Focusing on Our Future: Report of the President

Pamela A. Eibeck
President, University of the Pacific
December 9, 2014

I thank and congratulate University of the Pacific on completing Focusing on Our Future, a comprehensive review of our academic and administrative programs and services. Every member of our faculty and staff and many students contributed to making this tremendous accomplishment possible. Your deep engagement means that this report represents our University community’s best thinking about who we are and what we need to do to accomplish our goals. My objective in writing is to provide a context, overview and analysis of the yearlong process and outcomes from an institutional viewpoint, along with an update on progress toward implementing Focusing-related decisions.

Focusing on Our Future was an important first step toward enhancing University of the Pacific’s educational excellence and thriving in a rapidly changing higher education environment. More focused, efficient and effective, Pacific can move forward to implement our Pacific 2020 strategic plan, thus securing our place as the leading teaching-focused university in California, offering high-quality, relevant academic programs in each of our three cities.

Rationale
Change in higher education is not on its way. It has arrived. Today’s landscape is dramatically different from ten, twenty and thirty years ago. Nationally, college tuition costs have outpaced families’ ability to pay. Recognizing opportunity, for-profit universities have grown and online education options have multiplied. Demographics are also shifting, meaning there are fewer high school graduates, and fewer still who are college-ready. Yet at the same time that competition for students has intensified, confidence in the value of a college degree has wavered. Surveys taken within the last couple of years indicate that fully 80% of adults in the U.S. don’t believe higher education’s value merits its cost.1

The federal government, the media and the public have put higher education on watch. The White House now has a higher education “report card” on its website that catalogs each institution’s cost, graduation rate, loan default rate, median borrowing and postgraduate employment. From the New York Times to Time Magazine, national media has tracked (if not fueled) a national conversation about the value of a college education.2 And students and families are demanding clarity in the value of their investment in a college education. They

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want to know that students will receive a highly reputable education from dedicated and talented faculty, and they expect evidence that graduates will benefit in tangible ways from that education.³

I would argue that even if we were not experiencing disruptive change – change that will mean closure for some colleges – it would be reasonable and responsible to take stock of our performance and strive to improve the education we provide. Healthy organizations must examine themselves with a critical lens to ensure they are providing the best and most relevant services possible. More importantly, given that our raison d’être is fostering growth in our students, there is every reason for us to encourage growth and excellence in ourselves. We owe it to our students to ensure that a Pacific education is and remains the very best it can be.

For both pragmatic and principled reasons, then, Pacific has needed to respond proactively to the changing higher-ed landscape. In 2013-14, under the direction of the Board of Regents, the University launched *Focusing on Our Future*, a comprehensive self-study of academic programs and administrative services. *Focusing* sought to ensure that all Pacific’s activities are high quality, have significant impact and align with the *Pacific 2020* strategic plan. Following the launch, the American Council on Education recognized Pacific for proactively, and strategically, responding to the national call for heightened accountability.⁴

**An Inclusive Process**

*Focusing on Our Future*’s academic and administrative review processes were created with broad input from faculty, staff, administrators and students, with a goal of maximum transparency. I am extremely grateful to our University community for their deep engagement with the creation and implementation of the processes, especially for the thoughtful criticisms that improved both the processes and their outcomes.

Through a series of University-wide conversations, we created two review processes. The first was an administrative review that took place in summer and fall 2013. (This included a review of administrative units/services that spanned the three cities.) Academic programs were reviewed through a different process, Academic Planning and Alignment (APA), that began in late fall 2013 and concluded in May 2014. Administrative units embedded within the schools and the College of the Pacific went through the same process as the other administrative units, but followed the APA calendar.

Our processes were rooted in Robert C. Dickeson’s well-known model, but were heavily customized for University of the Pacific.⁵ Pacific’s processes were initially drafted by the Cabinet: Maria Pallavicini, Patrick D. Cavanaugh, Burnie Atterbury, Elizabeth Griego, Mary

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⁵ See Robert C. Dickeson, Prioritizing Academic Programs and Services: Reallocating Resources to Provide Strategic Balance (San Francisco, John Wiley & Sons, Inc., 2010).
Lou Lackey, Ted Leland and Richard Rojo. I extend tremendous thanks to them, especially the Provost, for the many hours spent architecting the process and revising it after conversations with the Academic Council, Staff Advisory Council, Associated Students of University of the Pacific, Council of Deans, Strategic Planning Committee, Institutional Priorities Committee, President’s Advisory Council, Provost’s Leadership Council and individual members of the University community. These conversations took place from the time the initiative was first announced, in February 2013, until the process was published in May 2013. (The Academic Planning and Alignment process continued to be tweaked through fall of 2013.) My deep thanks go to the chairs, executive boards and membership of these organizations for their partnership and their wisdom. Special thanks go to Lynn Beck, Patrick J. Ferrillo, Jr., Rena Fraden, Lewis Gale, Steve Howell, Bhaskara Jasti, Jay Mootz, Giulio Ongaro, Phillip Oppenheimer, Marlin Bates, Courtney Lehmann, Kristina Juarez, Amanda Elrod, Corrie Martin, Marselus Cayton and Marquis White. I also thank the Office of Communications for their work creating print and web materials to communicate the process within the University.

**Administrative Process**

The administrative and academic-administrative process began with reports written at the unit level as self-studies. These reports analyzed each unit’s performance relating to specific common criteria: relevance to Pacific’s mission and Pacific 2020; continuous improvement and outcomes; cost; and an opportunity analysis. Administrative units whose work cuts across all three campuses also wrote about their level of collaboration. I express great thanks to the departments, committees and authors who worked very hard to create these reports.

The unit-level reports were evaluated by supervisors, who submitted recommendations for action to their division’s Vice President/Provost. The Vice Presidents and Provost consulted with their teams and issued preliminary recommendations for action, which the University community was invited to critique. Broad feedback was sought at town halls, division meetings, office hours, and through online anonymous forms made available to the entire University community.

The preliminary recommendations were also evaluated holistically by the President’s Advisory Council (PAC). Additional faculty, staff and student members were added to the PAC for these reviews (PAC+). The role of PAC+ was to check the recommendations for consistency or potential conflict, and to release their findings to the University community. Thank you to everyone who participated in that group for your time, hard work and insight.

Taking all the feedback into consideration, the Provost and Vice Presidents submitted final recommendations to me. I also sought and carefully listened to University comments made anonymously and at forums on all three-campuses. After formulating my decisions, I discussed them with the Board of Regents before releasing them to the Pacific community. My final decisions on administrative services were released in October 2013 and on academic-administrative services in May 2014.

**Academic Planning and Alignment**

An Academic Planning and Alignment report was written for each degree program, reviewing the program against specific common criteria. The Strategic Planning Committee (SPC) helped to refine criteria for academic program planning and alignment. These
included: history, adaptation and relevance to Pacific’s mission and vision; external demand; internal demand; quality of inputs and processes; quality of outcomes; size, scope and productivity; revenue and cost; and an opportunity analysis of the department or unit.

Our faculty authors and their collaborators worked extremely hard to produce these reports while continuing to teach classes and serve students. I thank them deeply for their time and commitment. I also salute their willingness to engage with institutional data, which was new to some departments. Thank you as well to Institutional Research, Human Resources, and the Provost’s Office for generating data for dozens of units. Michael Rogers deserves individual mention for his outstanding work. I also thank Mike, his team at IR and Cyd Jenefsky for spending time over many months visiting individual units and holding conversations to help employees understand and evaluate their data. In addition to creating a better process with more reliable results, these visits also underscored the need to increase data access, literacy and use across the University.

Once complete, the program reports were reviewed by Unit Rating Teams for quality and consistency. A Comprehensive Academic Review Team (CART) evaluated campus-wide consistency of reports. I am grateful to the dozens of individuals who participated in evaluating their colleagues’ hard work. Your participation not only enhanced the results of our process, but also ensured that the results represented the collective wisdom of our University community.

The results of the academic evaluations then went to the Deans, who worked closely with their teams and their units to form recommendations for action aligned with Pacific 2020. These recommendations were submitted to the Provost and released to the University as preliminary recommendations. Provost Pallavicini met repeatedly with the Deans and Academic Council to discuss the recommendations, and held open office hours and numerous open forums to gather faculty and staff input. Anonymous feedback was also solicited. She considered all input and then presented her final recommendations to me. I sought my own feedback from the University community and consulted with the Regents before issuing final academic program decisions in May 2014.

**Strategic Investment Fund**

*Focusing on Our Future* provided an opportunity not only to assess our quality on behalf of our students, but also to locate some of the funds we need to enhance a Pacific education without relying on large tuition increases. The *Focusing* administrative reviews informed but did not determine reallocations. Academic Planning and Alignment reviews played no role in reallocation decisions. The Deans met their reallocation quotas by increasing administrative efficiency and through a voluntary early retirement incentive program.

Our objective was to establish a recurring Strategic Investment Fund (SIF) that we could use to fund relevant and competitive academic programs, in addition to increasing our business capacity. The initial goal for the SIF was $15 million, or 6.5% of the University’s unrestricted base budget for FY 2014. Administrative units were to contribute 7% of their budgets, but academic units only 6%, recognizing that the University’s academic mission should receive priority. All units with the exception of the McGeorge School of Law were expected to participate. (Given the national downturn in demand for legal education and resulting loss of tuition revenue at the law school, it would have been counterproductive for McGeorge to
Cabinet, with input from IPC and the Board, made the decision during the process that the Arthur A. Dugoni School of Dentistry also would not contribute to the SIF, but rather would pay debt service on the loan the University took out to complete renovations on 155 Fifth St. while pledges to the dental school's campaign were being realized. The amount of the debt service was roughly equal to the dental school’s planned SIF contribution (approximately $2 million). As a result, the total goal for the SIF was revised to $13 million in base funds.

As of fall 2014, all SIF contributions have been identified and the majority reallocated into the SIF (some funds from academic units will not be reallocated until FY16). Before allocations, we will have $13 million in base funds by next July 1. We currently have another $2 million in one-time funds that we’ve been saving since 2013 (an additional $1 million has already been recommended for allocation by IPC). Plus, for the short term, Powell Academic Program gift funds that haven’t yet been matched through the Powell Match campaign are being directed to SIF, adding an additional $1 million in one-time funds.

The funds have been set up in three streams: funding for new academic programs and program enhancements ($7 million), funding for capacity building ($6 million), and Strategic Educational Excellence Development (SEED) funding ($500,000). The new academic program fund works something like venture investments: programs have up to three years to become self-sufficient before their start-up support from SIF ends. Capacity funds will be used to enhance institutional capabilities, such as technology and marketing, that we need to improve in order to make our strategic efforts successful. For the SEED grants, one-time funding for up to $50,000 (or $100,000 for cross-disciplinary projects) will be available through an annual competitive RFP process. The funds can be spent over a period of two years, and any individual, group, or unit may apply, including staff and faculty.

Our robust SIF is an enormous accomplishment. Few universities have achieved this goal, and fewer still at such a significant level. It’s already begun making a difference: the SIF has been used this year to support a new doctoral program in audiology on the San Francisco campus and a strategic marketing campaign for the McGeorge School of Law. Additional proposals are in front of the Institutional Priorities Committee (IPC), President and Board of Regents for review, and the SPC will soon be reviewing SEED grant proposals from faculty and staff.

Results of the Reviews
A total of 219 reviews were conducted. The University community evaluated 93 academic degree programs, 47 academic-administrative services and 79 administrative services on their contributions to Pacific’s mission, strategic vision and excellence. Each program and service received an action related to its mission, scope, structure and/or resources. These actions included:

- maintain the program/service
- enhance the mission, scope, and/or resources of the program/service
- reduce the program or service’s scope or resources

Note that the law school is eligible to apply for SIF funding.
• reorganize the program/service in some manner (including consolidation with another program or unit, or closer collaboration between three-city units)
• eliminate the program or service

Administrative Reviews (appendix A)
As a result of the administrative reviews, the outcomes were:

<table>
<thead>
<tr>
<th>Action</th>
<th># of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain</td>
<td>36</td>
</tr>
<tr>
<td>Maintain/reorganize</td>
<td>2</td>
</tr>
<tr>
<td>Maintain separate operations but coordinate some resources (three-city)</td>
<td>4</td>
</tr>
<tr>
<td>Enhance</td>
<td>3</td>
</tr>
<tr>
<td>Enhance/reorganize</td>
<td>3</td>
</tr>
<tr>
<td>Reduce</td>
<td>12</td>
</tr>
<tr>
<td>Reorganize</td>
<td>11</td>
</tr>
<tr>
<td>Reduce/reorganize</td>
<td>5</td>
</tr>
<tr>
<td>Eliminate</td>
<td>2</td>
</tr>
<tr>
<td>Eliminate/reassign</td>
<td>1</td>
</tr>
</tbody>
</table>

The administrative review process was valuable for determining where we provide superior service to our students, where we have opportunities for future growth, and where we could reduce or stop doing things in order to direct energy and resources to our highest priorities.

The administrative units that were identified for enhancement include areas that are essential for *Pacific 2020*, especially around student services, teaching and learning, and post-graduate success. They are the Center for Teaching and Learning, Financial Aid, Student Support Services, Technology, and the Career Resource Center. The Office of Communications also received an “enhance” action, given our need for enhanced marketing of new programs and of the entire University. This was a need we heard consistently across the academic and administrative units.

Several decisions to reduce or eliminate units were difficult to make, yet necessary from an institutional perspective. The decision to eliminate Men’s Volleyball as an NCAA Division I sport is a prime example. Eliminating one sport, rather than cutting resources to all sports, was the right decision given our goal to enhance the excellence of our overall athletics program.

We have already begun making administrative enhancements based on *Focusing* decisions. A portion of SIF’s capacity funds have been dedicated to marketing the McGeorge School of Law, and capacity grant applications around CTL, Technology, Student Support and the Career Center are forthcoming.

*Academic Planning and Alignment*
As a result of the APA reviews of degree programs (*appendix B*), the outcomes were:
<table>
<thead>
<tr>
<th>Action</th>
<th># of Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain</td>
<td>55 (34/55 will have additional follow up)</td>
</tr>
<tr>
<td>Enhance</td>
<td>7</td>
</tr>
<tr>
<td>Reduce</td>
<td>0</td>
</tr>
<tr>
<td>Reorganize</td>
<td>24</td>
</tr>
<tr>
<td>Eliminate</td>
<td>7</td>
</tr>
</tbody>
</table>

In the academic-administrative units (*appendix C*), the outcomes were:

<table>
<thead>
<tr>
<th>Action</th>
<th># of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain</td>
<td>17</td>
</tr>
<tr>
<td>Enhance</td>
<td>10</td>
</tr>
<tr>
<td>Reduce</td>
<td>1</td>
</tr>
<tr>
<td>Reorganize</td>
<td>18</td>
</tr>
<tr>
<td>Eliminate</td>
<td>1</td>
</tr>
</tbody>
</table>

Undergraduate degree programs within Physics, Psychology, and Health, Exercise and Sport Science were marked for enhancement, as were our PharmD and Speech-Language Pathology graduate programs. Engineering programs were also identified for potential enhancement pending disaggregation of workload data. The Provost’s Office and the Deans are working with the respective departments to determine how and when to enhance these programs.

The “eliminate” decision on two degree programs came directly from the faculty (BS in Chemistry-Biology and BS in Computing and Applied Economics). Five other degree programs will be eliminated as stand-alone majors, but their disciplines will be consolidated into new interdisciplinary umbrella programs (BA and BS in Geology, BFA in Studio Art, BA in Film Studies, and BA in Theatre Arts). One degree program was given three years to reorganize and increase enrollments in order to avoid elimination (BA in Religious Studies). Faculty Handbook processes will be closely followed throughout any degree program elimination. I thank the Provost’s Office, particularly Berit Gundersen, for her work with the units to implement APA actions. I also thank Victoria Oliva for providing exceptional assistance to the Provost’s Office throughout the APA process.

The Academic Planning and Alignment (APA) process yielded important information. It set the foundation for robust conversations about academic quality, student success and meaningful metrics – conversations we are following up on this year through the development of our academic plan, and through our Student Success Initiative. APA also clarified what information we have and what we still need to know about our effectiveness, paving the way for increased data-informed decision making in the future. The process illuminated Pacific’s strengths and areas for improvement. We were able to see where we successfully retain students, and where not. It identified potential cross-disciplinary synergies for teaching, research, program invigoration and new programs. And though the process was not about resources, it nonetheless found efficiencies within and across units.

Several themes emerged from the academic reviews as critical priorities and/or opportunities for the future. In addition to increasing program quality, enhancing student success and
ensuring that we have meaningful metrics, we also saw a need to leverage our existing strengths to benefit more students, enhance resources for high demand programs, expand our three-city presence, increase support for research and experiential learning, maximize cross-disciplinary collaborations and build enrollment for financial sustainability.

Reflections
A university-wide, yearlong quality and efficiency review is a huge undertaking for everyone involved: faculty, staff and administration. Ours was certainly not without its bumps, and we heard several valid criticisms along the way.

One area of concern was our decision to review administrative quality at the same time we identified funds for reallocation. Some members of the University community thought Focusing should either be about assessing quality or about finding dollars, but not both. This concern is understandable, but reviewing all current administrative activities and deciding what to continue, what to enhance, what to change and what to reduce or stop doing in order to direct energy to our highest priorities also naturally helped identify where reallocation of resources should occur. Ultimately, final decisions around administrative actions informed but did not determine reallocation decisions, while decisions about academic programs were kept entirely separate from reallocations, as the deans and faculty requested.

A criticism voiced by some faculty was that the process was too fluid. While a flexible framework allowed us to adapt as needs were identified and the process unfolded, it also created an atmosphere of uncertainty. In retrospect, University leadership should have more clearly communicated that the process would shift and change if needs emerged during implementation, so the expectations were clear to all involved. University leadership was also criticized for changing the process too dramatically and too often in response to feedback. In the end, however, I believe our obligation was to be responsive: it was more important for the process to be participatory and to yield the most reliable and useful information than for it to be stable. Given the pace of change in higher ed, it was also better to have started the process when we did rather than have waited until it was perfected. Regardless, I am extremely appreciative of the patience our University community has demonstrated over the last year.

We heard the most concern about the decision to establish the Strategic Investment Fund goal at $15 million when we had not clearly identified $15 million worth of potential investments. It’s true – I was asking you to take a leap of faith and cease worthy activities to save resources for an unknown. I understand why that was difficult. But the result was a resource few other universities have been able to build that’s ready to deploy now, at the same time exciting ideas are bubbling up from our units. We don’t have to delay opening our audiology clinics until we’ve reallocated resources; they are ready and opening their doors soon. We are not waiting another year in an uncertain legal market to highlight McGeorge; [www.mcgeorgetruth.com](http://www.mcgeorgetruth.com) is up and running. Not only do we have money to get these initiatives off the ground, we also have funds to enhance the business capacities we need to support them. And our SEED fund is inspiring faculty and staff to propose ideas they can implement now, without waiting for our annual budget cycle.
Our process was not perfect, I readily agree, but it yielded powerful outcomes. I am confident that Pacific is in a far better position now because of these efforts.

**Outcomes**
The work done last year is having a powerful impact at University of the Pacific. Insights and decisions that resulted from the process are shaping the academic planning process that is now underway. They are also critical for decisions about new programs, particularly on our urban campuses.

We are building on last year’s University-wide conversations about the meaning of metrics within and across units, and about the importance of good assessment data. These conversations informed last year’s revision of the academic program review guidelines (now approved by Academic Affairs and Academic Council) and were instrumental in drafting a new annual reporting template. Another example of how data is being used more robustly at the University is the Student Success Initiative. Building on hard work done last year, members of the Student Success Committee are pouring over data that will tell the story of which students succeed and which students need more support in order to graduate. They are also examining qualitative data from a variety of student surveys. Understanding the data and responding to them will be critical in improving the educational experience for all students.

The entire University is working to implement the decisions reached last year. The Provost’s Office is working closely with the Deans and Academic Council to implement Academic Planning and Alignment decisions, following Faculty Handbook guidelines. The Provost and Vice Presidents are also working with the Associate Vice President for Planning, Linda Buckley, to track the many administrative decisions that have already been implemented along with a timeline for the remaining changes to occur.

As a result of last year’s work, we are also enhancing assessment at Pacific to ensure we are striving to continually improve. A revised annual reporting template for administrative reviews has been developed, and a new cycle of administrative annual reporting will begin in the spring. A revised academic program review schedule has been built. The newly established University Assessment Committee is overseeing University-wide assessment of Pacific’s institutional learning outcomes, including the five core competencies WASC expects of all undergraduate students. Since last year, the working sub-committees of the WASC Interim Report Task Force have been reviewing University-wide data on assessment, program review and student success as part of preparing the interim report due to WASC on March 1, 2015.

*Focusing on Our Future* also produced high-level outcomes. It allowed us to align with our roadmap, *Pacific 2020*, to clearly demonstrate the value of a Pacific education across our academic portfolio, and to enhance our culture of excellence. What’s more, as an organization our collective comfort level with change has increased. While sometimes unsettling, change can lead to new opportunities and positive outcomes for students and employees. After a year of review to make sure we are the best we can be for our students, we are seeing a greater emphasis on student service and on helping one another. These changes are good for our students and will help Pacific thrive into the future.
Focusing on Our Future heightened our self-understanding and highlighted the interconnectivity of the University as a whole. Through information sharing, we learned about other units, sparking potential collaborations and increasing interdisciplinarity throughout divisions and schools. Exciting ideas for cross-disciplinary programs emerged: arts and new media; business, health and law; and environmental studies and sciences. These are currently being developed in the Academic Plan. What’s more, the process enabled cohesion within many units – our offices and departments have a better understanding of themselves, and also of the other entities within their unit.

Focusing set us squarely on the path to the future. It strengthened our sense of ourselves as a three-city University and showed us how powerful leveraging these locations will be. In addition to highlighting exceptional opportunities for new programs, the process also revealed where better administrative collaboration across our campuses could help create a seamless student experience. In August 2014, we used Focusing work to kick-off a retreat that helped us capture three-city administrative challenges. We are now working to overcome these challenges so we can fulfill a key goal of Pacific 2020: bringing the Pacific experience to students across three of Northern California’s most important cities.

Most of all, Focusing on Our Future served our students. All of us come to work every day intent on helping students achieve their dreams. In a million different ways, each of us plays a role in their success. Thank you for giving time and energy to ensure we are offering the programs students want and need, striving to stay worthy of their trust and resources, and helping them shape their characters and futures. Thank you for your dedication to our students: past, present and future.
Appendix A
Focusing on Our Future
Administrative Actions

Action Definitions

**Enhance**: indicates that 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 that 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, that 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 that the President considers the unit necessary for student success; aligned with *Pacific 2020*; and a wise use of limited University resources. “Maintain” signifies that 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 toward the Strategic Investment Fund. Current resources may also be allocated differently within the unit.

**Reduce**: indicates that the President considers the unit to have the capacity to operate with fewer resources. Alternately, the unit has been identified as a lower priority for student success or the University’s strategic future. “Reduce” signifies that 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 approximately 10% or more.

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

**Eliminate**: indicates that the President considers the unit to be one where it is difficult to justify the use of limited University resources. “Eliminate” signifies that the unit will be discontinued.

Division of Academic Affairs

**Unit: Office of the Provost (AA1)**

**Provost’s Final Recommendation: Reduce**

The Provost’s Office provides support and services to faculty and staff for the benefit of students. The office is composed of various functions and areas, including strategic planning, faculty affairs, academic affairs, IT, enrollment management, library, international programs, graduate division/sponsored programs, Center for Teaching and Learning, institutional effectiveness, and
ILO assessment. In collaboration with deans, the office supports the leadership of the academic units. Improvements in metrics are needed to assess outcomes in each of the above areas and provide data on stakeholder satisfaction. The Provost’s Office can reduce expenditures through administrative alignments and through reductions in resources allocated to operation budgets, special projects and strategic program enhancement.

PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Center for Teaching and Learning (CTL) (AA2)
Provost’s Final Recommendation: Enhance
The CTL supports excellence in teaching, scholarship and professional goals. A strong CTL is essential for Pacific 2020. Improvements in assessing the quality and impact of CTL activities are needed. The CTL must take a strong lead in innovations in teaching including integrating technology and serving as the hub for blended/hybrid online pedagogies. The CTL will need to expand to include instructional designers and other experts to meet Pacific 2020 goals as well as collaborate more effectively with OIT, particularly as the needs of adult learners are considered.

PAC+ Recommendation: Concur
President: Concur with PAC+

As a University dedicated to providing excellent teaching and learning, Pacific must incorporate student expectations for technology-enhanced learning into our teaching repertoire. Exemplary use of technology should be a hallmark of a Pacific education; a Center dedicated to supporting faculty toward this end is essential. In addition to enhancing traditional classroom learning, technology will enable future classes to be offered to students located on multiple campuses or sites.

Unit: Commencement (AA3)
Provost’s Final Recommendation: 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. Additional efficiencies with minimal impact on the experience have been identified.

PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Center for Professional and Continuing Education (CPCE): Summer School and Administrative (AA4)
Provost’s Final Recommendation: Reduce
CPCE provides learning experiences for adult learners and offers summer school courses. It operates as a revenue-centered model, with excellent benchmarking. In the past, professional development for online, 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).

PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Office of Faculty Governance (AA5)
Provost’s Final Recommendation: Maintain
Focusing on Our Future Administrative Actions
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.

PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Fellowship Program (AA6)
Provost's Final Recommendation: Maintain
The Fellowship Program identifies Pacific’s top students and mentors them for prestigious awards. Since 2007, the number of applications and awardees has increased. Benchmarking with other institutions show similar staffing levels, although several are staffed by faculty members or advisors within the disciplinary academic units. The best model of support for Pacific should be further explored.

PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Global Center for Social Entrepreneurship (GCSE) (AA7)
Provost's Final Recommendation: Reduce/Reorganize
The GCSE provides opportunities for international experiences and local engagement for Pacific undergraduates. The program has robust offerings around social entrepreneurship, an active advisory board and student support. It has struggled with making strong links with academic programs and bringing in sufficient funds to support its activities. A reduction in activities is expected to be commensurate with the budget. The Global Center will relocate to the Student Life Division in January 2014 – a reflection that the program’s experiential learning has better alignment with Student Life.

PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Office of Institutional Effectiveness (AA8)
Provost's Final Recommendation: 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, and staffing and structure with IE offices at other institutions. Efficiencies can be gained through administrative alignment.

PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Research & Graduate Studies (Graduate Studies) (AA9)
Provost's Final Recommendation: Reorganize
The graduate office 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.

PAC+ Recommendation: Concur

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President: Concur with PAC+

Unit: Undergraduate Research (AA10)
Provost’s Final Recommendation: 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 the experiences.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: University Writing (formerly Writing in the Disciplines) (AA11)
Provost’s Final Recommendation: Maintain
The University Writing Program assists faculty and students with improvement in their writing within majors and individual disciplines. Excellent written communication skills are essential for Pacific graduates and faculty. The unit’s workload is well documented. The program should become more involved in helping to meet and assess the communication components of our ILOs.
PAC+ Recommendation: Concur
President: Concur with PAC+

Academic Affairs Three-City Recommendations

Unit: Enrollment Management – Registrar (Stockton) (AA12)
Provost’s Final Recommendation: Maintain
The Registrar provides core registration services for students and maintains accuracy and integrity of academic records. The registrar emphasizes the use of technology to provide solutions to problems. 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. Efficiencies can be gained through administrative alignment.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Enrollment Management – Admission (Stockton) (AA13)
Provost’s Final Recommendation: Maintain
Admission is a central component in enrollment management. The unit is to be commended on the use of technology to improve efficiencies and customer relations. Improvements are needed in response to broad assessment of customer satisfaction rates. 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Enrollment Management – Financial Aid (Stockton) (AA14)
Provost’s Final Recommendation: Enhance

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The financial aid office 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

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.

Three-City: Enrollment Management (AA15)
Provost’s Final Recommendation: 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. There is good communication/collaboration between the financial aid offices on the three campuses and increasing collaboration with the registrar. The director of financial aid is clearly seen as the lead for the University. The registrar offers opportunities for more collaboration, cross training and perhaps consolidation, including review of reporting lines and position titles. 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Office of Information Technology (Stockton) (AA16)
Provost’s Final Recommendation: Enhance/Reorganize

Information Technology comprises client services, enterprise applications, cyber infrastructure and IT security, and an OIT office. 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. While there is much to do in each of these areas, strategic decisions will help Pacific reach this vision.
The San Francisco and Sacramento campuses have personnel assigned to IT functions as do the schools and College on the Stockton campus. These individuals are not supported by the IT budget. There are a number of critical gaps in the technical IT support staff and technical expertise in Stockton that, due to the central role of Stockton IT to support University-wide IT needs, pose major challenges. It is not reasonable to reduce IT technical expertise. However, IT reorganization, alignment and review of provided services are essential. Realignment of administrative support functions, particularly to provide much needed higher level financial expertise, will improve services.
PAC+ Recommendation: Concur
The council recommends that the assessment and review process the Provost described be participative, open, and based on careful study of user need.
President: Concur with PAC+

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.

Three-City: Information Technology (AA17)
Provost’s Final Recommendation: 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. While ultimately IT should be reorganized, at this point in time the emphasis should be on redefining the role of the CIO as a leader, developing a technology road map for IT to get to the level outlined in Pacific 2020, and building confidence in IT.
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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: International Programs and Services (Stockton) (AA18)
Provost’s Final Recommendation: Maintain/Reorganize
The general goals of IPS are to promote international student growth and retention, increase international student recruitment, and provide programs/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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Three-City: International Programs and Services (AA19)
Provost’s Final Recommendation: 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 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Library – Collections/Operations (Stockton) (AA20)
Provost’s Final Recommendation: Maintain

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The 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 is available, but its effectiveness needs to be more broadly assessed for continuous improvement.

PAC+ Recommendation: Concur
President: Concur with PAC+

Three-City: Library (AA21)
Provost’s Final Recommendation: Reorganize the Services

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 Integrated Library System, 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.

PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Research & Graduate Studies – Sponsored Programs (Stockton) (AA22)

Provost’s Final Recommendation: Maintain

The goal of sponsored projects is to encourage and support the University community in obtaining external funding for research, education, scholarly, creative, service and outreach activities. Scholarship and creative activities of the faculty are essential for a vibrant academic environment. 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.

PAC+ Recommendation: Concur
President: Concur with PAC+

Three-City: Sponsored Programs (AA23)

Provost's Final Recommendation: Reorganize the services

The Office of Sponsored Programs supports scholarly activities on all three campuses. The support includes compliance as well as all contract and grant activity. Currently, activities that promote research and scholarship are handled more or less independently by each campus. 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.

PAC+ Recommendation: Concur
President: Concur with PAC+
President’s Division

Unit: Office of the President (PD1)
Vice President Mary Lou Lackey’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Institutional Planning and Research (PD2)
Vice President Lackey’s Final Recommendation: Maintain
The IR Department 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Legal Affairs (PD3)
Vice President Lackey’s Final Recommendation: 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. May be supplemented with the use of interns from the McGeorge School of Law.
PAC+ Recommendation: Concur
President: Concur with PAC+

Regrettably, legal costs are escalating for all universities as the number of lawsuits filed across the country increases dramatically and regulatory pressures continue to intensify. Pacific’s expenditures on legal services are well within the percent range of university legal costs reported in a recent Association of Governing Board’s study, and well within the percent range of the limited number of peer institutions willing to share data. We can still reduce costs, however, by preventing lawsuits and regulatory violations in advance through strong internal education and training and guidance from an internal General Counsel.

Unit: Sustainability (PD4)
Vice President Lackey’s Final Recommendation: 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.

PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: “Sustainability Fund”/Sustainability Project Investment Fund (PD5)
Vice President Lackey’s Final Recommendation: 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. Over time, as the fund becomes financially sustainable, this will further reduce and eventually eliminate the annual operating fund support, while still ensuring that there are funds available to invest annually.

PAC+ Recommendation: Concur
President: Concur with PAC+

President’s Division Three-City Recommendations

Unit: “Communications”/Office of Communications (PD6)
Vice President Lackey’s Final Resource Recommendation: 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. Resources should be sought in order to bring central communications staff and budget up to at least the average level found in peer universities. Funds should also be identified to establish an annual strategic marketing budget by FY15, at a level sufficient to create awareness in California markets and the West.

Vice President Lackey’s Final Organizational Recommendation: 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.

PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+

Unit: University Events (PD7)
Vice President Lackey’s Final Resource Recommendation: 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. Guidelines to help units reduce the amount of general budget funds used on events and increase outside/donor sponsorship of events are needed. Guidelines (adjusted for the different costs in our three-city markets) recommending cost maximums for different levels of
events, and encouraging more thorough assessment/bookkeeping practices, can also bring costs down.

Vice President Lackey’s Final Organizational Recommendation: 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. On the Stockton campus, centralized event-planning training for staff within the units is needed. This will help manage costs and ensure that University policies and procedures around risk management, contracts, etc. are followed. Enhancing communication about event planning, particularly with the University Events Manager, will allow units to coordinate the use of vendors, leading to greater efficiency and cost savings.

PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+
Division of Development and Alumni Relations

Unit: Office of the Vice President for Development and Alumni Relations (DAR1)
Vice President Burnie Atterbury’s Final Recommendation: Maintain
The Office of the Vice President for 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Development and Alumni Relations Three-City Recommendations
Unit: Advancement Services (DAR2)
Vice President Atterbury’s Final Resource Recommendation: 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.
Vice President Atterbury’s Final Organizational Recommendation: 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.
PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+

Unit: Development (DAR3)
Vice President Atterbury’s Final Resource Recommendation: Reorganize
During the last year the Development team has focused its operations and trimmed redundant management positions. Accountability has been increased, and development officers and management not only have goals for each of their areas of responsibility, but individual goals as well. A concerted effort has been made to focus on direct fundraising. As a result, both commitments and cash have shown a marked increase (commitments up 29% and cash up 38%). 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.
Vice President Atterbury’s Final Organizational Recommendation: Maintain three separate operations
Because of the upcoming campaign, staff reductions at McGeorge School of Law, it is recommended that development teams at each school be kept at current levels.
PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur

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President: Concur with PAC+

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.

Unit: Alumni Relations (DAR4)

Vice President Atterbury’s Final Resource Recommendation: Maintain

Alumni Relations is a critical part of the planning and execution for our next campaign. In the past year 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.

Vice President Atterbury’s Final Organizational Recommendation: Maintain 3 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 (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.

PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur

President: Concur with PAC+
Division of Business and Finance

Unit: Office of the Vice President for Business and Finance (BF1)
Vice President Patrick Cavanaugh’s Final Recommendation: Maintain
The Office of the Vice President for Business and Finance provides coordination and oversight of the University’s key business functions to ensure strategic and sound management of the University’s financial, human and physical assets. The key leadership of these critical business functions is organized under the Division of Business and Finance, but also exist in other units within the organization, especially at the law school and dental school. The law and dental business officers report to their respective dean, but also work closely with the leadership in the Division of Business and Finance. Thus there is a high degree of collaboration and effectiveness among the business offices across the University’s three campuses to ensure the best interests of the University and its students are addressed.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Internal Audit (BF2)
Vice President Cavanaugh’s Final Recommendation: Maintain
The Office of Internal Audit provides independent, objective assurance and internal consulting services designed to add value, improve the University’s operations, and help the University provide a superior learning experience for its students. The director of this office has a shared reporting relationship to the Board of Regents Audit Committee. Because of the importance of technology to the University operations, the unit needs to increase its capacity to evaluate and assess technology issues by having staff become certified as an Information Systems Auditor, the current industry standard.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: “Physical Plant”/Support Services (BF3)
Vice President Cavanaugh’s Final Recommendation: Maintain
The Office of 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. New University policies would help the unit with these critical tasks. It would also be beneficial to ensure that the Deferred Maintenance Fund for the Stockton campus is consistent with at least the mid-point of those at peer institutions.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: “Assessment and Training”/Assessment, Training & Technology (BF4)
Vice President Cavanaugh’s Final Recommendation: Maintain
The Assessment, Training, and Technology unit maintains the dashboard and other assessment tools for the Division, ensures the University’s technology resources are properly deployed and operational, and provides employee development training in a wide range of topics to help employees become better workers or managers. Several changes could improve the unit’s reach.
across the University (thus improving services to students and other customers), including expanding current leadership, management and special topics training; adding components of the Human Capital Institute’s Talent Management Model; extending the unit’s extensive current online training to more flexible mobile applications; and evaluating the feasibility of unit-based management of technology.

**PAC+ Recommendation: Concur**

The council concurs with the recommendation, and observes that the University has a very decentralized approach to staff and faculty training and development. The council questions why Pacific deviates from best practice by separating training from other standard Human Resources functions.

**President: Concur with PAC+**

**Unit: “Treasury”/Office of Treasury and Investments (BF5)**

**Vice President Cavanaugh’s Final Recommendation: Maintain**

The Office of Treasury and Investments is responsible for the prudent investment and management of the University’s financial resources including its endowment and 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 is also has major responsibilities in securing appropriate debt financing 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.

**PAC+ Recommendation: Concur**

**President: Concur with PAC+**

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**Business and Finance Three-City Recommendations**

**Unit: Benefits – Non-salaried (BF6)**

**Vice President Cavanaugh’s Final Recommendation: 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.

**PAC+ Recommendation: Dissent**

The council dissents from the recommendation to reduce tuition remission/tuition exchange. First, the recommendation is unclear whether current benefits will be maintained while only the rate of growth is reduced. Moreover, the benefit’s impact on the University and its people has not been adequately analyzed; we recommend completing this analysis. PAC+ concurs with the recommendation to form a special study committee, but its charge should first be to establish whether a reduction is appropriate. Only then should the committee move to exploring how to reduce growth without impacting current employees’ benefits.

**President: Concur with Vice President Cavanaugh**

The tuition remission program is very important to our University employees – but with a growth of 14-17% per year over the last 5 years, we must reduce the annual rate of growth to match that of our annual undergraduate tuition increases. A committee will be formed to analyze the program’s...
utilization, benchmark Pacific’s program relative to our peers, and then recommend actions to reduce the rate of growth of tuition remission. Their work will be completed by April 1, 2014. Note, however, any changes to the program will impact only new employees hired after July 1, 2014.

Unit: Controller’s Office (BF7)
Vice President Cavanaugh’s Final Resource Recommendation: Maintain
The Office of the Controller 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. Strategic use of technology will enable the office to improve key areas including: quality and timeliness of management information; integrated student services; and reduction of payroll costs.
Vice President Cavanaugh’s Final Organizational Recommendation: Maintain three separate operations and improve processes
The Controller regularly reviews opportunities to improve processes with business officers across the University, including those at the law school and dental school. For some processes, it is important for the operation to be highly centralized to ensure uniformity and internal controls; in others, a more customized approach is acceptable, if done efficiently. Greater efficiency or effectiveness could be achieved in account reconciliation processes across the three campuses, the implementation of Web Time Entry, and considering restricting the availability of ProCards.
PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+

Unit: Enterprise Risk Management (BF8)
Vice President Cavanaugh’s Final Resource Recommendation: 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.
Vice President Cavanaugh’s Final Organizational Recommendation: Maintain three separate operations and continue to coordinate
ERM leadership works closely with representatives on all three campuses to stay abreast of unique safety risks and compliance requirements at each location.
PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+

Unit: “Facilities Management”/Facilities Planning & Space Management (BF9)
Vice President Cavanaugh’s Final Resource Recommendation: Maintain
This office, established in August 2012, is responsible for coordinating facility project planning and space allocation across the University. The Facilities Planning Program could be improved by providing guidelines and standards for design and construction. If available, additional staffing for project management augmentations is also desirable. The Space Management Program could be improved by providing space management policies, an attribute-rich central space inventory

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database, space guidelines and a space model for master planning, and enhanced Space Inventory functionality.

**Vice President Cavanaugh’s Final Organizational Recommendation: 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.

**PAC+ Resource Recommendation: Concur**

**PAC+ Organizational Recommendation: Concur**

**President: Concur with PAC+**

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**Unit: “Budget”/Budget & Risk Management (BF10)**

**Vice President Cavanaugh’s Final Recommendation: Maintain**

The Office of Budget and Risk Management supports the University’s mission by ensuring the operating budget is executed as intended to meet the University’s strategic needs and to identify, measure and mitigate foreseeable risks. The University Budget Office should have resources to fully utilize Blackboard analytics and other budget management information tools in order to improve capacity for budget and operational data in the support of budget decisions, particularly in the RCM environment, and to design and develop more informative reports for measuring, evaluating and communicating fiscal matters. The Vice President recommends renegotiating the Stockton campus bookstore, managed through the Budget and Risk Management Office, to assess whether an alternative could be established which meets the teaching requirements of the University and generates equivalent revenue while using less space.

**Vice President Cavanaugh’s Final Organizational Recommendation: Maintain three separate operations but continue to coordinate**

Budget and Risk Management staff works closely with budget staff in Sacramento and San Francisco, with high degrees of cooperation, coordinated services, and integrated policies.

**PAC+ Resource Recommendation: Concur**

**PAC+ Organizational Recommendation: Concur**

**President: Enhance**

Within a year, the University will likely begin a transition to a new budget model that provides greater incentives, and accountability, to local units. As a form of responsibility center management, the budget system will require increased transparency and reporting, greater collaborations with units in projecting revenues and expenditures, and greater training to bring enhanced business skills to local units. This will likely require additional staff and training programs.

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**Unit: Human Resources (BF11)**

**Vice President Cavanaugh’s Final Resource Recommendation: Maintain**

The Office of Human Resources has 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. Similar to other areas within the Division of Business and Finance, Human Resources is a key function that must be maintained to ensure the processes of securing, developing, and compensating the University’s most valuable assets are in place and working well. Technological improvements will improve processes and reduce operational costs, including an electronic benefits enrollment process, expansion of employee self service in Banner, and transitioning employee benefit processing to the Stockton campus.

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Vice President Cavanaugh’s Final Organizational Recommendation: Maintain three separate operations and improve processes
There is a high degree of collaboration and effectiveness of Human Resource functions across the University’s three campuses. For some processes, it is important for operation to be highly centralized to ensure uniformity and internal controls; in others, a more customized, decentralized approach is acceptable if it can be done as efficiently.
PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+
Division of External Relations & Athletics

Unit: Office of the Vice President for External Relations and Athletics (ERA1)
Vice President Ted Leland’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

External Relations
Unit: Beyond Our Gates (ERA2)
Vice President Leland’s Final Recommendation: 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.
PAC+ Recommendation: Concur
PAC+ Recommendation: Concur
President: Concur with PAC+

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 of our cities have left indelible, positive marks on those most in need.

Unit: Community and Government Relations (ERA3)
Vice President Leland’s Final Recommendation: 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. In the past, the unit’s budget has supported a professional lobbyist – moving ahead, advocacy efforts can be undertaken on a more local and grassroots level. Meanwhile, the community relations program will apply new prioritization guidelines to its sponsorship of community events and activities.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Economic Development (ERA4)
Vice President Leland’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+
Unit: Latino Community Outreach (ERA5)
Vice President Leland’s Final Recommendation: Maintain
The Latino Community Outreach program is an outgrowth of the University’s commitment to international education, cross-cultural understanding, diversity and inclusivity. It facilitates cultural awareness, social justice and empowerment. Latino Community Outreach is highly relevant to Pacific’s institutional mission/vision and closely aligned with Pacific 2020.
PAC+ Recommendation: Concur
President: Concur with PAC+

Athletics
Intercollegiate Athletics Sports Units: 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)
Vice President Leland’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Men’s Volleyball (ERA 7)
Vice President Leland’s Final Recommendation: Eliminate
The recommendation is to eliminate Men’s Volleyball as a varsity sport effective June 30, 2014, unless the Athletics Director and Volleyball community can identify external resources that reduce the institution’s support for direct costs to zero. All current scholarship student-athletes will retain their financial aid through their projected graduation date.
PAC+ Recommendation: Concur
The council acknowledges that many competing factors were dutifully considered in the Vice President’s decision process and concurs with the difficult recommendation to eliminate men’s volleyball. The council does not endorse the option to identify external resources to bring Pacific’s support for direct costs to zero as this will weaken the sport in the long run and only defer its inevitable elimination.
President: Concur with PAC+
It is a difficult but necessary decision to eliminate men’s volleyball as a varsity sport effective June 30, 2014. Athletic Director Leland and I, after consideration of input from PAC+ and elsewhere, agree that there should not be an option to raise external resources in order to continue the sport at Pacific. After June 30, 2014, 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. We hope that these admirable young men will complete
their degrees at Pacific, but in the event some wish to transfer to another institution with a NCAA Division I men’s volleyball team, we will do everything possible to assist.

Unit: “Communication”/Marketing and Communications (ERA8)
Vice President Leland’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Internal Affairs (ERA9)
Vice President Leland’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Student Athlete & Compliance (ERA10)
Vice President Leland’s Final Recommendation: Maintain
Student Athlete & 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.
PAC+ Recommendation: Concur
President: Concur with PAC+
Division of Student Life

Unit: Office of the Vice President for Student Life (SL1)
Vice President Patrick Day’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Pacific Arts & Lecture Series Committee (PALC) (SL2)
Vice President Day’s Final Recommendation: 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.
PAC+ Recommendation: Concur
The council suggests the recommendation be revised to clarify that the “reduce” action will apply to the funds PALC currently distributes, versus the charge or structure of the committee itself. PAC+ recommends that the “closer look” advocated by Vice President Day include stakeholders from across the University, and that one of its objectives be clarifying the strategy for approving funding requests.
President: Concur with PAC+

Unit: “Career Services”/Career Resources Center (SL3)
Vice President Day’s Final Recommendation: Enhance and Consolidate/Reorganize
The Career Resource Center (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.
PAC+ Recommendation: Concur
President: Concur with PAC+
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.

Unit: Community Involvement & Outreach (SL4)
Vice President Day’s Final Recommendation: Maintain
The Center for Community Involvement (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. CCI proposes to work toward reorganizing and extending its dedicated support of Pacific community service initiatives, including potential support of a future consolidated (opt-in) MOVE program.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Educational Equity Programs (SL5)
Vice President Day’s Final Recommendation: Maintain
The Educational Equity Programs (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 that 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: First Year Experience (SL6)
Vice President Day’s Final Recommendation: 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 FYE 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.
PAC+ Recommendation: Concur
President: Concur with PAC+
Unit: Multicultural Affairs (SL7)
Vice President Day’s Final Recommendation: Maintain
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. While the resources for this area are small, the office will maintain its current resources and consider new partnerships across the University to solidify multicultural student development.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: New Student and Family Programs (SL8)
Vice President Day’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Pacific Rowing (SL9)
Vice President Day’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: “Recreation, Fitness, Wellness”/Pacific Recreation (SL10)
Vice President Day’s Final Recommendation: Maintain
Pacific 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. Pacific 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.
PAC+ Recommendation: Concur

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President: Concur with PAC+

Unit: Religious and Spiritual Life (SL11)
Vice President Day’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Student Clubs and Organizations Advisement – Office of Student Leadership & Involvement (SL12)
Vice President Day’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Student Clubs and Organizations Advisement – Don and Karen DeRosa University Center (SL13)
Vice President Day’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Student Clubs and Organizations Advisement – MOVE: Mountains Oceans Valley Experience (SL14)
Vice President Day’s Final Recommendation: Reduce and Consolidate/Reorganize
The 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 Focusing on Our Future Administrative Actions
the kind of education for which Pacific is noted and serves as an introduction to a university life of exploration and growth. However the costs of MOVE outweighs the return on investment. Given this, MOVE should become an opt-in program for which incoming students pay the full cost.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Student Support Services (SL15)
Vice President Day’s Final Recommendation: 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 FYE 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.
PAC+ Recommendation: Concur
President: Concur with PAC+

Unit: Student Leadership Development (SL16)
Vice President Day’s Final Recommendation: Reduce and Consolidate/Reorganize
Student Leadership Development focuses on leadership learning and realization of Pacific’s University-wide learning outcome Collaboration and Leadership. While the program made good headway in developing a leadership curriculum, the program also remained responsible for signature First Year Experience activities and events that were not fully realized. With increased and necessary attention to student success – and the priority of increasing capacity in Student Support Services as we build a sustainable early alert system and proactive advising practices – the position attached to the First Year Experience should be moved to SSS to support student success across the student’s entire Pacific career.
PAC+ Recommendation: Concur
President: Concur with PAC+

Division of Student Life Three-City Recommendations
Unit: “Counseling Services”/Counseling and Psychological Services (SL17)
Vice President Day’s Final Resource Recommendation: Reorganize the services
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 graduate 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 options that meet student general demand across – and specific student needs within – each of Pacific’s three campuses.
Vice President Day’s Final Organizational Recommendation: Reorganize the services
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.

PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+

Unit: Dining Services (SL18)
Vice President Day’s Final Resource Recommendation: 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.

Vice President Day’s Final Organizational Recommendation: Reorganize the services
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.

PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+

Unit: “Disability Services”/Services for Students with Disabilities (SL19)
Vice President Day’s Final Resource Recommendation: Reorganize the services
The Office of Services for Students with Disabilities 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.).

Vice President Day’s Final Organizational Recommendation: Reorganize the services
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).

PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+
Unit: Pacific Health Services (SL20)
Vice President Day’s Final Resource Recommendation: Reorganize the services
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 all for 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.
Vice President Day’s Final Organizational Recommendation: Maintain
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 3-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.
PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+

Unit: “Housing”/Housing and Greek Life (SL21)
Vice President Day’s Final Resources Recommendation: Reorganize the services
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 facilities 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.
Vice President Day’s Final Organizational Recommendation: Reorganize the services
A solid organizational structure currently exists. However, to better enhance the student experience, support community engagement, and prepare student for lifelong success, it is recommended that the Stockton campus move to a professional based staffing model and consider expanded collaboration with Sacramento housing operations. Professional staff on both campuses are better suited to handle the high level nature (e.g. crisis management, room assignments, student development needs) of operating and managing residential facilities.
PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+

Program: Public Safety (SL22)
Vice President Day’s Final Resource Recommendation: Maintain and Reorganize the services
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.

Vice President Day’s Final Organizational Recommendation: Maintain and Reorganize the services
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.

PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+

Unit: Student Conduct and Community Standards (SL23)

Vice President Day’s Final Resource Recommendation: Reorganize the services
Each of the three campuses handles student conduct issues in a different format. In some areas (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.

Vice President Day’s Final Organizational Recommendation: Reorganize the services
There has been little collaboration among the Student Conduct areas across 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.

PAC+ Resource Recommendation: Concur
PAC+ Organizational Recommendation: Concur
President: Concur with PAC+
Appendix B

Focusing on Our Future
Academic Planning and Alignment
Academic Program Actions

Action Definitions

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

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

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

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

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

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

Academic Affairs Decisions

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

Provost’s Final Recommendation: Maintain
President’s Decision: Concur with the Provost

Program: Honors Program
Assistant Provost Recommendation: Reorganize
The University Honors Program underwent extensive review during the past academic year with input from multiple constituencies, including students, faculty, deans and academic and student life administration. The Honors Program is aligned with Pacific 2020, but the impact of the program on student success has not been rigorously assessed. From the students’ perspective, the living learning community, experienced primarily in first and second years, was the primary value of the Honors Program. During the past 5 years, on average there are 228 freshman and sophomores/year, but enrollment declines substantively in years three and four (for juniors and seniors). A committee of faculty/staff revised the University Honors Program to place focus primarily on the residential experience. This program is in the process of being implemented. Individual schools plan to develop disciplinary-based individual honors programs for upper division students. The appointment of a
new Freshman Honors Program Director (course release and stipend), with administrative support, is anticipated to revitalize the first-year honors experience. An action plan tied to student success with metrics and an assessment plan should be developed in the next year. In addition, as the University looks to expand its honors programs, it is timely to consider how the University can most effectively and efficiently support all honors programs (humanities, legal, honors, and school based programs) by considering synergies (administrative and academic) as we attract and retain highly meritorious students.

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

**President's Decision:** Concur with the Provost

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**Program: Pacific Legal Scholars (PLS)**

**Assistant Provost Recommendation:** Maintain and Enhance

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

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

**President’s Decision:** Concur with the Provost

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**College of the Pacific (COP) Decisions**

**Overall Academic Program Quality, Academic Program Mix and Financial Sustainability**

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

a. A reconfigured Department of Theater/Film/New Media/Digital Media will bring together exciting programs under an umbrella of ‘new media.’ This will create a critical mass of expertise and enthusiasm for academic, scholarship and creative activities, enhance relevance and appeal to students and the public, and enhance financial sustainability of the Arts. Faculty in Computer Science and the Conservatory of Music have also expressed interest in contributing to this endeavor.
b. The creation of a newly configured Environmental Sciences Major will bring together multi-disciplinary faculty research and teaching, infused by co-curricular projects on sustainability and a re-invigorated John Muir Center. This will enhance Pacific’s educational role in environmental stewardship in California and, in particular, the Central Valley. Geology BA, BS will be integrated into the reconfigured major and eliminated as stand-alone majors.

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

a. The following degrees are recommended for reorganization and consolidation with allied programs, eliminating the separate degree program but retaining the disciplinary expertise and emphasis in redesigned interdisciplinary majors: Geology BA and BS, Film Studies BA, Theatre Arts BA.

b. The following degrees are recommended for elimination: Chemistry-Biology BS, Computing and Applied Economics BS, Intercultural Relations MA, and BFA in Studio Art.

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

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

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

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

Redesign of the Graphic Design major is already underway to better align with other programs’ number of required units for the major and to make the major more flexible so that students can take courses in communication and business. The faculty has strong scholarship/creative activities.
It is the Provost’s understanding that the department is open to supporting a new major in “new media” and that many of their courses would be important inclusions. The Provost encourages continued discussions with this forward thinking faculty about how to collaborate with other colleagues in the arts and humanities.

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

**President’s Decision:** Concur with the Provost

**Program: Biological Sciences (BA)**

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

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

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

**President’s Decision:** Concur with the Provost

**Program: Biological Sciences (BS)**

**Dean Recommendation:** Maintain and Enhance

The biology program, clearly aligned with Pacific 2020, provides courses for their majors as well as a large pre-pharmacy program, pre-dental program, bioengineering and sport sciences. During the past 5 years, an average of 39 freshmen and 0 transfers per year declare biology majors and on average, 93 degrees/year are awarded. Enrollments in the major increased from 256 to 365. Many biology students are double majors and enter in other programs such as pre-pharmacy. The majors have high incoming credentials (GPA and SAT) and low need for remediation (~10%). The University relies on strong biology educational programs for the bio majors and pre-professional students. However, the University also has a need to provide biology education for students that are not rigorous biology or pre-professional majors, including bio-engineers and sport sciences or other pre-health students. It is imperative that the biology faculty work closely with faculty in feeder programs to ensure courses meet the needs of students articulating into those programs. Faculty need to develop clear learning outcomes, goals and assessment plans and ensure that curricular changes are based on findings. It is important that the assessment plan track student satisfaction, as well as student improvement in critical thinking and other learning outcomes. Post-graduate success should be tracked with support from the Office of Institutional Research. Biology programs at many universities are among the highest in demand. The Biology faculty is encouraged to develop strategies to build a biology program at Pacific that not only meets the demands for the primary customer base of pre-pharmacy and pre-dentistry, but also attracts students who desire a biology major for other post-graduate goals. Thinking strategically outside the pre-pharm/pre-dent ‘swim lane’ (e.g., bioengineering) would enable broader collaborations, new opportunities to attract additional types of students, as well as research/scholarship collaborations across units. The biology faculty has uneven levels of scholarship productivity; inter-disciplinary collaborations will be helpful to leverage resources. However, on average they submit six grant proposals per year, which is to be
commended. On average the faculty taught 749 credits/FTE: this is at the high end for programs at Pacific, surpassed only by pharmacy, PT, and physics. Chemistry is close behind. The workload of biology faculty suggests that an additional 1-2 lines is warranted, but these need to be considered strategically to synergize with other emphases at the University.

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

**President’s Decision:** Concur with the Provost

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

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

**President’s Decision:** Concur with the Provost

Program: Chemistry (BA, BS); Chemistry-Biology (BS) and Biochemistry (BS)  
**Dean Recommendation:** Maintain  
Chemistry has four accredited undergraduate degree programs: BA, BS Chemistry, BS Chemistry-Biology and BS Biochemistry. The BA in Chemistry has had an average of 5 majors with one degree awarded annually over the past 5 years. Enrollments for the Chemistry BA declined from 8 to 3 students. The BS Chemistry has had on average 26 majors with 3 degrees awarded annually in the past five years. Enrollments fluctuated during this period between 33 and 16, with a decline to 16 in 2012. Many chemistry majors change to other majors, such as biochemistry. The Chemistry-Biology has 15 majors with six degrees awarded annually during the past 5 years. Enrollments declined from 24 to 11 students. The biochemistry degree has more than 80% of the awarded degrees and averages 100 majors annually during the past 5 years. During this same period enrollments fluctuated between 82-113, with the last three years above 100 students. The need for remedial course work across these majors averages 22%, less than the University average. Six year graduation rates range from 55% (biochemistry) to 83% in the BS Chemistry. The faculty should determine how to improve retention of students through the chemistry curriculum, including considering new courses that could meet the needs of these students and the BA Chemistry students. The faculty has a number of support strategies, assessment of teaching and learning is strong and faculty has evidence of using data for continuous improvement. Post-graduate success should be tracked with support from the Office of Institutional Research.
The chemistry faculty has a high workload and is highly efficient in delivering their curriculum. The faculty has taught on average 735 student credit hours/FTE annually during the past 5 years. The BA in Chemistry seems to be attractive to students who are going to become teachers in high schools. Given the strategic direction in the School of Ed to prepare STEM teachers, closer collaboration with the school is warranted to develop a systematic approach to train STEM teachers. A BS in Chemistry is an essential program for a chemistry department, but has inherently low enrollments as is true in many institutions. The faculty should develop a strategy to grow enrollments and increase retention. The level of faculty scholarship, grant submission and awards by chemistry faculty is outstanding. The chemistry faculty is to be commended on their strong scholarship profile reflected in publications and an average submission of six grant proposals per year, with a 50% success rate.

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

President’s Decision: Concur with the Provost

Program: Communication (BA)

Dean Recommendation: Reorganize

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

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

President’s Decision: Concur with the Provost

Program: Communication (MA)

Dean Recommendation: Maintain

The MA in Communication offers students training in communication theory, methodology and practice. On average 9 degrees/year have been awarded annually during a 5-year period. Enrollment fluctuates between 21 and 26 students. The Communication MA draws students nationally and internationally. Curricular offerings should be evaluated to ensure that graduates are well prepared for current and future directions of communications practice, especially those that rely on technology. Post-graduate success should be tracked with support from the Office of Institutional Research. Faculty scholarship is essential for a high quality graduate program, but scholarship in the
department is uneven. The graduate program has opportunities to reach a broader audience by considering online and certificate-based programs, particularly with campuses in Sacramento and San Francisco, which could ensure a higher level of financial sustainability. The program should create clarity around the role of the MA program in the COP academic portfolio mix, the areas of emphasis to develop excellence to recruit and successfully educate high quality students, and opportunities for curriculum delivery at distant sites.

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

**President’s Decision:** Concur with the Provost

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

**Dean Recommendation:** Maintain and Reorganize

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

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

**President’s Decision:** Concur with the Provost

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**Program: English (BA)**

**Dean Recommendation:** Maintain

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

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

**President’s Decision:** Concur with the Provost

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*Focusing on Our Future Academic Program Decisions*
Program: Environmental Science (BS)

Dean Recommendation: Reorganize

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

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

President’s Decision: Concur with the Provost

Program: Environmental Studies (BA)

Dean Recommendation: Reorganize

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

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

Program: Film-Studies (BA)

Dean Recommendation: Reorganize/Consolidate
Film Studies is a relatively new (2012) inter-disciplinary major. Five students were enrolled in 2012 and increased to 10 in 2013. Prior to the major, students with an interest in film studies followed a self-designed major. A robust assessment plan to evaluate student success and achievement of learning outcomes is needed. The faculty in COP is discussing consolidation of Film Studies, Theatre Arts and part of Communication and the Visual Arts into a re-designed program on ‘new media’ to create a more integrated and synergistic program, to create critical mass, strengthen educational 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.

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

President’s Decision: Concur with the Provost

Program: Geology (BA, BS)

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

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

President’s Decision: Concur with the Provost

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

Dean Recommendation: Enhance
Health, Exercise and Sport Science offer two undergraduate degrees: BA Health, Exercise and Sport Science and BS, Athletic training. The BA enrolled 239 majors on average and the BS program has 44 on average. Enrollments in the BA have fluctuated between 226-253 students during the past five years. Enrollments in the Athletic Training BS fluctuated between 40-50 students during the same time period. The incoming SAT scores are lower than the University average. Remediation needs are similar to the University norm. The average six-year graduation rate is 69%, slightly higher than the University average. Assessment is performed but use of data to improve teaching, courses, and curricula is inconsistent. The BA program should consider moving towards accreditation; this could
enhance development of standards and assessment and program quality. Faculty scholarship is uneven; one grant proposal on average submitted annually, and low numbers of publications. The faculty accumulated 426 credits/FTE, which is on par with other non-lab-based programs, but is high given the small group practical lab/clinical courses that are part of the curriculum. Post-graduate success should be tracked with support from the Office of Institutional Research.

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

**President's Decision:** Concur with the Provost

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

**Dean Recommendation:** Maintain/Reorganize

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

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

**President's Decision:** Concur with the Provost

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**Program: History (BA)**

**Dean Recommendation:** Maintain

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

**Provost’s Final Recommendation:** Maintain

**President's Decision:** Concur with the Provost

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**Program: Social Sciences (BA)**

**Dean Recommendation:** Maintain

This program provides students the content knowledge and pedagogical practices to teach history and social sciences in California K-12 schools. Enrollments have increased from 6 to 14 over the last
five years with an average of 1 graduate per year. An APA report was not received in time for this program to be reviewed.

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

**President’s Decision: Concur with the Provost**

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

**Dean Recommendation: Maintain**

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

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

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

**President’s Decision: Concur with the Provost**

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

**Dean Recommendation: Maintain**

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

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

**President’s Decision: Concur with the Provost**

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Program: Philosophy (BA)

**Dean Recommendation: Maintain**

A philosophy program is essential at a liberal arts college or university, both for the intellectual history of western civilization, but also for the study of logic and training in analytical and critical thinking. New student enrollments as philosophy majors over the past five years are low (1 enrolled freshman, 0 transfers) and on average 5 degrees have been awarded annually in five years. Enrollments in the major fluctuated between 12-19 students in the past 5 years. Many students declare this major after their initial enrollment at Pacific. Although this is a small sample size, 43% graduated within six years. Assessment data are just being collected, so evidence of student learning is still somewhat anecdotal. Faculty members have received awards for teaching excellence. Post-graduate success should be tracked with support from the Office of Institutional Research. Philosophy accumulates on average 583 credit/FTE, which is higher than many other social science and humanities programs at Pacific, and reflects internal demand for general education. I concur with the faculty that their level of research/scholarship should be improved. The philosophy faculty is encouraged to participate in discussion about how to collaborate with other arts, humanities, and social science faculty, perhaps in developing multi-disciplinary programs or certificates that would highlight skills characteristic of philosophy breadth and depth.

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

**President’s Decision: Concur with the Provost**

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

**Dean Recommendation: Maintain/Enhance**

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

**Provost’s Final Recommendation: Enhance**

**President’s Decision: Concur with the Provost**

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Program: Political Science (BA)

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

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

**President’s Decision:** Concur with the Provost

**Program: Pre-Dentistry**

**Dean Recommendation:** Maintain

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

**Provost’s Final Recommendation:** Maintain

**President’s Decision:** Concur with the Provost

**Program: Psychology (BA)**

**Dean Recommendation:** Enhance

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

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

**President’s Decision:** Concur with the Provost

**Program: Psychology (MA)**

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

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

**President’s Decision: Concur with the Provost**

Program: Religious Studies (BA)

**Dean Recommendation: Maintain OR Reorganize**

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

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

**President’s Decision: Concur with the Provost**

Program: Liberal Studies (BA)

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

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

**President’s Decision: Concur with the Provost**

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

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

President’s Decision: Concur with the Provost

Program: Self-Designed (BA)

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

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

President’s Decision: Concur with the Provost

Program: Sociology (BA)

Dean Recommendation: Maintain/Enhance with more collaboration with SIS/Anthropology
The Sociology major prepares students for professional lives through civic engagement and is a fundamental discipline in the liberal arts. It connects the University with the community. This major has been increasing in size over the years, and is particularly attractive for transfer students. On average during the past 5 years there have been 52 majors with 17 degrees awarded annually. Enrollments during the past five years have increased from 42-56 students. Remediation needs are similar to the University’s norm. Program learning outcomes are defined and assessment is just beginning. The faculty is attentive to the writing needs of transfer students and has made program improvements to meet these needs. Post-graduate success should be tracked with support from the Office of Institutional Research. The faculty accumulated an average of 475 credits/FTE, reflecting contributions to both general education and the majors. Opportunities for team teaching or cross unit teaching may help to address the faculty concerns raised that sociology offerings are not sufficiently broad. Consideration of how expertise in other programs, such as SIS, can synergize and complement program offerings should be a high priority. The faculty has strong scholarship.
**Provost’s Final Recommendation:** Maintain. Develop a plan to prioritize synergies with other programs by fall 2015.

**President’s Decision:** Concur with the Provost

Program: Theatre Arts (BA)

Dean Recommendation: Reorganize

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

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

**President’s Decision:** Concur with the Provost

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**Eberhardt School of Business Decisions**

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

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

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

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

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

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

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

Program: Bachelor of Science in Business Administration (BSBA)

Dean Recommendation: Maintain & Enhance/Reorganize

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

Academic Program Decisions

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

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

**President’s Decision: Concur with the Provost**

Program: Master of Business Administration (MBA)

**Dean Recommendation: Maintain & Enhance/Reorganize**

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

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

**President’s Decision: Concur with the Provost**

**Gladys L. Benerd School of Education (BSE) Decisions**

**Overall Academic Program Quality, Academic Program Mix and Financial Sustainability**

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

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

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

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

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

**President’s Decision:** Concur with the Provost

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

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

**President’s Decision:** Concur with the Provost

**Program: Curriculum and Instruction (Ed.D.)**
**Dean Recommendation:** Reorganize/Maintain
The Ed.D. program meets accreditation standards, has strong assessment standards and evidence of using data to improve program outcomes. A master’s degree is required for entry and most students
complete the degree in 5-6 years, reasonable for doctoral students who are often working adults. The program is small enrolling 8 new doctoral students per year over the last 5 years, which impacts long term financial sustainability. The department and the Educational Administration and Leadership department currently are teaching and supporting 35 doctoral students, admitted in fall 2010, from Shanghai Normal University Tianhua College, adding to the number of doctoral students served. The faculty proposed a reorganization of the graduate programs to unite all graduate programs under a single doctoral degree with differentiation achieved through concentrations. The program plans to develop more online courses and of including online work within the current courses in order to develop and offer a truly hybrid doctoral program, providing more flexibility for students and opportunities to increase doctoral cohorts. An optimal size cohort needs to be defined in the context of faculty teaching loads and financial sustainability.

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

President’s Decision: Concur with the Provost

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

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

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

President’s Decision: Concur with the Provost

Program: Educational Administration (Ed.D.)

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

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

President’s Decision: Concur with the Provost

Program: Master-Ed.S. Educational Psychology

Dean Recommendation: Reorganize/Maintain
This program prepares students for careers in school psychology. This is a relatively small program of 6-18 applicants over a 5-year period with average selectivity of 68% and yield of 49%. The
program is challenged by Pacific’s tuition price point, which is higher than competitors. This challenge, coupled with under enrollment, contribute to financial challenges. It is anticipated that a new structure in the BSE will allow it to move from offering intact and separate programs to concentrations within a common MA program. However, the tuition price point will still be an issue. **Provost’s Final Recommendation: Reorganize/Maintain. Revisit in 5 years to determine whether reorganization increased selectivity and sustainability of the program.**

**President’s Decision: Concur with the Provost**

**Program: Educational Resource Center (ERC)**

**Dean Recommendation: Consolidate and Reorganize**

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

**President’s Decision: Concur with the Provost**

**School of Engineering and Computer Science (SoECS) Decisions**

**Overall Academic Program Quality, Academic Program Mix and Financial Sustainability**

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

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

**Financial Sustainability:** Due to the strong enrollments in engineering, the programs are financially sustainable. However, there may be a need to expand the number of faculty in the School
to accommodate the growth. Disaggregated data across majors is needed to understand the areas needing investment prior to taking action.

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

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

**President’s Decision: Concur with the Provost**

Program: Civil Engineering (BSCE)
**Dean Recommendation: Maintain**
The Civil Engineering BS is a foundational ABET accredited engineering program. It has curricular emphases in Geotechnical, Structural and Water Resources Engineering. On average, during the past 5 years on average there were 125 majors and a 64% six year graduation rate, approximating the University norm. Enrollment increased from 105 to 142 during the same period while the average SAT and GPA scores during this period were 1172 and 3.49, respectively. Incoming SAT scores in 2012-2013 increased to 1200. On average 31% of incoming students required remediation during that 5 year period. A culture of assessment exists throughout the School and the faculty uses data collected to improve curriculum and student support systems. The success of students in civil engineering and teaching excellence are reflected in the 87% passage rate of the Fundamentals of Engineering Exam. Approximately two-thirds of the program’s graduates become licensed as professional engineers in CA. The Civil Engineering faculty is active in research and has received over 5 million dollars in external funding in the last 5 years. However, the activity is unevenly distributed between the faculty members. Research strengths areas include water quality management and environmental science, both of which are of increasing interest in COP and McGeorge School of Law. The Provost will host/coordinate a University-wide retreat for faculty involved in research/scholarship on water issues to facilitate collaborations and development of
plans for Pacific to have a leadership role on water issues, especially the Delta. The faculty taught on average 410 credits/FTE, but the units are not associated with a particular program.

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

**President’s Decision:** Concur with the Provost

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**Program: Computer Science (BS)**

**Dean Recommendation:** Maintain

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

**President’s Decision:** Concur with the Provost

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**Program: Computer Engineering (BSCE)**

**Dean Recommendation:** Maintain/Enhance

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

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

**President’s Decision:** Concur with the Provost

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

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

President’s Decision: Concur with the Provost

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

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

President’s Decision: Concur with the Provost

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

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

President’s Decision: Concur with the Provost
Program: Mechanical Engineering (BSME)

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

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

President’s Decision: Concur with the Provost

Program: Engineering Science (MSES)

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

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

President’s Decision: Concur with the Provost

Conservatory of Music Decisions
Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

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

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

Financial Sustainability: The financial sustainability will be increased by the reorganization of the Music Management program and by the Music Therapy offering in San Francisco. A slight increase in overall numbers (up to 230-240 undergrads instead of the current 200-205) will increase efficiency, especially in upper division classes.
Program: Music (BA)
Dean Recommendation: Maintain and Enhance as needed.
The Music BA is an accredited degree, foundational to a Conservatory of Music. On average, 23 majors are enrolled annually and 4 degrees are awarded annually during the past 5 years. Entering students have higher than average GPA and SAT scores and low need for remediation (14%). 85% of students graduate in six years, but this is based on small incoming cohorts. The BA is accredited, and thus follows accreditation standards for assessment. Program learning outcomes, curricular maps and assessment tools are available in the self-study for accreditation. A number of issues were identified in the self-study that the faculty will address through curricular revision that will involve re-design of the major. Post graduate success is tracked by the Conservatory. More than 50% are working in their discipline and 35% are in graduate school. The faculty are drawn from multiple programs in the Conservatory, thus scholarship/creative activities are distributed and cannot be attributed to this program. Plans to attract more students via double majors are under consideration. Faculty accumulated 178 units/FTE (including Jazz Studies).

Provost’s Final Recommendation: Maintain and Enhance as needed.
President’s Decision: Concur with the Provost

Program: Jazz Studies (BA)
Dean Recommendation: Reorganize to build quality and sustainability. Revisit the program in 4 years.
The Jazz Studies program serves as a bridge between the Conservatory and the Brubeck Institute and provides Conservatory students with courses and performance opportunities outside of Classical music studies. The major has had low enrollments: on average 8 majors with one degree awarded annually over the past five years. The SAT scores are higher than the university average. Program learning outcomes, curricular maps and assessment tools are available in the self-study for accreditation. The one full-time faculty member has a national and international reputation in jazz performance. The program will need to show a strong progression toward enrollment targets (set by the dean) and a better use of resources, decreasing the number of under-enrolled courses and will likely require curricular revision. A strategic plan to meet these targets should be developed.

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

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

Provost’s Final Recommendation: Maintain
President’s Decision: Concur with the Provost

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

Provost’s Final Recommendation: Maintain
President’s Decision: Concur with the Provost

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

Provost’s Final Recommendation: Maintain
President’s Decision: Concur with the Provost

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

Provost’s Final Recommendation: Maintain
President’s Decision: Concur with the Provost

Program: Music Management (BA, BM)
Dean Recommendation: Reorganize
The accredited BA and BM in music management are nationally and internationally recognized programs that provide training for music industry leaders. During the 5-year period the program enrollment average was 27 majors and on average 8 degrees were awarded annually. The 5-year average for those needing remedial work is 5% and students enter the programs with GPA and SAT scores that approximate the University norm. The 6-year graduation rate is 78%. Post-graduate success is reflected by 72% of graduates working in the music industry; others attend graduate
school or work prior to pursuing graduate degrees. Program learning outcomes are defined, assessed, and have led to plans for curricular reform and program re-design. The program director is internationally recognized in the music management field as both a scholar and an author. A new non-audition BS degree in music management that would take the place of the current BA is planned to attract a new student market. The new degree is anticipated to build a larger program, increasing overall numbers at the Conservatory with moderate impact to the rest of the unit, while increasing efficiency and sustainability. The Music Management faculty accumulated an average of 239 credits/FTE during the past five years.

_Provost’s Final Recommendation: Reorganize. Eliminate the BA in Music Management and replace with a BS in Music Management._

_President’s Decision: Concur with the Provost_

Program: Music Performance (BM)

**Dean Recommendation: Maintain and Enhance as needed.**

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

_Provost’s Final Recommendation: Maintain and Enhance as needed._

_President’s Decision: Concur with the Provost_

Program: Music Therapy (BM)

**Dean Recommendation: Maintain and Enhance as needed.**

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

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

_President’s Decision: Concur with the Provost_

Program: Music Therapy (MA)

**Dean Recommendation: Maintain and Enhance as needed.**

The Music Therapy MA, the only master’s program on the West Coast, has two tracks: 1) research and preparation for research/teaching careers and 2) clinical, development of advance clinical,
professional and administrative skills. Students enter the program through multiple routes: certification equivalency via acceleration of undergraduate music therapy courses, adult learners seeking the equivalency certification plus the master’s degree. The complexity of the student mix, many of whom are working, complicates analysis of graduation rates. If the AMTA begins to require a master’s degree to practice music therapy professionally, the change would open up huge opportunities for an expansion of this program. The Conservatory is ready to take advantage of opportunities in this area. Considering how to unbundle the students who are in the program but not seeking degrees from those that are seeking degrees is important. This is a program that, like the certificate equivalency program, could potentially benefit from a significant increase in instructional technology for distance learning and online courses in the future, if AMTA begins to require a master’s degree. During the past 5 years the program has 13 majors and awarded two degrees.

Provost's Final Recommendation: Maintain and Enhance as needed.
President's Decision: Concur with the Provost

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

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

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

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

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

Program: Pharmaceutical & Chemical Science (MS and PhD)

Dean Recommendation: Maintain

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

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

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

President’s Decision: Concur with the Provost

Program: Pharmacy (PharmD)

Dean Recommendation: Enhance

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

Provost’s Final Recommendation: Enhance

President’s Decision: Concur with the Provost

Program: Pre-Pharmacy

Dean Recommendation: Reorganize/Maintain/Enhance

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

Provost’s Final Recommendation: Maintain. Submit by December 2015 a plan for modification and/or to meet expansion needs.
Program: Applied Science (BA)

Dean Recommendation: Maintain

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

Provost’s Final Recommendation: Maintain

President’s Decision: Concur with the Provost

Program: Physical Therapy (DPT)

Dean Recommendation: Enhance moderately.

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

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

President’s Decision: Concur with the Provost

Program: Speech-Language Pathology (BS)

Dean Recommendation: Maintain

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

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

**Provost’s Final Recommendation: Maintain**

**President’s Decision: Concur with the Provost**

Program: Speech-Language Pathology (MS)

**Dean Recommendation: Enhance**

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

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

**President’s Decision: Concur with the Provost**

Arthur A. Dugoni School of Dentistry Decisions

Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

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

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

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

Program: Dentistry (DDS) and International (DDS)

**Dean Recommendation: Maintain andEnhance**

The Doctor of Dental Surgery program graduates practice ready dentists. The program had an average enrolment of 141 students per cohort (411-417 total) over the past 5 years with a graduation rate on average of 96%. The DDS International program has an average enrollment of 22 students per cohort (42-46 total) over the past 5 years with a graduation rate on average of 98%. The student board passage rates are 97% (Part I), 91% (Part II), and 89% on the licensure examination (Western Regional Examination Board). The DDS program has a culture of assessment and uses the findings to improve curricular offerings and student support. Faculty teaching is of high quality as evidenced by student teaching evaluations, student success on board passage and success in competitive post graduate training placement. Faculty scholarship is evident in terms of publications and grant
funding bringing in nearly $5 million in 2012-13. The move to a new facility at 155 5th Street that enables the faculty to be leaders in their nationally- and internationally-recognized dental education program will allow them to maintain the leadership role that the Dugoni School has played in dental education.

Provost’s Final Recommendation: Maintain and consider enhancements as needed.
President's Decision: Concur with the Provost

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

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

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

Provost’s Final Recommendation: Maintain
President's Decision: Concur with the Provost

Program: Endodontics (MS)
Dean Recommendation: Maintain and Enhance
This is a newly developed program that will begin with the inaugural class of 3 residents in July 2014. The quality of the education, research, and leadership in the program has been strong. This new
Program will build collaborative relationships with the other residency programs as well as the DDS. 

**Provost’s Final Recommendation: Maintain**

**President’s Decision: Concur with the Provost**

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

**Dean Recommendation: Consolidate and Reorganize**

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

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

**President’s Decision: Concur with the Provost**

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

**Dean Recommendation: Maintain and Enhance**

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

**Provost’s Final Recommendation: Maintain**

**President’s Decision: Concur with the Provost**

### Pacific McGeorge School of Law Decisions

**Overall Academic Program Quality, Academic Program Mix and Financial Sustainability**

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

**Academic Program Mix:** The Master of Science in Laws (not analyzed because it commenced this year) represents an important effort to bring legal education to a broader group of adult learners who do not require a JD to meet their career goals. Most importantly, the School of Law will pursue
options for combinations of degree and certificate programs that serve interdisciplinary needs of students, including consideration of the numbers and types of LLM students.

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

Program: JD

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

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

President’s Decision: Concur with the Provost

Program: LLM and JSD

Dean Recommendation: Consolidate/Reorganize
The LLM degree has different tracks, with total enrollments that have decreased from a high of 46 in 2011 to a present enrollment of 17. The LLM in Transnational Business Law had an entering class of 36 in 2006, but had only 6 students enter in 2013. Both the LLM in US Law and Policy and the
LLM in International Water Resources Law have only had, on average, 2 and 1 annual graduates respectively for the last five years. These numbers are not financially sustainable. The JSD in International Water Law generally admits one student for this signature program, equivalent to a Ph.D. in Law, from a number of highly qualified applicants from around the world. The law school is undertaking a review of the LLM in Transnational Business Practice to determine how to make the course of study more attractive and relevant for potential students. If a successful strategy cannot be developed, it may be advisable to end this LLM track. McGeorge should identify LLM degrees that are closely aligned with important areas of need in the legal community and are aligned with signature strengths of the law school. For example, the water law LLM and JSD fit within the broader strategy of developing a Water Law Institute that can provide research deliverables to interested parties who would engage the Institute through contracts and grants. Having graduate students participate in this research effort makes the degree program more attractive and sustainable. A general LLM aligned with the Capital focus on policy development for foreign-trained lawyers may not be sustainable. This degree is particularly impacted by the aggressive recruiting of foreign lawyers by law schools suffering from the lack of JD applicants.

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

President’s Decision: Concur with the Provost

Center for Professional & Continuing Education (CPCE) Decision
Overall Academic Program Quality, Academic Program Mix and Financial Sustainability

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

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

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

Financial Sustainability: Degree completion programs based on a self-funded model are financially sustainable (i.e., Organizational Behavior). It is recommended that we establish several
degree completion, interdisciplinary, self-funded, market applicable programs over the next few years. The potential to leverage our campuses in San Francisco and Sacramento (including Roseville) is significant, not only increasing enrollments but also increasing efficiency, market penetration and revenue. Quality degree completion programs follow a community “grow your own” philosophy, enabling the university to be a responsible citizen while providing a marketing, reputational, and philanthropic resource that cannot be “purchased.”

Program: Organizational Behavior (BS)

Associate Provost Recommendation: Maintain and Enhance

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

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

President’s Decision: Concur with the Provost
Appendix C
Focusing on Our Future
Academic Planning and Alignment
Academic-Administrative Actions

Action Definitions

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.

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

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.

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

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)
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.

Provost’s Final Recommendation: Reduce University commitment to operations over the next 5 years to a constant baseline level.

PAC+ Recommendation: Concur

President’s Decision: Concur with the Provost

Unit: Academic Facilities Improvement Committee (AFIC)
The charge of AFIC is to review funding requests from the 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 be 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 (academic and non-academic prioritization, from smaller requests to capital requests).
Provost’s Final Recommendation: Reorganize. Retain AFIC for AY 2014-2015 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 IT. The final approval for award is by the Provost.

PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

Unit: Committee for Academic Planning & Development (CAPD)
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 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.

Provost’s Final Recommendation: Reorganize CAPD and 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.

PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

Unit: Faculty Research Committee (FRC)
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.

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

PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

Unit: Technology in Education Committee (TEC)
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.

Provost’s Final Recommendation: Reorganize CAPD and TEC into one committee. Combine TEC resources (~$30K which will go to FRC to focus on scholarship recommendations) with CAPD resources as appropriate for AY 2014-15. Recommendations for AY 2014-15 awards to be made to the Provost for decisions.

PAC+ Recommendation: Concur

President’s Decision: Concur with the Provost

College of the Pacific Decisions

Unit: College of the Pacific – Office of the Dean/ SIS Director Office

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.

Provost’s Final Recommendation: Maintain

PAC+ Recommendation: Concur

President’s Decision: Concur with the Provost

Unit: California International Studies Project (CISP)

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.


PAC+ Recommendation: Concur

President’s Decision: Concur with the Provost

Unit: Ethnic Studies Center

Ethnic and Gender Studies share an interactive space with the Humanities Center, which is titled the Gender, Humanities and Ethic 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.


PAC+ Recommendation: Concur

President’s Decision: Concur with the Provost

Unit: Forensics

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 (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.

Provost’s Final Recommendation: Enhance

PAC+ Recommendation: Concur

President’s Decision: Concur with the Provost

Unit: Gender Center (Gender Studies)

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.


PAC+ Recommendation: Concur
President's Decision: Concur with the Provost

Unit: Humanities Center
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. Provost’s Final Recommendation: Maintain. Strategic plan (including naming) due December 2014, and assessment plan for Humanities Center due spring 2015 with implementation in fall 2015.
PAC+ Recommendation: Concur
President's Decision: Concur with the Provost

Unit: Jacoby Center
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. Provost’s Final Recommendation: Reorganize
PAC+ Recommendation: Concur
President's Decision: Concur with the Provost

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

**Provost’s Final Recommendation:** Maintain
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

Unit: Muir Center
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 Institute, that includes a business plan, metrics of success and outcomes, should be developed by December 1, 2014.

**Provost’s Final Recommendation:** Reorganize
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

Unit: Pacific Humanities Scholars
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.

**Provost’s Final Recommendation:** 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.

PAC+ Recommendation: Concur
PAC+ concurs with the revised recommendation to maintain for three years and complete program review in AY 2016-17. Since Pacific Legal Scholars was reviewed under a different Academic Planning and Alignment process with separate criteria, however, the Council is not able to assess the recommendation that synergies be developed between the two programs. The Council recommends that moving forward these programs consider common criteria to evaluate potential synergies.

**President's Decision: Concur with the Provost**

**Unit: Phi Beta Kappa**
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.

**Provost's Final Recommendation: Maintain**

**PAC+ Recommendation: Concur**

**President's Decision: Concur with the Provost**

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

**Provost's Final Recommendation: Reorganize. Move oversight and administration to the Assistant Director of International Programs and Services who will oversee study abroad programs in the IPS office.**

**PAC+ Recommendation: Concur**

**President's Decision: Concur with the Provost**

**Unit: General Education/Pacific Seminar**
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.

**Provost’s Final Recommendation: Maintain and complete program review of PACS and General Education in AY 2014-2015.**

**PAC+ Recommendation: Concur**

**President’s Decision: Concur with the Provost**

**Unit: Pacific Institute for Cross Cultural Training (PICCT)**
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.


PAC+ Recommendation: Concur

President’s Decision: Concur with the Provost

Unit: Valley Sierra California Arts Program (VSCAP)
Like the CISP, 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.

Provost’s Final Recommendation: Reorganize/ Relocate to School of Education if feasible in AY 2014-15; if not, eliminate.

PAC+ Recommendation: Concur

President’s Decision: Concur with the Provost

Eberhardt School of Business Decisions

Unit: Eberhardt School of Business – Office of the Dean
The dean’s office supports the faculty (25), staff and student constituents and the academic programs (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.

Provost’s Final Recommendation: Reorganize by AY 2014-15 per the dean’s direction.

PAC+ Recommendation: Concur

President's Decision: Concur with the Provost

Unit: Business Forecasting Center (BFC)
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 highly 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.

Provost’s Final Recommendation: 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.
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

Unit: Eberhardt Career Management Center (ECMC)
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.

Provost’s Final Recommendation: Consolidate/Reorganize by AY 2014-15 to consider shared staff within the dean’s office or in the University Career Resource Center.
PAC+ Recommendation: Concur
Since this recommendation crosses units, especially outside of the Academic Division, the council advocates that the University Career Resource Center and affiliated leadership be brought into the conversation before final actions are taken.
President’s Decision: Concur with the Provost

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.

PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

Unit: Information Services Office
The Information Services unit provides technology services to the unit for both teaching and scholarly activity. Two FTE’s 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 TSP’s into IT and others are considering as well.

Provost’s Final Recommendation: Reorganize by AY 2014-15 to leverage opportunities for TSP’s.
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost
Unit: Institute for Family Business (IFB)
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.

Provost's Final Recommendation: Reorganize
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

Unit: Westgate Center for Leadership and Management Development
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.

Provost's Final Recommendation: Maintain
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

Gladys L. Benerd School of Education Decisions

Unit: Gladys L. Benerd School of Education – Office of the Dean
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 generate revenue. It supports a 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.

Provost's Final Recommendation: Enhance by developing a strategy to move staff salaries off of the endowment and onto the University current fund over the next five years.
PAC+ Recommendation: Concur

PAC+ concurs with the recommendation and is concerned that no indication was made regarding how the freed funds would be used. PAC+ advises that a plan be developed for future use of the
endowment returns.

**President's Decision: Concur with the Provost**

**Unit: Tomorrow Project**
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.

**Provost’s Final Recommendation: Maintain**
PAC+ Recommendation: Concur

**President's Decision: Concur with the Provost**

### School of Engineering and Computer Science Decisions

**Unit: School of Engineering and Computer Science – Office of the Dean**
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.

**Provost’s Final Recommendation: Consolidate/Reorganize in AY 2014-15 per the dean’s recommendations.**
PAC+ Recommendation: Concur

**President's Decision: Concur with the Provost**

**Unit: Environmental Engineering Research Program (EERP)**
The EERP 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.

**Provost’s Final Recommendation: 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.**
PAC+ Recommendation: Concur

**President's Decision: Concur with the Provost**

### Conservatory of Music Decision

**Unit: Conservatory of Music – Office of the Dean**
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 indicates 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.

**Provost's Final Recommendation: Enhance funding to support office operations.**
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

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

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

**Provost’s Final Recommendation: Enhance**
PAC+ Recommendation: Concur
President's Decision: Concur with the Provost

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Unit: Office of Academic Affairs
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.

**Provost’s Final Recommendation: Enhance to reflect increasing responsibilities.**
PAC+ Recommendation: Concur
President's Decision: Concur with the Provost

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

Provost's Final Recommendation: Maintain, but consider leveraging university services (e.g., technology, media, communications, etc.) as quality increases and expands.

PAC+ Recommendation: Concur
President's Decision: Concur with the Provost

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

Provost's Final Recommendation: Reorganize/Reduce per dean’s recommendation.
PAC+ Recommendation: Concur
President's Decision: Concur with the Provost

Unit: External Relations Office
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.

Provost's Final Recommendation: Maintain
PAC+ Recommendation: Concur
President's Decision: Concur with the Provost

Unit: Experiential Education
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.

Provost’s Final Recommendation: Enhance to support clinical training sites for Pharm D interns.
PAC+ Recommendation: Concur
President's Decision: Concur with the Provost

Arthur A. Dugoni School of Dentistry Decisions

Unit: Arthur A. Dugoni School of Dentistry – Office of the Dean
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.

**Provost’s Final Recommendation: Consolidate/Reorganize**
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

**Unit: Continuing Dental Education (CDE)**
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.

**Provost’s Final Recommendation: Enhance per dean’s plans.**
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

**Unit: Pacific Center for Special Care**
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.

**Provost’s Final Recommendation: Maintain**
PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost

**Pacific McGeorge School of Law Decisions**

**Unit: Pacific McGeorge School of Law – Office of the Dean**
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 3-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.
Provost’s Final Recommendation: Maintain  
PAC+ Recommendation: Concur  
President’s Decision: Concur with the Provost

Unit: Capital Center for Public Law and Policy
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.
Provost’s Final Recommendation: Enhance per the dean’s recommendations to improve relevance, quality and reputation.  
PAC+ Recommendation: Concur  
President’s Decision: Concur with the Provost

Unit: Center for Advocacy and Dispute Resolution
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.
Provost’s Final Recommendation: Maintain  
PAC+ Recommendation: Concur  
President’s Decision: Concur with the Provost

Unit: Pacific McGeorge Global Center for Business & Development
The mission of the Global Center for Business & Development is to prepare students for personal and professional success in a global and multi-cultural world. The Center appears to house two Institutes (the Institute for Sustainable Development, and the Institute for Developing Legal Infrastructure), a Program (The Inter-American Program) and an ongoing initiative (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.
Provost’s Final Recommendation: Consolidate/Reorganize to focus the Global Center efforts in a time of sharply reduced 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 dean should consider distributing the resources devoted to the Centers of Excellence more evenly.

PAC+ Recommendation: Concur
President’s Decision: Concur with the Provost