FOCUSING ON OUR FUTURE

*Updates on Actions*

We are committed to communicating our progress with the University community regularly; each year a report of our progress will be provided until all actions have been implemented. A summary of our progress to date, representing the hard work and dedication of people across the University to moving Pacific forward, can be found here.

President Pamela A. Eibeck
December 2015
Focusing on our Future

Updates on Actions

**PRESIDENT’S FOREWORD**

In 2013-14, the University community accomplished *Focusing on Our Future*, a comprehensive review of our academic and administrative programs and services. Our goal was to enhance University of the Pacific’s educational excellence, thrive in a rapidly changing higher education environment, and serve students at a time when the American public was questioning the value and relevance of a college education. *Focusing on Our Future* laid the foundation necessary to realize the vision of our strategic plan, *Pacific 2020*.

By the conclusion of the process, in May 2014, each of the 219 academic programs, administrative services, and academic-administrative services we reviewed had received an action decision. These included *maintain, enhance, reduce, reorganize or eliminate*; some action decisions combined two or more of these actions.

Recognizing the strategic value of the decisions we made, and the time and energy the *Focusing* process required from our University community, we are committed to following through with our decisions. I am pleased to inform you that over the course of the last eighteen months, the University has made great progress toward implementing these decisions.

We are committed to communicating our progress with the University community regularly; each year a report of our progress will be provided until all actions have been implemented. A summary of our progress to date, representing the hard work and dedication of people across the University to moving Pacific forward, can be found here. Tremendous progress has been made in administrative, academic, and academic-administrative areas; I am deeply appreciative of your efforts.

Together, we will achieve the bright future we’ve envisioned. Thank you for your hard work and dedication to our University and our remarkable students.
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PROGRESS ON ADMINISTRATIVE ACTIONS

Action Definitions

Enhance: indicates the President considers the unit necessary for student success; in need of enhancement to successfully implement Pacific 2020; and an important use of the University’s limited resources. Enhance signifies some or all of the following are likely to occur:
• The unit’s mission may be expanded over time;
• The unit may offer an expanded set of services over time, possibly to an expanded audience;
• The unit may see enhancements to its organizational structure over time;
• Resources devoted to the unit are likely to increase in the long run, once an enhancement plan has been created, though no specific resources or resource sources have been identified. Note, however, the unit may still see some initial budget reductions toward the Strategic Investment Fund. In addition, the relevant Vice President and/or unit management may decide to allocate current resources differently within the unit.

Maintain: indicates the President considers the unit necessary for student success, aligned with Pacific 2020, and a wise use of limited University resources. Maintain signifies some or all of the following are likely to occur:
• The unit’s mission will remain the same or very similar;
• The unit will continue offering its current or a very similar menu of services to much the same audience(s) – though, as with all units at the University, continuous improvement will be expected;
• The unit’s organizational structure will remain the same or very similar;
• Resources devoted to the unit will remain approximately the same, though there is still likely to be some efficiency trim. Current resources may also be allocated differently within the unit.

Reduce: indicates the President considers the unit to have the capacity to operate with fewer resources. Alternatively, the unit has been identified as a lower priority for student success or the University’s strategic future. Reduce signifies some or all of the following are likely to occur:
• The unit’s mission and scope may be scaled back;
• The unit’s menu and level of services may be significantly reduced;
• The unit’s organizational structure may be reduced;
• Resources devoted to the unit are likely to be curtailed by approximately 10% or more.

Consolidate/Reorganize: indicates the President considers the unit necessary for student success and aligned with Pacific 2020, but the service(s) the unit provides would improve if the unit were significantly restructured or if it were to merge with another unit.

Eliminate: indicates the President considers the unit to be one where it is difficult to justify the use of limited University resources. Eliminate signifies the unit will be discontinued.
Division of Academic Affairs

Unit: Office of the Provost

Decision: Reduce

The Office of the Provost provides support and services to faculty and staff for the benefit of students. Expenditures can be reduced through administrative alignments and reductions in resources allocated to operation budgets, special projects, and strategic program enhancement.

Progress: Completed. Operations were streamlined and expenses reduced, including reorganizing International Programs and Services (IPS), recruiting a new IPS director and moving Enrollment Management to align with student recruitment and retention efforts. Graduate Division and Sponsored Programs were reorganized. An interim dean of Research and Graduate Studies is in place. A new leader of the Library has been selected. Administrative support positions have been reduced.

Unit: Center for Teaching and Learning (CTL)

Decision: Enhance

The CTL supports excellence in teaching, scholarship and professional goals. A strong CTL is essential for Pacific 2020.

Progress: Continuing. A new Vice Provost for Distributed Learning, a director, and an assistant director for CTL were recruited. There was a successful submission and award of funds from the SIF to build capacity to assist faculty in instructional design and hybrid online learning. We are working on initial construction of a three-campus Distributed Learning Platform, and the designation of a next-generation Learning Management System (LMS). We have begun to assist more faculty in course design, which will continued to be strengthened once SIF funding is approved and more personnel can be hired. A new LMS was selected, a plan for implementation was created, and the adoption of and transition to this new system has begun.

Unit: Commencement

Decision: Maintain

Commencement is a celebration of student achievement and success. There are extensive partnerships with other units to deliver the program and a number of creative opportunities have been implemented in the past to deliver a high quality ceremony while reducing costs.

Progress: Continuing. We have eliminated one commencement venue, which will save money for stage rental/set-up, chair rental and floral arrangements. We have changed the Barco wall, and we are also reducing the mailers. Additional small changes will be made as opportunities for cost savings are determined. CPCE has also transitioned commencement to the President's Office.

Unit: Center for Professional and Continuing Education (CPCE): Summer School and Administrative

Decision: Reduce

CPCE provides learning experiences for adult learners and offers summer school courses. In the past, professional development for online and blended learning was housed in CPCE. Given the integral need to integrate technology with teaching, this responsibility will transition to the Center for Teaching and Learning (CTL).
**Progress:** Continuing. CPCE is undergoing reorganization of responsibilities for summer session, planned for summer 2016. Summer session 2015 began a transition of summer school duties to each academic unit, with the units becoming solely responsible for their summer programs in 2016. In May 2015, we implemented a Summer School Compensation Policy as part of the process to move units and admissions in 2016. We are undergoing portfolio review in preparation for the new business model necessary after the summer school transition. In addition, the position of Instructional Designer/Coordinator of e-Learning Initiatives in CPCE has transferred to CTL.

### Unit: Faculty Governance Office (FGO)

**Decision:** Maintain

The Faculty Governance Office ensures procedures for shared governance are being followed. The office has implemented a number of technologically-based solutions to facilitate processes and communication with faculty. Goal setting and assessment of stakeholder satisfaction would be beneficial for continuous improvement.

**Progress:** Continuing. The flow of information between the Provost Office and the FGO has been improved. The Coordinator works closely with the Vice Provost for Faculty Affairs, Berit Gundersen to obtain information on the Faculty Development Leave program, as well as new employees and notable changes. The Faculty Handbook approval sheet was streamlined in spring 2015 to ensure timely updates by the Office of the Provost. The FGO Coordinator and the Executive Board have worked on the relationship with the faculty committee chairs, and have improved communication during 2014-15; work has continued with incoming chairs of committees. The FGO has developed a timeline of due dates and responsibilities to ensure consistency, which is in the FGO Procedure Manual. The Academic Council Chair and the FGO now have direct access to the listserv for all faculty, and can communicate directly with constituents. We are working more closely with faculty-at-large regarding their needs, with respect to shared governance. In May 2015, proposals were made to ensure FGO is fully staffed at all times; proposals are currently being evaluated by administration.

### Unit: Fellowship Program

**Decision:** Maintain

The Fellowship Program identifies Pacific’s top students and mentors them for prestigious awards. **Progress:** Completed. The Assistant Provost for Student Academic Support and Retention, Lou Matz conducted a peer analysis in spring 2015 and consulted with the Schools/College to determine the best model of support at Pacific. Analysis affirmed that our current structure is best practice.

### Unit: Global Center for Social Entrepreneurship (GCSE)

**Decision:** Reduce/Reorganize

The GCSE provides opportunities for international experiences and local engagement for Pacific undergraduates. It has struggled with making strong links with academic programs and bringing in sufficient funds to support its activities. **Progress:** Completed. GCSE has been dissolved. Funding was transferred to Student Life to maintain activities as appropriate.

### Unit: Office of Institutional Effectiveness (IE)

**Decision:** Reorganize

This office oversees continuous University-wide improvement of academic, co-curricular and administrative programs in alignment with *Pacific 2020*, and with relevant accreditation standards.
The IE office should develop a plan to assess its effectiveness, including customer satisfaction, and benchmark both staffing and responsiveness, as well as staffing and structure with IE offices at other institutions. Efficiencies can be gained through administrative alignment.

**Progress: Completed.** IE has been reorganized into the Office of Educational Effectiveness. Cyd Jenefsky was recruited as Vice Provost for Strategy and Educational Effectiveness. An Assistant Vice Provost with 50% appointment will be hired to support the office. A project manager, project specialist and part time admin support completes the office.

**Unit: Office of Research and Graduate Studies (RGS)**

**Decision: Reorganize**

RGS has two components: graduate admissions and the monitoring of compliance and academic progress of graduate students. The office has implemented technology to streamline processes and has begun to identify areas for policy clarity and improvement for students, faculty and administration. Efficiencies can be gained through administrative alignment.

**Progress: Completed.** Graduation completion check responsibilities have been transferred to the Registrar. Two staff members have transferred to Enrollment Management to streamline recruiting, marketing and the communication plan. Customer relations management system was deployed in November 2014. Implementation of a GA training program in collaboration with CTL has begun. A graduate program recruitment team was recruited with funds provided by the SIF to enhance the recruitment and marketing of graduate programs on all three campuses.

**Unit: Office of Undergraduate Research**

**Decision: Maintain**

The Office of Undergraduate Research promotes and supports inquiry-driven research/scholarship/creative activities for undergraduates in all disciplines. The unit has made progress in developing metrics for student learning. Outcomes need to be measured and data used to improve student experiences.

**Progress: Completed.** The Office of Undergraduate Research was relocated to the Office of Research and Graduate Studies/Sponsored Programs. This move will strengthen the support and delivery of the Undergraduate Research Program and give the program a distinct physical location. We will continue to assess undergraduate research programs. The first integrated Research Day was completed in spring 2015; this event featured research and creative activities of Pacific’s faculty, graduate, and undergraduate students.

**Unit: University Writing Programs (formerly Writing in the Disciplines)**

**Decision: Maintain**

The University Writing Programs assists faculty and students with improvement in their writing within majors and individual disciplines. The unit’s workload is well documented. The programs should become more involved in helping to meet and assess the communication components of our University-wide Learning Objectives.

**Progress: Continuing.** The director has held monthly "Networked Improvement Community" meetings with nine COP faculty to increase the effective use of writing across the disciplines, identifying past challenges associated with teaching writing, reframing the ways writing can be utilized to optimize student learning, and developing curriculum. Additionally, the director has been serving on the University Assessment Committee, as well as the Written Communication ILO subcommittee. Plans are underway for a Summative Assessment Project involving PACS 3, scheduled
for spring 2015. Finally, the director has initiated a longitudinal writing assessment project for a cohort of current freshmen who will submit at the start of their first year, at the end of their first year, and during their senior year. A comparison of these three samples will provide a direct assessment of student writing skill development. In May 2015, a new Developmental Writing instructor was hired.

DIVISION OF ACADEMIC AFFAIRS THREE-CITY RECOMMENDATIONS

Unit: Office of Enrollment Management – Office of the Registrar (Stockton)

**Decision: Maintain**
The Office of the Registrar provides core registration services for students and maintains accuracy and integrity of academic records. Improvements in utilization of metrics for client satisfaction and efficiency, as well as benchmarking staffing and costs with other institutions will provide useful information on our efficiencies and effectiveness.

**Progress: Continuing.** Evaluations of processes that can be centralized are ongoing, especially with the Law School, including Law Banner Student Module, three-campus Clearinghouse reporting, College Scheduler software deployment, and CourseLeaf implementation on all three campuses. Centralization and process revision for campus forms relating to the Registrar are ongoing. All current graduate students are being folded into the Stockton Registrar, with improved graduation processing times. We are also starting a customer service satisfaction survey, beginning with a Law School pilot, and coming next to the Stockton Registrar.

Unit: Office of Enrollment Management – Admission (Stockton)

**Decision: Maintain**
Admission is a central component in enrollment management. A focus on setting realistic enrollment targets, improving yield rates and bringing in a high quality class is essential. Efficiencies can be gained through administrative alignment.

**Progress: Continuing.** Improvements have been made in assessing customer satisfaction utilizing the new Customer Relationship Management system (CRM), in Tour Evaluations, Preview Day, and Profile Day programs. We are now focused on setting realistic goals; fall 2015 final enrollment met and exceeded targets. Yield rates have increased from 9.3% in fall 2013 to 11.1% in fall 2014. We are also increasing efficiencies with the implementation of our CRM and increased communications with prospective students and parents, and are in the process of stretching these new efficiencies into the newly acquired graduate school admissions and recruiting in our office.

Unit: Office of Enrollment Management – Office of Financial Aid (Stockton)

**Decision: Enhance**
The Office of Financial Aid has broad oversight over financial aid compliance at the University, with a primary focus on awarding Stockton student financial aid packages. Targeted strategies to improve customer satisfaction should be developed. Staffing levels are low relative to the number of applicants and continuing students and thus should be expanded. Given the dependence that so
many of our students have on Financial Aid, the dissatisfaction they have expressed over the past two years, and the critical function that Financial Aid plays in attracting a robust entering class, this unit must be enhanced to operate as a superior administrative unit.

**Progress: Continuing.** The campus funded two additional positions to the Office of Financial Aid. As a result, the Financial Aid Office is nearing the National Association of Student Financial Aid Administrators (NASFAA) staffing average for institutions of our size and complexity. The director has used these new positions to reshape the delivery of service to students and their families. Finally the latest information from surveys, administered by the Office of Institutional Research, regarding student satisfaction with the Financial Aid Office is showing positive trends. We are implementing a number of efficiency increases. 1) Creating fully cross-trained technical staff for processing regardless of physical location. 2) Beginning to explore new technology to assist students regardless of program location. 3) Updating our process flow to eliminate the use of multiple campus school code designations. 4) Along with overall enrollment management, implementing CRM software to increase communication ability. 5) Reorganizing our processes and personnel training to ensure each process has at least one primary backup, and are increasing training for all employees. 6) Rolling out a new communication plan and increasing student awareness of financial aid through http://www.financialliteracy101.com.

**Three-City: Enrollment Management**

**Decision: Maintain three operations but blend some shared resources**

Enrollment Management on the Stockton campus includes Financial Aid, Admissions and the Registrar. The McGeorge School of Law and Arthur A. Dugoni School of Dentistry have separate admissions, registrar and financial aid offices. Admission of dental and law students requires specialized recruitment strategies that differ significantly from graduate and undergraduate, thus it is reasonable that these activities remain distinct from those on the Stockton campus. Importantly, a plan needs to be developed to serve non-dental and non-law adult learners in San Francisco and Sacramento at their program location.

**Progress: Continuing.** Work has begun on the roadmap to coordinate student services in support of the three-city university ideal. Graduate admissions processing, recruitment and marketing has been shifted to the Admissions Office to improve synergistic operations between undergraduate and graduate admissions. Applications for the new programs being initiated in San Francisco and Sacramento (i.e., Food Studies, Audiology, Analytics, Music Therapy and new Master of Science in Law (MSL) concentrations) are all being supported by the CRM and Admissions for applications.

**Unit: Office of Information Technology (OIT) (Stockton)**

**Decision: Enhance/Reorganize**

OIT comprises of Client Services, Enterprise Applications, Cyber Infrastructure and IT security, and an OIT office. Information technology (IT) at the University should support an exceptional educational environment, have an effective information technology infrastructure, utilize information systems that enhance productivity, decision-making and institutional effectiveness, and promote a culture that fosters innovation in teaching and learning. Pacific has never needed an effective IT capability more than we do now and will over the next decade. We need IT basics to support the current business and operational functions of the University. Moreover, technology will be increasingly critical to meet students’ expectations for technology-enhanced learning; to become a more transparent, data-reliant institution; and to meet the educational and service needs of our students across three cities. The extended network outage in August 2013 demonstrated that we must significantly and rapidly enhance the foundations of our IT capabilities, in addition to planning for our future technology needs.
Progress: Continuing. Financial reporting and management within the IT organization has been addressed, and the central IT organization has undergone the first phase of significant alignment and review of positions and spending. Assessments undertaken to create the Pacific Foundational Technology Roadmap have identified improvements impacting people, processes and technology, and following SIF funding, over 20 projects have been planned with a number of the key projects underway. In terms of people and processes, an extensive IT Service Management training program is underway, integrating both the central and distributed technology organizations around more efficient and effective customer-based IT services. With the summer 2015 hire of Vice President and CIO Arthur Sprecher, IT became its own division within the University.

Three-City: Information Technology (IT)

Decision: Maintain three operations but blend some shared resources
While there is some collaboration between Stockton, San Francisco, and Sacramento IT, improvements in coordination and communication are needed. Similarly, improvements in coordination and collaboration are needed between IT and Technical Service Providers (TSPs) on the Stockton campus, such as common Key Performance Indicators (KPIs), feedback strategies, policies, procedures, accountability, etc. Between Focusing on Our Future and the hire of Vice President and CIO Arthur Sprecher, a technology roadmap was developed for IT to get to the level outlined in Pacific 2020 and worked to build confidence in IT.

Progress: Continuing. The CIO spent significant time working with and establishing relations with the various schools and colleges. Coordination has improved and additional areas of improvement have been identified and prioritized. The Technology Roadmap approved by the Board of Regents, addressed additional improvements in coordination. With support of the various VPs and Deans, leadership team building and training is fully underway, starting with leaders of the disparate Technology groups and covering all university technology staff. As noted above, the IT Service Management training program is underway, integrating both the central and distributed technology organizations on all three campuses around more efficient and effective customer-based IT services. An inaugural Vice President for Technology and CIO, Arthur Sprecher, is now in place and IT has become a stand-alone division.

Unit: International Programs and Services (IPS) (Stockton)

Decision: Maintain/Reorganize
The general goals of IPS are to promote international student growth and retention, increase international student recruitment, and provide programs and services for international students on campus. Pacific is committed to a diverse student population, which includes international students, and to providing international experiences for students at all levels. Improvements in assessment of effectiveness of services are essential. The Study Abroad Program and exchange programs need to be realigned to ensure that international students and international programs are properly funded. Importantly, the office needs to become more engaged in, and accountable for, programs that support international student retention.

Progress: Continuing. IPS is focusing more on student engagement and retention through programming. Furthermore, IPS’ International Student and Exchange Specialist position now includes international student programming. IPS is (a) exploring the impact of raising Pacific’s English language admission requirement in collaboration with the Provost’s Office (PO) and Enrollment Management (EM), (b) partnering with PO and Institutional Research (IR) in assessing predictive power of standardized tests (i.e., TOEFL and IELTS), and (c) creating an assistant directorship for the Intensive English Language Programming (IEP). IPS has also met with EM and Graduate Admissions to offer insight into dual degree and commission-based recruitment models.
and obtain SACM (Saudi Arabian Cultural Mission) approval for Pacific's graduate programs. IPS practices, procedures and forms are being examined with the goal of streamlining operations and creating efficiencies. Additionally, the search for an IPS Assistant Director is complete. The format of exchange agreements and memoranda has been standardized and a signing protocol developed. As for Education Abroad, IPS is (a) limiting its portfolio of direct exchange partners and providers to best-fit institutions, (b) working with the Schools to develop a shortlist of opportunities and providers that meet major-specific requirements, (c) partnering with IR to develop re-entry surveys to assess international experiences, (d) collaborating with the Registrar's Office on a workflow that grows the ROAR database and facilitates the transfer of credit completed overseas, (e) exploring ways to ensure all outbound Pacificans enroll in the relevant pre-departure and re-entry courses, and (f) completing an investigation into Pacific's Education Abroad billing practices. IPS has been updating many elements of Education Abroad to include (a) identifying the cause of deficit spending in BUEX and undertaking measures to prevent future incidents, (b) drafting a faculty-led education abroad framework, (c) working with Schools to identify specific education abroad programs, (d) developing guidelines and forms (e.g., waivers) pertaining to international travel, and (e) creating processes, guidelines, and forms for hosting exchange scholars. IPS has also resuscitated the International Programs and Services Committee. With regard to office operations, IPS has transitioned IPS to OnBase, PacificPrint, and a unit-based budgeting model. It is also in the process of identifying Banner-based elements with which to code and track student and exchange scholar mobility. With respect to the Intensive English Program, an Instructor/Assistant Director came on board in June 2015.

Three-City: International Programs and Services (IPS)

Decision: Maintain three operations but blend some shared resources

International students are recruited and supported on each of the three campuses. It is clearly recognized that recruitment of international students is best done in the context of specific programs and thus at each of the campuses. Similarly, support of international students at their campus is also important. Opportunities for better integration include activities of the Registrar, ESL training and the U.S. Department of Homeland Security's Student and Exchange Visitor Information System (SEVIS). Importantly, a plan needs to be developed to serve non-dental and non-law adult learners in San Francisco and Sacramento at their program location.

Progress: Continuing. IPS has communicated with the Student Exchange and Visitor Program (SEVP) to add English language training to the Stockton campus I-17 and identify the process by which Pacific can move from three separate I-17s each with its own primary immigration officer to one consolidated I-17 with three campus locations with one primary immigration officer. This integration was scheduled for January 2015 but was complicated by a prolonged review of an earlier request. Both Stockton and San Francisco are being informed of their recertification which commenced in August 2015. Consolidation will be revisited after both campuses are re-approved.

Unit: University Library – Collections/Operations (Stockton)

Decision: Maintain

The University Library acquires, manages and provides information resources and services to meet the needs of the faculty and students, including special collections. Its services and programs are closely aligned with academics and the student centered learning experience. It also has a role in assessing student learning outcomes on information literacy. Some customer satisfaction data are available, but its effectiveness needs to be more broadly assessed for continuous improvement.

Progress: Continuing. Michael Wurtz has been hired as Director of Special Collections and is working with Veronica Wells, Assessment Coordinator. Additionally, strategic visioning for a new
three-city library system has begun. In spring 2015 an Integrated Library System (ILS) for three-cities has been selected and approved and is being implemented. The Library Consultant's first report has been reviewed and many recommendations are being implemented. A New Health Science Branch Librarian has been hired. Future plans include - review of consultant's second report (based on faculty and staff surveys), working with a space consultant to create a library repurpose plan, and continued work on three-city implementation.

**Three-City: University Library**

**Decision: Reorganize**

The University Library is moving toward more integration. Support for library services for the Dental School is now being moved under the main University Library umbrella and the oversight of the dean of the library. Opportunities to improve efficiency and collaboration include implementation of a single ILS, improving access to electronic databases, and improved communication and collaboration through shared strategic initiatives. Whereas McGeorge librarians and Stockton librarians have good collaborations, a plan needs to be developed to serve non-dental and non-law adult learners in San Francisco and Sacramento at their program location.  

**Progress: Continuing.** Progress has been made on a three-city library, including review of library holdings to ensure adequacy of resources, development of a library guide for new programs at the San Francisco Campus, and ongoing implementation of our new ILS for service to the three cities. Mary M. Somerville has been hired as the new University Librarian and will begin January 1, 2016.

**Unit: Office of Research and Graduate Studies (RGS) – Office of Sponsored Programs (OSP) (Stockton)**

**Decision: Maintain**

The goal of Sponsored Programs is to encourage and support the University community in obtaining external funding for research, education, scholarly, creative, service, and outreach activities. The staffing of the office is comparable with the average of peer institutions. Unfortunately, the return on investment (ROI) of this office is relatively low (and declining) at the moment, with much of its activities supporting the Dental School. Improvements in success metrics are needed as well as an improved ROI.  

**Progress: Continuing.** Faculty Workload Policy has been defined and includes scholarship as an expectation. Workflow mapping and a digitalized process is being developed and implementation is expected to be complete by June, 2015. A Senior Grant Writer has been hired in an effort to increase interdisciplinary research. The Provost’s Office absorbed some of the administrative functions of the office to enable a new Dean of Graduate Studies and Research to focus efforts on building relationships and promoting research.

**Three-City: Office of Sponsored Programs (OSP)**

**Decision: Reorganize**

The Office of Sponsored Programs supports scholarly activities on all three campuses. The support includes compliance as well as all contract and grant activity. Given the increasingly low ROI from the OSP, a robust plan with clear metrics and anticipated outcomes needs to be developed to increase scholarly activity across the campuses.  

**Progress: Continuing.** Workflow mapping and digitalized processing were developed and implemented in June 2014. A larger discussion on the return of indirect costs needs to occur to establish uniform processes. We are also hiring a grant writer to assist in the identification and
application of grant funding. Scholarship support availability through Faculty Research Committee is being discussed.
**PRESIDENT’S DIVISION**

**Unit: Office of the President**

**Decision: Reduce**

The President’s Office provides stewardship and support for a wide range of constituencies and activities, from the Board of Regents to University-wide planning to donor engagement, as well as the day-to-day operations of the office. Improved efficiencies identified from this review and the three-city review of events, coupled with some reduction in the number of hosted events and greater reliance on soft dollars, will enable this important support to be maintained with less annual support from the University operating budget.

**Progress: Completed.** The budget was reduced 8.3% beginning in FY15. Costs cut accordingly.

**Unit: University Planning and Institutional Research (IR)**

**Decision: Maintain**

IR provides excellent support to academic and administrative units across the University. The introduction of Blackboard Analytics will provide users with more direct access to information, and enable the Department to focus on higher value-add research. The recent addition of a Survey Analyst position will provide enhanced ability for assessment in multiple areas.

**Progress: Completed.** IR has partnered with IT and other Enrollment Service units to release student dashboards (e.g., Admissions). More dashboards were released in the 2014-15 AY, which support planning, budgeting, program review, annual reporting, and other data needs. The Survey Analyst is starting a second year at Pacific and has supported many important survey needs such as course evaluations, Regents’ feedback, and *Focusing on Our Future*.

**Unit: Office of General Counsel – Legal Affairs**

**Decision: Reorganize**

The Legal Affairs budget funds the counsel provided by outside law firms, as the University currently does not handle any legal matters internally. Legal costs are growing and need to be controlled, while still ensuring that the University’s legal needs are met. Recommend establishment of an internal Office of General Counsel that will have responsibility for handling certain matters internally that are now handled by firms, for identifying and helping to prevent matters from developing into legal issues, and for managing the selection and work of outside counsel.

**Progress: Completed.** General Counsel, Kevin Mills, hired January 2015.

**Unit: Sustainability**

**Decision: Maintain**

Pacific’s investments in Sustainability in recent years have yielded strong co-curricular and operational programs, and positioned Pacific favorably in national rankings. There is great opportunity to enhance the commitment to sustainability by integration of the subject into academic disciplines.

**Progress: Completed.** The cut to operating budget was absorbed in reduction to special projects. We are formally partnering with COP to connect with academics through Environmental Studies and the Muir Center.
Unit: Sustainability Project Investment Fund (SPIF)

Decision: Reduce and Consolidate/Reorganize
The recommendation is to reduce the amount of the annual contribution of operating budget to this fund, and evolve it into a Revolving Green Fund, which will invest the savings generated by the SPIF projects back into the fund.

Progress: Continuing. Annual funding level reduced. Options for converting the fund to a revolving fund are being researched.

President’s Division Three-City Recommendations

Unit: Office of Communications

Resource Decision: Enhance
In order to build its reputation in California and the West, the University must invest in both staff and budget to support a sustained, long-term marketing campaign. Currently, the central Communications Office is not large enough to support the size or ambitions of the University, and there is no budget for a strategic marketing campaign.

Organizational Decision: Maintain three operations but coordinate some resources
While many examples of excellent work exist in the Communications units on all three campuses, this work is uncoordinated and less effective than it should be for the investment the University is making. Most academic and administrative units are significantly under-supported in their communications needs. Maintain the Communications Office on each campus, but study how to coordinate and unify these resources to increase strategic impact for the University.

Progress: Continuing. SIF funding was approved for marketing new programs in San Francisco and Sacramento. The Communications AVP has left; the search for a new AVP began in fall 2015. Program Review of the Communications Office was conducted spring 2015.

Unit: University Events

Resource Decision: Reduce
University Events is not an established unit, but a cross-divisional category capturing a diffuse set of activities across the three campuses. Budget oversight and event organization varies by unit. While events at Pacific are routinely considered high quality, event costs are largely unrestricted. It is critical that we control costs while also acknowledging the important role events can play in implementing Pacific 2020.

Organizational Decision: Maintain three separate operations but coordinate some resources
While it is not realistic to require events on different campuses to utilize central event planners or vendors, University-wide organizational changes will make events more effective.

Progress: Continuing. The University Events Manager has reinstituted a University-wide strategic events planning group with the goal of coordinating events, communicating about events, reducing event costs and enhancing safety. Banner has been excluded as possible way to track event costs; Blackboard Analytics will be needed to accomplish this.
DIVISION OF DEVELOPMENT AND ALUMNI RELATIONS

Unit: Office of Development and Alumni Relations

Decision: Maintain

We will begin a major University campaign within the next 12 months. A successful campaign has the potential to impact everyone at the University, from expanding student access, to enhancing program quality, to supporting new facilities. Moreover, given the excitement and opportunities around the Powell Gift, the campaign is likely to be an historic and transformational one for the University. The Office of Development and Alumni Relations is sized and budgeted in line with our peers and aspirant institutions. Given the upcoming campaign and full range of responsibilities encompassed by this office, no changes are recommended.

Progress: Completed. The Office has maintained staffing while absorbing a 16% budget reduction to offset cuts elsewhere in the division and to ensure the best support for campaign planning as well as the “quiet phase” and leadership gift fundraising needs.

DIVISION OF DEVELOPMENT AND ALUMNI RELATIONS
THREE-CITY RECOMMENDATIONS

Unit: Advancement Services

Resource Decision: Reduce

Advancement Services and Research (ASR), Donor Relations and Stewardship (DRS), a Divisional Budgets and Strategic Talent Management (BSTM) team, and a Special Events position, in their entirety make up the Advancement Services Department. Pacific is organized correctly, but under-staffed in reporting, research, records, and gift entry positions. This understaffing is especially true given that four of the positions in the Operations count currently represent positions that were left unfilled following staff departures in FY13. As a part of an internal review undertaken for this assessment, the recommendation of the Vice President is that we fill three of the open positions, but leave the remainder open until we review staffing needs associated with the upcoming comprehensive campaign.

Progress: Completed. The department absorbed a reduction balanced between staffing and operating fund reductions while maintaining services. Staffing levels for research and prospect management are under review with possible reallocation of existing salary funds to best support campaign needs and prospect management. Existing space within Bannister Hall now houses the phonathon operations. Annual Giving has modified the vendor contract for phonathon operations. Cost savings from the closure of the outsourced phonathon management have been redirected, enabling the hire of an on-site Pacific Phonathon Manager and the adoption of new crowd funding software.

Organizational Decision: Maintain three separate operations

The Advancement Services team has been actively engaged in the centralization process of functions since 2007. With the upcoming campaign and staff consolidations at McGeorge it is not recommended that changes be made at any campus.

Progress: Completed. Leadership continues to communicate on a regular basis and support three campus interactions within separate operations while maintaining centralized operational support
through advancement services. Additional central support is also now being provided across all campus locations for some annual giving functions.

**Unit: University Development**

**Resource Decision: Reorganize**

During *Focusing on Our Future*, the University Development team focused its operations and trimmed redundant management positions. Accountability was increased, and development officers and management now have goals for each of their areas of responsibility and individually. A concerted effort was made to focus on direct fundraising. As a result, both commitments and cash showed a marked increase (commitments up 29% and cash up 38% as of fall 2014). While this is excellent progress, more needs to be done to prepare for the upcoming campaign. As a result, management restructuring will take place to enable a continued increase in direct fundraising team members, while reducing the overall cost to the division.

**Progress: Continuing.** The division is maintaining a focus on direct fundraising functions and has adjusted Annual Giving operations. Cuts in administrative support have been absorbed and adjustments to strategic efforts focused on leadership and principal gift work have been undertaken. Interim coverage duties have been assigned to continue alignment with best practices in campaign planning and leadership gift work while open positions are being recruited and filled. Following the hire of an AVP for Development with extensive principal gifts experience, a review of duty assignments and re-allocation of position resources continues in order to maximize frontline fundraising. Leadership and principal gift strategy meetings are held weekly within Development and include regular reviews and strategy discussions with the President. Reorganizations included position cuts and operating budget adjustments of fewer than 7%.

**Organizational Decision: Maintain three separate operations**

Because of the upcoming campaign and staff reductions at McGeorge School of Law, it is recommended that development teams at each school be kept at current levels.

**Progress: Completed.** The Division has maintained dotted line reporting alignment with Dental, Law, and TJL/OSPHS fundraising and Alumni Relations staff. Ongoing leadership team meetings from all three campuses occur regularly. The meetings are inclusive of each professional school leadership team. All Development and Alumni Relations staff is invited to participate in the quarterly divisional meetings where campus and department updates are shared.

**Unit: Alumni Relations**

**Resource Decision: Maintain**

Alumni Relations is a critical part of the planning and execution for our next campaign. In recent years they have taken on new responsibilities in fundraising and alumni engagement. They are sized from both a budget and staff perspective to be on par with peer institutions. No changes are recommended at this time.

**Progress: Completed.** An operating reduction of almost 5.5% was achieved. With the December 2014 retirement of the AVP for Alumni Relations, the department returned to having an Executive Director level staff member to ensure alumni operations continue on pace. Support for focused alumni “discovery” and outreach efforts have been maintained through the use of prior year budget reserves in alignment with *Pacific 2020* goals.

**Organizational Decision: Maintain three separate operations**

With the Arthur A. Dugoni School of Dentistry in a campaign, the McGeorge School of Law having gone through significant consolidation, and a pending campaign for the Thomas J. Long School of
Pharmacy and Health Sciences, it is not recommended that changes be made in any of the alumni relations programs. In addition, staff members are working with the professional school (i.e., Dugoni, Long and McGeorge) alumni associations, crafting collaborative programming, developing communications models between the various alumni boards, and outreach to those alumni with graduate degrees from Pacific.

Progress: Continuing. Collaborative work continues to be development in alignment with new changes in the Alumni relations staff at Dugoni School of Dentistry and McGeorge School of Law.
DIVISION OF BUSINESS AND Finance

Note. Focusing on Our Future recommendations for the Division of Business and Finance were made by Vice President Patrick D. Cavanagh, who retired from the University prior to the implementation phase. Vice President Ken Mullen has revised some of the recommendations, which have been approved for action by President Eibeck.

Unit: Office of the Vice President for Business and Finance

Decision: Maintain
The Office of the Vice President for Business and Finance provides coordination and oversight of the University’s key business functions to provide for the strategic and sound management of the University’s financial, human, and physical assets. The key leadership of these critical business functions are organized under the Division of Business and Finance, but also exist in other units within the organization and especially at the law school and dental school campuses whose business officers report to the dean, but also work in collaboration and, as necessary, direction of the Associate and Assistant Vice-Presidents in the Division of Business and Finance. There is a high degree of collaboration among the business offices across the University’s three campuses. Those responsible for each of the business functions on each campus regularly meet and collaborate to ensure the best interests of the University and its students are addressed.
Progress: Completed.

Unit: Office of Internal Audit and Compliance

Decision: Maintain
The Office of Internal Audit provides independent, objective assurance and internal consulting services designed to add value and improve the University’s operations so the University can achieve its goal of providing a superior learning experience for its students. While part of the Division of Business and Finance, the Director of this office has a shared reporting relationship to the Audit Committee. Because of the importance of technology to the University operations, the primary recommendation in this area relates to increasing the unit’s capacity to evaluate and assess technology issues.
Progress: Completed.

Unit: Support Services/ Physical Plant

Decision: Consolidate
The Office of Support Services is part of the Division of Business and Finance and will be consolidated with Capital Planning and Space Management reporting to a single Assistant Vice President for Facilities. Further, facilities management of the Sacramento Campus will report to the Business and Finance Division. Support Services provides oversight and control of physical plant operations for the Stockton campus, including custodial, grounds, HVAC, plumbing, facilities projects, mail operations, locks and alarms, and related functions. They are an important part of the Division’s responsibility to maintain and protect the physical assets of the University’s Stockton campus. While the Program Review report for Support Services contains many important recommendations, among those most important are consideration of a deferred maintenance and ADA compliance strategy, renewal and replacement budgeting process, sustainability strategy, University Policy to limit the use of personal electrical appliances to reduce utility costs across the University, etc.
Progress: See revised actions below.
Unit: Office of Assessment, Training, and Technology (AT&T)

Decision: Maintain
The Office of Assessment, Training, and Technology is being consolidated with the Office of Human Resources and both units will report to a new Assistant Vice President for Human Resources. The AVP for HR in collaboration with the Vice President for Business and Finance may redefine and restructure AT&T. The AT&T unit is within the Division of Business and Finance; it maintains the dashboard and other assessment tools for the Division, ensures the technology resources of the University are properly deployed and operational, and provides employee development training in a wide range of topics to help employees be better workers or managers.

Progress: See revised actions below.

Unit: Office of Treasury and Investments

Decision: Maintain
The Office of Treasury and Investments within the Division of Business and Finance is responsible for the prudent investment and management of financial resources of the University including the University’s endowment and the University’s other financial assets, such as short-term cash investments. The Office maintains the University’s key relationships with banks and other financial services institutions. As such, it also has major responsibilities in the securing of appropriate debt financing as needed to meet University needs. As with other units, the Office of Treasury and Investments, relies on technology to ensure financial transactions occur quickly and accurately and, often, in large quantities. As a result, this office also depends on a strong and capable information technology infrastructure.

Progress: Continuing.

DIVISION OF BUSINESS AND FINANCE THREE-CITY RECOMMENDATIONS

Vice President Ken Mullen revised recommendations:

Sacramento Campus Business Operations

Decision: Enhance - Business and Finance operations
As the portfolio of academic program offerings expands in Sacramento, so must operational support. It is important to take much of the operational burden off of the McGeorge School of Law Dean and place it in the Division of Business and Finance. Business and Finance Divisional operations on the Sacramento Campus will directly report to a campus director who will report directly to the Vice President for Business & Finance. These operations and the campus director will also work very closely with the Associate VP for B&F to regularly review opportunities to improve processes. For some processes, it is important for the operation to be highly centralized to ensure uniformity and internal controls; for others, a more customized or decentralized approach may be preferable. Working with the Sacramento business offices, the Associate VP for B&F will work with the campus director to identify how the overall interests of the University are best served.
San Francisco Campus Business Operations

**Decision: Enhance - Support new academic programs**

To provide excellent support for the new academic programs opening up in the San Francisco University Center, a new position was created, University Center Manager. This position is responsible to develop proper operational resources and organization to ensure a seamless and successful experience for students and faculty. In the long-term, the administrative structure and business processes should be thoroughly reviewed and adjusted as needed to provide uniform University services optimized for the Center students, faculty and staff.

**Unit: University Benefits – Non-salaried**

**Decision: Reduce**

Under the University’s tuition remission (for attendance at Pacific) and tuition exchange (for attendance at other institutions) programs, eligible faculty and staff and their qualified dependents may have a significant part of their tuition costs underwritten by the University. The programs have been helpful in competing with public institutions for talented faculty and staff. With the increasing costs of tuition at Pacific and elsewhere, however, the sliding scale of costs, increasing numbers of participants, the growth of this program is more than the capacity of the University’s budget to maintain. HR will establish a special study committee in FY 14 with representatives from faculty and staff on the three campuses to evaluate these programs and explore ways to reduce the rate of growth with minimal impact on current employees’ benefits.

**Progress: Study completed.** No changes will be made to the current tuition remission program for undergraduate academic programs and graduate programs launched prior to fall 2015. However, there will not be a tuition remission benefit offered for the first three years of enrollment in new academic programs (funded by Strategic Investment Fund or other University fund sources). After a three year start-up period, the success of the new academic programs will be reviewed, and if determined successful, the Tuition Remission benefit for the programs will be reassessed.

**Unit: Controller’s Office**

**Decision: Consolidate**

The Controller’s Office provides essential direct oversight and control of financial operations and controls for the entire University, including financial reporting and accounting, purchasing, payroll, accounts payable, student financial services and collection, business policies and procedures, and other related financial matters.

**Progress: See revised actions below.**

**Unit: Enterprise Risk Management**

**Decision: Maintain**

Enterprise Risk Management, a unit within Budget and Risk Management, helps ensure financial sustainability by avoiding, mitigating, or eliminating claims and fines against the University. Staff leads University-wide efforts to assess, prioritize and mitigate risks. The unit could be enhanced by having the University’s self-insured retention fund contribution for each campus reviewed and explicitly budgeted to ensure alignment with the University’s needs.

**Progress: See revised actions below.**
Vice President Ken Mullen revised recommendations:

**Decision: Enhance - Lab safety/management**
Currently Risk staff performs lab safety and management tasks in lieu of providing safety oversight and training. Consideration should be given to hiring a professional to oversee lab operations, including animal and chemical management. This will allow ERM to focus on safety best practices.

**Decision: Enhance - Business Continuity Planning**
The University has not done a good job of developing plans that would allow operations to continue in the event of a catastrophe. Investments should be made in a solid business continuity system including consulting and training.

**Decision: Enhance - Hazard Training**
Current practices and resources are inadequate to ensure that employees/students who are working in high hazard areas get the necessary training in order to prevent injuries. Further, training is mostly voluntary as there are no solid systems to identify the employees/students when they are hired or sign up for specific courses that require such training. An investment in process development and needed management software is a critical need.

**Decision: Enhance - Facilities Security**
Systems and processes to adequately secure campus facilities are inadequate, particularly in facilities that require an added level of security (e.g. cashiers office). A thorough evaluation is needed to identify gaps with best practices. It is recommended that a security consultant be engaged who specializes in this area to assist us with developing a program which should include training. Focus should be on a University wide protocol and procedure.

**Unit: Capital Planning & Space Management**

**Resource Decision: Maintain**
This office, established in August 2012, is responsible for coordinating facility project planning and space allocation across the University. This office will now be consolidated with Support Services and the two units will report to the new position of Assistant Vice President for Facilities.

**Progress: See revised actions below.**

**Organizational Decision: Consolidate**
Consolidation of similar functions on other campuses with this office will be needed to improve coordination and space cost savings as multiple programs are offered in San Francisco and Sacramento. Based on Sightlines work, it is worth considering expanding the Sightlines project to evolve from data analysis of operations and facilities to a more robust facilities portfolio management program. It would also be wise to consider opportunities to integrate FAMIS with Banner.

**Progress: Continuing.** Campus directors have been appointed to both the Sacramento and San Francisco campuses. They report to the Associate Vice President for Business and Finance and are developing business and operations processes to ensure seamless and successful experiences for students and faculty.

Vice President Ken Mullen revised recommendations:

**Decision: Enhance - Way-Finding**
Current way-finding capabilities are substantially inadequate. As visitors come to our campuses (and this number is likely to increase) there is navigational confusion. A focused way-finding initiative must be completed quickly. All options must be considered resulting in a convenient and scalable way-finding system with a consistent look and feel that emphasizes ‘one university – multiple locations’ and common branding.

**Decision: Enhance - Facility Renewal & Replacement Strategy**
The portfolio of deferred maintenance (including the ADA backlog) has been identified, for the most part, but there is no strategy to systematically and optimally reduce this backlog. Develop and implement a capital budget process that identifies long-term capital needs, possible funding sources, and a prioritized list of proposed capital and minor works (capital repair) projects requested each fiscal year and that provides a formal institutional review/approval process for scope, schedule and budget for individual projects and building programs. Further, policies and procedures to minimize deferred maintenance going forward do not exist and should be developed.

**Decision: Enhance - Master Planning and Capital Project Management**

With all 3 campuses undergoing substantial changes, it may be time to revisit the Master Plan to ensure the facility strategy is sound and addresses potential future needs.

**Unit: University Budget Office - Budget Management**

**Decision: Maintain**

The University Budget Office is within the Division of Business and Finance and supports the University’s mission by ensuring the University’s operating budget is executed as intended to meet the University’s strategic needs and to identify, measure and mitigate foreseeable risks. It is composed of two major units Budget and Risk Management. The Budget Office reporting line was recently changed to directly report to the Associate Vice President for Business and Finance and Risk Management now directly reports to the Vice President for Business and Finance. **Progress: See revised actions below.**

**Vice President Ken Mullen revised recommendations:**

**Decision: Enhance - Responsibility Center Management**

There will be substantial investment to support a successful roll-out of RCM which will include infrastructure upgrades and developing or acquiring the appropriate skills and talent levels for those involved with implementing RCM throughout the University.

**Unit: Department of Human Resources**

**Decision: Consolidate**

The Office of Human Resources is part of the Division of Business and Finance and has the responsibility for providing oversight and control of those programs and processes related to the hiring, development, compensation, and related functions for the University’s human capital. The Office of Human Resources and the Office of Assessment, Training and Technology are being consolidated and will jointly report to the Assistant Vice President for Human Resources. **Progress: See revised actions below.**

**Vice President Ken Mullen revised recommendations:**

**Decision: Enhance - Leadership and Management Development**

It has become increasingly apparent that there is a need to better prepare our staff that are in, or likely to move into, a management or leadership role. Whether this is accomplished in-house, outsourced or a combination of both, it will require additional resources beyond the current investment in time and funding. The importance of this preparation increases as the work environment becomes more dynamic and institutional momentum increases.

**Decision: Enhance - Career Pathway Development**

Currently the avenues for career advancement, while remaining employed by Pacific, are minimal. This is a challenge for smaller organizations of all types. There are creative ways to
provide more robust career pathways in-house and these should be explored. To develop these pathways will require financial and development resources.

**Decision: Enhance - Recruitment and Compensation Strategies**

A vital strategic area that has not been developed is recruitment. There are few efforts that can pay more dividends to an organization’s strategic momentum than successful recruiting. Significant and ongoing investment should be made in ensuring that a holistic strategy is put in place so that excellent candidates are consistently identified, fully informed about the excellent opportunities at Pacific and the region, resulting in more qualified applicants and higher retention. Optimal compensation strategies will be part of the recruitment and retention efforts.

**DIVISION OF BUSINESS AND FINANCE REVISED RECOMMENDATIONS**

*Note. This section serves as an update to the original Focusing on Our Future report for the Division of Business and Finance.*

**Overview of Updates**

**Decision: Consolidate**

There are a number of organizational changes in many Business and Finance units that will streamline reporting relationships and provide the needed talent to enhance transactional effectiveness and, more importantly, provide strategic support for the successful completion of *Pacific2020* and beyond. Simply stated, the following units will be, or have been, combined under a new assistant vice president:

- Human Resources and Assessment, Training and Technology
- Support Services and Capital Planning and Space Management
- Budget Office and Controller’s Office
- Risk Management now reports directly to the Vice President for Business and Finance rather than within in the Budget Office

**Decision: Enhance**

There a number of new initiatives that have arisen since the original *Focusing on Our Future* exercise that will require additional resources:

- Optimization of Business Operations and Re-Deployment of Banner
- Leadership and Management Development
- Career Pathway Development
- Recruitment and compensation strategy development
- Way Finding
- Facility Renewal & Replacement Strategy
- Master Plan update and Capital Project Management
- Administrative support of Sacramento and San Francisco new programs
Detailed Business and Finance Division-Wide Consolidations and Enhancements

Decision: Consolidate

• Combine Human Resources and Assessment, Training and Technology – As the University grows in multiple dimensions and as its strategic momentum increases, there will be greater need to provide higher level human resources strategic support. This will require increased synergies and coordination in all aspects of HR such as training, organizational effectiveness, workplace environment enhancements, streamlined processes, etc. A major step to accomplish this is to combine HR and AT&T under a strategically focused leader. Additionally, this new assistant vice president will have clearer and stronger authority with the HR units on all campuses.

• Combine Capital Planning and Space Management with Support Services – Similar to HR, there is a need to increase synergies and coordination in all aspects of facilities such as operations and maintenance, master planning, construction, deferred maintenance, etc. A major step to accomplish this is to combine Capital Planning and Space Management with Support Services under a strategically focused leader. Additionally, this new assistant vice president will have clearer and stronger authority with the facilities units on all campuses - Completed.

• Combine the Budget and Controller’s Offices – Similar to HR, there is a need to increase synergies and coordination in all aspects of finance. Having a single AVP focused on overall financial operations gives this position a comprehensive financial view from financial planning and projections (budget) through financial performance (financial reporting and accounting). A major step to accomplish this is to combine the Budget and Controller’s Offices under a strategically focused leader. Additionally, this new associate vice president will have clearer and stronger authority with financial units on all campuses - Completed.

• Move the Risk Management unit from the Budget Office and have it report directly to the Vice President for Business and Finance. With the current dynamic environment in higher education, risk management is taking on an increasingly important and visible role. Risk conversations and analyses are taking place at the strategic level, which requires high level oversight, including the Board of Regents - Completed.

Decision: Enhance - Optimization of Business Operations and Re-Deployment of Banner

Business processes and procedures university-wide, are outdated, have not been strategically managed and are wholly inadequate to support the current dynamic direction of Pacific. Major business processes must be reviewed; re-engineered to reflect ‘best practices’ and enhance organizational flexibility; and, supported through the re-configuration of Banner. Banner is fully capable of supporting business processes at a university the size of Pacific. It is vital to understand that the updated business processes will drive the re-configuration of Banner (informed by and capitalizing on its power and functionality to synchronize with our institutional objectives and allow us to focus on the University’s mission vs. being mired in trying to sustain outdated processes on an under-optimized administrative management system).
DIVISION OF EXTERNAL RELATIONS & ATHLETICS

Note. This division was absorbed into the President’s Division in January 2015.

Unit: Office of the Vice President for External Relations and Athletics
Decision: Reduce
The Office of the Vice President is currently using only two of the three FTEs in its operating budget. The recommendation is to formally relinquish the third FTE.
Progress: Completed. Vacant position eliminated.

DIVISION OF EXTERNAL RELATIONS

Unit: Beyond Our Gates (BOG)
Decision: Maintain
The Beyond Our Gates initiative has greatly enhanced the relationship between the University and our surrounding communities since its launch in 2010. The Beyond Our Gates Community Council (especially their work on early literacy), Tomorrow Project academies, Dialogues of Distinction, and other efforts demonstrate Pacific’s commitment to community partnerships that improve the social and economic health of our region. As such, BOG reflects one of the fundamental values that underpin Pacific 2020: meaningful community engagement that reflects responsible leadership and improves quality of life.
Progress: Completed. As an institution of higher education, we have an obligation to steward our regions in addition to serving our students. Our external commitment is a point of pride for University of the Pacific. The highly impactful efforts of the outreach activities in each our cities have left indelible, positive marks on those most in need.

Unit: Community and Government Relations
Decision: Reduce
The Community and Government Relations programs build and maintain productive partnerships between University of the Pacific and the agencies and individuals that shape policy, law and governance on the local, state and national stages. These relationships are essential to ensuring Pacific remains responsive and flexible in addressing rapidly developing challenges and opportunities, but the unit’s goals can be achieved even with reduced funding.
Progress: Completed. Operational funding reduced.

Unit: Office of Economic Development
Decision: Eliminate/Reassign
The Office of Economic Development has been highly effective given its small size. With the impending retirement of the founding director, however, the recommendation is to eliminate the Economic Development office and reassign, when possible, key activities to other units.
Progress: Completed.
Unit: Latino/a Community Outreach (LCO)

Decision: Maintain
The Latino Community Outreach Office is an outgrowth of the University’s commitment to international education, cross-cultural understanding, diversity and inclusivity.
Progress: Complete. No action required.

DEPARTMENT OF INTERCOLLEGiate ATHLETICS

Units (Intercollegiate Athletics Sports): Baseball, Men’s Basketball, Women’s Basketball, Women’s Cross Country and Track & Field, Women’s Field Hockey, Men’s Golf, Women’s Soccer, Softball, Men’s & Women’s Swimming, Men’s and Women’s Tennis, Women’s Volleyball and Sand Volleyball, Men’s & Women’s Water Polo (ERA6) (AA51)

Decision: Maintain
Pacific’s Intercollegiate Athletics program affords student-athletes opportunities to experience valuable lessons in diversity, self-discipline, leadership, and teamwork through NCAA Division I competition. Athletics is dedicated to providing essential support services for Pacific’s student-athletes. Improved student learning outcomes, improved graduation rates and a competitive posture in all of the above sports will come from more effective use of resources and external funding opportunities. NCAA compliance oversight and ongoing rules education is a required component for NCAA and WCC (as well as Mountain Pacific Sports Federation and NorPac Conference) membership.
Progress: Completed. No action required.

Unit (Intercollegiate Athletics Sports): Men’s Volleyball

Decision: Eliminate
It is a difficult but necessary decision to eliminate men’s volleyball as a varsity sport effective June 30, 2014. From that point, the men’s volleyball team will compete as a club team in an MVB club conference as long as a viable team is in place. Scholarships for MVB athletes will remain in place through their projected graduation dates.
Progress: Completed. Student athletes who wished to transfer were helped to do so.

Unit: Marketing and Communications

Decision: Reduce
This unit provides essential support services for the entire Athletics department, the campus community and the Stockton community at large. While some very exciting initiatives are underway in this unit, a reduction in University support is possible through increased efficiencies.
Progress: Completed. Operational Funding Reorganized
Unit: Internal Affairs

Decision: Reduce
This unit provides essential support services for the entire Athletics department, the campus community and the Stockton community at large. While some very exciting initiatives are underway in this unit, a reduction in University support is possible through increased efficiencies.
Progress: Completed. Facilities positions restructured.

Unit: Athletics Compliance

Decision: Maintain
Athletics Compliance provides essential support services for student-athletes and is essential for improving student learning outcomes and graduation rates. NCAA compliance oversight and ongoing rules education is a required component for NCAA and WCC membership.
Progress: Completed. No action required.
DIVISION OF STUDENT LIFE

Unit: Office of the Vice President for Student Life

Decision: Reduce
Compared with peer and aspirant peer institutions, Pacific’s Office of the Vice President for Student Life provides a significant amount of direct services to students. As stewards for Student Life resources and student experience, this office is central to the coordination of student success interventions, management of co-curricular education across the University, employee professional development, and oversight of division-wide assessment and program review. Going forward, the office will engage a series of partnerships with the Office of the Provost, the Schools and College, and individual faculty. Through a thorough review of budget allocations and expenditures, the Office of the Vice President also expects to find continuing opportunities for cost savings and efficiency that will result in a leaner operational budget.

Progress: Completed. The budget was reduced by 8.97% in FY15 by limiting travel and food expenditures. The operating budget was reduced by $25k and salary savings provided $45k.

Unit: Pacific Arts and Lecture Series Committee

Decision: Reduce
The Pacific Arts and Lecture Committee was founded in response to a joint Student Life and Academic Affairs Institutional Priorities Committee proposal and subsequent funding award. The committee, composed of members from across University constituent groups, provides a mechanism for collaboration and funding of large scale University lectures and other events that serve as a complement to existing heritage month programming, Arts and Entertainment student programming, and departmental programming. This programming has also been a significant draw for the Stockton community to engage with our campus. Although the program has added marked value by expanding the visibility, range, and vibrancy of campus events during this period of time, we will need to take a closer look and be more strategic about how the awards meet strategic priorities and the original purpose of the program.

Progress: Continuing. The budget was reduced by 50% in FY15. New criteria and guidelines for awards are being revised.

Unit: Career Resources Center (CRC)

Decision: Enhance and Consolidate/Reorganize
The CRC represents the primary constellation of services and programs that support career success for Pacific students and alumni. While the office already offers a broad array of services, the Division of Student Life will conduct an assessment to determine the necessary operational orientation and capacity to address personalized career development for all Pacific students. In addition, alignment with the institutional initiative “College to Career” will require the strengthening of partnerships with the academic units. One of the challenges higher education is currently facing is increased skepticism among potential students and their families that college is a worthwhile investment. Greater planning and preparation is critical for our students to move them toward career development, graduate school placement, or other desired outcomes. Moreover, academic advising and faculty mentorship must become aligned with career development resources. Students in every major should be empowered to align their coursework with experiential learning opportunities, and must receive the support they need to plan and achieve their post-graduation goals.
Progress: Completed. The budget was reduced by .56% in FY15 including one administrative support position. An Assistant Vice President/Executive Director for the Career Resource Center was hired in summer 2015. The department has since been restructured and a Strategic Plan has been developed including nine pillars of success for building a “Next Level” career operation at Pacific for the 21st Century.

Unit: Center for Community Involvement (CCI)
Decision: Maintain
The CCI offers programs that allow Pacific students to engage in mentoring and tutoring, community service, and leadership and identity development resulting in over 15,000 combined hours of annual community engagement. The CCI proposes to work toward reorganizing and integrating student leadership development into a comprehensive model of leadership and service for all Pacific students. This model will embed service initiatives into student leadership development programing. The CCI will downward adjust its external service focus to provide increased internal programming opportunities for students, while also serving the greater Stockton communities.
Progress: Completed. No action required.

Unit: Educational Equity Programs (EEP)
Decision: Maintain
The EEP represents programs for underserved students at Pacific that include the Community Involvement Program (CIP), SUCCESS TRiO Program, Students Emerging as Pacificans (STEPs), and the Pacific Promise Scholars. They provide services designed to support overall student success such as (intrusive) advising, mentoring, tutoring, leadership development, enhanced financial aid as well as financial literacy education, community service, academic enrichment strategies, among many others. Given the contribution the Educational Equity Programs make to what Pacific 2020 has identified as essential support for student success and outcomes, these offices will strengthen deliberate partnerships with academic units and appropriate social support agencies for students.
Progress: Completed. No action required.

Unit: First-Year Experience
Decision: Reduce and Consolidate/Reorganize
The First-Year Experience Program at Pacific ensures that the foundational learning and relationship-based experiences essential to success at the University are in place for all new students. With the increased accountability for and investment in student success a named University priority, the First-Year Experience remains an important contribution to student outcomes but, as might be expected, requires greater integration with the expanded scope of institutional attention to student success. As a University-wide early alert system and expanded College to Career advising are implemented, the role of the First-Year Experience FTE will necessarily expand and become even better aligned with current University structures dedicated to student success. Consolidation of the leadership of FYE with Student Support Services is recommended since the Referral Center and peer advising, both located in Student Support Services, will be central to these initiatives.
Progress: Completed. The Budget was reduced by 33.03% in FY15. The expanded scope of student success has been integrated through capacity decisions.

Unit: Multicultural Affairs
Decision: Reorganize and Enhance
The Multicultural Center (MC) is home to the African, Latino, Asian and Native American (ALANA) Center, the Promoting Respect in Diverse Environments (PRIDE) Center, and the Women’s Resource
Center. Established in 1995, the MC is dedicated to the creation and sustainability of a culturally inclusive community across and within the boundaries of culture, sexual orientation, gender and gender identity/expression, as well as other social identities. This area will integrate the office of Latino Community Outreach and, redefine all multicultural affairs positions focusing on population-specific needs and student success initiatives generally.

Progress: Continuing. The budget was reduced by 1.13% in FY15. The operating budget has been refocused on diversity and social justice training. The structural model of the office is underway.

Unit: New Student and Family Programs

Decision: Maintain

This department is effective in its responsibilities, providing the critical “first view, first impact” on new Pacific students and their families and interacting internally with admissions, faculty and academic leadership to ensure an excellent, effective transition of new students to Pacific. Currently this department has responsibility for new student orientation, Pacific Student Ambassadors, campus tours, Pacific Welcome Center, programs and support services for parents and families, and the Parent Board. In addition to a vital need to correct the budget, it is important that this department become more involved with international student orientation (possibly assuming responsibility for it) to ensure an effective orientation to Pacific.

Progress: Completed. No action required.

Unit: Pacific Rowing

Decision: Eliminate

Rowing was initiated on the Pacific campus in 2006. From the beginning this program was viewed as “pay as you go” for students. Since the economic downturn, it has become increasingly difficult to attract rowers to participate. This program has never had a University-allocated budget that reflects the true costs of the program. While the program has had some success in cost saving, fundraising and marketing to attract students to participate, it has continued to see participation numbers decrease to the level of not being viable, especially considering this reallocation initiative.

Progress: Completed. The Pacific Recreation budget was reduced by 12.83% in FY15. The rowing director position and program has been eliminated.

Unit: Campus Recreation

Decision: Maintain

Campus Recreation adds significant value to the whole person education that we deliver at Pacific. Our facilities are solid, our student participation rates are excellent, and our programming is constantly reviewed and updated to address current trends and meet student expectations. While the expansion and evolution of programming without additional resource allocation has been regularly accomplished, the continuous expansion of wellness initiatives will be important to the University moving forward.

Campus Recreation has been highly collaborative with many campus constituencies and works to provide facilities and programming that reflects the quality and value of a Pacific degree and employment at Pacific.

Progress: Completed. No action required.

Unit: Religious and Spiritual Life

Decision: Maintain

While Religious and Spiritual Life at Pacific does not have the staffing capacity of peer institutions that identify as faith-based institutions, the program has identified creative ways within its current means and revenue streams to reach, teach, and support the multi-faith community at Pacific. The program
operates with a strong circle of partners from across the University and the community. The revenue generated by the program allows for some enhancements to staffing, while also supporting public events and student learning experiences. The program is exploring options for increasing revenue through targeted development and the creation of Religious and Spiritual Life [clergy] intern opportunities.

**Progress:** Completed. No action required.

**Unit: Student Clubs and Organizations Advisement – Office of Student Leadership and Involvement**

**Decision: Maintain**

The Office of Student Leadership and Involvement is responsible for the supervision of all student events on the Stockton campus as well as providing leadership guidance and training through formal means as well as practical experience which assists our students to be workforce-ready in the specific areas of collaboration, planning, marketing, compliance, safety and execution. The hallmark of this department is the strength of its relationships with student leaders on the Stockton campus, which provide highly advantageous avenues of communication throughout any given year. There is a high degree of collaboration and effectiveness between this office and student leadership on the Stockton campus.

**Progress:** Completed. No action required.

**Unit: Student Clubs and Organizations Advisement – Don and Karen DeRosa University Center**

**Decision: Maintain**

The DeRosa University Center is the hub of activity and the “front door” of the University on the Pacific Stockton Campus for our Pacific community and all those who visit our campus. Resources should be maintained with continued attention to building appearance and strategic function (from Presidential events to student and community productions) and it should be a major priority for the University. The DeRosa University Center has developed consistent, effective programming that serves the many constituencies who access the facility.

**Progress:** Completed. No action required.

**Unit: Student Clubs and Organizations Advisement – Pacific M.O.V.E.: Mountains, Ocean, Valley Experience**

**Decision: Eliminate**

The Pacific M.O.V.E. program is a unique, nationally recognized signature program for the University which has provided a unique learning experience that prepares our incoming freshmen students for the kind of education for which Pacific is noted, and serves as an introduction to a university life of exploration and growth. However, the cost of Pacific’s M.O.V.E. program outweighs the return on investment.

**Progress:** Completed. The Student Clubs and Organization budget was reduced by 88.85% in FY15 when the Pacific M.O.V.E. program was eliminated. A new Weekend of Welcome (WoW) has been initiated for incoming students to assist in their transition to university life. A smaller Stockton based opt-in service day has been initiated by the CCI exclusively for new students.
Unit: Student Academic Support Services

Decision: Enhance and Consolidate/Reorganize

Student Support Services will become an increasingly important player in student success as the university-wide early alert system is activated and as case management and follow along of at-risk students is increasingly made more systemic. With the addition of the First-Year Experience FTE, the program is positioned to better serve these university priorities. At the same time, with the on-going emphasis on assessment and revenue generation, moving the Director of Assessment position to the Vice-President’s Office and reconfiguring that position to also be responsible for grant writing and other funding proposals for the division will make use of the alignment between that position’s close relationship to divisional and university data and the evidence needed to make strong proposals.

Progress: Continuing. The budget was reduced by 1.13% in FY15. In collaboration with Academic Affairs, a Student Success SIF proposal including consolidated case management within SASS has been approved. A Student Academic Support Specialist has been hired and the search for a Director of African American/Black Student Support and Success is underway. Also, key Division of Student Life departments, in collaboration with Assistant/Associate Deans in each academic established a reinvigorated role, responsibilities, and partnerships for Student Advising program. A reception for alumni was created during Homecoming 2014.

Unit: Student Leadership Development

Decision: Reduce and Consolidate/Reorganize

Student Leadership Development will become a deliberate and fundamental part of the undergraduate experience at Pacific. Partnering with faculty and staff across the university, the Division of Student Life will develop a set of programmatic engagements for students that will strengthen individual skills, increase learning, and enhance outcomes in leadership. Integrating with the work of the Center for Community Involvement, Student Leadership Development will be viewed through a lens integrally connected to service/community engagement.

Progress: Completed. The budget was reduced by 6.76% in FY15. After eliminating a graduate assistantship position and reducing the operating budget, this department was transitioned to the Office of Student Leadership and Involvement in the effort to enhance the development of the program.

DIVISION OF STUDENT LIFE THREE-CITY RECOMMENDATIONS

Unit: Counseling and Psychological Services (CAPS)

Resource Decision: Reorganize

Counseling and Psychological Services (CAPS) provides individual and group therapy, outreach and education, consultation regarding mental health issues and potential threats, and case/crisis management resources in support of student persistence. The current budget and staffing model does not allow for the scaling up of services necessary to respond to the addition of academic programs in San Francisco and Sacramento. The current budget model also prevents equitable access across Pacific’s three campuses to a resource that student users report has a direct positive impact on their persistence and overall success. The budget model needs to be revisited with regard to the proportion of student fees dedicated to mental health services, alternative revenue options for CAPS, and staffing needs.
options that meet student general demand across – and specific student needs within – each of Pacific’s three campuses.

**Organizational Decision: Reorganize**
CAPS serves two of Pacific’s three campuses, Stockton and Sacramento, to date. At Dugoni, a Dugoni staff member, who also holds a faculty position, provides psychological services. Based on staffing and current funding models, students at Dugoni and McGeorge do not share the same equitable access to services that Stockton students enjoy. This access issue will be further accentuated when additional graduate programs are added at both McGeorge and Dugoni and as the complexity and severity of mental health challenges that students present on all three campuses continue to increase. The Division of Student Life will conduct a comprehensive internal/external review of the CAPS area.

**Progress: Continuing**. Reorganization and resource allocation has been proposed to equitably supply services (staffing and office) on the San Francisco campus through SIF capacity funding, to be accomplished once funding is available and equity in staffing is approved. The student fee structure is being reviewed with the goals of meeting current department funding needs and equitable distribution between student Health Services and CAPS.

**Unit: Dining Services**

**Resource Decision: Maintain**
Dining Services, through its partnership with Bon Appetit, serves approximately 6,000 meals per day and has 2,000 on-campus students who are on University meal plans on the Stockton campus. It is recommended that while resources should be maintained, future enhancements could be made in kitchen spaces (i.e. add additional freezer and storage spaces) and kitchen equipment/dining furniture (replacing equipment as it ends its lifecycle). A facilities analysis, business plan, and program review need to be conducted in order to plan for future master planning and budget forecasting.

**Organizational Decision: Reorganize**
Dining Services, along with Bon Appetit, currently offers a strong organizational structure on the Stockton campus. While this structure works well, improvements can be made in order to reduce redundancy and improve internal fiscal controls. The opportunity to gain efficiency and value through the negotiation of one Bon Appetit contract across campuses is of particular note.

**Progress: Completed**. The level of communication between all three campuses has been increased to improve efficiencies and reduce challenges. The Sacramento campus has been included in the Bon Appetit contract. The expansion of Pacific cash capabilities to the San Francisco and Sacramento campuses was completed in FY14.

**Unit: Office of Services for Students with Disabilities (SSD)**

**Resource Decision: Reorganize**
The Office of Services for Students with Disabilities (SSD) ensures access for qualified students who seek/participate in Pacific programs, activities and services by supporting the implementation of accommodations for students with disabilities that may include, but are not limited to, extended time for completing exams; alternative testing procedures; note-taking assistance, facilities access and other academic or co-curricular adjustments. Specific allocations for staffing and operating budget need to be developed through a collaborative planning process that will address additional SSD staffing needs at each of the three campuses as well as both facilities and financial support to serve expanding programs at the two additional campus locations (i.e. staff offices, test proctoring sites, assistive technology, etc.).
Organizational Decision: Reorganize
Services should be reorganized to ensure effective and consistent policy development; faculty and staff training including assistive technology as well as transitional development and serving new graduate and undergraduate programs that will be offered at the three campuses (and online).
Progress: Continuing. SEED Grant funding was approved and a consultant was hired to review and make Three-Campus recommendations. The Consultant’s review report has been submitted and recommendations are being considered. Interim staffing re-organization has occurred through re-allocation of resources. Interim staffing plan implemented fall 2014. A permanent full-time Assistant Director has been secured as of October 2015.

Unit: Pacific Health Services
Resource Decision: Reorganize
Pacific Health Services operates as the one centralized student service currently serving all three of Pacific’s campuses. Health clinics staffed by mid-level providers and offering primary and preventative care have been in place at each of three campuses for over five years. The current budget and staffing model does not allow for the scaling up of services necessary to respond to the addition of graduate programs in San Francisco and Sacramento, nor does it cover continued sustainability of key services in Stockton. The current budget model also limits the equitable availability of services on each campus, with appointments on the Sacramento and San Francisco campuses being limited to part-time schedules. The budget model requires re-evaluation for efficacy, including consideration of the role of student fees, new opportunities for third party billing provided by the Health Care Act, and identification of other options for generating revenue.

Organizational Decision: Reorganize
The centralized reporting structure currently in place ensures efficiency and consistency in provision of high quality services, staff professional development and training, management of legal exposure and risk, and management of resources across Pacific’s three campuses. This model also allows for three-campus aggregation of costs associated with medical supplies, the student health insurance option negotiated by the university, and lab fees, among other savings. Centralized reporting also supports a flexible staffing model where staff temporarily can be moved from one campus to another to meet seasonal demands for service. The Division of Student Life will conduct a comprehensive internal/external review of the Health Services area.
Progress: Continuing. New budget needs for staffing model has been proposed regarding three-campus structure. A new student fee structure and other revenue generating options are being considered. A Staffing model has been proposed. The Student fee structure and any other revenue generating options are to be reviewed spring 2016, as well as Adjusting job descriptions for office staff to enhance business operations. Reorganization and resource allocation has been proposed to equitably supply services (e.g., staffing and office) on San Francisco campus through SIF capacity funding. Job descriptions and assignments will be re-evaluated to assure efficiency in FY16.

Unit: Housing and Greek Life
Resource Decision: Reorganize
Housing and Greek Life provides facilities, services, and programs to approximately 2,700 students on the Stockton campus. Increased financial resources will be needed after a full facility analysis is conducted, a business plan established, and a master plan highlighting further investments in the facilities infrastructure is completed. Further evaluation also needs to be made regarding how programs provided to social Greek students and organizations are funded.
Organizational Decision: Reorganize
A solid organizational structure currently exists. However, given the significance of physical plant operations and compliance issues associated with student housing, all of the housing operations will be consolidated through a central University housing office in Stockton. To better enhance the student experience, support community engagement, and prepare students for lifelong success the Stockton campus should move to a professional based staffing model and consider expanded collaboration with Sacramento housing operations. Professional staff on both campuses is better suited to handle the critical nature (e.g. crisis management, room assignments, student development needs) of operating and managing residential facilities. In addition, the Greek Life program area will be removed from the Housing portfolio and moved into the new Student Life Sub-Division of Leadership, Diversity and Community Engagement.

Progress: Continuing. Department has completed the review of physical space via the services of Brailsford and Dunlavey. Initial recommendations on design, funding model, and ground lease have been presented to the Board of Regents with final approval of Phase 1 of the Housing Master Plan is scheduled for February 2016. Transition from graduate student staffing model to a full-time professional model is currently be implemented. Project is ongoing with a full implementation expected in fall 2017. The office of Greek Life was renamed to Fraternity and Sorority Life and removed from Housings financial oversight effective July 2015.

Unit: Public Safety
Resource Decision: Maintain and Reorganize
While individual departments are able to maintain services with available resources, potential changes in scope and responsibilities may impact the requisite budget model. These departments will work together to assess future needs, legal and compliance obligations, and consider possible efficiencies.

Organizational Decision: Maintain and Reorganize
Public Safety across the University comprises three separate departments with varying levels of enforcement powers. The Dugoni School of Dentistry is served by a security department with limited powers of arrest. The McGeorge School of Law has a memorandum of understanding (M.O.U.) with the City of Sacramento and can make arrests on or near the campus while on duty. The Stockton Campus also has an M.O.U. with the City of Stockton through which officers have the same power of arrest as a Stockton Police Officer. While each department performs very well on its respective campus, the units will work more collaboratively in the future on policies, procedures, and training. Specifically, Public Safety will move to a unified command structure led by a Director of Public Safety located primarily on the Stockton campus.

Progress: Continuing. Ensure that Public Safety policies/procedures, training, communication, and reporting requirements are consistent among all three University campuses. A new Director for Public Safety on the Sacramento campus was hired in November 2015. Ongoing meeting with all three campuses continue to ensure consistency. Stockton is looking to become the dispatch center for Sacramento campus.

Unit: Office of Student Conduct and Community Standards (Judicial Affairs)
Resource Decision: Reorganize
Each of the three campuses handles student conduct issues in a different format. In some areas (i.e., such as federal Title IX compliance) it will be very important to create a common set of standards, policies and processes in addition to appropriate staffing to assure we meet compliance through best practices. We need to begin work on the most immediate and pressing issues as outlined in our three-
city goals for this area, keeping in mind that Pacific’s intent is to add new academic programming in Sacramento and San Francisco and the specific needs/requirements of the professional schools.

**Organizational Decision: Reorganize**

There has been little collaboration among the Student Conduct areas across the University’s three campuses and professional schools. Given the need to establish common policies and procedures, progress needs to be made in these areas immediately. Work should begin as soon as possible on the goals established and recommended by the three-campus committee.

**Progress: Continuing.** A Title IX Committee was charged by President Eibeck to review and establish new comprehensive policies and procedures for Sexual Misconduct/Title IX compliance consistent for all three campuses. Committee work to be completed FY1.
PROGRESS ON ACADEMIC PROGRAM ACTIONS

Action Definitions

- **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.

- **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.

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

- **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.

- **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

Decision: Maintain
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 (e.g., ethnicity, gender, etc.), 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.

Progress: Complete. No action required.

Program: Honors Program

Decision: Reorganize. Submit to the Provost a plan for the revised Honors Program with metrics for student success 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.

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 per 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 (i.e., humanities, legal, honors, and school-based programs) by considering synergies (i.e., administrative and academic) as we attract and retain highly meritorious students.

Progress: Complete. Plans submitted and Provost response provided to program.

Program: Pacific Legal Scholars (PLS)

Decision: 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 (i.e., humanities, legal, honors, and school-based programs) by considering synergies (i.e.,
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.

**Progress: Complete.** Plan submitted and Provost response provided to program.
COLLEGE OF THE PACIFIC (COP) DECISIONS

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

Decision: 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 graduate rates. 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 discernible 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% needs 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.

Progress: Continuing. Maintained BFA and closed BA.

Program: Biological Sciences (BA)

Decision: Maintain for two years. Dean and faculty should prepare an analysis of student success, including post-graduate placements in this program, for the Provost by spring 2015. The BA in Biological Sciences was designed as a safety valve for students who had difficulty completing Organic Chemistry. An average of 7 majors is 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. 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.

Progress: Complete. Plans submitted and Provost response provided to program.
Program: Biological Sciences (BS)

Decision: Maintain and Enhance. Assessment plan due by December 2014, as well as strategy for course offerings that meet a broad array of student needs. Revisit in two years to review assessment results and progress.

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 students. Many biology students are double majors and enter in other programs such as pre-pharmacy. The majors have high incoming credentials (i.e., 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 to 2 lines is warranted, but these need to be considered strategically to synergize with other emphases at the University.

Progress: Complete. Plans submitted and Provost response provided to program.

Program: Biological Sciences (MS)

Decision: Maintain for three years and revisit to consider enhancement if graduation rates improve, assessment metrics and outcomes are tracked, and faculty scholarship has increased, particularly though interdisciplinary collaborative efforts.

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.

**Progress: Complete.** No action required.

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

**Decision: 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 plan in December 2014 to improve retention.**

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 students, with a decline to 16 students 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 students, 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.

**Progress: Complete.** BS Chemistry-Biology program closed. Plan submitted and Provost response provided to program.

**Program: Communication (BA)**

**Decision: Maintain and 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.**

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.

**Progress:** In progress. Plan submitted to Provost.

**Program: Communication (MA)**

**Decision:** 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.

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.

**Progress:** Complete. Plan submitted and Provost response provided to program.

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

**Decision:** 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.

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 students. 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.

**Progress: Complete.** Computing and Applied Economics (BS) closed. Plan submitted and Provost response provided to program.

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**Program: English (BA)**

**Decision: Maintain.** Develop a plan for robust assessment of learning outcomes by December 2014, implement beginning January 2015, and use findings to drive curricular change and student support to increase persistence.

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 students. 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.

**Progress: Complete.** Plan submitted and Provost response provided to program.

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**Program: Environmental Science (BS)**

**Decision: 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.**

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.

**Progress: Complete.** Reorganized to include Geology. Plan submitted and Provost response provided to program.
Program: Environmental Studies (BA)
Decision: Reorganize to be an effective interdisciplinary program with assessment plans, student-learning outcomes, and a plan to obtain more interdisciplinary grants and increase collaborative scholarship/research productivity. Reorganization plan due spring 2015.
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 students, with one year at 21. Enrollment in 2012 was 12 students. 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.
Progress: Continuing. Due date extended to January 2016 to allow program to engage in dialogue related to the environmental component of the Academic Plan.

Program: Film-Studies (BA)
Decision: Reorganize and consolidate with redesigned program integrating Theatre Arts and Film Studies. A consolidated plan that includes integration should be developed by Jan 2015. When reorganization is complete, eliminate as a stand-alone major.
Film Studies is a relatively new (2012) inter-disciplinary major. Five students were enrolled in 2012 and increased to 10 students 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 and 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.
Progress: Continuing. New program proposal in development.

Program: Geology (BA, BS)
Decision: Reorganize program by integrating the discipline as an emphasis in the Environmental Sciences major and eliminating the Geology BA and BS as stand-alone majors. Reorganization plan due spring 2015.
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.

**Progress:** Complete. Revised the existing BS in Geology and BS in Environmental Science into a single BS in Geologic and Environmental Science, and revised the BA in Geology to a BA in Geologic and Environmental Science.

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

**Decision:** Enhance pending development of learning outcomes and an assessment plan by December 2014, and use of data to improve outcomes.

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.

**Progress:** Complete. Plan submitted and Provost response provided to program.

**Program: Health, Exercise & Sport Science (MA)**

**Decision:** 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.

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.

**Progress:** Continuing. Draft plan submitted. Pending Unit Curriculum and Committee on Graduate Studies approval.

**Program: History (BA)**

**Decision:** 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.

**Progress:** Complete. No action required.

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**Program: Social Sciences (BA)**

**Decision:** Maintain. Program is currently completing program review. Submit in fall 2014 a compelling rationale for the need of this major, learning outcome, and an assessment plan.

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 students 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.

**Progress:** Complete. Program review completed with History in AY 2013-14.

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

**Decision:** Maintain until new programs are developed and then consider enhancing.

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 students in the Applied Mathematics major, with the last four years above 23 students. 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 has defined learning outcomes and has implemented assessment plans to collect data 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.

**Progress:** Complete. No action required.

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

**Decision:** Maintain. Provide report on appropriate language mix for the three-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.

Modern Languages and Literature (MLL) 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 are 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 students. 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.

Progress: Continuing. Plan submitted to Provost.

Program: Philosophy (BA)

Decision: 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.

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.

Progress: Complete. Plan submitted and Provost response provided to program.

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

Decision: 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.

**Progress:** Complete. Enhancement granted by Provost January 2015.

**Program: Political Science (BA)**

**Decision:** Maintain but leverage synergies with SIS. Develop a plan with SIS by Jan. 2015 to reduce redundancies and develop synergies.

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 students. 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.

**Progress:** Complete. Plan submitted and Provost response provided to program.

**Program: Pre-Dentistry**

**Decision:** Maintain

This is an accelerated 2+3 or 3+3 program for students desiring admission to the Arthur A. 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.

**Progress:** Complete. No action required.

**Program: Psychology (BA)**

**Decision:** Enhance once assessment plan is developed, due spring 2015, and implemented fall 2015.

The Psychology BA has an emphasis on Behavioral Psychology, but also exposes students to biological, clinical, cognitive, developmental, and social psychology. Psychology faculty teaches on average 159 majors with an average of 38 degrees awarded each year. Enrollments fluctuated during the past 5 years between 145-183 students, with the current year at 154 students. 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. **Progress: Continuing.** Plan submitted to Provost.

**Program: Psychology (MA)**

**Decision: Maintain.** Develop a strategic plan by spring 2015 that aligns with the COP strategic plan, and is financially sustainable in context of a large undergraduate psychology undergraduate major.

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. **Progress: Complete.** Plan submitted and Provost response provided to program.

**Program: Religious Studies (BA)**

**Decision: Reorganize and Consolidate.** Develop a plan by Dec. 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.

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 students in Liberal Studies with 2012 at 8 students. SAT and incoming GPA are lower than the university norm, and 40-52% requires 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. **Progress: Complete.** Program revisions submitted and Provost response provided to program.

**Program: Liberal Studies (BA)**

Since the History Department declined to adopt this major, and there are not students currently enrolled in this program, the Dean recommended to formally close the program. **Progress: Complete.**
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)

Decision: Reorganization plan due Jan. 2015 to reduce the number of degrees and prioritize synergies with other programs.

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.

Progress: Complete. Program revisions submitted and Provost response provided to program.

Program: Self-Designed (BA)

Decision: 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.

The self-designed major proves opportunities for motivated students to design their own major, with advice from professors. Enrollment in the major declined from 16 to 4 students 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.

Progress: Complete. Plan submitted and Provost response provided to program.

Program: Sociology (BA)

Decision: Maintain. Develop a plan to prioritize synergies with other programs by fall 2015.

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 rose 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. 

Progress: Continuing. Plan due end of fall 2015 semester.

Program: Theatre Arts (BA)

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

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 students. 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, and web video) as well as the Theater Arts.

Progress: Continuing. New program proposal in development.
EBERHARDT SCHOOL OF BUSINESS DECISIONS

Program: Bachelor of Science in Business Administration (BSBA)
Decision: Maintain/Reorganize. Develop an integrated plan by Dec. 2014 to reorganize concentrations and improve retention and graduation rates.
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 students. 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.”
Progress: Continuing. Plan due date extended to spring 2015. Plan not yet received.

Program: Master of Business Administration (MBA)
Decision: Reorganize. Develop a strategic plan by Dec. 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.
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 students 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.
Progress: Continuing. Plan due date extended to October 2015. Plan not yet received.
GLADYS L. BENERD SCHOOL OF EDUCATION (BSE)
DECISIONS

Program: Curriculum and Instruction (BA)
Decision: 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.
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.
Progress: Complete. BSE continues to monitor enrollment and retention numbers.

Program: Curriculum and Instruction (MA)
Decision: Reorganize/Maintain. Revisit in 3 years to determine whether reorganization increased selectivity and sustainability of the program. Develop targets by Sept. 2014 for selectivity and sustainability.
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.
Progress: Complete. BSE continues to monitor enrollment and retention numbers.

Program: Curriculum and Instruction (Ed.D.)
Decision: Maintain/Reorganize and assess enrollments within 5 years to determine whether reorganization increased selectivity and sustainability of the program.
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.
Progress: Complete. BSE continues to monitor enrollment and retention numbers.
Program: MA in Educational Administration with K-12 Leadership Concentration and Student Affairs Concentration

Decision: Reorganize/Maintain. Revisit in 5 years to determine whether reorganization increased selectivity and sustainability of the program.

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.

Progress: Complete. BSE continues to monitor enrollment and retention numbers.

Program: Educational Administration (Ed.D.)

Decision: Reorganize/Maintain. Revisit in 5 years to determine whether reorganization increased the selectivity and sustainability of the program.

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.

Progress: Complete. BSE continues to monitor enrollment and retention numbers.

Program: Master-Ed.S. Educational Psychology

Decision: Reorganize/Maintain. Revisit in 5 years to determine whether reorganization increased the selectivity and sustainability of the program.

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.

Progress: Complete. BSE continues to monitor enrollment and retention numbers.

Program: Educational Resource Center (ERC)

Decision: Consolidate and Reorganize. Complete reorganization and measure student success using defined learning objectives.

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. Progress: Continuing. Reorganization complete, assessment ongoing.
SCHOOL OF ENGINEERING AND COMPUTER SCIENCE (SoECS) DECISIONS

Program: Bioengineering (BSBE)
Decision: Maintain until enrollments justify expansion and retention is improved.
Enhancements may be considered once workload data is disaggregated and analyzed.
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 students, with 61 students 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
Bioengineering major holds 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.
Progress: Complete. Data Disaggregated and enhancement granted by Provost January 2015.

Program: Civil Engineering (BSCE)
Decision: Maintain. Continue to implement strategies to increase retention and 6-year
graduation rates. Enhancements may be considered once workload data are disaggregated
and analyzed.
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 students 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.

**Program: Computer Science (BS)**

**Decision:** Maintain. **Continue to implement strategies to increase retention and 6-year graduation rates. Enhancements may be considered once workload data are disaggregated and analyzed.**

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 students 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.

**Progress:** Complete. Data Disaggregated and enhancement granted by Provost January 2015.

**Program: Computer Engineering (BSCE)**

**Decision:** Maintain. **Continue to implement strategies to increase retention and 6-year graduation rates. Enhancements may be considered once workload data are disaggregated and analyzed.**

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.

**Progress:** Complete. Data Disaggregated and no new enhancement requested.

**Program: Electrical Engineering (BSEE)**

**Decision:** Maintain. **Enhancements may be considered once workload data are disaggregated and analyzed.**

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. Progress: Complete. Data Disaggregated and no new enhancement requested.

**Program: Engineering Management (BSEM)**
**Decision: Maintain. Submit a curricular revision plan by December 2014.**
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 students. 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. Progress: Complete. Curricular revisions submitted and Provost response provided to program.

**Program: Engineering Physics (BSEP)**
**Decision: Maintain. Increase persistence and revisit in 4 years.**
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 students. 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. Progress: Complete. No action required.

**Program: Mechanical Engineering (BSME)**
**Decision: Maintain. Increase persistence and revisit in 4 years. Enhancements may be considered once workload data are disaggregated and analyzed and retention rates improve.**
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 students. 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. Progress: Complete. Data Disaggregated and enhancement granted by Provost January 2015.

Program: Engineering Science (MSES)
Decision: Maintain. Increase persistence and revisit in 4 years. Enhancements may be considered once workload data are disaggregated and analyzed and retention rates improve. 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. Progress: Complete. Data Disaggregated and no new enhancement requested.
CONSERVATORY OF MUSIC DECISIONS

Program: Music (BA)
Decision: 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 is 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).
Progress: Complete. No action required.

Program: Jazz Studies (BA)
Decision: 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.
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.
Progress: Complete. Revision to curriculum approved by Academic Affairs April 2015, and Provost provided response to program.

Program: Music Composition and Theory (BM)
Decision: Maintain.
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.
Progress: Complete. No action required.

Program: Music Education (BM)
Decision: Maintain.
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 (e.g., 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.

**Progress: Complete. No action required.**

**Program: Music Education (MM)**
**Decision: 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 is internationally recognized for scholarship and performance. On average, faculty teaching in the department accumulated 278 credits/FTE.

**Progress: Complete. No action required.**

**Program: Music History (BM)**
**Decision: 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, University Learning Outcomes 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.

**Progress: Complete. No action required.**

**Program: Music Management (BA, BM)**
**Decision: Reorganize. Eliminate the BA in Music Management and replace with a BS in Music Management.**

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.

**Progress: Complete.** New BS Music Industry Studies degree submitted and BA in Music Management closed and teach-out plan in place.

**Program: Music Performance (BM)**

**Decision: 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.

**Progress: Complete.** No action required.

**Program: Music Therapy (BM)**

**Decision: Maintain.** Analyze disaggregated retention/graduation rates and submit a plan for improvement in Dec. 2014. Enhancements will be considered as needed once graduation rates improve.
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 American Music Therapy Association (AMTA) changes requirements for professionals to have a master’s degree.

**Progress: Complete.** Plan submitted and Provost response provided to program.

**Program: Music Therapy (MA)**

**Decision: 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.

**Progress: Complete. No action required.**
THOMAS J. LONG SCHOOL OF PHARMACY AND HEALTH SCIENCES (PHS) DECISIONS

Program: Pharmaceutical & Chemical Science (MS and PhD)
Decision: Maintain. Conduct retention analysis to determine who leaves the program and why, and a plan by spring 2015 to improve graduation rates.
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.
Progress: Complete. Plan submitted and Provost response provided to program.

Program: Pharmacy (PharmD)
Decision: 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 from the Accreditation Council for Pharmacy Education (ACPE) mandate curricular modifications and will require additional support. Support commitments have been made and will need to be assessed in an ongoing manner.
Progress: Complete. Enhancement granted by Provost.

Program: Pre-Pharmacy
Decision: Maintain. Submit by Dec. 2015 a plan for modification and/or to meet expansion needs.
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.

**Progress:** Continuing. Reorganization and expansion needs plan due December 2015.

**Program: Applied Science (BA)**  
**Decision: 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-Dental and Pre-Pharmacy programs.

**Progress:** Complete. No action required.

**Program: Physical Therapy (DPT)**  
**Decision: Maintain until a comprehensive review of the curriculum and plans for reform are completed in spring 2015 and then consider enhancing.**

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.

**Progress:** Complete. Revision submitted and Provost response provided to program.

**Program: Speech-Language Pathology (BS)**  
**Decision: 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 (i.e., 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.

**Progress:** Complete. No action required.

**Program: Speech-Language Pathology (MS)**

**Decision:** Consider program enhancement based on report and plan due Dec. 2014.

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.

**Progress:** Complete. Received funding from Provost for continuing to take 7 additional graduate students beyond required minimum.
ARThUR A. DUGONI SCHOOL OF DENTISTRY DECISIONS

Program: Dentistry (DDS) and International (DDS)

Decision: Maintain and consider enhancements as needed.

The Doctor of Dental Surgery program graduates practice-ready dentists. The program had an average enrollment 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.

Progress: Complete. No action required.

Program: Dental Hygiene (BS)

Decision: Reorganize based on implementation plan due Dec. 2014 that includes planning for undergraduates on the San Francisco campus, and ensures that anticipated benefits for both the hygiene and the dental students are realized.

The BS Dental Hygiene program is offered on the Stockton campus. The program has an average enrollment 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.

Progress: Complete. Plan submitted and Provost response provided to program.

Program: Orthodontics (MS)

Decision: Maintain

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.

**Progress:** Complete. No action required.

**Program: Endodontics (MS)**

**Decision:** Maintain

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.

**Progress:** Complete. No action required.

**Program: Advanced Education in General Dentistry (Certificate)**

**Decision:** Reorganize based on implementation plan due Dec. 2014.

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.

**Progress:** Complete. Reorganization complete and Provost response provided to program.

**Program: Oral and Maxillofacial Surgery (Certificate)**

**Decision:** Maintain.

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.

**Progress:** Complete. No action required.
Program: JD

Decision: Reorganize. Revisit enrollment and outcome strategies quarterly. Develop a plan by Dec. 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-gra placement in a challenging job market.

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.

Progress: Complete. Plan submitted and Provost response provided to program.

Program: LLM and JSD

Decision: 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’s Office no later than Oct. 1, 2014. The report should include tentative findings, a plan for proceeding, metrics for determining success, and any need for investment to ensure success.

The LLM degree has different tracks, with total enrollments that have decreased from a high of 46 students in 2011 to a present enrollment of 17 students. The LLM in Transnational Business Law had an entering class of 36 students 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.

**Progress: Complete.** Report submitted and Provost response provided to program.
CENTER FOR PROFESSIONAL & CONTINUING EDUCATION (CPCE) DECISION

Program: Organizational Behavior (BS)
Decision: 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 of reorganization to include administrative home and responsibilities for learning outcomes and assessment to be developed by Dec. 2014.
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 students per 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. Progress: Continuing. Due date extended to fall 2015 pending development of CPCE vision and development of program by COP.
PROGRESS ON ACADEMIC-ADMINISTRATIVE ACTIONS

Action Definitions

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

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

- **Reduce**: indicates that resources devoted are likely to be curtailed over time.

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

- **Eliminate**: indicates that the University will withdraw its financial support 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

Unit: Brubeck Institute (BI)
Decision: Reduce University commitment to operations over the next 5 years to a constant baseline level.
The mission of the BI is to build on Dave Brubeck’s legacy. The primary activities of the BI include the Fellowship Program (5 fellows), the Summer Jazz Colony and the Brubeck Festival. The BI is also engaged in local, national and more recently international outreach activities. The BI activities are of excellent quality, particularly the Fellows program, and enhance Pacific’s reputation. The BI contributes to the Conservatory’s jazz program. Pacific has invested heavily in the BI over the past 12 years. Over the next 5 years, the University will reduce its financial commitment to BI operations, with the expectation that external funding will be used for expenses that exceed the commitment. Progress: Continuing. Guidelines provided for staying within their budget and increase of external funding sources and budget developed. Fundraising efforts need to increase as goals not being met for external funding.

Unit: Academic Facilities Improvement Committee (AFIC)
Decision: Reorganize. Retain AFIC for AY 2014-15 and reconsider role after tiered system is in place, but reorganize processes. Until the tiered system is in place, AFIC recommended proposals should be vetted more broadly including the University Facilities Committee, schools/College, and Pacific Technology. The final approval for award is by the Provost. The charge of AFIC is to review funding requests from faculty for improvements of academic facilities and to make grant awards for these requests. The Provost recognizes the importance of faculty input to inform classroom improvement decisions, as they best understand their classroom needs. The annual allocation for AFIC has been relatively large at $100,000. There are multiple sources of funds and responsibilities for academic facilities improvements, none of which are coordinated. To effectively use limited resources, it is essential that requests for classroom and teaching space improvements and prioritization of those requests is coordinated University-wide, particularly as the University optimizes plans for its classroom space and utilization. Ultimately (next 1-2 years) the University will develop a tiered system for facilities improvements (e.g., academic and non-academic prioritization, from smaller requests to capital requests). Progress: Continuing. UPDATE May 2015: AFIC is vetting proposals more broadly including with the Director of Cap Planning & Space Management and Director of CTL. Including formal signature requirement and more detailed facilities request form. Committee structure now being revisited as new AVP Facilities in Business and Finance has been hired.

Unit: Committee for Academic Planning and Development (CAPD)
Decision: Reorganize. Reorganize CAPD and the Technology in Education Committee (TEC) into one committee. Redistribute a portion of the FDL funds in AY 2014-15 to support budget to FRC to focus on scholarship. Recommendations for awards to be made to the Provost for decisions.
The primary responsibility of CAPD is to encourage the professional development of faculty as teachers, to serve as an advisory board for the Center for Teaching and Learning (CTL), and participate in review of the Faculty Development Leave (FDL) program. CAPD has an annual awards budget of $70,500 ($16,000 from the University current fund and $54,500 from endowments). Support of the professional development of our faculty is essential for their success and to create a vibrant learning environment. A faculty advisory committee is essential for the CTL
to ensure faculty engagement in teaching innovations and pedagogies. The Technology in Education Committee (TEC), with a much larger budget, also plays a key role in supporting faculty teaching, particularly teaching innovation. To maximize opportunities for synergies and optimal use of limited resources, the Provost recommends reorganizing TEC and CAPD into one committee that supports faculty excellence in teaching and serves as an advisory board to the CTL. The revised CAPD/TEC committee would work closely with the CTL Director. The priorities for annual calls for proposals and robust criteria to evaluate proposals should be developed by the CTL director, CAPD/TEC and the Provost, to have the highest impact for the University. The CAPD/TEC should make recommendations to the Provost or designee for final decisions. The CAPD soft money budget to support FDL should be distributed to the Faculty Research Committee (FRC) to make recommendations to the Provost for FDL travel for scholarly activities.  

**Progress: Continuing.** Provost meeting with CAPD to facilitate committee reorganization. Conversation continues regarding recommending vs. awarding funds; details not yet resolved.

**Unit: Faculty Research Committee (FRC)**

**Decision:** Enhance budget by $30,000 in AY 2014-15, including a portion of the funds allocated to CAPD that support FDL. Recommendations for AY 2014-15 awards to be made to the Provost for decisions.

FRC promotes and provides supplemental funding for faculty in scholarly research/activities by soliciting proposals for research projects. There is a $91,000 annual awards budget ($18,000 from University current fund and $73,000 from endowments and other soft monies). This is an unusually small budget to support research, a critically important component of the reputation of Pacific’s faculty and essential for teacher-scholars. Other sources for research support include CAPD (FDL’s), schools/college, Office of Research/Collaboration, and external funds. The FRC should encourage innovation and entrepreneurship through its call for proposals and evaluation criteria and recognize projects that could lead to external funding.

**Progress: Continuing.** Conversations held regarding recommending vs. awarding funds. Faculty handbook changes and process not yet resolved.

**Unit: Technology in Education Committee (TEC)**

**Decision:** Reorganize. Reorganize CAPD and TEC into one committee. Combine TEC resources (approx. $30,000 will allow FRC to focus on scholarship recommendations) with CAPD resources as appropriate for AF 2014-15. Recommendations for AY 2014-15 awards to be made to the Provost for decisions.

The responsibility of TEC is to make recommendations to Academic Council and the Information Strategy and Policy Committee (ISPC) about instructional technology and services to support student learning, teaching, and research/scholarship. There is a $130,000 budget which is allocated for projects that “pilot” technology prior to large scale investments. However, even at the pilot stage it is unclear how future maintenance, licensing, hardware or software support for these initiatives would be supported. Recommendation is for TEC and CAPD to combine their responsibilities and resources into one committee that supports teaching innovation and faculty professional development and is advisory to the CTL. The CAPD/TEC should make recommendations to the Provost or designee for final decisions.

**Progress: Continuing.** Provost met TEC to facilitate committee reorganization. New path implemented this year. Faculty handbook still to be revised.
COLLEGE OF THE PACIFIC (COP) DECISIONS

Unit: College of the Pacific – Office of the Dean/ SIS Director Office
Decision: Maintain.
The Dean’s office provides leadership for 36 majors, 39 minors, the Jacoby Center, PAC seminars, General Education, the Humanities Scholars, Pre-dent advising, The Muir Center, Phi Beta Kappa and Forensics. The Dean’s office provided excellent comparisons of staffing levels with peer institutions and has already accomplished efficiencies in staffing. A solid continuous improvement program is in place focused on student service and faculty support. The Dean and colleagues are thinking strategically about aligning resources to better support college needs: COP TSP’s have been transitioned to IT and marketing resources to Communications for web support.
Progress: Complete. No follow-up needed.

Unit: California International Studies Project (CISP)
Decision: Reorganize by moving to the School of Education in AY 2014-15.
CISP is a state-grant-supported program for K-12 teacher development by improving their historical and contemporary knowledge of 21st century realities in domestic and global affairs. Some students from the School of International Studies (SIS) and School of Education are employed as student researchers who research international subjects. There are initiatives with Stockton Unified School District, but they would be better aligned with the School of Education. Assessment needs to be improved. The cost for the program is entirely covered by their grant. The relevance to the mission of COP is low.
Progress: CISP now disbanded, and was retained for only one additional year at Pacific; therefore the decision was made not to move to BSE.

Unit: Ethnic Studies Center
Decision: Maintain
Ethnic and Gender Studies share an interactive space with the Humanities Center, which is titled the Gender, Humanities and Ethnic Studies (GHES) Center. This center provides an interactive space for students and faculty in Gender Studies, Ethnic Studies and the Humanities to have deep conversations, study, or hold events on topics related to gender, ethnicity and humanities. It contributes to a vibrant academic environment in which inclusivity and diversity are valued. The Center is not a formal ‘Center’ per faculty handbook (FHB) section 9.7. Thus, a change in the title is warranted, or alternatively, to maintain the designation of a center, an operating plan can be developed per the FHB for consideration. A strategy to build upon the synergistic opportunities this interactive space (as a Center) provides for Gender, Ethnic Studies, and Humanities should be considered and developed by December 2014. The Ethnic Studies minor was included in this report. It engages a small number of students and improvements are needed for assessment of learning outcomes for this minor including the introductory and capstone courses. The faculty is encouraged to engage students University-wide in this minor.
Progress: Complete. No action required.
Unit: Speech and Debate (Forensics) Team
Decision: Enhance
Forensics teaches students how to research and argue persuasively which are useful skills for student success. Students have extensive training and preparation from a debate coach and compete in debate tournaments across the country. The quality of the program is high; the team has ranked in the top ten of the league (i.e., parliamentary style) for several years, though national championship has proved elusive. The program has produced many highly successful alumni. If the team is to increase its reputation and contribute to attracting and retaining high quality students and enhance Pacific’s reputation, additional resources are needed for leadership, training, competitions and student support. The appointment of an Assistant Director for travel will occur now through COP’s budget as an endowment is being built. If in 2-3 years a sufficient endowment to cover expenses is not reached, then reduce.

Progress: Complete.

Unit: Gender Studies Center (Gender Studies)
Decision: Maintain
Gender and Ethnic Studies share an interactive space with the Humanities Center, which is named the Gender, Humanities and Ethnic Studies (GHES) Center. This center provides an interactive space for students and faculty in gender studies, ethnic studies and the humanities to have deep conversations, study or hold events on topics related to gender, ethnicity and humanities. It contributes to a vibrant academic environment in which inclusivity and diversity are valued. The Center is not a formal ‘Center’ per faculty handbook (FHB) section 9.7. Thus, a change in the title is warranted, or alternatively, to maintain the designation of a center, an operating plan can be developed per the FHB for consideration. The Gender Studies Program is an interdisciplinary program that includes a minor and co-curricular activities. A strategy to build upon the interactive and synergistic opportunities this interactive space (as a Center) provides for Gender, Ethnic Studies, and Humanities should be developed by December 2014. The minor engages a small number of students and improvements are needed for assessment of learning outcomes for this minor. The faculty is encouraged to engage students University-wide in the minor.

Progress: Complete. No action required.

Unit: Humanities Center
Decision: Maintain
Ethnic and Gender Studies share an interactive space with the Humanities Center which has been titled the Gender, Humanities and Ethnic Studies (GHES) Center. This center provides an interactive space for students and faculty in gender studies, ethnic studies and the humanities to have deep conversations, study or hold events on topics related to gender, ethnicity and humanities. It contributes to a vibrant academic environment in which inclusivity and diversity are valued. The Center is not a formal ‘Center’ per faculty handbook (FHB) section 9.7. Thus, a change in the title is warranted, or alternatively, to maintain the designation of a center, an operating plan can be developed per the FHB for consideration. A strategy to build upon the interactive and synergistic opportunities this interactive space (as a Center) provides for Gender, Ethnic Studies, and Humanities should be developed by December 2014. During this upcoming year the Directors of the Humanities Center and the Humanities Scholars program and the other faculty in the Humanities need to develop a plan to coordinate activities and provide opportunities for all students in the Humanities to participate in the rich, vibrant academic experiences that are offered.

Progress: Complete. No action required.
Unit: Harold S. Jacoby Center

Decision: Reorganize

The mission of the Jacoby Center is to “strengthen the links between Pacific’s campuses and their communities by encouraging effective partnerships; cultivating public service and civic leadership; and engaging students and faculty in the world beyond our gates.” This vision aligns with Pacific 2020, in particular with the community engagement and experiential learning goals. Over the years, numerous broad activities of the Jacoby Center have diffused its influence and impact. There is an opportunity to focus the Center on providing opportunities for all students in experiential learning at the College of the Pacific, which is a component of the original Jacoby Center mission, and to provide a hub for faculty in community-engaged scholarship. A viable strategic plan (including a business plan) with metrics, outcomes, and assessment should be developed by December 1, 2014.

Progress: Continuing. Plan submitted to Provost.

Unit: Latin American/U.S. Latino Studies Center (Latin American Studies)

Decision: Maintain

The Latin American/U.S. Latino Studies Center (LAS) is a program dedicated to advancement of Latin American and U.S. Latino cultures. The Center is not a formal ‘Center’ per faculty handbook (FHB) section 9.7. Thus, a change in the title is warranted, or alternatively, to maintain the designation of a center, an operating plan can be developed per the FHB for consideration. It is a program in transition from the former Inter-American Program, which together existed in large measure to recruit and retain students interested in Hispanic culture. This program provides experiential opportunities for Pacific’s Hispanic/Latino population, and importantly contributes to the diversity and inclusivity of an academic environment that benefits Pacific’s community, clearly aligned with Pacific 2020. The College is launching a Latin American Studies minor whose success will be realized in the numbers of students it attracts. This is a new program and, when coupled with enriching co-curricular activities, has the opportunity for deep learning. A viable strategic plan that includes metrics for success, synergies and leverage of resources with other programs (such as ethnic studies, programs in student life and those supported by the office of the Provost), that focuses on student recruitment, retention and success should be developed by December 1, 2014. The plan should include broadening and integrating faculty participation across the three campuses (e.g., the Law School has a Latin American Studies program).

Progress: Continuing. Plan submitted to Provost.

Unit: John Muir Center

Decision: Reorganize

The mission of the John Muir Center for Regional Studies, an academic center in the College, is to promote John Muir studies and California history more generally. There are three parts of the Muir Center: the care of the Muir papers, which reside in the library in Special Collections; the curriculum of history courses on California and environmental history; and Environmental Studies as one expression of John Muir’s legacy in the 21st century. Currently, there is not a strong linkage of the Center with academic programs and curricula. It is unclear whether numbers of students have increased in Environmental Studies or Earth Science due to the Muir Center. There has been little assessment of which programs interest students most. Nevertheless, the proximity of Pacific to the Sierra Nevada, the pertinent legacy of John Muir, the inter-disciplinary opportunities across its schools and college, and Pacific’s commitment to sustainability provide an outstanding foundation for Pacific to build a stellar Environmental Studies program. A new vision for the Muir Center with a focus on the importance of experiencing and protecting our natural world, coupled with coordination of current environmental and sustainability initiatives at Pacific, can help to ensure
support of academic programs, to increase student interest and faculty scholarship, and build Pacific’s reputation. A strategic plan for the John Muir Center, that includes a business plan, metrics of success and outcomes, should be developed by December 1, 2014.

**Progress:** Complete. Plan submitted and Provost response provided to program.

### Unit: Pacific Humanities Scholars Program

**Decision:** Maintain for three years and complete program review in AY 2016 -2017. Together with other honors programs develop a plan to effectively and efficiently serve Pacific’ s honors students, considering shared resources, synergies and uniqueness by January 2015.

A strong Humanities division is foundational if Pacific is to enhance its reputation as an outstanding Liberal Arts college. The mission of the Humanities Scholar Program at COP is to attract academically gifted students in the humanities and thereby increase enrollment in the humanities. It is early to determine the extent to which this two year old program, with enhanced program activities, will prove attractive to recruit more academically gifted humanities students to Pacific. 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 Dean and the Provost by January 2015. During this upcoming year the Directors of the Humanities Center and the Humanities Scholars Program and the other faculty in the Humanities should develop a plan to coordinate activities and provide opportunities for all students in the Humanities to participate in the rich, vibrant academic experiences that are offered.

**Progress:** Progress complete until program review competed in 2016-17.

### Unit: Phi Beta Kappa Society

**Decision:** Maintain

This is a prestigious academic organization in which Pacific holds membership. It helps to bolster our reputation as an academic institution that values student performance and academic quality. Assessment about whether the organization’s activities have the impact on achieving intended goals and outcomes is needed by fall 2015.

**Progress:** Continuing. Assessment plan due end of fall 2015.

### Unit: Summer Immersion Programs (China, Guatemala, and Italy)

**Decision:** Reorganize

The goals of the Education Abroad Summer Immersion Programs are to increase language skills in Italian, Chinese, and Spanish and global understanding of these cultures for Pacific students and faculty mentors. These programs, run by COP faculty, are small (< 20 students), draw students from across the campus and are aligned with the goal of Pacific 2020 to increase global understanding. Assessment of improvements in language skills and cultural awareness needs to be conducted to determine effectiveness and any needed strategies for improvement. Similarly, faculty training needs better support. Overall, these programs need oversight from professionals trained in evaluating such programs to improve support and accountability for students and faculty. A robust assessment and training plan for these programs is needed by March 1, 2015.

**Progress:** Complete.
Unit: General Education - Pacific Seminars (PACS)
**Decision:** Maintain and complete program review of PACS and General Education in AY 2014-15.

The sequenced three-course general education series called Pacific Seminars has been a foundational and unique expression of the University’s commitment to a liberal arts education and has been viewed positively. Leaders of the Pacific Seminars use assessment data for continuous improvement of this foundational series that build student skills in writing and critical thinking. This program was reviewed using administrative criteria because it does not offer a degree. Since the program has academic course offerings within a General Ed administrative structure, the PACS program should be reviewed as part of general education for overall educational effectiveness and quality as an academic program.

**Progress:** Complete. Program review deferred.

Unit: Pacific Institute for Cross-Cultural Training (PICCT)
**Decision:** Eliminate as an institute by AY 204-15. Reduce funding to be commensurate with an academic/activity offering.

The mission of the PICCT is to increase global understanding, which is one strategy of Pacific 2020. Training and an exam that measures cross-cultural competency is available across campus, including Student Life and in the Study Abroad office. The measures of its effectiveness are built into the exam and students who take the course and structured training versus students who don’t take it score higher on the exam. As of now it is administered by faculty in SIS, and per faculty the training should continue to be lodged there, but offered as a course provided to the university, not an institute.

**Progress:** Complete.

Unit: Valley Sierra California Arts Project (VSCAP)
**Final Recommendation:** Reorganize/Relocate to School of Education if feasible in AY 2014-15; if not, eliminate.

Like the California International Studies Project, the VSCAP is wholly funded by the State of California to advocate for programs, in this case, the use of the arts to bolster student success in K-12. It has low alignment with COP or Pacific 2020, and minimal contributions to the success of Pacific’s faculty or students. Programs like this are usually housed within a school of education where they can be directly connected with teacher training.

**Progress:** Complete. VSCP relocated.
Eberhardt School of Business Decisions

Unit: Eberhardt School of Business – Office of the Dean
Decision: Reorganize by AY 2014-15 per the dean’s direction.
The dean’s office supports the faculty (25), staff and student constituents and the academic programs (i.e., undergraduate and graduate) in the Eberhardt School of Business. The size of the office and its operations appear to be lean, although comparisons with deans’ offices in peer business schools were not provided. The office has used surveys and other means to assess its effectiveness. The school has external accreditation which also reviews school operations and administrative support. The dean has identified several operational areas for improved service, effectiveness, and efficiencies. Some of the anticipated changes include reorganization, position reclassifications, mandated assessment and cross training of personnel, and equity adjustments.
Progress: Complete.

Unit: Business Forecasting Center (BFC)
Decision: Enhance as it expands with a broader role in the Sacramento region and Sacramento campus academic initiatives. Make a priority to build opportunities for student and faculty engagement.
The BFC is a highly cited and respected entity at the University, recognized as a comprehensive, interdisciplinary research center focused on the economy and sustainability of the San Joaquin and Sacramento counties in California. It is supported entirely on “soft money,” a reflection of its leadership, relevancy and entrepreneurial emphasis. It enhances Pacific’s reputation and as it expands will become an even more valued and influential economic research center in California. The BFC is anticipated to expand as it takes on a larger role in the Sacramento region. The opportunity to transition the BFC to a unit that is highly inter-disciplinary across campuses is exciting and will bring increased stature, recognition, and credibility to the University. While the BFC is aligned with Pacific 2020, it is important that the re-envisioned and expanded BFC engage faculty more broadly across the University in research/scholarly activities, have a larger role in student success, and a plan to assess its effectiveness in these areas, due December 1, 2014.
Progress: Complete. Two new research positions hired. Office opened on Sacramento campus. Roll out of new name (Center for Business and Policy Research, CBPR), new website, and formal announcement of Sacramento expansion completed in January 2015.

Unit: Eberhardt Career Management Center (ECMC)
Decision: Consolidate/Reorganize by AY 2014-15 to consider shared staff within the dean’s office or in the University Career Resource Center.
The ECMC goals are to assist students with readiness skills and placing graduates in corporate settings through a required seminar and other activities. Surveys are used to assess senior satisfaction rates. Additional metrics of success should also be considered. While the successes are substantial, the unit should investigate whether the workload fully justifies 1.0 FTE. Support models for the ECMC could consider shared staff within the dean’s office or in the University Career Resource Center.
Progress: Reorganization completed.

Unit: Graduate Business Student Services
The Graduate Business Student Services operations include academic advising, recruiting activities, and admissions activities for undergraduate and graduate programs. Surveys are used to assess
student satisfaction with services that should be driving continuous improvements. Recruiting academically qualified and prepared students at all levels is improving. Overall, the staffing for the business services in the context of numbers of students served should be compared with peers and evaluated for the most effective use of limited resources. The dean should consider how Enrollment Management (EM) can support recruiting services, particularly with the new Customer Relationship Management (CRM) and work closely with EM to develop a coordinated targeted recruiting plan using social media as well as direct contacts with potential students to maximize student recruitment. Finally, this unit must have robust assessment and metrics of success for its activities.

**Progress:** Continuing. Reorganization was in process late fall 2014, but expansion of Enrollment Management in spring 2015 is causing further deliberation. Dean Gale and Vice Provost Thompson are working on further reorganization. Full training on TargetX and CRM in process and online graduate application completed. A modified “balanced scorecard” methodology that integrates both the University’s requirements and new Association to Advance Collegiate Schools of Business (AACSB) Standards will be implemented as the planning tool as part of the MBA program reorganization.

**Unit: Information Services Office**

**Final Recommendation:** Reorganize by AY 2014-15 to leverage opportunities for TSPs.

The Information Services unit provides technology services to the unit for both teaching and scholarly activity. Two FTEs are devoted to ESB technology: one supported on University funds and the other on ‘soft’ funds. As the University moves towards a more integrated and developed technology services model, the dean should consider how a stronger linkage with University Technology Services could better support the school needs and provide training opportunities and professional development for the school TSP’s (Technology Service Providers). The College has already moved its TSPs into IT and others are considering as well.

**Progress:** Reorganization complete.

**Unit: Institute for Family Business (IFB)**

**Decision:** Reorganize

The IFB provides outreach services to regional family businesses. It currently operates as part of the Westgate Center. IFB appears to add value to the participants as noted in surveys and testimonies, and this unit must have robust assessment and metrics of success for its activities. There are opportunities to leverage IFB and its network of family business participants in a for-credit curriculum at the intersection of entrepreneurship, management, and kinship studies for undergraduate and graduate students. This has the potential to attract those seeking academic preparation for entry into both corporate employer settings and family business settings, including leadership. Those family businesses would also be provided outreach services that are integrated into the specialized curriculum. A viable plan must be developed that provides a compelling rationale for separation of the IFB from the Westgate Center, and includes a business plan and metrics of success and measured outcomes by AY 2014-15.

**Progress:** Reorganization complete

**Unit: Westgate Center for Leadership and Management Development**

**Decision:** Maintain

The Westgate Center provides leadership development skills for non-profit, for-profit, government or private industries. Westgate Center’s transit programs have grown to provide leadership training for managers of every major transit agency in California. Stockton has requested a high-caliber
training program for the city boards and commissions in the area of board leadership. Programs are self-funded and, while its programs have become more financially sustainable since 2011, the primary clients are public organizations and departments seeking to increase long-term sustainability. Opportunities for a leadership development program in healthcare are a priority for the Westgate Center. In AY 2014-15, the Westgate Center needs to develop a strategic plan (including a business plan) distinct from IFB, that includes goals, assessment plans and metrics of success for its activities. Progress: Complete. Expanded market for healthcare certificate and business plan complete.
Gladys L. Benerd School of Education (BSE) Decisions

Unit: Gladys L. Benerd School of Education – Office of the Dean
Decision: Enhance by developing a strategy to move staff salaries off the endowment and onto the University current fund over the next five years.

The Office of the Dean supports the faculty, students, and the staff in the school. It has supported a long history of successful reaccreditations from state and national and professional associations, as well as increased enrollments and development of off-campus programs that generates revenue. It supports faculty that is noted for its innovation in pedagogies, flexibility in course delivery and entrepreneurial activities. The office unit models support on how to collect, analyze, and use data from a variety of sources for ongoing improvement. The school operates within a limited budget and cost/revenue data indicate that the school has made great progress over the past five years in generating revenue relative to costs. School operations, particularly administrative salaries, are supported primarily by the Benerd endowment which is declining.

Progress: Complete. Plan submitted and accepted for moving salaries off endowment.

Unit: Tomorrow Project
Decision: Maintain

The Tomorrow Project is a central part of President Eibeck’s Beyond Our Gates Initiative and includes five initiatives that support outreach, pipeline building and support of Stockton’s K-12. Each academy is the result of a University, school or district, and community partnership. Evaluation data indicate that each academy is meeting and exceeding its short-term goals, and limited longer term data show that student participants are making impressive gains. The academies are self-funded through a combination of contracts, grants, and gifts.

Progress: Complete.

Unit: Educational Resource Center (ERC)
Decision: Consolidate and Reorganize. Complete reorganization and measure student success using defined learning objectives.

The ERC services and budget lines have been moved to the Provost's Office under Lou Matz and, in the case of Writing, the Writing Center. Each of these programs is responsible for assessment of learning outcomes. Developmental Writing did an assessment in 2013-14 and is continuing on-going assessment. Developmental Math is planning an assessment of student learning for 2015-16. The assessment of Supplemental Instruction is presently going on and will be strengthened if a full-time tutoring coordinator is established. Due to the infrequent offering of ESL courses and the lack of an ESL Coordinator, there has not been ESL assessment, but this will change if the proposed ESL program is established since the Director will be responsible for assessment.

Progress: Complete; assessment ongoing. The reorganization of the ERC is completed. The four programs administered by the ERC—Developmental Writing, Developmental Math, ESL, and General Tutoring—are now ultimately under the oversight of the Office of the Provost. The management of Developmental Writing is now with the Director of University Writing Programs.
SCHOOL OF ENGINEERING AND COMPUTER SCIENCE (SOECS) DECISIONS

Unit: School of Engineering and Computer Science – Office of the Dean
Decision: Consolidate/Reorganize in AY 2014-15 per the dean’s recommendations.
The Office of the Dean provides oversight, support and leadership for the SoECS faculty, students, staff and academic programs. Support is provided for student recruitment/retention, co-operative education, quality assurance; ABET accreditation, as well as fundraising. The dean has been in the process of reorganizing several areas to increase synergy, effectiveness and efficiencies. Benchmarking with peer institutions of similar size may be helpful. It is important that a process be established to collect evidence for continuous improvement of the administrative services provided by the office.
Progress: Complete.

Unit: Ecological Engineering Research Program (EERP)
Decision: Maintain, recognizing that a future University-wide emphasis on water issues may result in alternative administrative structures depending on the vision and engagement across the University.
The EERP’s mission is to conduct innovative science and engineering research in support of sustainable engineered systems. The EERP emphasizes watershed management and engineering, with a particular focus on sustainable management of water in California’s Central Valley. It is self-supporting. Pacific has a unique opportunity to develop a stellar inter-disciplinary program in water, with scholarship and teaching in water management, water policy, water law, water quality, and the intersection of environment and health. Pacific should look to leverage its location in the San Joaquin Valley and ‘own’ issues around the Delta. The Provost plans to convene faculty in multiple disciplines to explore how the University can leverage its multi-disciplinary talents in this area.
Progress: Complete.
CONSERVATORY OF MUSIC DECISION

Unit: Conservatory of Music – Office of the Dean

Decision: Enhance funding to support office operations.

The Office of the Dean is organized to support the faculty, staff, students, and academic programs in the Conservatory. The office uses surveys and interviews of its stakeholders for continuous improvement. While the office has a University budget, the costs associated with office operations are increasingly supported by soft money. Analysis of costs/student and other operational activities from peer institutions indicate that the Conservatory operations are funded below 50% of its peers. The Conservatory has identified two areas where the level of support is below what is needed: marketing and publicity and technology. As the University expands and enhances its technology capabilities, considering integration and coordination for TSPs could be advantageous.

Progress: Complete. Fundraising for this effort has been successful.
THOMAS J. LONG SCHOOL OF PHARMACY AND HEALTH SCIENCES (PHS) DECISIONS

Unit: Thomas J. Long School of Pharmacy and Health Sciences – Office of the Dean

**Decision: Enhance**

The Office of the Dean is organized to support the faculty, staff, students and academic programs in PHS, including the PharmD, speech language pathology, physical therapy, and pharmaceutical chemical sciences graduate programs (in conjunction with the College). The dean’s administrative staff is responsible for accreditation compliance, financial assessment and compliance, diversity initiatives, pre-pharmacy and graduate admissions, risk management, community outreach, and others. The dean’s office has an established self-evaluation with input from students, faculty and staff for continuous improvement. Data from peer institutions suggest that staffing is at the low end and a recommendation to enhance career services is warranted given potential softening of the job market in California due to increasing number of PharmD graduates.

**Progress: Continuing.** We have identified the need for a .5 FTE and have added a portion of this in reorganization, adding 20% FTE and have submitted two position reclassifications (which would add another 2.5 hours a week towards the increased FTE). We are looking at ways to identify additional funding for the other necessary 9.5 hours/week.

Unit: Office of Academic Affairs

**Decision: Enhance to reflect increasing responsibilities**

The Office of Academic Affairs is responsible for classroom space assignment, coordination of school-wide assessment plan, supporting the PharmD curriculum, liaison with Accreditation Council of Pharmaceutical Education, coordination of the Pharmacy program reaccreditations processes, the BAAS degree program, and faculty development. This fall the office will take over (from PHS Student & Professional Affairs) student registration, academic standards, and academic advising. This is a central office within the school as it oversees curriculum, faculty development, assessment, accreditation issues, and soon advising and academic standards. The school is planning an extensive self-study of the office in preparation for reaccreditation. Future plans include increased attention to faculty development, and curriculum updates. This self-study will include evaluation of assessment data and opportunities for improvements.

**Progress: Reorganization/Enhancement Complete.** Office was enhanced to include registration, Academic Standards, Academic Advising and the Academic Success Office as well as coordinating the student orientation program. All funded through fundraising and Powell matching gifts.

Unit: Pharmacy and Health Sciences Support Office (Facilities, Technology & Media)

**Decision: Maintain, but consider leveraging university services (e.g., technology, media, communications, etc.) as quality increases and expands.**

This office manages the facilities, media, and technology, particularly for instruction, distance learning and research. This unit has extensive responsibilities. It is understandable that because PHS has professional programs, and scholarship that involves complex research needs, the school has developed excellent capabilities and resources in areas such as technology, vivarium, and media. As the University expands and enhances its services to the quality level expected by PHS, the School is
encouraged to consider if integrating some of these services with central university support is desirable and cost effective and allows deployment of its resources in other areas.

**Progress: Continuing.** Named the Office of Operations. Has been working with Pacific Technology in a collaborative project for past year for renovation of technology delivered teaching.

**Unit: Office of Student & Professional Affairs (OSPA)**

**Decision: Reorganize/Reduce**

This office oversees recruitment for all programs and admissions for the PharmD program. It is planned to merge these efforts with those of the Pre-pharmacy office to create an office of Enrollment Services. Some activities related to the students’ experiential learning will be moved to the Experiential Education unit. A new office of Student Affairs and Services will be responsible for student organizations, faculty advisory programs, and among other responsibilities support for career services (postgraduate residencies, fellowships, graduate school and job placement), scholarship applications and senior awards.

**Progress: Complete.** Reorganized into the Office of Student Affairs & Organizations. Responsibilities removed include academic records, academic standards, academic advising, textbook ordering, and registration. Staff down to one support person (from a high of four).

**Unit: External Relations Office**

**Decision: Maintain**

This office supports events, marketing, development, future campaigns, increased efforts in PharmD recruitment, and increased efforts in marketing programs in the face of unprecedented competition for students, faculty, and experiential sites. The External Relations unit has had outstanding success with fundraising, supporting strong alumni relations, and student recruitment.

**Progress: Complete.** No follow-up needed.

**Unit: Experiential Education**

**Final Recommendations: Enhance to support clinical training sites for Pharm D interns**

This department supports experiential learning for Pharm D students across the Valley and in California, including supporting clinical training sites, placing students and negotiating with sites. This next year this office will handle the coordination between the School, students and State Board of Pharmacy. PHS is facing unprecedented competition for the best clinical training sites with four additional pharmacy schools opening in California. Accreditation requires extensive assessment of student learning at the clinical sites that increasingly expect higher levels of compensation/student.

**Progress: Complete.** Renamed the Office of Professional Programs. Now enhanced to support both Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE) processing, immunization requirements, background and drug screening, HIPAA compliance and intern license processing.
ARThur A. Dugoni ScHool of Dentistry
Decisions

Unit: Arthur A. Dugoni School of Dentistry – Office of the Dean
Decision: Consolidate/Reorganize
This office supports the faculty, staff, students and academic programs in the school and includes a multitude of offices required to maintain a relatively independent school responsible in a RCM-like structure. The office includes academic affairs, alumni, building operations, design and photo unit, development, environmental health and safety, human resources, information technology, marketing and communications, public safety, and student services. The Dental School is accredited and, as such, has extensive review of its services that support students and faculty. The school’s new facilities will have a different physical arrangement of administrative staff and may lead to a different administrative structure. As the University expands and enhances its services to the quality level expected by the Dental School, the school is encouraged to consider if integrating some of these services with central university support is desirable and cost effective and allows deployment of its resources in other areas. This will be important in the three-campus vision for Pacific 2020.
Progress: Complete.

Unit: Continuing Dental Education (CDE)
Decision: Enhance
The mission of the Department of Continuing Dental Education is to encourage and assist all dental professionals in continuing professional growth by providing outstanding postgraduate programs to Pacific graduates as well as to the larger dental community. The department struggles financially. The dean has proposed four steps to enhance its programs. These steps will be evaluated for feasibility. Continuing dental education should be continued and encouraged as it helps Pacific’s brand and reputation and provides a service that is valued by Pacific Dugoni alums and by dental professionals in the area. The new facility with state of the art equipment will be a major draw.
Progress: Continuing. CE has gone through a strategic review. A strategic plan to ensure financial liquidity was submitted April 23, 2015. Plans on expanding CDE access and programming are proceeding.

Unit: Pacific Center for Special Care
Decision: Maintain
The Pacific Center for Special Care is a community-focused research and policy center committed to improving the oral health of vulnerable and underserved populations. It engages numerous faculty members and staff in research/scholarly activities and enhances Pacific’s reputation. The Center has been successful in supporting its activities through numerous grants over the years. Should the Center’s service commitment change, or should its grant support fall off, the Center would need to be reviewed as students’ tuition should not be used for financial support of the Center.
Progress: Complete.
PACIFIC McGEORGE SCHOOL OF LAW DECISIONS

Unit: Pacific McGeorge School of Law – Office of the Dean
Final Recommendations: Maintain
The Office of the Dean includes senior staff for academic affairs, faculty scholarship, and strategic initiatives. The office operations have been reduced over the past few years and there are likely no further efficiencies. The staffing is comparable to other California ABA law schools. The Dean must pay particular attention to achieving the goals of the Administrative Reviews and Three-City Initiatives articulated last summer, while at the same time raising the scholarly profile of the faculty and positioning the School to seize strategic initiatives during this turbulent time in legal education.
Progress: Complete. No follow-up needed.

Unit: Capital Center for Public Law and Policy
Decision: Enhance per the dean’s recommendations to improve relevance, quality, and reputation.
McGeorge has a unique advantage to other California law schools based on its location in the capital city of California. The Capital Center for Public Law and Policy educates students to lead in careers in government, political and non-profit/public policy lawyering, by tight integration of academics with experiential learning. It is important for recruitment and career placement and, as such, as an essential and important center for McGeorge. It will play an increasingly important role as plans for an interdisciplinary and multi-disciplinary graduate campus are developed in Sacramento. It is imperative that the school develops more robust ties with the capital as well as with academics on the Stockton campus. The Center will play a critical coordinating role in this effort and resource enhancement is prudent. A strategic plan for the Center (including a business plan, metrics of success and an assessment plan) should be developed by December 1, 2014.

Unit: Center for Advocacy and Dispute Resolution
Decision: Maintain
This Center provides individualized advocacy training using a variety of experiential opportunities including Moot court and course offerings. The Global Lawyering Skills program is nationally recognized. The costs of the Center are low, although significant administrative time is expended to support the program by the Faculty Support Office. While there are a number of informal ways in which the quality of the services is assessed, it is desirable to develop more standardized and rigorous assessment strategies for continuous improvements. A strategic plan for the Center (including a business plan, metrics of success and an assessment plan) should be developed by December 1, 2014.

Unit: Pacific McGeorge Global Center for Business and Development
Decision: Consolidate/Reorganize to focus the Global Center efforts in a time of sharply reduces resources. A strategic plan for the Center (including a business plan, metrics of success and an assessment plan) should be developed by December 1, 2014.
The mission of the Global Center for Business and Development is to prepare students for personal and professional success in a global and multi-cultural world. The Center appears to house two Institutes (i.e., the Institute for Sustainable Development, and the Institute for Developing Legal Infrastructure), a Program (i.e., The Inter-American Program) and an ongoing initiative (i.e.,
Intercultural Legal Competence Initiative). Although the Inter-American Program is mentioned in the report, it has received neither funding nor staff support through the Global Center. That relationship needs to be clarified, and there should be synergies with the Inter-America program on the Stockton campus. Since it is highly doubtful that a smaller McGeorge will provide sufficient enrollment to support all three distinctive summer abroad programs, strategic partnerships with other schools for the summer programs should be pursued. As McGeorge enhances the Capital Center, maintains the Advocacy Center, develops a Water Law Institute, and builds a superior health law program in conjunction with the arrival of the MBA on the Sacramento campus, it will be necessary for the Global Center to continue its good work without the abundant funding and staffing of recent years, and to share resources with these other initiatives. Progress: Complete. Business plan submitted December 2014.