September 9, 2013

To: Alexander Gonzalez
            President
Via: Charles Gossett
            Interim Provost and Vice President for Academic Affairs

From: Janet Hecsh
            Chair, Faculty Senate

Subj: Faculty Senate Actions – August 28, 2013

The Faculty Senate, at its meeting of August 28, 2013, took the following actions and they are provided for your consideration and approval.

FS 13/14-02/EX   Program Proposal – Master of Social Work (HHS)

The Faculty Senate recommends approval of the Master of Social Work Program Proposal (HHS)

Carried.

FS 13/14-04/EX   Program Proposal – BA in Art: Art History Concentration
The Faculty Senate recommends approval of the BA in Art: Art History Concentration Program Proposal (A&L).

Carried.

FS 13/14-06/EX   Committee Appointments - University

The Faculty Senate recommends the following committee appointments.

- **Alcohol Advisory Council** – Term 2013-2015
  - Mitch Numark, History
  - Sue Escobar, Criminal Justice

- **Multi-Cultural Center (MCC) Advisory Council** – Term 2013-2015
  Michael Vann, History

- **Sacramento State Alumni Association – Board of Directors** - Term 2013-2014
  Tracy Hamilton, Mathematics/Statistics

- **UEI Bookstore Advisory Council** – Term 2013-2015
  Jennifer Ware, Library

Carried.

The Faculty Senate took the following actions and is provided for your information.

FS 13/14-03/EX   Electronic Voting Procedures 2013-2014 AY, Endorsement Of

The Faculty Senate endorses the electronic voting procedures for 2013-2014 for campus-wide elections (such as temporary faculty representatives to the Senate, statewide academic senators, initiative and referendums held during the 2013-2014 academic year), to be re-visited in fall 2014.

Carried.

FS 13/14-05/EX   **Committee Appointment – Senate Curriculum Policies Committee**

The Faculty Senate appoints John Ingram, Mathematics and Statistics, to the Curriculum Policies Committee for Fall 2013.

Carried.

FS 13/14-07/EX   2012-13 Instructional Program Priorities (IPP) Workgroup Recommendations, Receipt Of, August 28, 2013

The Faculty Senate receives the 2012-13 Instructional Program Priorities Workgroup Recommendations memo and proposed amendments to the IPP Policy (*July 2, 2013*).

Carried.

FS 13/14-08/EX   **2012-13 Instructional Program Priorities (IPP) Workgroup Commendation and Thanks**

The Faculty Senate commends and thanks the Co-Chairs and members of the Senate Instructional Program Priorities Workgroup for this dedication and service in crafting the IPP Workgroup Recommendations Report.

> Ben Amata, Library
> Geni Cowan, Educational Leadership (EDUC)
> Carolyn Gibbs, Design (A&L)
> Charles Gossett, Academic Affairs
> Sue Holl, Mechanical Engineering (ECS)
> Jai Joon Lee, Business (CBA)
> Tim Marbach, Mechanical Engineering (ECS)
> Sheree Meyer, Academic Affairs
> Adam Rechs, Biological Sciences (NSM)
> Greg Shaw, Recreation, Parks and Tourism Administration (HHS)
> Val Smith, Communication Studies (A&L)
> Raghuraman Trichur, Anthropology (SSIS)
> Pia Wong, Education (EDUC)
>
> Additional Consultation: Lakshmi Malroutu, Academic Affairs and Jing Wang, Office of Institutional Research.

Carried.

FS 13/14-09/EX   2012-13 Impaction Taskforce Recommendations, Receipt Of, August 28, 2013

The Faculty Senate receives the 2012-13 Impaction Taskforce Recommendations memo and proposed revised policy (*Aug 9, 2013*).

Carried.

FS 13/14-10/EX   **2012-13 Impaction Taskforce Commendation and Thanks**

The Faculty Senate commends and thanks the Chair and members of the 2012-13 Senate Impaction Taskforce for their dedication and service in reviewing and the development of a proposed revision to the Policy on Program Impaction.

Mateo Avila - Admissions (Student Affairs Representative)
Marya Endriga - Psychology (SSIS)
John Ingram - Mathematics and Statistics (NSM)
Katherine Kelly - Nursing (HHS)
Lakshmi Malroutu (Academic Affairs Representative)
Boniface Michael - Management (CBA) (CPC Representative) Reza Peigahi - Library
Tony Sheppard - Recreation, Parks, and Tourism Administration (HHS)

Carried.

FS 13/14-11/FLR   **Parliamentarian**

Thomas Krabacher, Professor of Geography, shall serve as Parliamentarian for the 2013-2014 Faculty Senate.

Carried.

The following information was provided to the Faculty Senate:

- **Chancellor's Office Student Success Initiative Proposals:** *Sheree Meyer, Associate Dean for Undergraduate Studies*
- **Enrollment Update**: *Ed Mills, Associate Vice President for Enrollment Management*
- **University's 2013-14 Operating Budget Update:** *Mike Lee, Vice President and CFO*
- **FS 13/14-12/CPC/EX College of Arts and Letters – BA in Arts and Letters Program Proposal:** *Presented by Chris Bellon, Chair, Department Of Philosophy*
- **FS 13/14-13/EX Faculty Senate Standing Rules**

JIH/kg

SACRAMENTO STATE

Program Proposal
Form B

REVISED

Academic Group (*College*): College of Health and Human Services	Date of Submission to College Dean: **February 11, 2013**
Academic Organization (*Department*): Social Work	Requested Effective: Fall_X__ , Spring___ , 2013___.
Department Chair: Robin Kennedy	Contact if not Department Chair: Dale Russell, Jude Antonyappan

Title of the Program: Master of Social Work

Type of Program Proposal:

_____X__ Modification in Existing Program:
   __X_ Substantive Change
   ___ Non-Substantive Change
   ___ Deletion of Existing Program

_____ New Programs
   ___ Initiation (Projection) of New Program on to Master Plan
   ___ New Degree Programs
     ___Regular Process
     ___Fast Track Process
     ___Pilot Process
   ___ New Minor, Concentration, Option, Specialization, Emphasis
   ___ New Certificate Program

PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at http://www.csus.edu/acaf/univmanual/index.htm
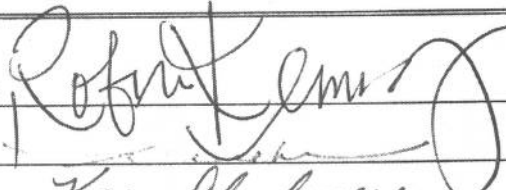
Briefly describe the program proposal (new or change) and provide a justification.
Substantive Change (highlighted in yellow):
Anticipating our new accreditation standards, SWRK 501 & 502 were developed to offer the competency integration that is required for the culminating experience as well as the research content of our graduate program. The Curriculum Committee in the Division of Social Work has spent more than 7 years exploring alternative options to the usual methods of both delivering additional research content and a comprehensive culminating experience to our MSW students. The current SWRK500 course, meets 2 goals: it serves as an advanced research course (Council on Social Work Education accreditation requirement) and also meets the University requirement of a capstone experience. However, the independent, self-directed nature of 500 prevents about 15 to 20% of our graduate students each year from graduating on time. For instance we have nearly 40 students who have completed all other areas of their master's education except the 500 requirement floating around from previous years. The goal of offering an alternative has been to offer students the structure of a consistently guided research and integration experience in accordance with the accreditation requirements and university's graduate culminating experience requirement. SWRK 501 & 502 will both preserve the advanced research course requirement of our accrediting body, Council of Social Work Education, CSWE, and offer a culminating experience option that is more guided, hands on and structured than the current SWRK 500 experience. It has been the perspective of the faculty that some students perform best with the structure of a class that meets regularly and thus offering choices for students for empowerment based learning and timely completion of their graduate program.
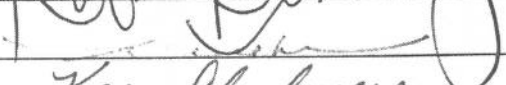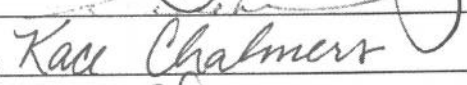
Approvals:

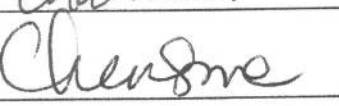Department Chair: _(signature)_ Date: 3/15/13

College Dean: _(signature)_ Date: 3/15/13

University Committee: _Kaci Chalmers_ Date: 5-17-13

Associate Vice President and Dean
for Academic Affairs: _(signature)_ Date: 6-25-13

CSU Sacramento Master of Social Work Degree

	Proposed MSW Program of Study	Units	Current MSW Program of Study	Units
	The Master of Social Work program is a 60-unit program that prepares students for advanced, autonomous Social Work practice. The curriculum is composed of two semesters of professional foundation and two semesters of a concentration curriculum. In the foundation part of the program, all students take a core of courses designed to provide them with the knowledge and skills expected of all professional Social Workers. The advanced curriculum prepares for multi-level practice with vulnerable life conditions. It consists of required advanced courses in Social Work practice and policy, and advanced electives. Through the use of elective units (9), there are opportunities for more specialized focus regarding practice with specific populations (e.g., the aged) or with particular conditions (e.g., substance abuse or mental disabilities).		The Master of Social Work program is a 60-unit program that prepares students for advanced, autonomous Social Work practice. The curriculum is composed of two semesters of professional foundation and two semesters of a concentration curriculum. In the foundation part of the program, all students take a core of courses designed to provide them with the knowledge and skills expected of all professional Social Workers. The advanced curriculum prepares for multi-level practice with vulnerable life conditions. It consists of required advanced courses in Social Work practice and policy, and advanced electives. Through the use of elective units (9), there are opportunities for more specialized focus regarding practice with specific populations (e.g., the aged) or with particular conditions (e.g., substance abuse or mental disabilities).	
	Graduate students enroll for two years of field instruction. In the first year, they are assigned to a social service agency for two days a week (8 a.m. to 5 p.m., Thursday and Friday). First year students must be available Thursdays and Fridays (8 a.m. to 5 p.m.) for field instruction in order to complete the concurrent program. In the second year, they are assigned to an agency for three days a week (8 a.m. to 5 p.m., Monday, Tuesday, and Wednesday). These field instruction requirements may only be fulfilled during regular working hours. Students are responsible for their own transportation to field instruction sites and for required		Graduate students enroll for two years of field instruction. In the first year, they are assigned to a social service agency for two days a week (8 a.m. to 5 p.m., Thursday and Friday). First year students must be available Thursdays and Fridays (8 a.m. to 5 p.m.) for field instruction in order to complete the concurrent program. In the second year, they are assigned to an agency for three days a week (8 a.m. to 5 p.m., Monday, Tuesday, and Wednesday). These field instruction requirements may only be fulfilled during regular working hours. Students are responsible for their own transportation to field instruction sites and for required	

	professional liability insurance. Students must be capable of meeting field site/organization eligibility requirements which include obtaining a Department of Justice clearance (passing a criminal background), being free of communicable diseases, having a valid driver's license, and automobile insurance. In addition to the prerequisites and corequisites noted below, other eligibility requirements are delineated in the Field Curriculum and Policy Guide which is accessible from the Division's field Web page hhs.csus.edu/swrk/field. Admission into the graduate program does not guarantee enrollment in field instruction. Students should develop a realistic plan for financial support for the period of time they are in school. Information about Financial Aid is included in the University's Application for Admission booklet. The Division of Social Work cannot guarantee courses on days and times that will not conflict with employment hours. The program offers some courses on weekends and all required courses have at least one evening section. In addition to the two-year full time program, the division also offers a three-year program option, a weekend cohort program, and advanced placement. **Note:** Please contact the Division of Social Work for a copy of the evaluation criteria for admission to the Master of Social Work program.	professional liability insurance. Students must be capable of meeting field site/organization eligibility requirements which include obtaining a Department of Justice clearance (passing a criminal background), being free of communicable diseases, having a valid driver's license, and automobile insurance. In addition to the prerequisites and corequisites noted below, other eligibility requirements are delineated in the Field Curriculum and Policy Guide which is accessible from the Division's field Web page hhs.csus.edu/swrk/field. Admission into the graduate program does not guarantee enrollment in field instruction. Students should develop a realistic plan for financial support for the period of time they are in school. Information about Financial Aid is included in the University's Application for Admission booklet. The Division of Social Work cannot guarantee courses on days and times that will not conflict with employment hours. The program offers some courses on weekends and all required courses have at least one evening section. In addition to the two-year full time program, the division also offers a three-year program option, a weekend cohort program, and advanced placement. **Note:** Please contact the Division of Social Work for a copy of the evaluation criteria for admission to the Master of Social Work program.	
B. MSW Requirements	(no change) Units required for the MSW: 60 Minimum required GPA: 3.0 *Courses in parentheses are*	(no change) Units required for the MSW: 60 Minimum required GPA: 3.0 *Courses in parentheses are*	

	prerequisites. Students must take all required courses in a prescribed, sequential order to advance to the next level of courses. The program is normally completed in four semesters of full time study, beginning in the fall semester (a three-year program is also available; requirements are the same). The program consists of 28 units of professional foundation common courses that all students must take and 32 units of the concentration curriculum which consists of advanced content and nine units of electives. **Note:** The faculty of the Division of Social Work may require a student to leave under specified terms, terminate a student's enrollment, or decline to award a degree if the Director of the Division, upon the recommendation of faculty, determines that this is in the best interests of the division or the community which it serves or that a student is not qualified for admission to the Social Work profession because of factors other than academic standing. Determination about factors other than academic standing are made in accordance with the NASW Code of Ethics and the Division of Social Work's Student Performance Standards.		*prerequisites.* Students must take all required courses in a prescribed, sequential order to advance to the next level of courses. The program is normally completed in four semesters of full time study, beginning in the fall semester (a three-year program is also available; requirements are the same). The program consists of 28 units of professional foundation common courses that all students must take and 32 units of the concentration curriculum which consists of advanced content and nine units of electives. **Note:** The faculty of the Division of Social Work may require a student to leave under specified terms, terminate a student's enrollment, or decline to award a degree if the Director of the Division, upon the recommendation of faculty, determines that this is in the best interests of the division or the community which it serves or that a student is not qualified for admission to the Social Work profession because of factors other than academic standing. Determination about factors other than academic standing are made in accordance with the NASW Code of Ethics and the Division of Social Work's Student Performance Standards.	
C. Foundation Requirements (28 units)	All professional Social Work programs are required to provide foundation content that consists of the knowledge, values, and skills that are basic for practice in any setting situation, and which prepare one for more advanced, specialized learning. Six areas of study are introduced in the foundation: Social Work research,		All professional Social Work programs are required to provide foundation content that consists of the knowledge, values, and skills that are basic for practice in any setting situation, and which prepare one for more advanced, specialized learning. Six areas of study are introduced in the foundation: Social Work research,	

	Social Work practice, human behavior in the social environment, social welfare policy, multicultural theory, practice, and field instruction.		Social Work practice, human behavior in the social environment, social welfare policy, multicultural theory, practice, and field instruction.	
	SWRK 202 Social Work and Diverse Populations	3	SWRK 202 Social Work and Diverse Populations	3
	SWRK 204A Social Work Practice I (Corequisite: SWRK 295A)	3	SWRK 204A Social Work Practice I (Corequisite: SWRK 295A)	3
	SWRK 204B Social Work Practice II (SWRK 204A and SWRK 295A; Corequisite: SWRK 295B)	3	SWRK 204B Social Work Practice II (SWRK 204A and SWRK 295A; Corequisite: SWRK 295B)	3
	SWRK 210 Methods of Social Research (Undergraduate social statistics course)	3	SWRK 210 Methods of Social Research (Undergraduate social statistics course)	3
	SWRK 235A Theoretical Bases of Social Behavior	3	SWRK 235A Theoretical Bases of Social Behavior	3
	SWRK 235B Theoretical Bases of Social Behavior (SWRK 235A)	3	SWRK 235B Theoretical Bases of Social Behavior (SWRK 235A)	3
	SWRK 250 Social Welfare Policy and Services	3	SWRK 250 Social Welfare Policy and Services	3
	SWRK 295A Field Instruction (Must be classified graduate Social Work student and approval of the Field Director or designee; Enrollment is limited to students who have secured an approved Field placement Corequisite: SWRK 204A)	3	SWRK 295A Field Instruction (Must be classified graduate Social Work student and approval of the Field Director or designee; Corequisite: SWRK 204A)	3
	SWRK 295B Field Instruction (Must be classified graduate Social Work student and approval of the Field Director or designee; Enrollment is limited to students who have secured an approved Field placement Corequisite: SWRK 204B)	4	SWRK 295B Field Instruction (Must be classified graduate Social Work student and approval of the Field Director or designee; Corequisite: SWRK 204B)	4
Multi-Level Practice Concentration Requirements 23 units	SWRK 204C Multi-level Practice with Vulnerable Life Conditions (SWRK 204A, SWRK 204B, SWRK 295A, SWRK 295B; advanced to candidacy; Enrollment is limited to students who have	3	SWRK 204C Multi-level Practice with Vulnerable Life Conditions (SWRK 204A, SWRK 204B, SWRK 295A, SWRK 295B; advanced to candidacy;	3

	Credits		Credits
secured an approved Field placement Corequisite: SWRK 295C)		Corequisite: SWRK 295C)	
SWRK 204D Multi-level Practice with Vulnerable Life Conditions (SWRK 204A, SWRK 204B, SWRK 204C, SWRK 295A, SWRK 295B, SWRK 295C; advanced to candidacy; Enrollment is limited to students who have secured an approved Field placement Corequisite: SWRK 295D)	3	SWRK 204D Multi-level Practice with Vulnerable Life Conditions (SWRK 204A, SWRK 204B, SWRK 204C, SWRK 295A, SWRK 295B, SWRK 295C; advanced to candidacy; Corequisite: SWRK 295D)	3
SWRK 251 Advanced Policy (SWRK 250, advanced to candidacy)	3	SWRK 251 Advanced Policy (SWRK 250, advanced to candidacy)	3
SWRK 295C Field Instruction (Must be classified graduate Social Work student and approval of the Field Director or designee; Corequisite: SWRK 204C)	5	SWRK 295C Field Instruction (Must be classified graduate Social Work student and approval of the Field Director or designee; Corequisite: SWRK 204C)	5
SWRK 295D Field Instruction (Must be classified graduate Social Work student and approval of the Field Director or designee; Corequisite: SWRK 204D)	5	SWRK 295D Field Instruction (Must be classified graduate Social Work student and approval of the Field Director or designee; Corequisite: SWRK 204D)	5
Culminating Experience Choices:		SWRK 500 Culminating Experience (Advanced to Candidacy, SWRK 210)	4
1) SWRK 500 Culminating Experience (Advanced to Candidacy, SWRK 210)	4		
OR			
2) **SWRK 501 Advanced Research Methods** Constitutes the first course of the two course alternative Culminating Experience option (Completion of SW 210, SW 202, SW 250, SW 204 A & B, Advancement to Candidacy)	2		

	SWRK 502 **Integrative Capstone Project** Constitutes the second course of the two course alternative Culminating Experience option (Completion of SW 210, SW 202, SW 250, SW 204 A & B, Advancement to Candidacy & completion of 501)	2	

Program Proposal
Form B

SACRAMENTO
STATE

Academic Group *(College)*: Arts & Letters	Date of Submission to College Dean:
Academic Organization *(Department)*: Art	Requested Effective: Fall___, Spring_X__, 2014___.
Department Chair: Art	Contact if not Department Chair:

Title of the Program *(Please be specific; indicate minor, undergraduate or graduate degree, etc.)*:
BA in Art: Art History Concentration

Type of Program Proposal:

__X__ Modification in Existing Program:
       _X Substantive Change
       ___ Non-Substantive Change
       ___ Deletion of Existing Program

_____ New Programs
       ___ Initiation (Projection) of New Program on to Master Plan
       ___ New Degree Programs
           ___Regular Process
           ___Fast Track Process
           ___Pilot Process
       ___ New Minor, Concentration, Option, Specialization, Emphasis
       ___ New Certificate Program

PLEASE NOTE:
Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at:
http://www.csus.edu/acaf/academic_resources/policies_and_procedures/Course_and_Program_Proposals/ApprovalProc ess.html

Art History NEW PROGRAM	Art History OLD PROGRAM

Art History NEW PROGRAM

Requirements - Bachelor of Arts Degree - Concentration in Art History

Units required for Major: 48
Minimum total units required for BA: 120

Courses in parentheses are prerequisites.

Note: All lower division art history requirements and demonstrated writing proficiency as prescribed by California State University, Sacramento must be completed prior to enrollment in upper division courses. A minimum grade of "C" is required in all courses applied to the Art History concentration. Art History students are required to meet the Sacramento State Foreign Language Requirement by completing the second semester (1B) of a college-level foreign language course with a grade of C- or better (or equivalent foreign language study, as described in the current University catalog). Students who plan to pursue further graduate study in art history are encouraged to learn French, German, or another foreign language through the second semester intermediate level (2B).

A. Required Lower Division Core Courses (18 units)
(9)
  (3) ART 1A: Art in the Western World: From Stone Age to End of Middle Ages

  (3) ART 1B: Art in the Western World: From Renaissance to Rococo

  (3) ART 1C: Modern and Contemporary Art: From Rococo to Present

(3) ART 3A: Traditional Asian Art OR

Art History OLD PROGRAM

Requirements - Bachelor of Arts Degree - Concentration in Art History

Units required for Major: 48
Minimum total units required for BA: 120

Courses in parentheses are prerequisites.

Note: All lower division art history requirements and demonstrated writing proficiency as prescribed by California State University, Sacramento must be completed prior to enrollment in upper division courses. A minimum grade of "C" is required in all courses applied to the Art History concentration. Art History students are required to meet the Sacramento State Foreign Language Requirement by completing the second semester (1B) of a college-level foreign language course with a grade of C- or better (or equivalent foreign language study, as described in the current University catalog). Students who plan to pursue further graduate study in art history are encouraged to learn French, German, or another foreign language through the second semester intermediate level (2B).

A. Required Lower Division Core Courses (15 units)
XXXXXXXXXXXXXXXXXXXXXXXXX
(3) ART 1A: Art in the Western World: From Stone Age to End of Middle Ages

(3) ART 1B: Art in the Western World: From Renaissance to Present

  XXXXXXXXXXXXXXXXXXXXX
  XXXXXXXXXXXXXXXXXXXXX
  XXXXXXXXXXXXX

(3) ART 3A: Traditional Asian Art OR

Group 1

ART 103

Greco-Roman Art (ART 1A or equivalent)

ART 105

Medieval Art (ART 1A or equivalent)

ART 106

Renaissance Art (ART 1A or ART 1B or equivalent)

ART 107

Baroque and Rococo Art (ART 1B or equivalent)

Group 2

ART 113B

Asian Art and Mythology (ART 3A or equivalent or instructor permission)

ART 117A

Art of India and Southeast Asia (ART 3A or equivalent or instructor permission)

ART 117B

Art of China and Japan (ART 3A or equivalent or instructor permission)

Group 3

Modern Architecture (ART 1C or equivalent or instructor permission)

PHOT 102
Photography, a Social History

C. Upper Division Elective (3 units)
With the approval of an Art History advisor, select one elective within the Art Department: a regularly scheduled art history course, or anyone of the following independent study and supervisory courses.

ART 119*

Directed Research in Art History (Instructor permission and Department Chair via signed petition form)

ART 195*

Fieldwork

ART 199*

Special Problems

D. Art History (3 units)
Note: With the approval of an Art History faculty advisor, students may satisfy the seminar requirement with a seminar in another liberal arts discipline.

ART 115

Topics in Asian Art (Upper division or graduate status; GWAR certification before Fall 09, WPJ score of 70+, or at least a C- in ENGL 109M/W; completion of ART 3A or equivalent; and an upper division Asian Art history course Modern Architecture (ART 1A or ART 1B or equivalent or instructor permission)

Modern Architecture (ART 1A or ART 1B or equivalent or instructor permission)

PHOT 102
Photography, a Social History

C. Upper Division Electives (6 units)
XXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXX

ART 119*

Directed Research in Art History (Instructor permission and Department Chair via signed petition form)

ART 195*

Fieldwork

ART 199*

Special Problems

D. Art History (3 units)
Note: With the approval of an Art History faculty advisor, students may satisfy the seminar requirement with a seminar in another liberal arts discipline.

ART 115

Topics in Asian Art (Upper division or graduate status; GWAR certification before Fall 09, WPJ score of 70+, or at least a C- in ENGL 109M/W; completion of ART 3A or equivalent; and an upper division Asian art history course such as ART 117A, ART 117B, ART 113B, or instructor permission)

FS 13/14-03/EX   <u>ELECTRONIC VOTING PROCEDURES FOR 2013-2014 AY,</u>
                                      <u>ENDORSEMENT OF</u>

The Faculty Senate endorses the electronic voting procedures for 2013-2014 for campus-wide elections (such as temporary faculty representatives to the Senate, statewide academic senators, initiatives and referendums) held during the 2013-2014 academic year, to be re-visited in fall 2014.

Electronic Voting Procedures for 2013-2014

1. Elections Committee provides the Director of ATCS with ballot text and list of faculty eligible to vote.

2. ATCS obtains e-mail addresses of the faculty eligible to vote from IRT, after receiving approval from the Provost.

3. ATCS uses the Class Climate system to administer the election, the same system used to perform course evaluations online.
   a. Electronic ballot is created with text provided by Senate.
   b. Random identifier is created for each e-mail address.
   c. E-mails are sent to each voter with the unique link.

4. Faculty receives the e-mail, click on their link and submit their vote in the online system. Several reminder emails can be sent to faculty members who have not yet submitted their responses.

5. Faculty members that who prefer to use paper ballots or have difficulty accessing the e-mail or using the electronic system may can receive a paper ballot or assistance from the Faculty Senate Analyst or the Faculty/Staff Resource Center (ARC 3012).

6. After voting closes, ATCS sends electronic election results to the Senate Elections Committee. Elections Committee determines the outcome of the election and notifies the Senate Chair of the election results.

FS 12/13-55/EX – December 6, 2012

Carried.

Date: July 2, 2013

To: Janet Hecsh
            Chair, Faculty Senate

From: Tim Marbach and Charles Gossett
            IPP Workgroup Co-Chairs

Subject: IPP Workgroup Recommendations

The IPP Workgroup has completed its work for the spring 2013 semester and produced a series of proposed amendments to the IPP policy. The most significant proposed changes are:

1. Eliminate the quartile ranking system and replace it with ratings for each criterion.
2. Revise the prioritization criteria, reducing the number of rated criteria from 12 to 6 and adding an unrated Introduction section.

The proposed amendments are presented in two parts. First, amendments to sections I and V are shown with added language in red and deleted language struck-through. These amendments primarily give effect to item 1 above, transitioning from quartile rankings to ratings. Second, a proposed set of criteria, which would replace sections III and IV of the old policy, is presented.

IPP Workgroup
   Ben Amata, Library
   Geni Cowan, Educational Leadership
   Carolyn Gibbs, Design
   Charles Gossett, Academic Affairs
   Sue Holl, Mechanical Engineering
   Jai Joon Lee, Business
   Tim Marbach, Mechanical Engineering
   Sheree Meyer, Academic Affairs
   Adam Rechs, Biological Sciences
   Greg Shaw, Recreation, Parks and Tourism Administration
   Val Smith, Communication Studies
   Pia Wong, Education
   Raghuraman Trichur, Anthropology

Additional Consultation
   Lakshmi Malroutu, Academic Affairs
   Jing Wang, Office of Institutional Research

Proposed Amendments to IPP Policy - Sections I and V

A summary of the IPP Workgroup's proposed amendments to the Introduction, Sections I and V, and the rationale for each are presented below.

1. Amend paragraph 2 of the Introduction and Sections I and V to replace quartile rankings with ratings relating to each of the criteria.

    Rationale: Currently, the IPP process "mandates assignment of academic programs into quartiles" and the "quartiles will inform the Provost's decisions regarding allocation of resources." As currently designed, the IPP process cannot meet its stated goal. A program may be in a low quartile because it lacks resources. A high-ranking program may need additional resources to keep it strong. The quartiles simply reflect "different levels of accomplishment or positioning relative to a number of criteria." It is not clear how these quartiles should inform the Provost regarding allocation of resources.

    Additionally, the quartile rankings are divisive for campus, essentially pitting programs against one another to compete in the quartile rankings.

2. Amend paragraph 2 of the Introduction to expand on the purpose of the policy and its intended uses.

    Rationale: Misunderstanding of the purpose of the IPP Process is prevalent on campus. Many of the benefits of the process identified during the first round of its implementation were not stated in the original IPP Policy. A significant objective of the process should be to inform the Provost of the values of the faculty and the criteria that we want used when resources are allocated. The proposed amendments at the end of the second paragraph of the introduction do not alter the primary objective of the IPP process. However, they do identify secondary benefits and provide clarification.

Proposed Amendments to IPP Policy - Sections III and IV

The IPP Workgroup recommends that the current Sections III and IV be replaced with a new section III. The original IPP Policy was used as a starting point. The most significant proposed changes and rationale for each include:

1. Use the same criteria for all program categories.
   Rationale: The broad nature of the proposed criteria are not specific to undergraduate or graduate/credential programs.

2. Move the following criteria into an unrated section:
   - Program history and development status
   - Size and scope
   Rationale: Rating of these criteria is not necessary. The size of a program, or how long it has been established cannot be rated. This information is important and should be included in the IPP Reports.

3. Replace the "Revenue and other resources generated by the program" and "Costs and other expenses of the program" with a new criteria "Resource utilization effectiveness."
   Rationale: A program's "resource utilization effectiveness" is a better criteria than separately rating revenues and costs, as the original IPP policy specifies.

4. Create a new criteria, "Faculty productivity in non-teaching areas."
   Faculty productivity in non-teaching areas was not addressed in the original IPP policy, but impact of these activities on the program could be quite significant and should be rated.

5. To reduce redundancy, eliminate the following criteria:
   i. Quality of the curriculum, instructional personnel and curriculum development
      Rationale: This criterion overlaps with "Learning outcomes," "Advising program and graduation success" and "Strength of teaching performance." Thus, it is not necessary.

   ii. Impact, justification and centrality to the University mission
      Rationale: This is criterion overlaps with other criteria. A new question under the Learning Outcomes criterion asks "How well do the program's learning goals contribute towards meeting the University's baccalaureate or graduate learning goals?"

iii. Quality of the program and resource utilization
Rationale: The resource utilization is addressed in the proposed resource utilization effectiveness criterion. Quality of the program is addressed in other criteria.

6. Expand the internal demand criterion to include majors in the program and not limit it to only non-major demand.
Rationale: Internal demand, referring to demand for the program internal to the university could come from several areas. Demand from students trying to get into the program could be very high. Demand for the program from others for service courses or General Education could be high. Both of these types of internal demand are important and should be addressed.

POLICY ON INSTRUCTIONAL PROGRAM PRIORITIES:
ACADEMIC PLANNING, RESOURCE ALLOCATION
AND ENROLLMENT MANAGEMENT

The following policy proposal was initially prepared by the Task Force on Possible Revisions to University Policy on Instructional Priorities and Resource Allocation. The Task Force was created by President Gonzalez after a recommendation from the Faculty Senate (FS 09-86/Flr), and the charge of the Task Force was endorsed by the Senate on 2/25/10 (FS 10-17/Ex). After the Task Force concluded its work, the Faculty Senate took action to receive the proposal FS 1071/Ex.) and to distribute it to its standing policy committees and to the Senate for review and comment. The Faculty Senate Executive Committee then reviewed the feedback and amended the original Task Force proposal.

The policy below ~~mandates assignment of Sacramento State academic programs to quartiles reflecting different levels of accomplishment or positioning relative to a number of criteria. Quartile placement will~~ **outlines the process and criteria used for instructional program prioritization (IPP) at Sacramento State. The purpose of this undertaking is to** inform the Provost's decisions concerning the allocation of resources (e.g., faculty positions, equipment funding) to Colleges in support of their undergraduate, graduate, and credential major, minor, and certificate programs. ~~The program prioritization indicated by the quartile placement is not binding upon, but~~ **Ratings of each program's levels of accomplishment regarding the criteria** shall be given serious consideration by the Provost in resource-related decisions. **IPP is not intended to replace Program Review or assessment activities. However, in addition to informing the Provost's decisions, the process helps identify strengths and weaknesses of programs and assists their continuous improvement efforts.**

Academic Program Prioritization

I. UNIVERSITY-WIDE PLANNING AND RESOURCE ALLOCATION

It is the responsibility of the University to establish which academic programs shall be given priority regarding academic-planning, resource-allocation, and enrollment-management. Such decisions shall be made within the structure of established shared-governance principles agreed upon by the Faculty Senate and the Administration, after prior consultation with the potentially affected Colleges and departments. The criteria employed to prioritize programs, ~~in the present policy via placement within quartiles,~~ shall be determined in an open and transparent manner. Judgments concerning quality of attributes and performance within the framework of the criteria in question shall rest upon available data ~~(the Office of Institutional Research shall not be compelled to produce new or analyze a new extant data for the program prioritization process),~~ the quality of which can be assessed. Using such available data, each academic department shall be responsible for describing how its programs promote the mission of the University, exhibit quality in multiple respects, and contribute to the desired balance and mix of programs offered by the University.

Program prioritization shall be implemented under the following guiding principles:

1. Transparency: Program ~~assignment to a given quartile~~ ratings shall be explained through reference to the quality and sufficiency of the data presented by the department housing the program and data otherwise available to and identified by the implementers of the prioritization process.

2. Comprehensiveness: To the extent allowed by available information, programs shall be reviewed holistically, in the sense that all aspects of a program will be examined during the prioritization process.

3. Consistency: The same criteria shall be used to evaluate each program for prioritization. ~~Data will be considered in the review in two-tiered fashion with greater weight assigned to "Primary Criteria" (60% of total "prioritization outcome") than to "Secondary Criteria" (40% of total "prioritization outcome"). No particular weights will be assigned to criteria within "Primary" and "Secondary" criteria sets. "Prioritization outcomes" will be reported for each criteria set and then a combined "prioritization outcome" will be reported (weighted appropriately toward "Primary Criteria"). The combined "prioritization outcome" will inform placement into an appropriate quartile.~~

4. Inclusiveness: All academic programs shall be evaluated and all faculty and staff members shall have the opportunity to provide input into the analysis of their programs.

5. Utilization of Data: Prioritization of programs shall be based on examination of both quantitative and qualitative data provided by the departments housing the programs and data otherwise available to and identified by the implementers of the prioritization process.

II. DESIRED BALANCE AND MIX OF PRIORITY PROGRAM CATEGORIES

For the purposes of this policy, a program is defined as a unit within Academic Affairs that offers degrees (graduate or undergraduate), credentials, minors, or certificates. Under this definition, service units within Academic Affairs are *not* programs.

General Education (GE) is mandated by Title V and cannot be prioritized as an independent program, but components of the GE program housed within departments will be considered within the prioritization process.

Graduate programs are an essential part of the mission of the California State University and that of the mission of California State University, Sacramento. As such, a high priority is placed on maintaining a mix of graduate programs appropriate to a comprehensive, metropolitan university. To assure continued viability of graduate education at Sacramento State, the University shall strive to maintain a minimum degree-seeking graduate enrollment of 10% of the annual FTES of the University.

The University also shall strive to maintain a minimum enrollment of 5% of the annual FTES of the University in postbaccalaureate credential and related certificate programs, if consistent with and justified by demand and by regional need and agency data (e.g., the California Commission on Teacher Credentialing). The proportion of graduate and postbaccalaureate enrollment may be increased above these levels, but enrollment shall not exceed the maximum level permitted by CSU system mandates. Consistent with Section III below, second-baccalaureate students shall be counted in undergraduate FTES totals.

III. PRIORITIES WITHIN UNDERGRADUATE EDUCATION ACROSS THE UNIVERSITY
-

The University is committed to offering undergraduate programs leading to a baccalaureate degree in selected disciplines. This includes first and subsequent baccalaureate degrees. Twelve criteria are specified for the purpose of comparing undergraduate programs across the University. The criteria (many adapted from Dickeson, 2010) are broad in nature and have been selected to capture as much information as possible about programs, in order to take into account the size, scope and nature of each program. For each criterion, examples of information/data are provided to illustrate how programs may choose to respond to the criterion. Not all of these examples will be relevant to every program on the campus and, when not relevant, those examples should be ignored by such programs when responding to the criterion. When prioritizing programs within undergraduate education across the University, the following criteria shall be used to compare those programs:

Primary Criteria (60%; unprioritized, unweighted within set; precedence over Secondary Criteria)

- Quality of curriculum, instructional personnel, and curriculum delivery
  Are the program curriculum and faculty qualifications appropriate to breadth, depth and level of the discipline? How does the program use technology?
    o Contemporary curriculum
    o Curriculum rigor
    o Faculty (and staff, where appropriate) qualifications
    o Percent of instruction by full-time faculty
    o Use of technology, as appropriate for discipline
        • Success in adapting technology to pedagogy
        • Student currency in discipline-specific technology
        • Ability to meet future technology demands of discipline

- Clearly developed learning outcomes
  Has the program moved productively to clarify for students enrolled in it what they can expect to take away from the program and how that outcome is assessed? Has the program made curricular adjustments based on its assessment efforts?
    o Clearly articulated program links to campus baccalaureate learning goals

- o Updated plan that clearly identifies program learning goals, assessment strategies, and processes by which data inform program curriculum decisions
- o External assessment and accreditation outcomes, where appropriate

- Advising program and graduation success
  Does the program have a well-articulated advising plan by which to track and facilitate student progress to graduation/degree completion? How well do students do after graduation (employment, graduate school, professional licensing and/or certification)?
  - o Graduation rate
  - o Distribution of advising responsibilities among faculty members
  - o Proactive advising contact with students to assure progress to degree
  - o Program roadmap to curriculum completion and graduation success
  - o Use of technology to supplement and strengthen program advising effort
  - o Post-degree success, graduate impact on community, etc...

- Strength of teaching performance
  Is the faculty of the program collectively committed to providing high-quality instruction?
  - o Clearly articulated program statements regarding quality of teaching
  - o Ongoing, meaningful assessment of teaching performance of faculty, post-tenure
  - o Multiple measures of teaching performance of full-time and part-time faculty members
  - o Systematic program attention to problematic individual teaching performance

Secondary Criteria (40%, unprioritized, unweighted within set)

- Program history and development status
  What is the context of the program, to inform the subsequent criteria. Is the program young and still building to meet expectations or is it a fully mature program and capable of adapting to changing demands? Has the program considered what lies in its future?
  - o Level of program development (*e.g. young, growing, mature*)
  - o Ability of program to adapt to current demands
  - o Future goals of program
  -

- Impact, justification and centrality to University mission
  In what ways does the program fulfill the University's mission? Is the program unique in our region? Does the program add to the distinctiveness of our campus? Does the program serve a unique demographic or societal function?
  -

- ~~External demand for the program~~
  ~~How does the program support community engagement with the campus? What is the demand for the program's resources and expertise? What are the local trends in enrollment? What is the demand from employers, or from graduate schools?~~

- ~~Program size, scope~~
  ~~What is the program's breadth of curricular coverage? How many degrees and certificates are awarded? What is the enrollment per program element (major, minor, certificate)? Are the program's resources and faculty expertise appropriate to support and enhance the breadth and depth of university curriculum?~~
    - ~~Number and types of degrees, concentrations, and certificates awarded (relative to campus standards, or national standards, as appropriate)~~
    - ~~Annual FTES in major, minor, certificate elements of program~~

- ~~Internal, non-major demand for the program~~
  ~~What is the demand for the program's courses from other programs on campus? Does the program produce other services used by different programs in the home department or in other departments? How do the program's courses fulfill demand for general education on campus?~~
    - ~~Service courses (accompanying AY FTES)~~
    - ~~GE courses (accompanying AY FTES)~~
    - ~~Research resources~~

- ~~Quality of program and resource utilization~~
  ~~How does the program use its resources to carry out its mission? Are those resources used efficiently and effectively?~~
    - ~~Faculty productivity in non-teaching areas~~
      - ~~Scholarly and creative activity~~
      - ~~Service~~
    - ~~Access to and utilization of resources~~
    - ~~Collaboration across program lines that improves the quality of programs~~
      - ~~Working with other Programs~~
      - ~~Effective sharing of resources~~
      - ~~Facilitating student access to Programs~~

- ~~Revenue and other resources generated by program~~
  ~~What sorts of revenues does the program generate, to be compared with costs. What are the other, non-monetary resources generated (e.g. relationships with outside institutions)?~~
    - ~~Enrollment-based budgetary support from University~~
    - ~~Research grants, in-kind equipment donations, fundraising~~
    - ~~Potential revenue (gifts, alumni support)~~
    - ~~Value of other services and resources provided~~

- ~~Costs and other expenses of program~~

A criterion not to be examined independently from the others, but to provide context. Consider both indirect and direct costs. What steps has the program taken to improve efficiency? What kind of investment is needed to improve the program?
- o Dollars per FTES
- o Dollars per degree produced
- o Dollars per program

IV. PRIORITIES WITHIN GRADUATE EDUCATION ACROSS THE UNIVERSITY

The University is committed to offering graduate/credential programs leading to the master's, doctoral, or terminal degree, or postbaccalaureate credential or certificate in selected disciplines.

Twelve criteria are specified for the purpose of comparing graduate/credential programs across the University. The criteria (many adapted from Dickeson, 2010) are broad in nature and have been selected to capture as much information as possible about programs, in order to take into account the size, scope and nature of each program. For each criterion, examples of information/data are provided to illustrate how programs may choose to respond to the criterion. Not all of these examples will be relevant to every program on the campus and, when not relevant, those examples should be ignored by such programs when responding to the criterion. When prioritizing programs within graduate education across the University, the following criteria shall be used to compare those programs:

Primary Criteria (60%; unprioritized, unweighted within set; precedence over Secondary Criteria)

- Quality of curriculum, instructional personnel, and curriculum delivery
  Are the program curriculum and faculty qualifications appropriate to breadth, depth and level of the discipline? How does the program use technology?
  - o Contemporary curriculum
  - o Curriculum rigor
  - o Faculty (and staff, where appropriate) qualifications
  - o Percent of instruction by full-time faculty
  - o Use of technology, as appropriate for discipline
    - • Success in adapting technology to pedagogy
    - • Student currency in discipline-specific technology
    - • Ability to meet future technology demands of discipline

- Clearly developed learning outcomes
  Has the program moved productively to clarify for students enrolled in it what they can expect to take away from the program and how that outcome is assessed. Has the program made curricular adjustments based on its assessment efforts?
  - o Updated plan that clearly identifies program learning goals, assessment strategies, and processes by which data inform program curriculum decisions.
  - o External assessment and accreditation outcomes, where appropriate.

- ~~Advising program and graduation success~~
  ~~Does the program have a well-articulated advising plan by which to track and facilitate student progress to degree completion? How well do students do after degree completion (employment, further graduate work, professional licensing and/or certification)?~~
    - ~~Degree completion rate~~
    - ~~Distribution of advising responsibilities among faculty members~~
    - ~~Proactive advising contact with students to assure progress to degree~~
    - ~~Program roadmap to curriculum completion~~
    - ~~Use of technology to supplement and strengthen program advising effort~~
    - ~~Post-degree success, individual's impact on community, etc...~~

- ~~Strength of teaching performance~~
  ~~Is the faculty of the program collectively committed to providing high-quality instruction?~~
    - ~~Clearly articulated program statements regarding quality of teaching~~
    - ~~Ongoing, meaningful assessment of teaching performance of faculty, post-tenure~~
    - ~~Multiple measures of teaching performance of full-time and part-time faculty members~~
    - ~~Systematic program attention to problematic individual teaching performance~~

~~Secondary Criteria (40%, unprioritized, unweighted within set)~~

- ~~Program history and development status~~
  ~~What is the context of the program, to inform the subsequent criteria. Is the program young and still building to meet expectations or is it a fully mature program and capable of adapting to changing demands? Has the program considered what lies in its future?~~
    - ~~Level of program development (e.g. young, growing, mature)~~
    - ~~Ability of program to adapt to current demands~~
    - ~~Future goals of program~~
    -

- ~~Impact, justification and centrality to University mission~~
  ~~In what ways does the program fulfill the University's mission? Is the program unique in our region? Does the program add to the distinctiveness of our campus? Does the program serve a unique demographic or societal function?~~
    -

- ~~External demand for the program~~
  ~~How does the program support community engagement with the campus? What is the demand for the program's resources and expertise? What are the local trends in enrollment? What is the demand from employers, or from graduate schools?~~

- ~~Program size, scope~~
  ~~What is the program's breadth of curricular coverage? How many degrees and certificates are awarded? What is the enrollment per program element (major, credential, certificate)? Are the program's resources and faculty expertise appropriate to support and enhance the breadth and depth of university curriculum?~~
  - ~~Number and types of degrees, concentrations, and certificates awarded (relative to campus standards, or national standards, as appropriate)~~
  - ~~Annual FTES in major, credential, and certificate elements of program~~

- ~~Internal, non-major demand for the program~~
  ~~What is the demand for the program's courses from other programs on campus? Does the program produce other services used by different programs in the home department or in other departments?~~
  - ~~Service courses (accompanying AY FTES)~~
  - ~~GE courses (accompanying AY FTES)~~
  - ~~Research resources~~

- ~~Quality of program and resource utilization~~
  ~~How does the program use its resources to carry out its mission? Are those resources used efficiently and effectively?~~
  - ~~Faculty productivity in non-teaching areas~~
    - ~~Scholarly and Creative Activity~~
    - ~~Service~~
  - ~~Access to and utilization of resources~~
  - ~~Collaboration across program lines that improves the quality of programs.~~
    - ~~Working with other programs~~
    - ~~Effective sharing of resources~~
    - ~~Facilitating student access to programs~~

- ~~Revenue and other resources generated by program~~
  ~~What sorts of revenues does the program generate, to be compared with costs. What are the other, non-monetary resources generated (e.g. relationships with outside institutions)?~~
  - ~~Enrollment-based budgetary support from University~~
  - ~~Research grants, in-kind equipment donations, fundraising~~
  - ~~Potential revenue (gifts, alumni support)~~
  - ~~Value of other services and resources provided~~

- ~~Costs and other expenses of program~~
  ~~A criterion not to be examined independently from the others, but to provide context. Consider both indirect and direct costs. What steps has the program taken to improve efficiency? What kind of investment is needed to improve the program?~~
  - ~~Dollars per FTES~~
  - ~~Dollars per degree produced~~
  - ~~Dollars per program~~

III. Prioritization Criteria

The University is committed to offering undergraduate, graduate and credential programs leading to baccalaureate, masters, doctoral, and terminal degrees, and postbaccalaureate credentials and certificates in selected disciplines. Two unrated and seven rated criteria are specified for the purpose of program prioritization. The criteria are broad in nature and have been selected to capture as much information as possible about programs, in order to take into account the size, scope and nature of each program.

A. Unrated
   1. Program History and Development Status
      a. *Describe the history, purpose and development status of the program.*
      b. *Describe whether the program is new, emerging or established.*
      c. *Describe the program's future over the next 5 years. 10 years.*

   2. Size and Scope
      a. *Describe the concentrations, tracks or specializations within the program. Describe closely related programs, such as those offered by the same department or concentrations that share common courses.*
      b. *Describe the size of the program in terms of number of majors, degrees awarded, numbers of full time and part-time faculty.* Required Data:
         - Number of students in the program for the last 5 years.
         - Number of students completing the program (i.e. degrees, minors, certificates, awarded) per year for last 5 years
         - Number of tenure-track and part-time faculty teaching in the program for the last 5 years

B. Rated
   1. Learning Outcomes
      a. *How does the program clarify for students enrolled in it what they can expect to take away from the program? How is that outcome is assessed?*
      b. *How has the program's learning goals contributed towards meeting the University's baccalaureate or graduate learning goals?*
      c. *Describe the most important curricular adjustments that the program has made on the basis of its assessment.*

2. Advising Program and Graduation Success
    a. *Describe how the program tracks and facilitates student progress to graduation/degree completion? Describe the role of faculty, professional advisors, peer mentors and technology.*
    b. *Describe the most important adjustments that the program has made to improve its advising.*
    c. *Thinking about students that have graduated in the last 2 years, describe their post-graduation experience (employment, graduate school, professional licensing and/or certification).*
        Required Data:
        - Retention and graduation rates for the last 5 years

3. Strength of Teaching Performance
    a. *Describe the faculty's areas of expertise and how those areas relate to the program's curriculum.*
    b. *Describe how the program defines quality teaching.*
    c. *Describe how the program evaluates teaching quality. Include evaluation of teaching quality for tenure-track, tenured and part-time faculty.*
        Required Data: Percent of instruction by full-time faculty

4. Demand (Each rated separately)
    a. Internal
        a. *Describe student demand for the program. How many students entered the program in the last year? Is the program impacted? Does the program have pre-major or expressed interest students?*
        b. *Describe demand from other programs on campus.*
        c. *Describe any constraints that the program faces in meeting its internal demand.*
        Required Data: List of major courses and AY FTES for last 5 years
                        List of service courses and AY FTES for last 5 years
                        List of GE courses and AY FTES for last 5 years

    b. External
        a. *Describe how the program supports community engagement with the campus.*
        b. *Describe the demand for the program's resources and expertise. Describe the demand from employers and graduate schools.*
        c. *Describe any constraints that the program faces in meeting its external demand.*

5. Resource Utilization Effectiveness
    a. *Describe enrollment-based budgetary support, research grants, in-kind equipment donations and fundraising.*
    b. *Describe the value of other services and resources provided by the program. Describe other, non-monetary resources generated.*
    c. *Does the program share resources with other programs?*
    Required Data: FTES/FTEF, FTES/WTU, $/FTES

6. Faculty Productivity in Non-Teaching Areas
    a. **Describe scholarly activity and service that faculty in the program participate in.**
    b. **Describe how these activities improve the program.**

V. IV. IMPLEMENTATION OF THE POLICY

~~The process of making recommendations for academic prioritization shall result in undergraduate and graduate/credential programs (separately) being grouped into quartiles based upon the criteria described in Sections III and IV. Such grouping will be done by a new Senate committee which may solicit input from the Curriculum Policies Committee and the Graduate Studies Policies Committee on the implementation of the criteria prior to initial and/or final prioritization of programs. The Senate Committee on Instructional Program Priorities may, in consultation with the Office of Academic Affairs, create guidelines for presenting information for all Programs. Programs may produce additional reports using qualitative and quantitative data that address the criteria in whatever manner they deem appropriate.~~

~~It is the charge of the Senate Committee on Instructional Program Priorities (formed for these purposes) to examine the data and make recommendations, as both are described in this policy. The first such Senate Committee on Instructional Program Priorities shall be formed following the passage of this policy. The data shall be collected from Departments by the Office of Academic Affairs.~~

During the academic prioritization process, all undergraduate and graduate/credential programs shall be rated based on the criteria described in section III. Rubrics outlining the ratings of 4 through 1, corresponding to excellent to poor ratings, shall be developed and published. The Senate Committee on Instructional Program Prioritization (SCIPP) may solicit input from the Curriculum Policies Committee and the Graduate Studies Policies Committee on implementation of the critiera before assigning ratings.

Membership of the committee shall consist of:

- Up to seven tenured/tenure-track faculty members from the college-based pool of nominations. No more than one from each College.

- Up to two tenured/tenure-track electing unit Senate representatives appointed from the pool of senate nominees. The two senate appointees shall not be from the same College.

Process for selecting committee membership

Nominations for College-Based Seats
The Senate shall invite nominations for college-based seats. Nominations may be made by self-nominations, by Academic Council or equivalent body of the College or by other members of the faculty. The College, however, cannot revise the nomination process as stated.

Nominations for Senate-Based Seats
The Senate shall invite nominations from the electing unit representatives of Senate membership to fill two Senate seats. Nominations may be made by self-nomination or by other members of the Faculty Senate. Elections for these seats will follow the elections for the college-based seats.

Nominee Statements
Each nominee shall submit for Senate consideration a brief statement regarding his/her interests and qualifications to serve as members of the committee. Nominations along with candidate statements shall be presented to the Senate. Statements shall not exceed one-page.

Committee Appointments
The Senate may appoint no more than one faculty member from each of the colleges in the college-based pool of nominations. In addition, the Senate may appoint no more than two tenured/tenure-track electing unit Senate representatives from the Senate pool of nominations. The two Senate appointees shall not be from the same College.

Membership of the Senate Committee on Instructional Program Priorities shall invite, through the Provost, administrators with program responsibility such as Deans to participate in the process. Chairs are not intended to serve this role.

~~Upon approval of this policy, an initial call for data as described in this policy will go to Departments from the Office of Academic Affairs. A separate process for the ongoing and periodic gathering of such data, including their review by programs and eventual archiving will be developed by the Office of Academic Affairs, in consultation with the Faculty Senate.~~

~~Subsequent to the completion of the work of the first such Senate Committee on Instructional Program Priorities, t~~ The question of whether or not to form a new Senate Committee on Instructional Program Priorities for these same purposes shall be brought to the Faculty Senate on a periodic basis. Normally, this question shall be considered no later than five years after the last such committee completed its work and was disbanded, or five years after the question was most recently considered by the Faculty Senate, whichever comes later.

Interested parties may petition the Faculty Senate, via its Executive Committee, to consider the question of forming a Senate Committee on Instructional Program Priorities for the purposes outlined in this policy prior to the described five-year period elapsing.

If the Faculty Senate elects to form a new SCIPP, a call for data as described in this policy will go to Departments from the Office of Academic Affairs. A separate process for the ongoing and periodic gathering of such data, including their review by programs and eventual archiving will be developed by the Office of Academic Affairs, in consultation with the Faculty Senate.

~~Producing the recommendations for prioritization shall be a two-stage process, specifically designed to allow programs to respond to the recommendations before any final decisions are made.~~ ~~Final~~ Senate Committee on Instructional Program Priorities recommendations will ~~then~~ be forwarded to the Faculty Senate for receipt of its report and to the President for disposition.

1. ~~An initial recommendation for prioritization will be made based upon data collected from the Office of Institutional Research and other institutional sources, and information/data provided by the programs being prioritized.~~
   a. ~~All programs shall have the opportunity to provide their data in a timely fashion.~~
   b. ~~The information/data provided must be organized according to the criteria used in forming the recommendations for prioritization, and it must be made clear how the information/data inform the criteria.~~
   c. ~~Each program shall be grouped into quartiles regarding each criterion within each of the two criteria sets. The recommendation for the preliminary overall grouping of each program shall be based upon the program's relative standings in each of the criteria sets, with appropriate weights applied to each set (see Section I.3 above).~~
2. ~~After the initial recommendation for prioritization is finished and before the final recommendation is made, the initial recommendation shall be made available in an open and transparent manner to the University community.~~
   a. ~~Enough information shall be made available so that the assignments of programs to quartiles are known, and programs can understand how the initial assignments were achieved.~~
   b. ~~Before a final recommendation is made, every program shall be given sufficient time to prepare a response to its grouping. The response may include supplemental information not previously provided in any of the criteria, and may address the issue of incomplete or inaccurate information being used in the initial recommendation.~~
   c. ~~With the supplemental information given due consideration, each program shall again be grouped into quartiles by the Senate Committee on Instructional Program Priorities utilizing the same criteria and processes by which the initial recommendations were achieved.~~
      a. ~~After the final recommendation is made, the results shall be made available in an open and transparent manner to the University community, with enough information being made available so that the assignments of programs to quartiles are known, and programs can understand how the assignments were achieved.~~

RESOURCES USED

Dickeson, Robert C.; Prioritizing Academic Programs and Services; 2010; Jossey-Bass

California State University Mission Statement: www.calstate.edu/PA/info/mission.shtml

California State University, Sacramento Mission Statement:
www.csus.edu/webpages/mission.stm

California State University Policy Manual, Policy UMI07100 "Instructional Programs
Priorities; Academic Planning Resource Allocation and Enrollment Management":
www.csus.edu/umanual/UMI07100.htm

University of Southern Mississippi, University Priorities Committee Plan:
www.usm.edu/upc/upc_charge.pdf

Indiana State University, Program Prioritization:
www.indstate.edu/academicaffairs/program_prioritization.htm

Humboldt State University, Program Elimination Criteria:
www.humboldt.edu/~anstud/PEC2010.html

Approved by Alexander Gonzalez, President
October 11, 2011

Date: August 9, 2013

To: Janet Hecsh
            Chair, Faculty Senate

From: John Ingram
            Chair, Impaction Task Force

Subject: Impaction Task Force Recommendations

The Impaction Task Force has completed its work during the spring semester of 2013 and produced a revision of the current Policy on Program Impaction. The current policy was used as a starting point, but the document was extensively reordered and several new sections were added. The most significant proposed revisions and their rationales are:

1. Add a brief definition of program impaction status in section I.A.
    Rationale: This reflects the task force's understanding of and approach to program impaction.

2. Add a section, I.M, on advising.
    Rationale: Impaction status does not eliminate a program's responsibility under the university's "Undergraduate Academic Advising Policy".

3. Move the section on alternatives to impaction status, II.A, to the beginning of the initial application and full reapplication section, II.
    Rationale: Impaction is a drastic, last resort step so alternatives should be explored first.

4. Add a section, II.E, on planning for ending or phasing out program impaction status.
    Rationale: Impaction status is normally a temporary process so careful and continuing thought should be given to how it might be ended or why it needs to continue - at least for the moment.

5. Make clear in section III that the annual campus-level review and the CSU system-level review essentially coincide.
    Rationale: This would ease the burden both on programs seeking impaction and the faculty senate.

6. Add a section, IV, on mid-level review.
    Rationale: This would allow the faculty senate the option of reviewing a program's impaction status after two years (instead of four) if there was a

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material change in the program's circumstances or the senate felt that more data was needed from the program.

Impaction Task Force
Marya Endriga - Psychology (SSIS)
John Ingram - Mathematics and Statistics (NSM)
Katherine Kelly - Nursing (HHS)
Reza Peigahi - Library
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Proposed Revised Policy on Program Impaction (8-9-2013)

I. General Principles and Guidelines

A. Program impaction status is a last resort, normally temporary, process to address a persistent, extreme imbalance between a program's student capacity and student demand. This process is implemented by means of additional admissions criteria.

B. Programs are advised to explore alternatives prior to applying for impaction status.

C. Programs seeking impaction status must get approval at both the campus level and the CSU system level.

D. Programs or departments normally initiate all applications for and reviews of impaction status.

E. At the campus level, an application for program impaction status shall be accompanied by a completed Program Impaction Request Form that is approved by the Dean of the College.

F. At the campus level, an application for program impaction status will be treated for review purposes as a substantive program change. A completed Form B should be included.

G. At the campus level, the initial application for program impaction status, if approved, is approved for four years. Full reapplication is required after any four-year impaction period. Such applications must be submitted according to campus deadlines, for approval status to be determined by the faculty senate. This status would take the form of approval for four more years or approval for two more years, at which point a mid-level review would take place. The faculty senate would review after two years only if more data is needed or there is a material change in circumstances.

H. At the CSU system level, program impaction status is granted one year at a time. Continuing impaction status requires annual system approval. (An accompanying annual campus review coincides with this system review. This annual campus review would be sent forward as an information item on the faculty senate's regular agenda.)

I. Programs are advised to consult CSU Coded Memorandum, AA-2012-22: Impacted Campus/Programs, 2014-2015, (or a similar updated document) for details of CSU system-level requirements for impaction status applications. Most of these requirements would be met by the corresponding campus-level applications. However, after tentative system-level approval is given for the *initial* impaction request, public hearings, under California Education Code section 89030.5 (included in the above document), must be held and reviewed before final system-level approval of impaction status is granted.

J. The initial application for program impaction status, full reapplications, mid-level reviews, and annual reviews all follow the established campus review and approval process, which provides oversight at the department, college, faculty senate, as well as the administrative levels.

K. The annual departmental program and resource review should address the effect of impaction status as it relates to program capacity, demand for the program, additional admissions criteria, effects on other programs, and maintaining diversity.

L. Enrollment management strategies for dealing with program impaction status will evolve with the consultation of appropriate constituencies, so that the use of selection criteria or other techniques shall not distort the institutional commitment to the desired array and balance of programs. Such procedures shall also uphold access and diversity principles at Sacramento State.

M. In alignment with the university's "Undergraduate Academic Advising Policy", programs that are granted impaction status are still responsible for participating in the academic advising of students who express interest in the program. If this advising is not offered by the program or in the program's home department (where applicable), then clear and current advising materials shall be provided by the program for use by the campus Office of Academic Advising. Such materials would normally include information about equivalent transfer coursework (where specific courses are required in advance of admission), and both minimum admission standards and typical actual admission standards* (where historic data is available) for students entering the program.

*For example, it is valuable to both prospective students and academic advisors to know the minimum GPA requirement for program admission as well as the actual GPA range of students who have been successfully admitted into the program.

II. Initial Campus-Level Application and Full Reapplication for Programs Seeking Impaction Status (Every Four Years) - Programs should address the following:

A. <u>Alternatives to impaction status</u> - Impaction status is a drastic, last resort step to be taken only if all other options have been exhausted.

1. Describe solutions that have been attempted and discuss the feasibility of other solutions, to increase program capacity or improve program flow. These may include:

   a. Gaining access to larger classrooms or laboratories.
   b. Requesting additional resources such as regular or part-time faculty positions, new classroom or laboratory space, staff support positions, or increased funding.
   c. Improving advising to address bottleneck issues.
   d. Reorganizing program offerings into more rigid schedules (e.g., use of cohorts).

2 Describe solutions that have been attempted and discuss the feasibility of other solutions, to reduce program demand. These may include:

a. Reducing or discontinuing (either permanently or temporarily) minors and/or other programs/options/concentrations offered in the same departmental unit.
b. Reducing or eliminating service course, general education, and elective course offerings that can be met by other departmental units.
c. Restricting program course offerings access to students in the program and students in other programs for which these courses are required.
d. Reducing required coursework in the program.

B. <u>Capacity and demand</u> - Complete the required program data table, listing program capacity and demand, for the system-level application for impaction status. Include this table in the campus-level application and explain the methodology used to calculate each number.

1. Capacity is the maximum number of students for whom program facilities and staff are available to provide an opportunity for an adequate college education (definition from the Chancellor's Office). Describe and explain limitations on capacity. These may include:

a. Physical or other resources.
b. Class pedagogy or delivery format (lab/lecture/discussion).
c. Faculty workload.
d. Class-size limits from accrediting and/or professional certification organizations.

2. Demand is the sum total of all students requesting access to the program. Describe and explain sources of demand. These may include:

a. Continuing students - those currently accepted in the program who plan to continue.
b. Other university students - those currently accepted to the university who are in other programs requiring them to take courses in the program with impacted status.
c. Potential students - those currently accepted to the university who express an interest in the program or wish to change their major to the program.
d. New students - those seeking admission to the university who express an interest in the program.
e. Returning students - those seeking readmission to the university after an absence of one or more terms who express an interest in the program.

C. <u>Additional Admissions Criteria</u> - All admissions criteria must adhere to current university policy. Describe all applicable admissions criteria being proposed. For each, explain how and why the individual criterion was selected and what data, if any, contributed to that selection.

   1. Prerequisite courses and or unit requirements

      a. List prerequisite coursework.
      b. List any minimum grade requirements for prerequisite coursework and the maximum number of times a course can be repeated (if this differs from university policy) in the context of earning the minimum grade for admissions consideration.
      c. List minimum prerequisite unit requirements.

   2. Minimum grade requirements

      a. Overall GPA
      b. GPA for prerequisite coursework
      c. GPA in some minimum number of completed units
      d. GPA in some stipulated number of recently completed units

   3. Other admissions considerations

      a. List criteria that will be used to evaluate other skills and experiences (e.g., past work experience, extra-curricular activities, second languages, veteran status).
      b. List admissions strategies that will be used to mitigate adverse impacts on diversity and access (e.g., first-generation college status, socioeconomic factors, historically disadvantaged status).

   4. Admission decisions

      a. Describe any ranking procedure that incorporates criteria from 1, 2 and 3 above.
      b. Describe the appeals process for denied applicants.

D. <u>Monitoring effect on the campus community</u> - Outline the plan to monitor future enrollment trends, resource needs, and the continuing effects of program impaction status on the campus community. This plan will be used in the consideration of subsequent applications for impaction status, and should include:

   1. Effect on other campus programs.

      a. List campus programs that may be affected and the magnitude of that effect.

     b. Describe the consultation process between the program seeking impaction status, other programs, and the administration.

     d. Describe changes in university wide resource allocation and how these will be managed to ensure that impaction status does not distort the institutional commitment to the desired array and balance of programs.

  2. Effect on students.

     a. How will students who have been denied program admission be advised and accommodated within the university in alignment with the university's "Timely Declaration of Major Policy"?

     b. If necessary, outline how courses in the program will be restricted to specific majors.

     c. How will impaction status affect access and diversity within the impacted program and other affected programs?

E. <u>Plan for ending or phasing out program impaction status</u> - Impaction status should not normally be thought of as a permanent solution to an imbalance between a program's student capacity and student demand. Describe and explain plans for ending or phasing out impaction status. These may include:

  1. An argument that temporary forces external to the university are driving the imbalance and as such, the imbalance will ultimately resolve on its own accord.

  2. Continuing implementation or discussion of the future feasibility of the alternatives to impaction status described in Section A.

  3. An argument for why the university and system should have an interest in ending or phasing out impaction status in a timely manner.

  4. Further requests for additional resources such as regular or part-time faculty positions, new classroom or laboratory space, staff support positions, or increased funding, and a description of how these resources would be used.

  5. A timeline for the plans (which may be dependent on forthcoming resources).

III. Annual CSU System-Level Application and Campus-Level Review of Programs Seeking Continued Impaction Status (Prior to Full Reapplication after Four Years)

A. Programs should complete the required program data table, listing program capacity and demand, for the annual system-level application for impaction status.

B. The table above, along with an explanation of the methodology used to calculate each number, constitutes the annual campus review. This annual campus review would be sent forward as an information item on the faculty senate's regular agenda.

IV. Mid-Level Review of Programs Seeking Continued Impaction Status (Prior to Full Reapplication after Four Years) - The faculty senate would review after two years only if more data is needed or there is a material change in circumstances. In this case, programs should address the following:

A. <u>Changes to the original application for impaction status</u> - Explain and justify any changes to information, criteria, processes, or data that was submitted in the original application for impaction status.

B. <u>Demand and capacity</u> - Complete the required program data table, listing program capacity and demand, for the system-level application for impaction status. Include this table in the campus review and explain the methodology used to calculate each number.

C. <u>Monitoring the impact on the campus community</u> - Explain how the effects of impaction status are being monitored, and include an updated monitoring plan, with data collected to date.

D. <u>Monitoring the impact on access and diversity</u> - Explain how the effects of impaction status on access and diversity are being monitored, and include an updated monitoring plan, with data collected to date.