconsistent. The BA program should consider moving towards accreditation; this could

enhance development of standards and assessment and program quality. Faculty scholarship is uneven; one grant proposal on average submitted annually, and low numbers of publications. The faculty accumulated 426 credits/FTE, which is on par with other non-lab-based programs, but is high given the small group practical lab/clinical courses that are part of the curriculum. Post-graduate success should be tracked with support from the Office of Institutional Research.

Provost's Final Recommendation: Enhance pending development of learning outcomes and an assessment plan by December 2014, and use of data to improve outcomes.

President's Decision: Concur with the Provost

Program: Health, Exercise & Sport Science (MA)

Dean Recommendation: Maintain/Reorganize

This graduate program serves three types of students: those who enroll upon being offered a graduate assistantship, coaches from inter-collegiate athletics who take advantage of tuition remission, and full-pay students who want to increase knowledge of the field. There were 16 enrolled students on average in the fall. During the past 5 years enrollments fluctuated between 15-18 students. Evidence of learning outcomes and assessment needs to be improved. Post-graduate success should be tracked with support from the Office of Institutional Research. The program should create clarity around the role of the MA program in the COP academic portfolio mix, the areas of emphasis to develop excellence to recruit and successfully educate high quality students, opportunities for curriculum delivery at distant sites, and strategies to increase financial sustainability.

Provost's Final Recommendation: Maintain program but reorganize the curriculum to build quality and align with COP priorities. A reorganization plan, including assessment, to be developed by spring 2015.

President's Decision: Concur with the Provost

Program: History (BA)

Dean Recommendation: Maintain

History is a foundational discipline for any liberal arts college as students from many disciplines rely on taking courses to augment their chosen field: international studies, political science, languages, arts, sociology and anthropology, economics. Freshmen enrolled in history have at or below average GPAs and SATs and 24% need remediation. Six-year graduation rates approximate 69%, which is above the University average. On average 11 degrees are awarded annually in a 5-year period. Enrollments in the major fluctuate between 34-52 students. The History department has a strong culture of assessment and curricular and co-curricular changes based on findings. Faculty accumulated on average 466 credit hours/FTE, which is on par with other social science/humanities programs. Post-graduate success should be tracked with support from the Office of Institutional Research. Consideration of how course offerings by faculty in other departments (i.e., SIS/Modern Languages, Asian Studies major) might meet some History curricular requirements could allow flexibility for history professors to teach other history courses. The opportunity analysis by the faculty suggesting Public History or Museum History may not align itself with Pacific's future directions, whereas focusing on environmental history or the history of science might be better aligned and offer the program more opportunities for generating curricular and research synergies with other programs at Pacific.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Social Sciences (BA)

Dean Recommendation: Maintain

This program provides students the content knowledge and pedagogical practices to teach history and social sciences in California K-12 schools. Enrollments have increased from 6 to 14 over the last

five years with an average of 1 graduate per year. An APA report was not received in time for this program to be reviewed.

Provost's Final Recommendation: Maintain. Program is currently completing program review. Submit in fall 2014 a compelling rationale for the need of this major, learning outcomes, and an assessment plan.

President's Decision: Concur with the Provost

Program: Mathematics (BA, BS) and Applied Mathematics (BS)

Dean Recommendation: Maintain

The Math Department offers three majors: BA, BS, Mathematics and BS, Applied Mathematics. The math faculty carries a large service load for the entire Stockton campus. During the past 5 years, there have been about 20 majors in each of the BS programs and 8 degrees awarded. Enrollments fluctuated between 17 and 23 students for the Mathematics BS program and between 12 and 25 in the Applied Mathematics major, with the last four years above 23. Students come in with higher than average SAT scores and GPA; about 25% need remedial work. 56% of enrolled BA Math majors graduate in six years. The math faculty have defined learning outcomes and have implemented assessment plans to collect data that they have used to improve courses and student support. Post-graduate success should be tracked with support from the Office of Institutional Research. The scholarship of math faculty is generally solid, albeit not evenly distributed. Faculty accumulated on average 544 credit hours/FTE.

The math faculty has some excellent opportunities to leverage their expertise in emerging programs, particularly those involving applied math. The faculty is considering adding an emphasis in actuarial science, which could position the math department and Pacific in a niche, but increasingly important area, without a lot of competition from other institutions. Similarly, as the data analytics graduate program evolves, math expertise will be needed in some courses. An increasing emphasis on applied mathematics, including statistics, will be important for future inter-disciplinary research opportunities and academic programs. As math faculty become more involved in graduate courses, it will be important to continue opportunities to build scholarship and to consider how and who teaches lower division courses.

Provost's Final Recommendation: Maintain until new programs are developed and then consider enhancing.

President's Decision: Concur with the Provost

Program: Asian Languages and Studies (BA), French (BA), Spanish (BA)

Dean Recommendation: Maintain

Modern Languages are central to the liberal arts and for preparing students for a global world as described in *Pacific 2020*. The emphasis in MLL is on Asian languages and studies (BA), French (BA) and Spanish (BA). Enrollments in these majors is relatively low with 7, 4, and 12 degrees awarded annually in Asian Languages, French and Spanish, respectively. Enrollments in the Asian Language and Studies major fluctuated between 16 and 32 students, with the last four years above 23 students. Enrollments in French declined from 15 to 11 students, whereas enrollments in the Spanish major increased from 27 to 44. The SAT and GPA of incoming students are lower than the norm with high remediation needs ranging from 33-57%. Many enrolled students declare a major after their initial enrollment at Pacific. The faculty relies on national testing to determine proficiency, but also use their own assessments. Post-graduate success should be tracked with support from the Office of Institutional Research. Internal demand for languages is modest, reflected in 311 accumulated credits/FTE. The MLL department provides essential language support for Conservatory and SIS students. The faculty should establish whether the current language offerings support the language needs of the University and develop strategies to increase enrollments in the language majors as the University begins to increase internationalization capacities over time. The faculty scholarship is

strong and is nationally and internationally recognized.

Provost's Final Recommendation: Maintain. Provide report on appropriate language mix for the 3-city University by spring 2015 and a plan to increase enrollments in the majors. Include ways MLL will collaborate and build synergies with other programs in COP and/or other schools in order to develop a critical mass.

President's Decision: Concur with the Provost

Program: Philosophy (BA)

Dean Recommendation: Maintain

A philosophy program is essential at a liberal arts college or university, both for the intellectual history of western civilization, but also for the study of logic and training in analytical and critical thinking. New student enrollments as philosophy majors over the past five years are low (1 enrolled freshman, 0 transfers) and on average 5 degrees have been awarded annually in five years.

Enrollments in the major fluctuated between 12-19 students in the past 5 years. Many students declare this major after their initial enrollment at Pacific. Although this is a small sample size, 43% graduated within six years. Assessment data are just being collected, so evidence of student learning is still somewhat anecdotal. Faculty members have received awards for teaching excellence. Post-graduate success should be tracked with support from the Office of Institutional Research.

Philosophy accumulates on average 583 credit/FTE, which is higher than many other social science and humanities programs at Pacific, and reflects internal demand for general education. I concur with the faculty that their level of research/scholarship should be improved. The philosophy faculty is encouraged to participate in discussion about how to collaborate with other arts, humanities, and social science faculty, perhaps in developing multi-disciplinary programs or certificates that would highlight skills characteristic of philosophy breadth and depth.

Provost's Final Recommendation: Maintain but begin conversations to develop a plan by spring 2015 that synergizes philosophy with other programs in COP and/or other schools in order to develop a critical mass of faculty and students to collaborate in teaching and learning, including shared themes for academic excellence and improved completion rates.

President's Decision: Concur with the Provost

Program: Physics (BA, BS) with integration of Engineering Physics (BS)

Dean Recommendation: Maintain/Enhance

The physics department offers three degrees: BA, BS Physics and BS, Engineering Physics. The number of enrolled majors averages about 12 per year, with about 10 majoring in Engineering Physics. The SAT scores are above average. Degrees awarded annually approximate one per year and enrollments fluctuate between 0-2 for the BA and 6-15 for the BS. There is a 33% six-year graduation rate, but this is based on small incoming cohorts. The faculty is collecting data on assessment and plan to use a national test to evaluate competence and learning outcomes. Student support systems should be carefully evaluated to optimally affect increases in persistence and graduate rate. Post-graduate success should be tracked with support from the Office of Institutional Research. The physics faculty has a high teaching load, accumulating 838 credits/FTE while maintaining an extraordinary level of success in scholarship and research. They have received a number of collaborative research grants, averaging 4 submissions annually. The dean will need to consider how to relieve some of the teaching load, either through instructors, adjuncts, visiting professors, perhaps a new tenure line or joint hires with other departments to allow the faculty as a whole to contribute to new graduate programs, including data analytics.

Provost's Final Recommendation: Enhance

President's Decision: Concur with the Provost

Program: Political Science (BA)

Dean Recommendation: Maintain

The BA in Political Science empowers students to make sense of and participate in political events, as well as develop critical thinking, analytical and communication skills. Approximately 21 majors declare political science as freshmen. Declared majors show lower GPA and SAT scores than the University average and about 35% need remedial preparation. The University awards 16 degrees on average each year and 65% of students graduate within six years. Enrollments fluctuated between 62-98 students, with the last four years exceeding 80. The political science faculty has an excellent culture of assessment, both for program learning outcomes and institutional learning outcomes. Some of the findings have been used to make changes in the curriculum, including experiential learning. They recently developed a partnership with the Career Center to assist students with career planning. Faculty accumulated 397 credits/FTE, which is in norm with other social science/humanities programs at Pacific. Evidence for scholarship includes publications, books and conferences. There is some overlap in courses and topics with SIS. The department should discuss ways to synergize with SIS to reduce program redundancies, increase cooperation and collaboration, as well as consider how to engage with any new school of Public Policy that might develop in Sacramento.

Provost's Final Recommendation: Maintain but leverage synergies with SIS. Develop a plan with SIS by January 2015 to reduce redundancies and develop synergies.

President's Decision: Concur with the Provost

Program: Pre-Dentistry

Dean Recommendation: Maintain

This is an accelerated 2+3 or 3+3 program for students desiring admission to the Dugoni School of Dentistry. Recently a 4+3 program was also added. The program attracts students with high GPA and SAT scores. Faculty advisors work with the Director of Admissions and the Associate Dean of Students at the dental school for student selection. 82% of students obtain their BS degrees; others go straight to dental school without the degree.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Psychology (BA)

Dean Recommendation: Enhance

The Psychology BA has an emphasis on behavioral psychology, but also exposes students to biological, clinical, cognitive, developmental and social psychology. Psychology faculty teach on average 159 majors with an average of 38 degrees awarded each year. Enrollments fluctuated during the past 5 years between 145-183, with the current year at 154. The GPA and SAT scores of incoming students are below average, with about 28% needing remediation. 67% graduate within six years. The faculty use a nationally-normed test for student evaluations of teaching, and they are rated as better than average, but they do not yet have a strong assessment plan for their own learning outcomes. Post-graduate success should be tracked with support from the Office of Institutional Research. There is high internal demand for the psychology program and the psychology faculty as measured by 647 units/FTE, among the highest in sciences. Faculty scholarship and community service is strong. Research/Scholarship is supported by a large number of funded external grants (averaging 14 per year). Psychology will continue to be an important discipline, particularly with Pacific's health emphasis.

Provost's Final Recommendation: Enhance once assessment plan is developed, due spring 2015, and implemented in fall 2015.

President's Decision: Concur with the Provost

Program: Psychology (MA)

Dean Recommendation: Maintain

The MA, Psychology in behavioral psychology averages 14 enrolled students, with about 3 degrees awarded on average each year in the past 5 years. Enrollments fluctuated between 13-15 students. The program is board-approved which attracts students nationally. 100% of the students pass board certification and employment opportunities for graduates abound. Post-graduate success should be tracked with support from the Office of Institutional Research. Assessment plans appear strong per accreditation standards and board certification. The program should create clarity around the role of the MA program in the COP academic portfolio mix, the areas of emphasis to develop excellence to recruit and successfully educate high quality students, opportunities for curriculum delivery at distant sites, and strategies to increase financial sustainability.

Provost's Final Recommendation: Maintain. Develop a strategic plan by spring 2015 that aligns with the COP strategic plan, and is financial sustainable in context of a large undergraduate psychology undergraduate major.

President's Decision: Concur with the Provost

Program: Religious Studies (BA)

Dean Recommendation: Maintain OR Reorganize

Religious Studies is an important component of a liberal arts education, especially given Pacific's Methodist affiliation. The Religious and Classical Studies Department offers two degrees: a BA in Liberal Studies and a BA in Religious Studies. There are 4 degrees awarded annually on average for both of these majors. Enrollments in the Religious Studies major declined from 10 to 5 students during the past 5 years and fluctuated between 5-14 in Liberal Studies with 2012 at 8. SAT and incoming GPA are lower than the university norm, and 40-52% require remediation. 74%-83% graduate in six years, but this is based on small incoming cohorts. The assessment plan is still in development. Post-graduate success should be tracked with support from the Office of Institutional Research. The Religious Studies faculty accumulated on average 379 credits/FTE, primarily from internal demand for GE. The faculty has a highly productive research/scholarship portfolio, reflected in books, scholarly articles and national award recognition. The program needs to consider ways to reinvent itself to enhance the relevance and appeal of the discipline for students. Religion is central in contemporary political conflict and cultural shifts across the world. The tensions between sciences and religions receive increasing attention. These contemporary issues offer numerous opportunities for religious studies to reinvigorate itself through integration with other disciplines in the social sciences, sciences and humanities.

Provost's Final Recommendation: Reorganize and Consolidate. Develop a plan by December 2014 that synergizes religious studies with programs in COP and/or other schools, reorganizes some course offerings along contemporary lines and cross-lists courses to develop a critical mass of students. Reassess annually to see if student interest increases; if no increase by spring 2017, integrate the disciplinary expertise as tracks in other departments and eliminate the major.

President's Decision: Concur with the Provost

Program: Liberal Studies (BA)

Liberal Studies, BA is general liberal arts degree. It is located in the Religious and Classical Studies Department. A report was not submitted, thus this program will carry out a self-study and undergo the formal program review process.

Provost's Final Recommendation: Maintain. Conduct a self-study and undergo a formal program review in fall 2014 that also includes a plan to enhance enrollment in the program.

President's Decision: Concur with the Provost

Program: School of International Studies Majors- International Relations (BA), International Affairs and Commerce (BA), Development and Cultural Change (BA), Global Studies (BA), Intercultural Relations (MA)

Dean Recommendation: Maintain/Reorganize

Four undergraduate majors and one master's program are offered by the faculty in the School of International Studies. With the numerous changes in the program, even in the past 5 years, it is not useful nor is there accurate data at the individual program level. Overall enrollment in all BA programs declined from 153 to 115 during the 5-year period. Enrollment trends in all programs fluctuated, with International Relations having the highest enrollment with 40-61 students. 77% of the International Relations majors graduated in six years. SIS majors have lower than normal GPA and SAT scores, with the exception of those in Development and Cultural Change. The faculty has established a learning assessment program with rubrics for program learning outcomes. Using the findings for curricular improvement will be an important next step. Post-graduate success should be tracked with support from the Office of Institutional Research. The faculty should provide a rationale for the number of majors, some of which have low enrollments, in the SIS portfolio. Consideration of how expertise in other programs, such as political science and sociology, can synergize and complement program offerings should be a high priority. The SIS faculty has strong scholarship reflected in publications and presentations at conferences. The faculty accumulated an average of 461 credits/FTE, reflecting both contributions to GE and to the majors. The Intercultural Relations MA was in the process of being eliminated prior to the review.

Provost's Final Recommendation: Reorganization plan due January 2015 to reduce the number of degrees and prioritize synergies with other programs.

President's Decision: Concur with the Provost

Program: Self-Designed (BA)

Dean Recommendation: Maintain

The self-designed major provides opportunities for motivated students to design their own major, with advice from professors. Enrollment in the major declined from 16 to 4 during a five-year period. Some of these students were engaged in a self-design major for film studies, and transitioned to the Film Studies major when it became available. There is no assessment plan as these programs are personalized for the students. Nevertheless, as Pacific looks to market the opportunities for personalized, customized educational opportunities, ensuring that assessment of learning outcomes is part of the personalized plan is important.

Provost's Final Recommendation: Maintain. The COP dean should identify a faculty team to develop a plan by spring 2015 to assess student learning and student success, including post-graduate success.

President's Decision: Concur with the Provost

Program: Sociology (BA)

Dean Recommendation: Maintain/Enhance with more collaboration with SIS/Anthropology

The Sociology major prepares students for professional lives through civic engagement and is a fundamental discipline in the liberal arts. It connects the University with the community. This major has been increasing in size over the years, and is particularly attractive for transfer students. On average during the past 5 years there have been 52 majors with 17 degrees awarded annually. Enrollments during the past five years have increased from 42-56 students. Remediation needs are similar to the University's norm. Program learning outcomes are defined and assessment is just beginning. The faculty is attentive to the writing needs of transfer students and has made program improvements to meet these needs. Post-graduate success should be tracked with support from the Office of Institutional Research. The faculty accumulated an average of 475 credits/FTE, reflecting contributions to both general education and the majors. Opportunities for team teaching or cross unit teaching may help to address the faculty concerns raised that sociology offerings are not sufficiently broad. Consideration of how expertise in other programs, such as SIS, can synergize and complement program offerings should be a high priority. The faculty has strong scholarship.

Provost's Final Recommendation: Maintain. Develop a plan to prioritize synergies with other programs by fall 2015.

President's Decision: Concur with the Provost

Program: Theatre Arts (BA)

Dean Recommendation: Reorganize

The Theatre Arts major is an inter-disciplinary program that aligns a variety of cultural and artistic practices. Traditional classroom activities are paired with production opportunities. For the past decade the department has struggled for students. Without many more, sustaining the production schedule that is the core of their program will be very difficult or impossible. The GPA and SAT scores of incoming students are below the University average and 50% need remediation. On average over the past 5 years 43% graduated in six years, but this figure is based on smaller incoming cohorts. Enrollments during the past 5 years have fluctuated between 14-19 students, with fall 2012 at 16. The faculty has good assessment practices that measure student learning outcomes and have adapted their curricula over the years to meet the changing needs of students. The Theatre Arts faculty has a high creative activity and submits on average 1.5 grant proposals per year to support these activities. A proposed restructuring of the program with Film Studies and parts of Visual Arts and Communication is anticipated to help attract new student markets that may come to Pacific to study new media (computers, digital film, web video) as well as the Theater Arts.

Provost's Final Recommendation: Reorganize and Consolidate with re-designed program integrating Theatre Arts and Film Studies. A consolidated plan that includes integration should be developed by January 2015. When reorganization is complete eliminate as a stand-alone major.

President's Decision: Concur with the Provost

Eberhardt School of Business Decisions

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

Academic Program Quality: Actions taken and proposed actions are aligned with 2013 AACSB Accreditation Standards and *Pacific 2020* to strengthen overall quality of the academic portfolio by streamlining concentration offerings, focusing on the strongest concentrations and program strengths, and leveraging other school program assets. Integrating assessment and curricular decision-making will enhance curriculum to show relevance to stakeholders and improve student success. Increasing expectations for faculty to maintain qualifications will enhance the intellectual portfolio of the faculty. Better tracking of alumni success and systematic assessment of student learning will be important for analysis and ongoing improvement of student learning and success.

- a. The elimination of the General Business concentration will prevent “random walks” of courses to complete the BSBA. This will provide focused opportunities for advising, earlier utilization of the Career Management Center, increased relevance of the curriculum in other concentrations, and improve placement outcomes for students. It is expected to appeal to higher quality students beyond being a “generalist” in business and increase the number of students in other high-enrolled concentrations (e.g., Accounting, Finance, Marketing, Management). Improving the enrollments in all concentration elective courses should work to increase viability of low-enrolled concentrations.
- b. Reorganization of the Entrepreneurship concentration under the Management and Human Resources concentration will provide better course options for students, improve student advising and student satisfaction, and reinvigorate the entrepreneurship faculty. It will provide

opportunities for interdisciplinary minors, such as the forthcoming Social Entrepreneurship minor with COP, and increase the number of students taking more focused entrepreneurship courses. It also provides an opportunity to leverage the Institute for Family Business (IFB) for for-credit courses in family business and thereby increasing the relevance of the academic offerings to students across campus who work in family businesses. These actions should encourage opportunities for faculty and students to engage in more academic research collaborations and improve the portfolio of intellectual contributions. Other opportunities to reorganize or innovate concentrations, such as International Business and Pre-Healthcare, will be proposed.

- c. Focus the full-time MBA program on its intended student market and increase the number of students enrolled in the program. Refocusing recruiting plans to high-quality non-business students will improve yield and student satisfaction. Action will be taken to improve recruitment of students into the PharmD/MBA program and other partnerships with related health programs/schools for joint degree opportunities. Courses will be reviewed for quality to better differentiate between the undergraduate and MBA courses to improve learning outcomes, improve student satisfaction, and align with employer expectations. Recruiting efforts for the part-time pathway will be focused on health professionals to strengthen focus in health care career advancement potential among employers.

Academic Program Mix: The program mix will be streamlined and focused on core strengths and concentrations will be optimally-sized to renew commitment to the “4-year guarantee.” It is anticipated that a new marketing strategy for programs will enable the school to improve the number of quality students applying to the BSBA. The MBA program focus on a core MBA and health-related fields will be more aligned with *Pacific 2020*. Increasing enrollment in the full-time MBA will strengthen program mix by increasing class enrollments in elective courses. New programs in Accounting focus on CPA-preparedness and specialized career outcomes.

Financial Sustainability: The financial sustainability will be increased by focusing instructional efforts on fewer concentrations, minimizing the number of low-enrolled elective courses, and reconfiguring some concentrations into more relevant programs. Leveraging the IFB strengths into relevant academic course offering(s) that align with a relatively large concentration of family businesses in the region should increase financial viability of the IFB and academic minors.

Program: Bachelor of Science in Business Administration (BSBA)

Dean Recommendation: Maintain & Enhance/Reorganize

The AACSB accredited BSBA degree in Business Administration has 11 concentrations (two in partnership with COP and COM). During the past 5 years, enrollments have averaged 549 students. During this time period, overall enrollment has increased from 500 to 594. The average six-year graduation rate for incoming freshmen is 68.9%. On average 52% of incoming students require remedial course work. The average incoming GPA (3.35) and SAT (1101) scores are slightly lower than the University average, and fluctuate. Consistent with recommendations from the AACSB site visit, the program is reducing the number of concentrations and striving to improve quality in high-enrolled concentrations. Specifically, the Entrepreneurship concentration will be reorganized and integrated into the Management concentration and enhanced by leveraging the Institute for Family Business to create synergistic and relevant curriculum in family business studies. The General Business concentration will be eliminated. The International Business concentration is also being considered for reorganization and integration. The post graduate success of the BSBA students is strong as reflected in that 83% have accepted job offers within 3 months of graduation. Student retention has increased and continuing efforts to further increase retention are important. The scholarship and research productivity of the faculty is uneven and needs to increase as noted by the

AACSB site visit team. The faculty taught on average 483 units/FTE. An integrated plan to improve retention and graduation rates will be developed and implemented along with a recommitment to the “4-year degree.”

Provost’s Final Recommendation: Maintain/Reorganize. Develop an integrated plan by December 2014 to reorganize concentrations and improve retention and graduation rates.

President’s Decision: Concur with the Provost

Program: Master of Business Administration (MBA)

Dean Recommendation: Maintain & Enhance/Reorganize

The AACSB accredited MBA is a full-time program that allows students to complete the degree in 16 months. During the past 5 years, the average enrollment is 57 but has declined in the last three years. On average 23 degrees are awarded annually. The 3-year graduation rate on average is 77% and the 4-year average is 83%. During the last 3-5 years 80% of MBA students were employed within 3 months in their desired field. It will be important that continued tracking of post-graduate success is continued with the Office of Institutional Research. The scholarship and research productivity of the faculty is uneven and needs to increase as noted by the AACSB site visit team. Faculty scholarship is particularly important for graduate programs. The program has eliminated multiple tracks to focus on a core MBA provided on the Stockton campus and one specialization in healthcare for the region. A part-time pathway to attract a new market of working professionals in healthcare was developed last year. The MBA is challenged by low full-time enrollment and bimodal levels of student satisfaction. The MBA should increase full-time enrollment, particularly from non-business background students, and focus recruiting efforts on key working student markets, particularly adults with work experience in health fields. The MBA should find quick successes in the part time program for working professionals in health fields or discontinue the pathway. The MBA should also undertake an extensive review of assessment data to increase the quality of the curriculum with special focus on differentiating the MBA courses from undergraduate courses, in both content and instructional methods, and improving student learning, particularly in management courses.

Provost’s Final Recommendation: Reorganize. Develop a strategic plan by December 2014 for the MBA that targets key student markets, is relevant and current, is particularly attractive to health field students with work experience, differentiates undergraduate and graduate courses, and has an assessment plan for improving student learning.

President’s Decision: Concur with the Provost

Gladys L. Benerd School of Education (BSE) Decisions

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

Academic Program Quality: The proposed actions will help to strengthen overall quality of the academic portfolio by: enabling faculty to repurpose time and energy and to, thus, readily expand programs in San Francisco and Sacramento/Roseville where there are large pools of highly qualified, academically prepared potential students; by requiring a more intentional focus on applied research in all graduate programs, something that will both distinguish Pacific from many of our competitors in education and encourage the continued scholarly production of faculty; and by maintaining the assessment system that is providing useful data for ongoing program improvement. The reorganization and consolidation in the Educational Resource Center (ERC) will increase academic quality in that it will enable the University to establish structures and programs that follow recommendations for “best practice” in student support.

Academic Program Mix: The overall alignment of the program mix will be improved by creating flexible structures that can adjust to market demands and repurpose faculty as needed. The consolidations and reorganization of the ERC leads to an appropriate program mix in that it places resources aimed at student success within the hands of individuals and under the administrative unit charged with overseeing student success initiatives within the academic unit, as recommended by external consultants.

Financial Sustainability will be increased by dramatically reducing redundancy in program offerings, thus increasing class sizes and encouraging efficient use of faculty resources and creating a system that enables expansion of off campus programs and increases revenue production. The resources that been allocated to the ERC will be moved to a leader within the Provost's office for possible redirection as needed and because it reduces redundancy in administrative oversight of the student success initiative. It also explicitly reduces the costs of this unit by eliminating an administrative position, that of the ERC director.

Program: Curriculum and Instruction (BA)

Dean Recommendation: Maintain

Faculty responsible for this accredited BA program have engaged in very careful analysis of data and revised the program approximately 4 years ago. External reviews have affirmed the quality and value of the program as well as enhanced productivity. Incoming students' GPA and SAT are moderate to below average; however, their performance is excellent as measured by multiple indicators. The six-year graduation rate (5-year average = 61%) is lower than desired, thus strategies to increase the 6-year and the 4-year graduation rates are warranted, particularly since the blended program emphasizes the BALS and credential in 4 years. Enrollments have increased during the past 5 years, but increasing competition for the credential may impact enrollments in the future. Post-graduation employment is high. Faculty scholarship is strong and there is clear evidence of pedagogical and instructional program delivery innovations. Faculty teach courses for the major and to meet GE requirements. The program plan for continuous improvement is integrated into the BSE strategic plan.

Provost's Final Recommendation: Maintain, but monitor enrollment and retention numbers carefully to assess impact of school districts offering credentials and if enrollments decline consider other options for financial stability.

President's Decision: Concur with the Provost

Program: Curriculum and Instruction (MA)

Dean Recommendation: Reorganize/Maintain

The accredited MA program is currently delivered in all three cities and has aggressively pursued adult learner markets. Incoming students' GPA and GRE (when taken) are moderate; however, their performance, as measured by multiple indicators, is excellent. Career placement is high. Future plans include a new emphasis for STEM teachers, which could be distinctive for Pacific, and provide outstanding career prospects for graduates. The Curriculum Instruction MA will serve as an anchor for BSE reorganization efforts that include a hybrid MA and eventually an online MA.

Provost's Final Recommendation: Reorganize/Maintain. Revisit in 3 years to determine whether reorganization increased selectivity and sustainability of the program. Develop targets by September 2014 for selectivity and sustainability.

President's Decision: Concur with the Provost

Program: Curriculum and Instruction (Ed.D.)

Dean Recommendation: Reorganize/Maintain

The Ed.D. program meets accreditation standards, has strong assessment standards and evidence of using data to improve program outcomes. A master's degree is required for entry and most students

complete the degree in 5-6 years, reasonable for doctoral students who are often working adults. The program is small enrolling 8 new doctoral students per year over the last 5 years, which impacts long term financial sustainability. The department and the Educational Administration and Leadership department currently are teaching and supporting 35 doctoral students, admitted in fall 2010, from Shanghai Normal University Tianhua College, adding to the number of doctoral students served. The faculty proposed a reorganization of the graduate programs to unite all graduate programs under a single doctoral degree with differentiation achieved through concentrations. The program plans to develop more online courses and of including online work within the current courses in order to develop and offer a truly hybrid doctoral program, providing more flexibility for students and opportunities to increase doctoral cohorts. An optimal size cohort needs to be defined in the context of faculty teaching loads and financial sustainability.

Provost's Final Recommendation: Maintain/Reorganize and assess enrollments within 5 years determine whether reorganization increased selectivity and sustainability of the program.

President's Decision: Concur with the Provost

Program: MA in Educational Administration with K-12 Leadership Concentration and Student Affairs Concentration

Dean Recommendation: Reorganize/Maintain

The MA program educates students to be effective leaders for schooling. The MA with K-12 leadership program has about 52 applicants per year, many of whom are working adults. The Student Affairs concentration draws 25-30 applications per year. However, the MA program has excess capacity because enrollments are uneven, which impacts long-term sustainability. The 4-year MA graduation rate is ~89%. Graduates are working adults, many of whom move into administrative positions. The faculty co-teaches in a number of BSE programs, including the preliminary administrative services-credential program. Faculty members have strong scholarship portfolios and are actively engaged in assessment and continuous improvements. The faculty proposed a reorganization of the graduate programs to unite all graduate programs under a single master's and doctoral degree with differentiation achieved through concentrations.

Provost's Final Recommendation: Reorganize/Maintain. Revisit in 5 years to determine whether reorganization increased selectivity and sustainability of the program.

President's Decision: Concur with the Provost

Program: Educational Administration (Ed.D.)

Dean Recommendation: Reorganize and Maintain

The Ed.D. program educates students to be effective practitioners of education at universities, colleges, school districts, as well as government agencies and advocacy groups operating in the realm of education policy. The enrollment has been stable over the last four years with about 80 students and an average of 16 degrees awarded annually. Graduates are working adults, many of whom are faculty in higher education. Faculty members have strong scholarship portfolios and are actively engaged in assessment and continuous improvements. The faculty proposed a reorganization of the graduate programs to bring all graduate programs under a single doctoral degree with differentiation achieved through concentrations. This reorganization will improve the financial sustainability of the program.

Provost's Final Recommendation: Reorganize/Maintain. Revisit in 5 years to determine whether reorganization increased the selectivity and sustainability of the program.

President's Decision: Concur with the Provost

Program: Master-Ed.S. Educational Psychology

Dean Recommendation: Reorganize/Maintain

This program prepares students for careers in school psychology. This is a relatively small program of 6-18 applicants over a 5-year period with average selectivity of 68% and yield of 49%. The

program is challenged by Pacific's tuition price point, which is higher than competitors. This challenge, coupled with under enrollment, contribute to financial challenges. It is anticipated that a new structure in the BSE will allow it to move from offering intact and separate programs to concentrations within a common MA program. However, the tuition price point will still be an issue. *Provost's Final Recommendation: Reorganize/Maintain. Revisit in 5 years to determine whether reorganization increased selectivity and sustainability of the program.*
President's Decision: Concur with the Provost

Program: Educational Resource Center (ERC)

Dean Recommendation: Consolidate and Reorganize

Retention and graduation rates are key metrics for any university. The ERC provides supplemental instruction oversight, oversight of fundamental skills courses, testing, ESL courses and tutoring to enable students to succeed academically at Pacific. Research suggests that the provision of support yields the greatest results when it is extended across the academic experience of students with differential support as students gain competence and skill. After an extensive review last year by faculty and staff members, it was recognized that best practices associate fundamental skills more directly with the academic programs. A reorganization plan was developed and is in the process of being implemented. It reduces the costs of administering the programs and, potentially, reduces the time and costs to students because they more quickly move into credit bearing courses as they develop knowledge and skills. Some transition has already occurred for fundamental writing courses. *Provost's Final Recommendation: Consolidate and Reorganize. Complete reorganization and measure student success using defined learning objectives.*
President's Decision: Concur with the Provost

School of Engineering and Computer Science (SoECS) Decisions

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

Academic Program Quality: The programs in engineering and computer science have seen a large increase in enrollments along with improved student credentials in the last five years, reflecting recent changes in their academic offerings as well as a relatively strong demand for engineers and computer scientists in the workforce during the recent economic downturn. Their long-required Co-op experience is preparing the SoECS students well for the job market as evidenced by graduate outcome data. The school has a track record of effectively using assessment data to continuously improve their programs. Even so, all programs in SoECS must continuously innovate to be sure that our graduates have as strong or better an education as those from the numerous larger and more prestigious engineering and CS programs in Northern California.

Academic Program Mix: Even with the enrollment growth, the number of separately accredited engineering degrees and CS programs is large for a school this size. The new directions being considered by engineering and CS (including a Data Analytics Masters, expanding bioengineering, and strengthening areas in engineering management) are well aligned with the strategic priorities for the University and have the potential for positive impact not only for SoECS students, but also for some liberal arts, sciences and business majors. However, as the number of new programs has grown in SoECS recently, the only way to sustain these many programs is to remain as interdisciplinary as possible, both across the school and across disciplines at the university.

Financial Sustainability: Due to the strong enrollments in engineering, the programs are financially sustainable. However, there may be a need to expand the number of faculty in the School

to accommodate the growth. Disaggregated data across majors is needed to understand the areas needing investment prior to taking action.

Program: Bioengineering (BSBE)

Dean Recommendation: Enhance

The Bioengineering BSBE is one of only 18 ABET accredited bioengineering programs in the US. The curriculum merges biological science coursework into an electrical, computer or mechanical engineering-based curriculum. The program averaged 62 majors and 11 degrees awarded annually during the past 5 years. Incoming student credentials show increased SAT scores during the past 5 years: an average of 1232 in 2012-2013, compared to 1171 in 2008-09. During the past 5 years enrollments declined slightly from 69 to 53, with 61 in 2012. During the same period the average 6-year graduation rate was 63.1%, but most recently was only 52%. On average 17.3% of incoming students required remediation, but in 2012-2013, less than 6% of incoming students needed remedial courses. The bioengineering faculty defined student learning outcomes and uses data to improve curricular and student support systems. Post-graduate success is high for Pacific's bioengineer graduates. Of 52 (out of 71) Pacific alumni respondents in the last five years, 100% are working in engineering or a related field or have gone on to advanced education. The US Department of Labor predicts that employment of bio-medical engineers is increasing rapidly. The faculty supporting the bio-engineering major hold their tenure in other SoECS departments. While there is a desire on the part of the School to create a department of bioengineering, until there is a larger enrollment justifying additional faculty, a department of three is not realistic. Furthermore, Pacific's emphasis on creating an inter-disciplinary environment for learning and research is not aligned with creation of small departments. The inter-disciplinary nature of bioengineering is ideal for collaborations with other disciplines such as biology, chemistry, and physics. Considering how bioengineering can synergize with other disciplines at Pacific, particularly in the area of health, would strengthen research/scholarship and leverage resources outside SoECS. The faculty taught on average 410 credits/FTE, but the units are not associated with a particular program; the same is true for faculty scholarship.

Provost's Final Recommendation: Maintain until enrollments justify expansion and retention is improved. Enhancements may be considered once workload data is disaggregated and analyzed.

President's Decision: Concur with the Provost

Program: Civil Engineering (BSCE)

Dean Recommendation: Maintain

The Civil Engineering BS is a foundational ABET accredited engineering program. It has curricular emphases in Geotechnical, Structural and Water Resources Engineering. On average, during the past 5 years on average there were 125 majors and a 64% six year graduation rate, approximating the University norm. Enrollment increased from 105 to 142 during the same period while the average SAT and GPA scores during this period were 1172 and 3.49, respectively. Incoming SAT scores in 2012-2013 increased to 1200. On average 31% of incoming students required remediation during that 5 year period. A culture of assessment exists throughout the School and the faculty uses data collected to improve curriculum and student support systems. The success of students in civil engineering and teaching excellence are reflected in the 87% passage rate of the Fundamentals of Engineering Exam. Approximately two-thirds of the program's graduates become licensed as professional engineers in CA. The Civil Engineering faculty is active in research and has received over 5 million dollars in external funding in the last 5 years. However, the activity is unevenly distributed between the faculty members. Research strengths areas include water quality management and environmental science, both of which are of increasing interest in COP and McGeorge School of Law. The Provost will host/coordinate a University-wide retreat for faculty involved in research/scholarship on water issues to facilitate collaborations and development of

plans for Pacific to have a leadership role on water issues, especially the Delta. The faculty taught on average 410 credits/FTE, but the units are not associated with a particular program

Provost's Final Recommendation: Maintain. Continue to implement strategies to increase retention and 6 year graduation rates. Enhancements may be considered once workload data is disaggregated and analyzed.

President's Decision: Concur with the Provost

Program: Computer Science (BS)

Dean Recommendation: Maintain

The accredited Bachelor of Science in Computer Science, with emphases in Software Engineering, Graphics and Simulation and Networking and Computer Security, is foundational for all engineering programs at Pacific. The faculty in the department also supports information and computer science courses for other non-SoECS majors at Pacific. On average, 91 Computer Sciences majors were enrolled annually with an average of 13 degrees awarded annually during the past 6 years. During the same time period, enrollments increased from 55 to 136 and the average six-year graduation rate was 73%, higher than the University norm. The average entering GPA was 3.45 and SATs averaged 1203. On average, 26% of incoming students require remediation. Even with good credentials, remediation strategies to increase retention and graduation rates are important for success in this major and SoECS. A culture of assessment is present throughout the School and data are used to improve curriculum and student support systems. The US Department of Labor forecasts significant growth in the computer science field. At Pacific, 68% of responding alumni are working in a field related to their degree or have gone on to advanced education and 21% reported titles of high responsibility (CEOs, etc.). The faculty taught on average 410 credits/FTE but the units, similar to scholarship, are not associated with a particular program. ***Provost's Final Recommendation: Maintain. Continue to implement strategies to increase retention and 5-year graduation rates. Enhancements may be considered once workload data is disaggregated and analyzed.***

President's Decision: Concur with the Provost

Program: Computer Engineering (BSCE)

Dean Recommendation: Maintain/Enhance

The accredited BSCE Computer Engineering major educates students in all aspects of computers, including the design and application of both hardware and software. The program has on average 53 majors and 7 degrees awarded annually during the past 5 years. During the past years enrollment has increased from 49 to 66. Incoming students had an average SAT of 1173 and GPAs averaged 3.52. The credentials of the incoming students have increased during the past 5 years, yet 28.6% of incoming students require remediation. On average, 66% of the incoming freshmen graduate within six years. A survey of 2013 Computer Engineering graduates indicates that 100% of the May 2013 CPE graduates had either a full-time job placement in their field or were attending graduate school (37.5% of the graduates attended graduate school and 62.5% entered the workforce). A culture of assessment exists and the faculty uses data to inform curricular changes and student support systems. With the hiring of a new bio-engineering faculty member with expertise in medical imaging and creation of the proposed MS in Data Analytics, there is opportunity to increase collaboration between computer engineering and other departments and COP/schools. The faculty taught on average 410 credits/FTE but the units, similar to scholarship, are not associated with a particular program.

Provost's Final Recommendation: Maintain. Continue to implement strategies to increase retention and 6-year graduation rates. Enhancements may be considered once workload data is disaggregated and analyzed.

President's Decision: Concur with the Provost

Program: Electrical Engineering (BSEE)

Dean Recommendation: Maintain

The Bachelor of Science in Electrical Engineering is a foundational ABET-accredited engineering program. The program has on average 51 majors and a 67% 6-year graduation rate. During the past 5 years enrollment increased from 32 to 65 students. Student credentials are improving with a 5-year average SAT of 1200 and an upward trend in GPA, which averaged 3.47. 35.6% of incoming students require remediation. A culture of assessment exists and faculty use information to improve curriculum and student support systems. Post-graduate employment and graduate school placement need to be tracked, working with the Office of Institutional Research. The faculty taught on average 410 credits/FTE but the units, similar to scholarship, are not associated with a particular program.

Provost's Final Recommendation: Maintain. Enhancements may be considered once workload data is disaggregated and analyzed.

President's Decision: Concur with the Provost

Program: Engineering Management (BSEM)**Dean Recommendation: Maintain**

The Bachelor of Science in Engineering Management is a personalized program that provides students much flexibility in major electives. The program has on average 48 majors with only 4 as incoming freshmen; the vast majority of majors are internal transfers from other engineering majors. There is an average of 13 degrees awarded annually. During the past 5 years enrollment has ranged from 53-44. The 5 year SAT and GPA of incoming freshmen averages are 1120 and 3.31, respectfully. In the past 5 years, on average 90% of new freshmen graduate in 6 years but this is based on only 4 students. Approximately 40% of incoming students during the past 5 years require remediation, which is significantly higher than the University norm. Because incoming freshman numbers are low (averaging 4 per year), these indicators are not necessarily representative of the majority of students in this program. Thus remediation and retention strategies are particularly important for this group of students. Post-graduation success should be tracked with support from the Office of Institutional Research. A culture of assessment is present and data are used to improve curriculum and student support systems. A recent strategic planning retreat at the School of Engineering and Computer Science identified several opportunities to improve and enhance the program. These include greater collaboration with the School of Business, providing an Engineering Management concentration in the MSES program, and integrating entrepreneurship and project management emphases into the curriculum.

Provost's Final Recommendation: Maintain. Submit a curricular revision plan by December 2014.

President's Decision: Concur with the Provost

Program: Engineering Physics (BSEP)**Dean Recommendation: Maintain**

The BS Engineering Physics curriculum educates students to work in areas where technology is changing rapidly and where the boundaries of several traditional engineering disciplines overlap. It is the only ABET-accredited Engineering Physics program in California. The program has on average 20 majors with an average of 2 degrees awarded annually. During the past 5 years enrollments fluctuate from 15-29. The average 5-year SAT is 1176 and GPA is 3.48. The program has a 57% 6-year graduation rate. On average, 23.3% of incoming students require remediation. Post-graduation success should be tracked with support from the Office of Institutional Research. A culture of assessment is present with data used to improve curriculum and student support. It is a multi-disciplinary program that shares courses and labs with other programs internal and external to SoECS.

Provost's Final Recommendation: Maintain. Increase persistence and revisit in 4 years.

President's Decision: Concur with the Provost

Program: Mechanical Engineering (BSME)

Dean Recommendation: Maintain

The Bachelor of Science in Mechanical Engineering is a foundational ABET-accredited engineering program. On average, over a 5-year period there were 123 majors with an average of 13 degrees awarded annually. During the past 5 years, enrollment increased from 83 to 173. The 5-year SAT average is 1189 and GPA is 3.43, representing an upward trend. An average of 29% of incoming students requires remediation and 58% graduate within 6 years. Post-graduation success should be tracked with support from the Office of Institutional Research. A culture of assessment exists with data used to improve curriculum and student support systems. The faculty taught on average 410 credits/FTE but the units, similar to scholarship, are not associated with a particular program.

Provost's Final Recommendation: Maintain. Increase persistence and revisit in 4 years. Enhancements may be considered once workload data is disaggregated and analyzed and retention rates improve.

President's Decision: Concur with the Provost

Program: Engineering Science (MSES)

Dean Recommendation: Maintain

The Master of Science in Engineering Science is a degree with multiple tracks. It can be taken as a blended program for Pacific undergraduates to complete the BS and MSES in 5 years. During the past three years, enrollment averaged 64 students and 25 degrees awarded annually. A culture of assessment is present with data used to improve curriculum and student support. A master's degree is becoming the preferred qualification of employers. The faculty has suggested opportunities for a concentration in Engineering Management and potentially bioengineering for future development.

Provost's Final Recommendation: Maintain. Increase persistence and revisit in 4 years. Enhancements may be considered once workload data is disaggregated and analyzed.

President's Decision: Concur with the Provost

Conservatory of Music Decisions

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

Academic Program Quality: The academic and artistic quality of the Conservatory is already high. The proposed actions will help to further improve the quality of the academic portfolio. The Jazz Studies program will see curricular changes to improve enrollments and quality. Proposed curricula changes are anticipated to significantly increase the demand for the Music Management program, elevating the academic profile of that program. Of the other actions, the most significant would be, in the mid-term, adding a faculty line to the brass program, the only one to lack a full-time tenured/tenure-track faculty member.

Academic Program Mix: The overall program mix of the unit will not be altered, so it is unlikely that alignment will change drastically. The Conservatory programs align well with the academic division priorities and with the strategies of *Pacific 2020*, bringing visibility and reputation to the University. An existing program will be delivered in San Francisco (new market and adult learners). The faculty is also considering how to leverage the strengths of the Music Management program, perhaps with some off-campus delivery. In addition by engaging closely with the community, these programs enhance Pacific's reputation.

Financial Sustainability: The financial sustainability will be increased by the reorganization of the Music Management program and by the Music Therapy offering in San Francisco. A slight increase in overall numbers (up to 230-240 undergrads instead of the current 200-205) will increase efficiency, especially in upper division classes.

Program: Music (BA)

Dean Recommendation: Maintain and Enhance as needed.

The Music BA is an accredited degree, foundational to a Conservatory of Music. On average, 23 majors are enrolled annually and 4 degrees are awarded annually during the past 5 years. Entering students have higher than average GPA and SAT scores and low need for remediation (14%). 85% of students graduate in six years, but this is based on small incoming cohorts. The BA is accredited, and thus follows accreditation standards for assessment. Program learning outcomes, curricular maps and assessment tools are available in the self-study for accreditation. A number of issues were identified in the self-study that the faculty will address through curricular revision that will involve re-design of the major. Post graduate success is tracked by the Conservatory. More than 50% are working in their discipline and 35% are in graduate school. The faculty are drawn from multiple programs in the Conservatory, thus scholarship/creative activities are distributed and cannot be attributed to this program. Plans to attract more students via double majors are under consideration. Faculty accumulated 178 units/FTE (including Jazz Studies).

Provost's Final Recommendation: Maintain and Enhance as needed.

President's Decision: Concur with the Provost

Program: Jazz Studies (BA)

Dean Recommendation: Reorganize to build quality and sustainability. Revisit the program in 4 years.

The Jazz Studies program serves as a bridge between the Conservatory and the Brubeck Institute and provides Conservatory students with courses and performance opportunities outside of Classical music studies. The major has had low enrollments: on average 8 majors with one degree awarded annually over the past five years. The SAT scores are higher than the university average. Program learning outcomes, curricular maps and assessment tools are available in the self-study for accreditation. The one full-time faculty member has a national and international reputation in jazz performance. The program will need to show a strong progression toward enrollment targets (set by the dean) and a better use of resources, decreasing the number of under-enrolled courses and will likely require curricular revision. A strategic plan to meet these targets should be developed.

Provost's Final Recommendation: Reorganize and revisit in 4 years to give the program time to meet enrollment targets. If not met, the Conservatory will need to consider carefully the continuing support of the program.

President's Decision: Concur with the Provost

Program: Music Composition and Theory (BM)

Dean Recommendation: Maintain and Enhance as needed.

Music composition and theory is an accredited program that serves all students and is required for accreditation. On average, there are 17 majors with 3 degrees awarded annually. Remediation needs are low (8%) and the SAT scores of incoming students are higher than the University norm. 88% of new freshmen graduate within six years but this is based on small incoming cohorts. Faculty accumulated 309 credits/FTE, reflecting the requirement for theory and composition for all Conservatory students. Program learning outcomes, curricular maps and assessment tools are available in the self-study for accreditation. 82% of graduates have been successfully placed in graduate schools or the industry. Faculty creative activities are strong, reflecting a commitment to performance, lectures and publication.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Music Education (BM)

Dean Recommendation: Maintain and Enhance as needed.

The Music Education BM trains music educators in a specialty of either instrumental or choral music education, the norm in California. It is one of the Conservatory's largest majors with on average 41 majors and six degrees awarded annually. Incoming freshman GPA and SAT scores are at the University norm. 13% of enrolled students require remedial courses. 71% of incoming freshmen graduate in six years. Program learning outcomes, curricular maps and assessment tools are available in the self-study for accreditation. Internships (student teaching) are a required component of the program; some students complete the internship while working which delays their graduation rates since students cannot receive the degree until the internship is completed. Graduates have a 100% placement rate into positions and graduate schools. The faculty assigned to the program is internationally recognized for scholarship and performance. On average, faculty accumulated 278 credits/FTE.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Music Education (MM)

Dean Recommendation: Maintain

The MM Music Education provides opportunities for students with a Music Education BM to have advanced studies and for those with a music degree seeking a California teaching credential. On average the program has six graduate students and awards 3 degrees annually. Program learning outcomes, curricular maps and assessment tools are described in the self-study for accreditation and are robust. Growth in the program is not desired by the Conservatory due to concerns about taking crucial resources away from other needy areas. However, since the students brought to campus by the program are a resource and good role models for the undergraduates, the Conservatory plans to continue to offer this program. Faculty assigned to the program are internationally recognized for scholarship and performance. On average, faculty teaching in the department accumulated 278 credits/FTE.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Music History (BM)

Dean Recommendation: Maintain

Classes in music history are essential in order to retain accreditation for the Conservatory and would be offered whether the degree is offered or not. The Music History BM has awarded two degrees in the past 5 years and has historically brought in few new students; as such, graduation rates are not applicable to this program. These students both attended graduate school. Program learning outcomes, ILOs and assessment tools are defined and being implemented. The faculty members in the program have received awards for teaching excellence and have active scholarship. Opportunities to collaborate with COP, particularly in the Humanities Center, are being considered. Faculty accumulated 534 credits/FTE, reflecting requirement for Conservatory students to complete musicology courses.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Music Management (BA, BM)

Dean Recommendation: Reorganize

The accredited BA and BM in music management are nationally and internationally recognized programs that provide training for music industry leaders. During the 5-year period the program enrollment average was 27 majors and on average 8 degrees were awarded annually. The 5-year average for those needing remedial work is 5% and students enter the programs with GPA and SAT scores that approximate the University norm. The 6-year graduation rate is 78%. Post-graduate success is reflected by 72% of graduates working in the music industry; others attend graduate

school or work prior to pursuing graduate degrees. Program learning outcomes are defined, assessed, and have led to plans for curricular reform and program re-design. The program director is internationally recognized in the music management field as both a scholar and an author. A new non-audition BS degree in music management that would take the place of the current BA is planned to attract a new student market. The new degree is anticipated to build a larger program, increasing overall numbers at the Conservatory with moderate impact to the rest of the unit, while increasing efficiency and sustainability. The Music Management faculty accumulated an average of 239 credits/FTE during the past five years.

Provost's Final Recommendation: Reorganize. Eliminate the BA in Music Management and replace with a BS in Music Management.

President's Decision: Concur with the Provost

Program: Music Performance (BM)

Dean Recommendation: Maintain and Enhance as needed.

Music performance is both the foundation and the product of the Conservatory. The accredited Music Performance BM has on average 63 enrolled majors and awarded 10 degrees annually over the past five years. Freshman GPA and SAT scores are at the University norm, but less than 14% need remedial work. The 6-year graduation rate approximates 67%, which is higher than the University norm. Post-graduate success is reflected in the majority of students attending graduate school or part-time or full-time jobs in music or other professions. The faculty has an active research portfolio and an excellent track record in creative activities, including solo recitals, solo appearances with the orchestra, concerts, festivals, and international guest performances, to name a few. Faculty accumulated on average 225 units/FTE. The program may need to increase faculty numbers (tenure track, tenured, adjunct) moderately to create better critical masses in some areas.

Provost's Final Recommendation: Maintain and Enhance as needed.

President's Decision: Concur with the Provost

Program: Music Therapy (BM)

Dean Recommendation: Maintain and Enhance as needed.

This accredited program serves a combination of traditional and adult students, and certification/equivalency students. Entering student GPA and SAT scores are slightly above/below the University norm; remediation is needed for about 22% of the entering students. During the past 5 years the program has 30 majors and awarded two degrees. The six year graduation rate is 58%. It is delivered through a combination of on-ground and online hybrid courses. It utilizes technology and as plans to expand program offerings at distant sites increase, technology dependence will increase. Program learning outcomes, assessment tools, and curricular maps are described in the self-study for accreditation and meet accreditation standards. Students have 100% passage on the Board Certification exam for Music Therapists and 100% job placement rate, reflecting the quality of the teaching. The certificate equivalency program will expand to the San Francisco campus in 2014. The program currently uses technology for on-ground, hybrid and online courses. Technology needs will increase as the program expands to campuses other than Stockton. The program would expand considerably if the AMTA changes requirements for professionals to have a master's degree.

Provost's Final Recommendation: Maintain. Analyze disaggregated retention/graduation rates and submit a plan for improvement in December 2014. Enhancements will be considered as needed once as graduation rates improve.

President's Decision: Concur with the Provost

Program: Music Therapy (MA)

Dean Recommendation: Maintain and Enhance as needed.

The Music Therapy MA, the only master's program on the West Coast, has two tracks: 1) research and preparation for research/teaching careers and 2) clinical, development of advance clinical,

professional and administrative skills. Students enter the program through multiple routes: certification equivalency via acceleration of undergraduate music therapy courses, adult learners seeking the equivalency certification plus the master's degree. The complexity of the student mix, many of whom are working, complicates analysis of graduation rates. If the AMTA begins to require a master's degree to practice music therapy professionally, the change would open up huge opportunities for an expansion of this program. The Conservatory is ready to take advantage of opportunities in this area. Considering how to unbundle the students who are in the program but not seeking degrees from those that are seeking degrees is important. This is a program that, like the certificate equivalency program, could potentially benefit from a significant increase in instructional technology for distance learning and online courses in the future, if AMTA begins to require a master's degree. During the past 5 years the program has 13 majors and awarded two degrees.

Provost's Final Recommendation: Maintain and Enhance as needed.

President's Decision: Concur with the Provost

Thomas J. Long School of Pharmacy and Health Sciences (PHS) **Decisions**

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

Academic Program Quality: As measured by student entry profiles, graduation rates, board passage rates, job placements and commitment to the profession, the academic program quality of PHS is outstanding. It is further enhanced by excellent teaching, as assessed by the student teaching and course evaluations, and the strong research profile of the faculty. Program recommendations will enhance the quality by providing better teaching and research equipment, supporting efforts to place students in strong clinical training sites and ensure the curriculum is current and prepares graduates for their future as health care professionals.

Academic Program Mix: In order to take advantage of an ever-changing marketplace in healthcare delivery, having a strong program mix is essential. It is anticipated that over time, pharmacy programs will have fluctuating demand due to increased competition from new programs and, therefore, PHS is looking to add new programs (Doctor of Audiology and international master's program) that will help maintain or grow the overall school profile and finances.

Financial Sustainability: The financial sustainability of PHS based on plans that have been put forth should either grow the school's contribution or allow PHS to continue with current net revenue performance. Most recommendations include either reallocation of current budgets or additional revenue, which would fund school needs and provide increased net revenue to the University (increased students, increased revenue by increasing tuition adjustments on differential tuition, or increasing student fees). These efforts focus on educationally enriching current programs, maintaining a supportive environment, and distinguishing Pacific programs from competing programs.

Program: Pharmaceutical & Chemical Science (MS and PhD)

Dean Recommendation: Maintain

The master's and PhD program have an average 5-year enrollment of 50 students, and an average of 8 degrees awarded annually. Over the 5-year period enrollment fluctuated between 46-54 students. The applications for the MS program have remained stable but have declined for the PhD program. Still, both programs need to admit few students: less than 20% of students that apply in the PhD program and fewer than 10% in the MS program. 100% of the students in the past three years obtained either post-doctoral work, graduate school admittance (master's students), or jobs. The

faculty has taught 195 student credits/FTE on average during the past 5 years. Students transfer between the masters and doctoral programs and as such, traditional graduation measures may not track student retention between the programs. Future analysis should focus on measuring student retention within and between the programs. The faculty has brought in nearly \$4 million in grant funding in the past 5 years, and is a community of active research intensive scholars. The fundraising efforts have had substantive results (e.g., \$1.75 million in equipment at a purchase cost of approximately \$200,000). Student scholarship is strong and last year 28 students were funded to present their research at national meetings. Assessment of student learning outcomes and progress towards candidacy is embedded in this program.

Provost's Final Recommendation: Maintain. Conduct retention analysis to determine who leaves the programs and why, and a plan by spring 2015 to improve graduation rates.

President's Decision: Concur with the Provost

Program: Pharmacy (PharmD)

Dean Recommendation: Enhance

The Doctor of Pharmacy program graduates practice-ready pharmacists. The program had an average enrollment of 210 new students per cohort (646-651 total) over the past 5 years with a graduation rate on average of 93%. The student board passage rate is 98% on the first attempt (above the national average of 90%). The PharmD program has a culture of assessment and uses the findings to improve curricular offerings and student support. Faculty teaching is of high quality as noted by student teaching evaluations, student success on board passage and success in competitive post graduate residency placement. The faculty has accumulated 3,366 credits/FTE in the past 5 years. Faculty scholarship is evident in terms of publications and Pacific consistently ranks in the top 15 of private pharmacy schools in NIH grant funding. The pharmacy environment is increasingly challenging as the job market has tightened, applicant pools in California have decreased, and the number of Pharmacy schools in California continues to increase, with 4 new schools opening in the next two years. Maintaining high board passage rates, high graduation rates, strong residency and job placement records, and uniqueness are essential to maintain enrollments and quality. Additionally, we must be competitive in supporting our experiential sites. The new 2016 accreditation guidelines (ACPE) mandate curricular modifications and will require additional support. Support commitments have been made and will need to be assessed in an ongoing manner.

Provost's Final Recommendation: Enhance

President's Decision: Concur with the Provost

Program: Pre-Pharmacy

Dean Recommendation: Reorganize/Maintain/Enhance

The Pre-Pharmacy program encompasses the 2+3, 3+3 or 4+3 program for students desiring admission to the Thomas J. Long School of Pharmacy. The 2+3 and 3+3 are accelerated options. The program attracts on average 130 students annually, with some fluctuation in years where the university over admitted pre-pharmacy students. The student credentials are strong, with less than 1% requiring remediation. Approximately 70% of entering pre-pharmacy students successfully matriculate to Pacific's PharmD program. Their success rate in pharmacy school is indistinguishable from transfer students. Program assessment is well developed and informs program changes and student support. With the challenges facing the pharmacy environment, including a changing job market and the increasing number of pharmacy schools, the school should be looking at ways to retain the competitive attractiveness of the pre-pharmacy program including alternatives, such as expanding pipelines into pharmacy at other 4-year, and possibly 2-year institutions. Considering options for hybrid and online curricular materials should also be explored, particularly as a revenue source.

Provost's Final Recommendation: Maintain. Submit by December 2015 a plan for modification and/or to meet expansion needs.

President's Decision: Concur with the Provost

Program: Applied Science (BA)

Dean Recommendation: Maintain

This program is designed for undergraduate degree completion for students transferring into the DDS or PharmD program from Pre-Dentistry or Pre-Pharmacy. The purpose of this program is to provide these students the opportunity to earn a bachelor's degree. The students are enrolled concurrently in the PharmD or DDS program at Pacific. This newly-redesigned program had over 30 students enrolled in year one and this number is expected to increase with time. (No institutional research data are available.) The program was located in Center for Professional and Continuing Education, and was recently relocated administratively in its current design to PHS in 2012. Graduation rates are not yet available. The assessment plan is in place and robust data are being collected. Since the workload of the program is not known, as it continues to grow, increased resources may be necessary and this should be closely followed as this program brings in no new revenue. This program provides a distinctive opportunity for our accelerated Pre-Dent and Pre-Pharmacy programs.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Physical Therapy (DPT)

Dean Recommendation: Enhance moderately.

The Doctor of Physical Therapy program graduates practice-ready physical therapists. The program has an average enrollment of 35 students in each cohort (66-76 total) over 5 years with a 94% 4-year graduation rate. The student board passage rate is 94% on the first attempt (above the national average of 87%). The DPT program has a culture of assessment and uses the findings to improve curricular offerings and student support. The faculty is a community of excellent teachers as demonstrated by student teaching evaluations, student success on board passage and alumni surveys in which 100% of the alumni strongly agreed, or agreed, that they were adequately prepared for practice by the DPT program. The faculty teaches 755 student credits/FTE. The faculty is active in leadership positions in professional organizations and is a community of active and engaged scholars. With the pressures of continuously updating the curriculum to stay abreast of professional demands combined with aging physical therapy equipment, resources are needed to update the equipment for teaching (approximately \$250,000). With these additional resources the program may have increased physical capacity for growth. Applications are high: 277 applications on average and trending significantly upward. If the program enrollment is expanded, an additional FTE faculty member will be needed to meet accreditation standards.

Provost's Final Recommendation: Maintain until a comprehensive review of the curriculum and plans for reform are completed in spring 2015 and then consider enhancing.

President's Decision: Concur with the Provost

Program: Speech-Language Pathology (BS)

Dean Recommendation: Maintain

The bachelor's program in speech-language pathology has on average 82 majors and a graduation rate of 90-81% (new freshmen vs. transfer students). Incoming freshman GPAs and SATs are 3.64 and 1128 respectively and 16% of incoming students (freshman and transfer) require remediation. One of the unique features of the program is the experiential learning component so the graduates are uniquely qualified for graduate school or work as speech-language pathology assistants upon graduation. (90% of graduates go on to graduate school or work in the field.) Faculty accumulated on average 577 credits/FTE. The faculty is a community of active scholars as noted by publications, presentations at conferences and leadership roles in professional associations. Teaching quality is high as indicated by student teaching evaluations, student surveys indicating preparedness for

graduate work and practice. The culture of assessment is strong and the information gathered is used to improve curriculum and student support.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Speech-Language Pathology (MS)

Dean Recommendation: Enhance

The Master in Speech-Language Pathology is at capacity with around 30 students per cohort. The current program has 70 majors and a 4 year graduation rate of 97%. 100% of the students pass the national certification exam (since 1995) and 100% of graduates obtain positions within the field or go on for further education. The applicant pool currently is robust and presents an opportunity to consider increasing program enrollment. The challenge with taking additional students is the placement of these students in clinical sites, a mandatory component in the curriculum. The department has proposed normalizing enrollment from 30 to 36 entering students. To be able to increase the enrollment permanently an additional FTE may be required. This opportunity should be explored with a full assessment report and strategic plan.

Provost's Final Recommendation: Consider program enhancement based on report and plan due December 2014.

President's Decision: Concur with the Provost

Arthur A. Dugoni School of Dentistry Decisions

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

Academic Program Quality: The academic quality of the program mix is extremely high. The School of Dentistry has been conducting both an academic review as well as a self-study for the Commission on Dental Accreditation. These two processes have been working in parallel. The school has a rich history of outcomes assessment. Looking at the data, the school determines how they can enhance their programs. When they meet their benchmarks, they increase them. The recommendations in this report are designed to set the bar higher.

Academic Program Mix: The program mix will be maintained, except that an advanced education program in endodontics will be added. This program is expected to achieve the same outstanding outcomes and, at the same time, add in a positive way to the financial stability of the school.

Financial Sustainability: The financial stability of the school is solid. The recommendations are based on their desire to strengthen all programs and, at the same time, address the weaknesses. The focus is on ensuring that they achieve academic excellence without identifying new resources.

Program: Dentistry (DDS) and International (DDS)

Dean Recommendation: Maintain and Enhance

The Doctor of Dental Surgery program graduates practice ready dentists. The program had an average enrolment of 141 students per cohort (411-417 total) over the past 5 years with a graduation rate on average of 96%. The DDS International program has an average enrollment of 22 students per cohort (42-46 total) over the past 5 years with a graduation rate on average of 98%. The student board passage rates are 97% (Part I), 91% (Part II), and 89% on the licensure examination (Western Regional Examination Board). The DDS program has a culture of assessment and uses the findings to improve curricular offerings and student support. Faculty teaching is of high quality as evidenced by student teaching evaluations, student success on board passage and success in competitive post graduate training placement. Faculty scholarship is evident in terms of publications and grant

funding bringing in nearly \$5 million in 2012-13. The move to a new facility at 155 5th Street that enables the faculty to be leaders in their nationally- and internationally-recognized dental education program will allow them to maintain the leadership role that the Dugoni School has played in dental education.

Provost's Final Recommendation: Maintain and consider enhancements as needed.

President's Decision: Concur with the Provost

Program: Dental Hygiene (BS)

Dean Recommendation: Consolidate/Reorganize

The BS Dental Hygiene program is offered on the Stockton campus. The program has an average enrolment of 38 students over the past 5 years, awarding, on average, 19 degrees annually. The 6-year graduation rate is 85% (new freshmen) and 100% (transfers). Incoming freshman GPAs and SATs are 3.54 and 1099 respectively and 12.4% require remediation. This program is unique in that it is accelerated and the students earn a BS degree in the only BS program in northern California. The program has a culture of assessment and uses the findings to improve curricular offerings and student support. Faculty teaching is of high quality as evidenced by student teaching evaluations, student success on board passage (100% on the Dental Hygiene National Board Examination) and gainful employment in the field six months after graduation (93%). The faculty is a community of active scholars as noted by publications, presentations at conferences and leadership roles in professional associations. The dental school leadership completed an analysis of the dental hygiene program including how to ensure quality and how the dental hygienist graduates could benefit from and contribute to the dental education program in San Francisco. Their recommendation is to relocate the program to San Francisco to strengthen the academic experiences of students with access to more dental school faculty, dental school patients and state of the art simulation and clinical facilities; enhance intra-professional training experiences for all dental hygiene students, dental students, and residents; enhance inter-professional learning experiences (now a standard set by the Commission on Dental Accreditation); and improve patient care delivery with the incorporation of dental hygiene students in student private practice groups as part of the oral healthcare team. An implementation plan will be developed to address the full scope of undergraduate student services, general education, including student life at the San Francisco campus and the time frame for this transition.

Provost's Final Recommendation: Reorganize based on an implementation plan due December 2014, that includes planning for undergraduates on the San Francisco campus, and ensures that the anticipated benefits for both the hygiene and the dental students are realized.

President's Decision: Concur with the Provost

Program: Orthodontics (MS)

Dean Recommendation: Maintain and Enhance

The Orthodontic program has been a strong part of the postgraduate training and will continue to grow with the proper support. The program on-time completion rate is 100%, 100% of the graduates are working in orthodontic specialty, and 100% pass the American Board of Orthodontics written examination. There is strong evidence of excellence in teaching and a culture of scholarship and professional engagement. The program has a strong culture of assessment and the information gathered is used to improve curriculum and student support.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Endodontics (MS)

Dean Recommendation: Maintain and Enhance

This is a newly developed program that will begin with the inaugural class of 3 residents in July 2014. The quality of the education, research, and leadership in the program has been strong. This new

program will build collaborative relationships with the other residency programs as well as the DDS.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Program: Advanced Education in General Dentistry (Certificate)

Dean Recommendation: Consolidate and Reorganize

Based on the findings of the Academic Planning and Alignment process, consolidating the AEGD program into one site would be a more efficient educational and financial model for the program that would not place an undue burden on the other students paying tuition. This is a strong program and for the last 22 years, 100% of residents have completed the program and earned certification in 12 months, normal time to completion. There is evidence of excellence in teaching and a culture of scholarship and professional engagement. The program has a strong culture of assessment and the information gathered is used to improve curriculum and student support. The Union City clinic and facilities would be the appropriate location to consolidate the program while closing operations in the Stockton clinic. The goals of this reorganization would be to have the program become financially self-sustaining, increase the connection with the San Francisco campus and the programs, enhance the global scholar student opportunities, enhance the inter-professional relationships with other organizations and continue to provide quality care to patients. This reorganization will take advantage of existing facilities and efficiencies to provide an enhanced resident experience.

Provost's Final Recommendation: Reorganize based on implementation plan due December 2014.

President's Decision: Concur with the Provost

Program: Oral and Maxillofacial Surgery (Certificate)

Dean Recommendation: Maintain and Enhance

This is a 4-year residency training program in Oral and Maxillofacial Surgery. This program has a 100% on-time graduation rate, and 100% of the graduates are working in the field of Oral and Maxillofacial Surgery. Since 2001 (when Dugoni took over the program) 88% of graduates have become Board Certified Oral and Maxillofacial Surgeons. There is evidence of excellence in teaching and a culture of scholarship and professional engagement. The program has a strong culture of assessment and the information gathered is used to improve curriculum and student support. Maintain the support for this program and continue to pursue inter-professional relationships such as the ones being discussed with Stanford to enhance the training and experience provided to the residents.

Provost's Final Recommendation: Maintain

President's Decision: Concur with the Provost

Pacific McGeorge School of Law Decisions

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

Academic Program Quality: The recommendations will enhance the academic quality of programs at the law school by increasing student support to pass the bar exam and ensuring that the curriculum is responsive to changing needs in legal education. The law school has developed a state of the art approach to experiential learning and will continue to ensure students have access to this additional training in order to give Pacific students an edge in a challenging law job market.

Academic Program Mix: The Master of Science in Laws (not analyzed because it commenced this year) represents an important effort to bring legal education to a broader group of adult learners who do not require a JD to meet their career goals. Most importantly, the School of Law will pursue

options for combinations of degree and certificate programs that serve interdisciplinary needs of students, including consideration of the numbers and types of LLM students.

Financial Sustainability is a pressing concern as applications to law schools across the country have dropped precipitously. This national trend has impacted McGeorge School of Law particularly hard, resulting in entering JD enrollments this fall that are less than half the number just three years prior. Financial sustainability will be enhanced by evaluating the enrollment potential of existing programs, broadening the program mix, and ensuring that programs continue to be high quality and responsive to the employment market. Appropriately scaling the law school JD enrollments to ensure student success is essential.

Program: JD

Dean Recommendation: Reorganize and Enhance

The law school is reinventing its academic programs to respond to the drop in demand for legal education due to the rapidly changing landscape of the practice of law. Regrettably, McGeorge has faced a greater enrollment drop than most ABA accredited schools and, as such, must be aggressive in positioning itself as offering a highly valuable JD degree. Enrollment has declined drastically, from 1014 to 822 JD students in the period 2008 to 2012, and only 640 students enrolled in the JD program this academic year. The law school has rescaled in response to the reduced enrollments by reducing staff by 40% (mostly voluntary, but with two rounds of involuntary layoffs), and reducing faculty by more than 30%. The lower application rates have resulted in a drop in the entering student credentials: LSAT range (25-75%) has dropped from 153-159 to 151-159 from 2010 to 2014, and the GPA range has dropped from 3.0-3.6 to 3.0-3.5 during the same period. A key, but not sole, indicator of student success is the ability to pass the California bar exam. Student bar passage rates fluctuated from 81% to 67% during the past 5 years. It is imperative that aggressive actions are taken to improve student success in the bar exam by implementing strategies and curricular changes that identify at-risk students for bar passage and provide additional support. Other curricular changes include a focus on experiential learning. The legal writing program and elective offerings are under review this year. A major challenge for JD graduates is the dismal employment situation, in which positions that require a JD degree have been markedly reduced (especially in California). Aggressive placement and assistance for internships is an important component of preparing students for a law career. Continued efforts in this area are essential. There are multiple opportunities to develop strong collaborations across disciplines that can provide new opportunities to attract students both for a legal education and graduate programs on the Sacramento campus. Health law is an area under consideration that would take advantage of strong ties with Pacific's MBA and prepare students to address the needs of the increasingly complex health care environment. Exploring opportunities of joint law and graduate programs is under consideration. Developing a multi-year plan with realistic targets for JD enrollments that balances quality, resources, and budgets and is scaled appropriately is important.

Provost's Final Recommendation: Reorganize. Revisit enrollment and outcome strategies quarterly. Develop a plan by December 2014 for a realistic target for JD enrollments to appropriately scale the law school, to improve bar passage rates for each of the next 3 years, to identify a few niche areas of legal strength that will attract students and build the school's reputation, and to enhance students' post-grad placement in a challenging job market.

President's Decision: Concur with the Provost

Program: LLM and JSD

Dean Recommendation: Consolidate/Reorganize

The LLM degree has different tracks, with total enrollments that have decreased from a high of 46 in 2011 to a present enrollment of 17. The LLM in Transnational Business Law had an entering class of 36 in 2006, but had only 6 students enter in 2013. Both the LLM in US Law and Policy and the

LLM in International Water Resources Law have only had, on average, 2 and 1 annual graduates respectively for the last five years. These numbers are not financially sustainable. The JSD in International Water Law generally admits one student for this signature program, equivalent to a Ph.D. in Law, from a number of highly qualified applicants from around the world. The law school is undertaking a review of the LLM in Transnational Business Practice to determine how to make the course of study more attractive and relevant for potential students. If a successful strategy cannot be developed, it may be advisable to end this LLM track. McGeorge should identify LLM degrees that are closely aligned with important areas of need in the legal community and are aligned with signature strengths of the law school. For example, the water law LLM and JSD fit within the broader strategy of developing a Water Law Institute that can provide research deliverables to interested parties who would engage the Institute through contracts and grants. Having graduate students participate in this research effort makes the degree program more attractive and sustainable. A general LLM aligned with the Capital focus on policy development for foreign-trained lawyers may not be sustainable. This degree is particularly impacted by the aggressive recruiting of foreign lawyers by law schools suffering from the lack of JD applicants.

Provost's Final Recommendation: Reorganize. The law school should determine the viability of the current LLM degrees in concert with other ongoing planning, such as the planning for a Water Law Institute, and present a report to the Provost Office no later than October 1, 2014. The report should include tentative findings, a plan for proceeding, metrics for determining success, and any need for investment to ensure success.

President's Decision: Concur with the Provost

Center for Professional & Continuing Education (CPCE) Decision

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

To better serve the adult student market, it is recommended to maintain and enhance the ability of Pacific to offer interdisciplinary degree completion programs for adult learners capitalizing on our three-campus model using the construct of University College. This is the “traditional” structure to serve non-traditional students across the US, Great Britain and Canada designed to address the needs of working adult students, provide interdisciplinary and inter-school programs and use various delivery modalities.

Academic Program Quality: Academic quality would be enhanced by placing degree completion programs within the academic unit, University College. This would provide a stronger avenue for faculty engagement, collaboration and assessment. Service to adult students would be enhanced building on the expertise currently available for the Organizational Behavior evening degree completion program through CPCE. Creating a portfolio of similar cohort-based programs would enhance Pacific’s ability to address the needs and educational attainment of the adult learner market. Increasing the enrollments in this special market may provide a “feeder” to new graduate programs aimed at working adults.

Academic Program Mix: Offering a portfolio of evening/weekend degree completion programs addressing community service opportunities incorporates *Pacific 2020* goals. Programs could address the growth in the service professions. A program in social service would enable para-professionals to meet new employment requirements. Degree completion programs can be tailored relatively quickly to meet market need, providing Pacific with the flexibility to address the needs of the adult student while enhancing Pacific’s reputation.

Financial Sustainability: Degree completion programs based on a self-funded model are financially sustainable (i.e., Organizational Behavior). It is recommended that we establish several

degree completion, interdisciplinary, self-funded, market applicable programs over the next few years. The potential to leverage our campuses in San Francisco and Sacramento (including Roseville) is significant, not only increasing enrollments but also increasing efficiency, market penetration and revenue. Quality degree completion programs follow a community “grow your own” philosophy, enabling the university to be a responsible citizen while providing a marketing, reputational, and philanthropic resource that cannot be “purchased.”

Program: Organizational Behavior (BS)

Associate Provost Recommendation: Maintain and Enhance

The Organizational Behavior BS is a degree completion program that brings in a group of students unable to be served by other programs. This cohort model-based program supports students challenged with balancing and juggling roles of partner, parent, employee, and volunteer, etc. During the past 5 years, enrollments average 17/year and on average 8 degrees are awarded annually. Enrollments have increased from 15 to 25 during the past 5 years. Since entry into the program is based on the individualized review of at least 60 transferable units from prior years, SAT and GPA credentials are not particularly relevant for this group of adult learners. On average, 74% of students graduate within six years, although this should not be compared with freshman graduation rates as all of these individuals come in with partial credits and many continue to work or take care of families, etc., while completing their studies. Assessments are done through surveying student cohorts. A robust assessment plan and assessment tools should be deployed to assess student learning outcomes. Ultimately, faculty need to be responsible for student learning outcomes, curricular maps, and use of robust assessment tools so that data can be used for improvements. Courses are taught by full-time or part-time faculty. Thus, only a small amount of scholarship/research productivity is associated with the program. This program needs an academic home (COP/school or potentially a reinvigorated University College) with academic oversight for student progress and student success. If Pacific is going to commit to offering degree completion programs in its three-city locations, administrative and academic oversight needs to be clearly defined. Organizational Behavior is a program that may benefit from more offerings online to reach a broader audience and thereby increase enrollments.

Provost's Final Recommendation: Maintain/Reorganize. A new Vice Provost for Distributed Learning will work with CPCE and others to develop optimal models for programs for adult learners and distributed learning; potential to leverage our campuses in San Francisco and Sacramento is significant. Plan for reorganization to include administrative home and responsibilities for learning outcomes and assessment to be developed by December 2014.

President's Decision: Concur with the Provost