CALIFORNIA STATE UNIVERSITY, STANISLAUS

COLLEGE OF HUMAN AND HEALTH SCIENCES

MEMORANDUM

To: Drs. Jim Tuedio and Richard Weikart, Co-Chairs, HAPR Committee

From: Robert A. Marino, interim Dean

Date: March 15, 2012

RE: Holistic Academic Program Review (HAPR) report by the College of Human and Health Sciences (CHHS)

The substantive response of the College of Health and Human Sciences is collected into four sub-documents, presented as Appendices I to IV in slightly different fonts for ease of referral to these different parts, as follows:

Appendix I:
A College Dissolution Document undertaken as a college–wide initiative suggesting the dissolution of the CHHS and regrouping of the constituent parts to other colleges, as detailed therein.

Appendix II, III and IV:
Respectively, the result of an Holistic Academic Program Review by the three individual units addressing the review areas in the Provost's memo. The units are

- The School of Nursing
- The Department of Psychology & Child Development, and
- The Department of Social Work.

Appendix I: Dissolution Document for CHHS

Statement on College Dissolution and Reorganization: College of Human and Health Sciences Executive Committee, adopted March 14, 2012

After discussion with the College faculty, staff, and Dean, and in the context of the multi-year budget cuts faced by the University and the CHHS programs, the CHHS Executive Committee wishes to make the following statements/recommendations about potential college reorganizations.
All Departments in the College of Human and Health Sciences have faced several years of budget reductions. During these times we have worked together diligently to reduce costs while maintaining academic programs and academic integrity. Numerous changes such as increased enrollments, streamlining and optimizing course offerings, academic program revisions, increased faculty and staff workload, grant-development, UEE offerings, and severe reductions in assigned time have been made in all Departments. (For a thorough review of these items and additional possibilities for reductions please see Department/College holistic review information.)

It is the opinion of the CHHS Executive Committee that no further cuts beyond those already made and those proposed in holistic review documents can be made to academic programs within the College without unacceptably compromising academic integrity and the viability of the academic programs. Therefore, our only viable option for additional savings in the College is a vertical cut entailing the dissolution of the College.

In light of this, the **CHHS Executive Committee makes the following recommendations**:

Recommendation #1:
That the College of Human and Health Sciences be dissolved.

Recommendation #2:
That the academic schools, departments, and programs in the CHHS be reconfigured to join other Colleges. We would recommend and prefer that:

- the Psychology/Child Development Department and the School of Nursing join the **College of Natural Sciences**,
- the Department of Social Work, along with departments and programs in the College of Education and any other appropriate program currently outside of CHHS be reconfigured into a new **College of Professional Studies**.

Recommendation #3:
In keeping with the goal of reducing overall University costs, the committee would also support the May 2011 Ad Hoc Committee on College Reorganization Final Report suggestion of a 4-College scenario.

We believe these recommendations provide the best alternatives to the need to absorb additional expected budget cuts while maintaining critical operations and academic programs.■

Appendix II: School of Nursing document

Holistic Review Nursing 2/2012
17 Areas for Review

The following is a summary of work completed in the School of Nursing (SON) faculty regarding the review of our academic program in relation to the University's mission and strategic plan.

1. **Improvements to the schedule of classes**
   i. Programs:

   a. The Pre-Licensure (PL) program is limited by the Board of Registered Nursing (BRN) regarding clinical placements which "appear" as low enrolled at 10 students each section. That number is the standard in the state and per BRN mandate as follows: "The student/teacher ratio in the clinical setting shall be based on the following criteria:
   (1) Acuity of patient needs;
   (2) Objectives of the learning experience;
   (3) Class level of the students;
   (4) Geographic placement of students;
   (5) Teaching methods; and
   (6) Requirements established by the clinical agency."
   In addition the SON accrediting body requires and supports the BRN ratios.
   b. The PL program averages over 200 applicants each semester, the SON admits 30 students each semester (Fall & Spring) for a total of 60 each academic year. The University is reimbursed for 50 students each academic year; however, due to successful Grant awards the SON has been able to admit an additional 10 students each academic year in order to maintain our cohorts at 30 per semester.
   c. Previously the SON was admitting 40 students each semester for a total of 80 per academic year. During the last budget reduction the SON "gave up" admitting 10 students each semester as a collegial effort to save on part-time clinical faculty salaries as our way to assist the University in decreasing overall costs. Part–time salary costs for each clinical faculty ranges from $1400. To $1600. X 6 units each for a cost savings of $8400. to $9600. per part-time faculty member X 6 and an overall savings to the University of $58,000. for those 6 faculty each semester.
   d. The SON decreased admission to the Associate Degree in Nursing (ADN) upgrade to a Bachelor's degree in the Science of Nursing (BSN) program by only admitting each Fall a single cohort of 30 students to quantify having a full second section for the required BSN coursework. Previously the students were admitted both semesters and the numbers of students varied - resulting in some of the cohorts being too small or too large making faculty assignments and course offerings difficult.
   e. The Master in the Science of Nursing (MSN) program began in Spring 2009, with a cohort of 12 students. The program is designed to serve 20 students. During the last budget reduction the SON "gave up" admitting a second cohort the following Spring in a collegial effort to decrease costs to the overall University budget. This delay in admitting a second cohort was to our detriment as the community believed that the Nursing Graduate program had been discontinued. The SON has been attempting to recover from that reduction action since that time. The following cohorts have been "small" but the SON Graduate coordinator and the director are actively recruiting candidates for the Fall 2012 cohort.

GE Courses

a. The SON offers NURS 1040 Human Growth and Development (HGD) as a lower division general education requirement that is utilized by other campus programs. NURS 1040 is always fully enrolled at 50 students. Every semester the demand outweighs capacity and in Fall 2011 at the beginning of the semester the SON was asked to add an additional section in order to accommodate the demand, that section was also enrolled to capacity.
b. The SON stopped offering NURS-2010 Better Health for Self Care, and NURS-3040 Women's Health (both of which were often low enrolled) in the last round of budget cuts in a collegial effort to do our part to reduce costs to the overall University budget.

ii. Independent Study

a. In the PL program Independent Study (IS) is not an issue for the SON. Independent Study is only used when students who have had to "stop-out" for a time based on health or other personal issues. Their subsequent return to the program requires a remediation of nursing skills in order to be placed safely back into the hospital setting. The IS for these students is limited to 1 unit for remediation.
b. In the MSN program the students complete a Culminating Experience (CE) to earn the Graduate degree. The faculty are assigned .5 unit only once to facilitate this experience with the grad students. The students who do not complete their CE within that semester in which the faculty received the half unit, the students enroll in Continuing Thesis/Project without any additional time assigned to the faculty.

iii. Workload assignment around internships

a. See 1a above for explanation

iv. Workload assignment around supervision courses

a. Not an issue for nursing

v. Examination of one-unit and four-unit unit courses

a. The faculty examined the SON PL Roadmap (Jan 2012) and determined to decrease NURS-2900 Adult Health from 4 units to 3 units and moving that 1 unit to NURS-2860 Pharmacology, per student and faculty request to improve the quality of the course. This change will take effect in the Fall 2012 schedule. The SON consistently meets the 24 WTU requirement.

vi. Scheduling and integration across departments for GE offerings

a. The SON offers NURS-1040 HGD every semester and additionally during the 2012 winter term which integrates numerous lib studies students for which this course is a co-requisite or pre-requisite.

vii. Changes to Physical Plant operations

a. The current physical space for the SON could be improved upon. The SON has lab space in the Student Services Building, the Mary Stewart Rogers basement and in the Professional building, and all 3 lab spaces are well used. The retrofit of Science I will assist the SON in expanding our Lab and classroom space which is necessary to support experiential student learning.

2. Review of course enrollment capacity

a. Every course offered in the SON was evaluated for enrollment capacity limits during our recent Total Curriculum Revision. In many courses the limits were increased to accommodate students, in particular NURS 4410 Community Health clinical and NURS 1040 HGD.

b. The SON is not able to increase faculty to student ratios in the hospital/clinical setting based on BRN and Accreditation requirements. Grant funding was secured for the last four years of nearly 1 million dollars which pays for part-time faculty hires (as discussed earlier) to meet the BRN and Accreditation clinical ratios saving the University

c. One of the SON's community partners – St. Joseph's hospital provides 2 clinical faculty "in kind" preventing the SON from having to pay salaries for 2 additional clinical faculty.

3. Examination of unnecessary duplication across or within programs

a. In our recent curriculum revision duplication of content was examined. All courses offered by the SON are not duplicated across or within other programs.

b. Human Growth and Development serves many other majors outside of nursing and additional courses would be fully enrolled if offered.

4. Excessive number of upper division courses

a. During the last budget reduction the SON revised the ADN-BSN track and eliminated extra upper division course requirement and therefore was able to decrease program completion to 3 months.

b. The SON method of awarding ADN-BSN students upper division credits by Challenge was recently presented as the model for other Nursing programs at a Chancellors meeting of Nursing Directors.

5. Examination of low enrolled programs

MSN program questions:

i. Are the recruiting efforts adequate? Funding to advertise the program in the local newspapers and journals is prohibitive. In addition, most hospitals now only offer 1 day a year to conduct recruiting, usually in the summer which does not coincide with registration for the University. The target for Fall 2012 admissions is 15.

ii. Recommendations for Improvement: Consider executive evenings or online scheduling. Consider offering a new track of Nursing Administration that could be offered either stateside or through UEE.

iii. See above

iv. Suspension of Program It is not recommended that MSN program be suspended or discontinued. There is a national shortage of Nursing Educators and SON recently graduated 10 students 3 of whom who have already been hired and are currently teaching the University Extended Education (UEE) sponsored ASBSN program on the Stockton campus.

v. Discontinuation Policy It is not the recommendation of the SON that the MSN be discontinued.

vi. Excessive Decentralization The SON has 2 cohorts that have been combined for many courses in an effort to increase utilization of University and student time schedules and spaces.

6. Examination of Assigned Time

a. Currently in the SON all assigned time is paid through Song-Brown Grant funding. One unit of assigned time is given to the clinical coordinators in each specialty area. Song-Brown funding is also used to give

assigned time to the Assistant coordinators in the SON, 1 PL coordinator and 1 ADN-BSN & Grad Coordinator. Stateside funding is not used for assigned time in the SON.

7. Examination of control mechanisms for assigned time

a. Faculty instruction time is carefully monitored to ensure that faculty receive 24 WTU's each academic year. Often SON faculty work small overload on a volunteer basis.

8. Examination of on-line technology for course delivery

a. In 2008 the SON attempted to work with UEE to offer the ADN-BSN degree. There was a great turnover in the UEE department and/or for other unknown reasons the program was not well marketed which resulted in a low enrollment. Many of the courses had subsequently been developed by faculty prepared to offer them online.
b. In nursing accreditation there are strict guidelines dictating the number of hours that can be offered in online learning.

9. Examine how large sections could be taught effectively

a. Each theory section in the SON curriculum has a clinical component attached to it. Large sections of "theory" courses in the SON is not the issue, it is the faculty to student ratio of 1:10 that limits the number of students we can instruct in the hospital setting. Every extra 10 students we admit to the program requires another clinical instructor for the 6 required clinical courses every individual student requires to complete the program.
b. The enrollment was increased from 40 to 50 for the NURS-1040 HGD to accommodate additional students. The pedagogy/assignments in this course required changes in order to effectively deliver the content to a larger group.

10. Improved student performance in remedial programs

i. English:

a. In HGD several activities are geared toward English development.
b. In every nursing theory course there is a writing assignment in which SON faculty mentor students in to improve their writing.
c. To support student writing in the SON a free APA writing workshop is offered every semester.
d. CEGE grad students have been used to provide writing support for students in the nursing WP course to ensure student success.

Math:

a. Math remediation is done in one of the students' very first nursing courses NURS-2820 Nursing Skills and in every theory course thereafter. The students are required to pass a Medication Math test every semester in order to safely administer medications in the hospital setting. The SON faculty are very supportive and proactive in supporting students in their remediation of Math skills.
b. The students have a Medication Math workbook that they work through in the NURS-2820 course. The workbook assists the students in mastering progressively more difficult calculations that are a part of Nursing practice. Faculty are supportive in working through the methods with the students.

11. Improved practices leading to higher graduation rates & shorter time to degree

a. The new ASBSN program addresses decreased time to degree for students from 3 years to 15 months.
b. The SON has been successful in ranking first the last two years in the state by Song-Brown and 4th and 6th in the first two application periods. The success is due in part to our high completion rates, the majority

of students who begin our program - finish our program and then go on to successfully pass their national examination at an average rate of 96% which is 10 percent higher than the national average. Our average attrition rate from our 3 year program is less than 3%. This includes the fact that 39% of the SON students are from minority backgrounds.

c. No costs are spent recruiting PL students to the program. Our reputation for program completion and high pass rates draw students to our program from all over the state and the local area. Our most recent application pool has 235 students for 30 slots. The average overall GPA for our PL students ranges from 3.3 to 3.7 with a science GPA range of 3.3 to 3.8.
d. A recent mandate from the Chancellors office will require the SON to examine the overall program in order to reduce the number of units required to complete the major from 126 to 120. The SON has already begun to work on this task for proposed implementation in the Fall 2012.

12. Examination of use of Saturday & Sunday classes

a. The SON currently uses a Friday – Saturday schedule for some of the clinical course work in the hospital. This has been necessary as the University shares clinical space with the local Community College. In order to prevent "too many" students on the floor at any given time the SON went to a weekend model to prevent the overlap of students in the clinical setting.

13. Reductions in faculty costs relative to instruction

a. Song-Brown grant funding has been used in the past to offer release time for 1 semester for junior faculty to write for publication.
b. The SON uses a collaborative model for writing with each other and with other departments. Sharing the writing workload among a group of faculty decreases the work of publishing.
c. Worst case/current scenario complete writing without release time.
d. Limit the number of required publications to 2 every 5 years.

14. Reductions in cost in productivity of administrators

a. Decrease the number of MPP and administrators from the top.

15. Possible organizational structure changes

a. The SON would like to see "Learning Communities" formed for the pre-nursing students completing their 8 CSU wide mandated pre-requisites.
b. Students who require more than 1 remedial course will not make it into our program, and should be told so very early in their preparation so that they can focus their energies and time on another major.

16. Operational Criteria

a. The SON embodies the Mission and Vision of the University, the students in the nursing major challenge one another to realize their potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning as is delineated in the University mission statement.
b. The pre-nursing students must complete 30 units in 8 pre-requisite courses to apply to the program. These pre-requisite courses are all provided by other departments and count toward the students GE coursework requirements and provide FTE's to those departments.
c. An average of over 600 freshmen declare nursing as their major every year – all requiring lower division course work.
d. Approximately 200 nursing majors require upper division coursework in any given semester.

17. Other operational and policy areas

a. None. ■

Appendix III: Department of Psychology & Child Development document

Overview of Psychology/Child Development

Over the years the PSYC/CDEV department has moved toward more efficient and stream-lined scheduling, attempted to make it easier for students to graduate (via a flexible path to graduation), and has dramatically increased the SFR and thus greatly reduced the cost of instruction for students in our programs. In fall of 2010 our FTES for the 2010/2011 year was 549; this year it is 630, an increase of 81 FTES with a concurrent reduction in costs. Our operating budget is roughly $1.8 million, if one figures 30% for benefits this figure increases to about $2.3 million. Each FTES generates approximately $10,000 (fees + state contribution) for the university. Thus, at 630 FTES PSYC/CDEV provides a surplus revenue to the university of approximately $4 million (CDEV generates a surplus of roughly $461,566 and PSYC a surplus of $3,614,103). This does not include FTES that are generated in other disciplines that are listed as an option for our CDEV program (Sociology, Music, Kinesiology, Theater, Anthropology, Ethnic Studies, etc.) and occasionally for the PSYC program (generally as course substitutions).

In addition we have been working on other revenue sources – we have increased our summer offerings, increasing UEE income to the university (this summer we will offer 10 courses) and are in the process of developing a Board Certified Assistant Behavior Analyst (BCABA) UEE program, which should lead to a Board Certified Behavior Analyst (BCBA) UEE program as well. Our CDEV program is examining the feasibility of re-initiating the Interdisciplinary Studies MA (run through UEE). With the recent signing of the FIPSE Atlantis Grant, $96,000 per year (for four years) is allocated to fund graduate student expenses during an international exchange in addition to funding faculty exchanges. We also are participating in the $5 million STEM grant (Dr. Stanislaw was partially responsible for writing the grant) and CEGE grants with a number of part-time faculty funded through those grants. A number of smaller initiatives are also taking place – for instance county stipends ($18,000-$27,000 per year for students) and internship opportunities similar to those with Stanislaus County Office of Education (about $54,000 per year).

Below I have addressed each of the 17 points below.

1. Improvements to the schedule of classes.

   We have done extensive modification to our program resulting in substantial efficiencies. At this time our SFR is 31:1 (fall 2011 data), one of highest at CSU Stanislaus. Recently we raised the caps on most of our lecture classes to 50. Most of the result of this has been to reduce part-time instructors. From 2010/2011 to 2011/2012 we dropped our part-time costs by roughly $100,000 ($219,236 down to $119,731). Some of the $119K is funded from current faculty lines (for example Jane Howard going part-time and vacant lines). Meanwhile, our FTES increased by 81. The faculty has moved to only offering classes in university sanctioned time blocks, thus allowing for more efficient scheduling of courses and room availability. Even so, with so many large lecture sections we consistently run into problems finding large enough classrooms. With these constraints, increasing our caps would be difficult.

   We have also eliminated lower enrolled classes by offering them less often. For instance Child Development has gone to offering CDEV 3320, 4180, and 4960 every

third semester, as well as other courses offered every other year (in the PSYC graduate program) and in a number of cases offering only one section a year for undergraduate PSYC and CDEV courses. We have also eliminated all PSYC and CDEV classes in Stockton (with the exception of TV and distance learning courses) which tended to have lower enrollments.

The recent revision of our Graduate program has resulted in slightly larger caps (25 versus 20) and has eliminated a number of 1 unit courses that were often taught by part-time faculty.

The result of these changes has been that nearly every PSYC and CDEV course is filled and for many of the courses the wait lists are also filled. This high demand is due to reductions in faculty and increases in students. We currently have 16 full-time faculty, 1 part-time (Jane Howard) and 2 full-time lecturers. In terms of full-time faculty, this is a reduction of 4.5 full-time faculty members since 2008 in which we had 22 faculty and 1 full-time lecturer (Fred Fernandez). This number does not include the reductions in part-time faculty, which have been substantial as well.

Independent studies are not offered frequently in either the PSYC or CDEV programs. In general we use independent studies to handle exceptional situations, for instance a student who cannot graduate unless they get a single course that will not be offered during the current semester.

On the graduate level, we have also recently promoted thesis students to write the thesis in a format that would be compatible with publishing in an identified journal. This functions to aid the RSCA progress of faculty, hopefully leading to more publications overall and potentially more research funds.

Both the graduate and undergraduate committees (CDEV and PSYC) are examining other potential schedule streamlining. However, it seems that **additional cuts will certainly reduce, rather than increase, the efficiency of the department**.

2. Reviewing course enrollment capacity limits set during the curriculum approval process. There may be programs that have course enrollment capacity limits that are not pedagogically necessary and could be increased without detrimental effect to students and faculty.

   As noted above, we have raised nearly all the caps on our courses – most of our lecture courses are at 50. Our Introduction to Psychology courses are set at 180, Sexual Behavior at 100 and Child Abuse and Neglect at 160. We recently also raised the caps on our graduate courses making them more cost effective, although we are at the point where the accrediting (ABAI*) and certifying (BBS* and BACB*) bodies will view this as a negative in the next reviews.

   In addition to the negative impact on pedagogy that raising the caps has had, it has also resulted in a fatigued faculty. We had two factors occur very close in time: an increase in the semester length (13 to 15 weeks) and an increase in caps. These two things have combined to overtax faculty (one faculty member was on stress-related medical leave last semester). If the caps continue at the current level, I suspect teaching methods will change to accommodate the overload, reducing the faculty fatigue. However**, there will be a permanent decrease in instructional quality**. This is at a time when all levels of education are under economic siege, resulting in a significantly underprepared population in the Central Valley, an area that is already undereducated compared to other areas of California.

3. Examination of unnecessary duplication across or within programs. Such duplication is not problematic when sections are robustly enrolled, only when enrollment is low, resulting in poorly enrolled course sections.

   CDEV and PSYC have a number of courses cross-listed courses, and a few with other departments (CJ, GEND, EDSE). In addition CDEV has adopted a more interdisciplinary focus and requires courses from a variety of programs (e.g. Sociology, Music, Kinesiology, Theater, Anthropology, and Ethnic Studies among others) instead of offering those courses within the department. Considering that most of our courses are filled to the caps it seems the duplication problems does not seem to be an issue for our department. **We are open to discussion with other departments with lower enrolled sections that might benefit from our courses**, with the consideration that most of our courses have already reached maximum capacity.

4. Excessive number of upper division courses. This is usually a problem within a low enrolled major. The problem also may exist when there are excessive elective courses in the major, as this causes course rotation problems, low enrollments, and a burdensome level of preparations for faculty.

   With only 33 UD units required for the Psychology BA (up to 39 units with an optional concentration) we are very competitive compared to other majors on campus. In the CDEV program the UD units required come to 43 or 44, depending on which track they take. This is about average for other majors (during the last curriculum revision the CDEV faculty made sure of this) across campus. CDEV also implemented a "Fast Track" in which students coming in with an AA or AS in CDEV may reduce the total number of required units by 10. Our Counseling Graduate program is mandated to be at 60 units, and our BCBA MA is competitive with others and compliant with BACB dictates.
   It should be noted however, that this does not appear to be a problem for our department – **we do not have low enrolled majors.**

5. Examination of low enrolled programs and subsequent possible recommendations as follows.

   We do not have any low enrolled programs.
   We do not recommend any discontinuation or suspension of any of our programs. Given how cost effective we are in the department, **doing either would result in a net decrease in University income, rather than a cost saving.**

6. Assigned time.
   Please see the attached memo (separate document in this email). The release time in the department is essential to maintaining the high efficiency. With the number of students in our majors (869 as of Fall 2010, probably higher now) we have many problems that arise – petitions, grade appeals, IRB applications, student progress evaluations, accreditation issues, state and agency mandated changes in requirement (i.e. ABAI, BBS and BACB), etc.

   At this point the program is operating at a minimum in terms of release time – the chair is at 12 (6 less than the typically chair release time). We are not asking for more release time at this

point, but please read the attached memo – it shows that **most of the faculty are above 24 WTUs even with the release time** – another indicator that the faculty are taxed to an unacceptable level.

7. Examination of the control mechanisms in place to assure faculty instruction and assigned time WTUs total 24 per academic year.

   The Department Chair and College Dean regularly review WTU's. Nearly every full-time faculty meets, or exceeds the 24 WTU target. As a department we more than exceed the **target (our average is 26.08 WTUs per tenured faculty; our Lecturers are over 30 WTUs)**.

8. Examination of how technology, especially online technology, could have a long-term, positive effect on the cost of delivery.

   We have increased the use of online classes, in our graduate and undergraduate courses, as well as in our UEE offerings. We have regularly offered large sections of TV courses as well. We are experimenting with hybrid models as well – some time online and some time on campus for exams, labs and other exercises. The proposed UEE BCABA program will be primarily online.

9. Examination of how large sections could be taught equally effectively as modestly enrolled sections and generate cost savings.

   We currently have a number of classes with caps over 100. In addition we have experimented with combining sections of some of our classes with labs – namely a larger lecture section with breakout labs**. We are using TV courses, Blackboard, clickers and other technology** to aid our efforts to produce the highest level of instruction in a cost effective manner. We have implemented a teaching/technology presentation at our department meetings to facilitate the technology and to share best practices and pedagogy.

10. Examine the possibility for improved student performance in remedial math and English programs so that more remedial students graduate and time to degree is reduced.

    We do not offer remedial Math or English, but of course are the recipients of students lacking skills in both areas (Math related to our research methods and statistics, English for all writing assignments).

    We do refer students to the tutoring center and partake of CEGE opportunities at the graduate level. We also attempt to provide additional support to students – sometimes with fieldwork students who have performed well in classes, other times via tutoring during office hours, via email and sometimes Skype or other internet based systems. In addition we provide formative feedback in our WP courses, and in many other classes that require a writing assignment. **Most of our courses incorporate some sort of writing assignment and we provide feedback on content and writing**. Even in our largest course (PSYC 2010 with 180 students) Dr. Dawn Strongin requires three writing assignments per semester.

11. Improved practices leading to higher graduation rates and shorter time to degree.

    We are consistently reviewing our curriculum for optimization in terms of faster graduation times and higher graduation rates. For example, several years ago the graduate committee implemented a policy requiring a student to have officially proposed his or her thesis prior to enrolling in practicum. The aim of this policy was to see if "thesis only" students could be reduced and time to completion of the program shortened. Data are currently being accumulated on the effectiveness of this program. In addition in the latest revision to the graduate programs, the programs were streamlined and simplified to make it easier for students to move through the program. The PSYC and CDEV undergraduate committees regularly examine curriculum and blockages to facilitate student success in as short a time as possible.

12. Examination of use of Saturday and Sunday classes to attract more enrollments in upper division classes based on the assumption that students would have fewer scheduling conflicts and enrollment would be higher than during the week. This assumption bears careful analysis

    The PSYC and CDEV faculty teach occasional classes on Saturdays – this has not generally resulted in high enrolled classes. In addition, we have very few low enrolled UD classes. It is true that this would potentially decrease scheduling conflicts, **but our experience has been that weekend classes tend to have lower enrollments.**

13. Reductions in the cost and/or increases in the productivity of faculty relative to instruction, scholarship and creative activity and service.

    The only RSCA funds available to faculty are travel monies provided by the college and RSCA monies provided on a competitive basis from the University. The department has no control over these funding sources. We have implemented certain policies designed to increase faculty research output – namely to suggest thesis students write the thesis document in a format compatible with publication is an identified peer-reviewed journal. This has only recently been adopted (it was one of the suggestions from our ABAI accreditation review) and it remains to be seen if this impacts research activities. **The main barrier to research productivity is the high teaching load**, especially since the caps are quite high for most of our classes.

14. Reductions in the cost and/or increases in the productivity of administrators as it relates to academic operations. This would include academic operations cost reductions and productivity improvements. Apply "lean" principles to academic operations.

    As noted the Chair is already only 10 months and 12 units of release time. This probably has the effect of making the department less productive in terms of grants and other community collaborations (for instance see the grants procured by Nursing and Social Work who have 12 month chairs with 18 units of release time). A request is in place to make the PSYC/CDEV chair 12 months, but no word has been received yet.

15. Examine the possibility for organizational structure changes to improve efficiency and effectiveness. Such changes might include collegiate, departmental, and program restructuring. Another University committee (Ad Hoc Reorganization Committee) is examining the issue of collegiate organizational structure. The Committee should communicate and coordinate with the Ad Hoc Reorganization Committee. The latter has the primary charge of evaluating the collegiate restructuring proposal put forth by the UBAC charged committee chaired by Dr. Littlewood. However, the charges for both committees are interdependent and the Committee should engage in regular communication as necessary.

    We are discussing college restructuring, **and we have postponed the separation of CDEV and PSYC for a number of years, primarily for budget reasons**. CDEV and PSYC share support staff and supplement this support with student help when possible.

16. The Committee should consider whether identifying or establishing reasonably operational criteria to identify programs as high, medium, and low relative to their centrality to the University's mission and strategic plan is an appropriate recommendation at this time. An effective taxonomy would provide decision making direction to administration in the case that an acute financial crisis necessitates drastic budget cuts in an accelerated time frame. Obviously, a scheme that would be useful would also likely be divisive, difficult to fashion and create "labeling" problems for low centrality programs. However, to ignore the possibility of either an acute financial crisis or a steady erosion of the budget leading to such a crisis necessitating accelerated decision making is a mistake.

    It is our belief that **PSYC/CDEV adheres firmly to the mission of the University** – we provide a quality education, in a reasonable timeframe, while respecting that taxpayer monies are being used to provide that education. Our undergraduate students find productive work in many industries and government sectors (e.g. education, child care, service industries among others). They often obtain entry level positions in local businesses and work their way to managerial positions. Over the years we have graduated many thousands of students with skills being sought after by the local community. At the graduate level our students become licensed Marriage and Family Therapists, educators, Board Certified Behavior Analysts, or continue on to Ph.D. programs in a variety of areas. The PSYC undergrad committee is currently entertaining proposals for coursework that would make career options more apparent and attractive to potential students.

    Given that PSYC/CDEV provides surplus funding to the university, a drastic cut would actually further reduce the income to the university, providing an even worse scenario than what we are facing now.

17. Other operational and policy areas identified by the Committee that meet the charge.

    Given the looming budget cuts we are examining all areas of our department for cost savings that will not impact the overall income to the university – we recognize that a

decrease in costs that are accompanied by a decrease in income (sometimes larger than the savings) is not a savings, but rather an additional cost to the university.

*ABAI = Association for Behavior Analysis International; BBS = Board of Behavioral Sciences; BACB = Behavior Analysis Certification Board. ■

Appendix IV: Department of Social Work document

Holistic Review Summary Information

Department of Social Work - MSW Program

MSW Program Overview:

The MSW Program is a 60 unit graduate program that prepares social workers to serve the community and fill critical workforce needs in the areas of child welfare, mental health, substance abuse, health, school-based, community non-profit, correctional, and governmental settings in the region. Most graduates stay in the area after graduation and provide professional, clinical, supervisory, administrative, and leadership expertise for the diverse and under-served Central Valley region.

- The MSW Program is both state and grant supported. We have been highly successful in obtaining local and federal/state external grant funding. Grant-funding has been maintained over many years, and totals over $1.8 million for the 2011-2012 academic year. These grant funds fully pay for 5 lecturer faculty per year, and provide educational stipends to 50-60 graduate students each academic year.
- The MSW Program has graduated over 650 students. We currently admit 75 students per year and have approximately 150-160 enrolled students during an academic year.
- With a graduation rate of over 90%, the MSW Program accounts for over 75% of the graduate degrees in the College of Human and Health Sciences, and approximately 20% of the graduate degrees awarded by the University each academic year.
- MSW students represent the diverse populations of the region. Many are first-generation students. Over half of our students identify as "non-white" and just over one-third identify as "white." The largest group identifying as "non-white" identify as Hispanic, accounting for approximately 30% of enrolled students.
- The MSW Program has contracts with over 100 agencies for field internship placements. All students complete 1,000 hours of internship work during their time in the program. With approximately 130-150 students in field practicums each year, MSW students provide over 75,000 hours of professional social services (equal to over $1.3 million based on average social work salaries) to the surrounding community annually.
- Admission to the MSW Program is competitive. On average we admit approximately 50% of our annual applicants.
- The Program currently has only six tenure-track faculty – 2 Professors, 1 Associate Professor, and 3 Assistant Professors. All tenure/tenure-track faculty are deeply involved in teaching, scholarship, University and community service.

- The MSW Program is fully accredited by the Council on Social Work Education (CSWE), the sole accrediting body for social work programs across the nation.

Review Areas:

The Social Work Department has taken and continues to take many steps to improve efficiency and absorb budget cuts while maintaining the academic integrity of the program. Examples include the following:

Class Scheduling/Course Enrollments:

- Increased cohort size from 20 to 25 (meaning 75 students admitted rather than 60)
- Increased course caps from 20 to 25 for most courses.
- Allowed overload (up to 30) in some courses due to student need and combining cohorts to reduce class sections.
- Discontinued Stockton cohort and absorbed students into Turlock course sections.
- Limited elective choices to optimize enrollment in each section offered.
- Avoided low enrolled classes – monitored regularly
- Virtually eliminated independent study courses (outside of thesis/project)
- Virtually eliminated supervision courses – Faculty received workload for field practicum liaison assignments, but not for higher FTE supervision assignments..
- Completed program revision to add Comprehensive Exam as culminating assignment option to reduce FTEF requirements.
- Reduced Thesis/Project faculty workload starting AY13-14 due to adding Comprehensive Exam option. This option is effective beginning AY12-13, with students enrolling in the relevant course during their advanced year in the program (AY13-14).
- Optimized resources to manage the workload of field internships. Most internship workload in the MSW program is being covered by grant funded faculty. (In AY 11-12 we had a total of 89 faculty workload units devoted to field internship courses. Of these, 69 were covered by grant funded faculty, and only 20 by state funded faculty.)

Programmatic changes made to DECREASE COSTS:

- Regionalized faculty liaison activities for Field Internship assignments to reduce faculty travel.
- Reduced out-of-region Field Placement assignments to decrease faculty travel.
- Increased use of technology (i.e. Skype, on-line) for field seminars to reduce travel costs.
- Increased number of courses taught by grant funded faculty, reducing the need to hire P/T faculty.

- In AY 09-10 grant funded faculty taught 66 workload units of social work curriculum (51 WTU of field units & 15 WTU of classroom units).
    - Estimated P/T faculty cost avoided = $109,032.
- In AY 10-11 workload units covered by grant funded faculty increased to 83 WTU (59 WTU of field units & 24 WTU of classroom units).
    - Estimated P/T faculty cost avoided = $137,116.
- In AY 11-12 workload units covered by grant funded faculty increased to 106 WTU (69 WTU of field units & 37 WTU of classroom units).
    - Estimated P/T faculty cost avoided = $175,112.

- **IMPORTANTLY** – As demonstrated above, there has been significant shift in the work assignments of grant-funded faculty toward basic maintenance of the core MSW program. This is inconsistent with the intent of the grant funders and although the MSW program is extremely diligent in its efforts to insure grant compliance, continuing to utilize grant funded faculty to provide the core curricular program puts us at the risk of jeopardizing the continuation of grants.
- Reduced assigned time for research, curriculum development, and grant-related activities. The only remaining assigned time for state-funded positions is for Program Director/Chair and Field Coordinator. These positions with dedicated workload assignment are mandated by CSWE accreditation standards and are absolutely essential to manage operations and maintain the program.

Programmatic changes under development to INCREASE REVENUE:

- We are currently developing a proposal for on-line (UEE) MSW degree with a clinical focus. This degree, focus, and model have extensive community support (many service agencies and regions have requested an on-line MSW). Curriculum development is near completion. Proposal will undergo review by the University, the Chancellor's Office, WASC, and CSWE.■

---------- END OF CHHS RESPONSE as of 15 March, 2012 ----------