



# Academic Program Prioritization Report

May 15, 2013

## Table of Contents

Introduction .....	2
Prioritization Guiding Principles .....	2
Decision Making Process.....	3
Reflections on the Process.....	3
Quintile Definitions .....	4
New Program Definition .....	5
Program Rankings by Department.....	5
Program Rankings by Quintile.....	24

## Introduction

Much has been written about the state of public higher education and the challenges faced by colleges and universities in meeting the ever-changing demands of a society that has grown less willing to invest in the future. Dwindling public support, particularly during an era of unprecedented technological expansion and globalization, means that what were once well accepted, even respected, ideals are no longer considered sufficient reasons for investing in public higher education. As a consequence, institutions, particularly regional, comprehensive institutions like Southern Oregon University, increasingly find themselves in the midst of budget crises that drive critical decisions and planning processes. It is within this context that the process of academic program prioritization was developed. The objective of this process is to find the proper balance in allocating resources among programs deemed essential to achieving the mission and strategic goals of the institution. It is our hope that the work represented by this report will contribute to a strategic planning process that achieves such a balance and results in a more distinctive and sustainable SOU.

## Prioritization Guiding Principles

The following were established and agreed upon by both Academic and Academic Support PPGs at the outset of the prioritization process:

The process will be fair, honest, forthright, and responsible. It will follow the best examples of development and implementation undertaken by other universities throughout the nation. The process shall be open and transparent, with no a priori decisions having been made, and with decisions made based on the published criteria.

In order to set realistic priorities, it will be necessary to rank all programs by quintiles. The process will offer the opportunity for enrichment of programs, as well as the possibility of contraction or elimination.

- We will embrace a culture of evidence, one that ensures that program decisions now and in the future will be data-driven.
- To enable better decisions in the future, the large database established for prioritization will be maintained going forward.
- Transparent: The study criteria will be collaboratively developed, approved, and well-publicized in advance of the study.
- Comprehensive: The study criteria will be broad in scope so as to encompass all aspects of a program.
- Consistent: The same study criteria will be applied to each program; only their measurement may change as appropriate.
- Inclusive: All university programs - instructional, student service, and administrative will be analyzed, and all university employees will have the opportunity to participate in the analysis of their programs.
- Demand-driven: The study will measure the demand for all programs as determined by students, employers, or internal constituents.
- Data-based: The study will be based on both quantitative and qualitative data.

## Decision Making Process

Initially, both the Academic and Academic Support PPGs agreed upon the same decision making process (see Guiding Principles on the Prioritization website). Due to the departure from SOU of one of the original group members, the Academic PPG had to modify the process as follows.

**Quorum:** 6 out of 8 members must be present either in person or via phone or other digital conferencing method to conduct any formal meeting.

**Voting:**

- Any decision requiring a formal vote requires all (8) PPG member votes.
- All formal votes will require a criterion of consensus minus one which is equivalent to 7/8ths.
- If the group cannot reach the 7/8ths level of support, the decision will be tabled until the next official meeting. At that time, if the group still cannot meet the 7/8ths criteria, a fall back criteria of 6/8ths will be implemented for that particular decision.
- For all decisions about placing programs in quintiles, any department/program that does not receive at least 6/8ths support for placement in the top four quintiles will, by default, be placed into the bottom quintile.

In addition, every program report was individually reviewed and scored by each member of the Academic PPG. Programs were scored on 9 criteria (100 pts total): history, development and university expectations (5 pts), external demand (10 pts), internal demand (10 pts), quality of program inputs and processes (10 pts), quality of program outcomes (15 pts), size and productivity (15 pts), revenue and cost (15 pts), impact, justification, and overall essentiality (10 pts), and opportunity analysis (10 pts). Program scores assigned by individual reviewers were examined, compared, and discussed by the entire group to arrive at an initial ranking. Rankings were confirmed or adjusted and finalized by vote, as described above.

Program rankings are based on retrospective information provided in individual program reviews and reflect comparisons relative to other programs. Incomplete or poor responses on program reviews resulted in lower overall scores, and potentially lower rankings. A total of 183 academic programs were identified and evaluated. Each quintile contains 33 programs. An additional 18 programs were less than two years old and therefore did not have adequate data or information to be effectively scored or placed into quintiles.

## Reflections on the Process

The members of the Academic PPG believe that this process has the potential to be beneficial to the University in a number of ways. The process has allowed departments to take a holistic look at their programs and has allowed the university to compare programs based on multiple common metrics, both qualitative and quantitative. To a certain extent, this process has established an increased level of transparency regarding SOU programs and their characteristics. Most importantly, we hope that the work done throughout this process provides a useful tool for strategic planning and investment, and lays the groundwork for future program review.

The committee recognizes that the process is imperfect, and offers the following observations as guidance for future prioritization teams. Much of the data were aggregated by discipline/department, thereby obscuring the actual numbers of the programs being evaluated (e.g. class size, teaching evaluations, and, most importantly, cost ratio.) We recommend that future prioritization assessments align the granularity of the data with definitions of the programs. We also believe that it would be helpful for the institution to establish, regularly monitor, and post online key performance indicators at the program level.

In reflecting on the composition of the report categories and the associated rubric, the committee believes that they were appropriate and meaningful. Certainly, though, measurement and evaluation of these categories could be improved in future prioritization efforts. For example, the assessment of the interdependencies and synergies of programs could be tightened. Additionally, a more standardized approach for external demand could be developed.

Moving forward, it is our hope that the prioritization process will be followed by a conscious, engaged, and transparent strategic planning process. We would like to thank and compliment the writers of the reports for their honest and thoughtful evaluations of their programs. Writing these reports required significant time and energy, and we urge the administration and the entire campus community to review the reports posted online.

## **Quintile Definitions**

The Academic PPG Committee used the following definitions to make the final decisions for assigning programs to quintiles:

### *1. Enhance*

Programs assigned to this category generally received high overall program scores. Investment in these programs should be a priority to strengthen the academic performance of the university.

### *2. Maintain and possibly enhance*

Programs assigned to this category generally received medium to high overall program scores. Continued support of these programs, at or above their current resource allocation, is central to maintaining the academic performance of the university.

### *3. Maintain*

Programs assigned to this category generally received medium overall program scores. Continued support of these programs, at or near their current resource allocation, is central to maintaining the academic performance of the university.

### *4. Review*

Programs assigned to this category generally received medium to low program scores. Programs in this category contribute to the academic quality of the university, but curricular reorganization and/or resource reduction is required for long-term viability on contribution of these programs.

## 5. Restructure

Programs assigned to this category generally received low program scores. Restructuring, consolidating, or eliminating these programs will permit the redistribution of resources to targeted programs and/or will enhance the academic performance of the university.

## New Program Definition

New programs implemented in AY 2011 or later were not placed into quintiles because they could not be adequately assessed at this time. These programs have potential to contribute to the academic performance of the university. A careful review of these programs should be conducted within the next three years.

## Program Rankings by Department

### Anthropology

#### Anthropology (BA/BS) (Quintile 2)

Strong, high-quality program that supports the university mission and vision. Resources at or above current levels are recommended to maintain program quality.

#### Minor in Anthropology (Quintile 4)

Program has low demand and is not critical to the university and/or other programs. Review is recommended.

#### Applied Cultural Anthropology Certificate (Quintile 4)

Program has low demand, graduates few students, and does not significantly contribute to the success of the university and/or other programs. Review is recommended.

#### Cultural Resource Management Certificate (Quintile 4)

Though it may contribute unique offerings, the program has low demand, graduates very few students, and does not significantly contribute to the success of the university. Review is recommended for potential consolidation with similar programs.

#### Gen Ed/Service/Other Demand for Course Delivery (Quintile 3)

Program supports the university mission and vision and delivers moderately large SCH. Maintaining the current resource level is recommended.

### Art and Art History

#### Art History (BA) (Quintile 4)

Internal and external demand for this major is low, with a low number of graduates. Review is recommended.

#### Studio Art (BA/BS) (Quintile 1)

Program aligns well with the mission of a liberal arts university with strong connection to the regional arts community. Recommend enhancement.

### Studio Art (BFA) (Quintile 3)

Strong program with modest enrollment. Maintaining the resource level is recommended.

### Minor Art History (Quintile 4)

Program shows modest enrollment increase in last two years. Review is recommended to enhance interdisciplinary opportunities.

### Minor Digital Art and Design (Quintile 5)

Program goals seem better served by EMDA. Consolidation with the EMDA minor is recommended.

### Minor General Studio Art (Quintile 5)

Program serves surprisingly few students, given the importance of the arts in the local community. Restructure is recommended to broaden appeal.

### Minor Photography (Quintile 5)

Program serves few students. The report also received relatively low scores in the area of program essentiality and opportunity. Restructure is recommended.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 2)

Program supports the university mission and vision, and the art history courses generate relatively large SCH. Resources at or above current levels are recommended to support growth and quality.

## **Biology**

### Biology (BA/BS) (Quintile 2)

Strong program with consistent placement of graduates. It utilizes the bioregion and supports the mission and vision of the university. Resources at or above current levels are recommended to enhance program quality.

### Ecology, Organismal and Field Biology Option (BA/BS) (Quintile 2)

Strong program that has increased significantly in number of graduates and SCH over the last 5 years. It utilizes the bioregion and supports the mission and vision of the university. Resources at or above current levels are recommended to continue program growth and increase quality.

### Minor Biology (Quintile 4)

Program serves relatively few students. It is not essential to the university and/or other programs. Review is recommended.

### Certificate Botany (Quintile 5)

Program serves very few students. It is not essential to the university and/or other programs and same outcomes can be achieved through Biology major. Recommend elimination or consolidation within major.

Environmental Education (MS) (Quintile 1)

Strong, distinctive program that supports the university mission and vision. It attracts students nationwide and utilizes the bioregion. Increased resources are recommended to support growth and enhance quality.

Gen Ed/Service/Other Demand for Course Delivery (Quintile 2)

Program generates very high SCH and is necessary for pre-majors in health disciplines and majors in biochemistry. Resources at or above current levels are recommended to increase program quality.

**School of Business**

Business Degree Completion (Quintile 1)

Strong program with significant potential for further growth, particularly with online offerings. Demand for courses exceeds the current capacity of the department.

Marketing (BA/BS) (Quintile 3)

Strong program, but no new investment warranted.

Management (BA/BS) (Quintile 1)

Large number of graduates and high external demand. Management is the largest major in the School of Business with a well-deserved reputation.

Hospitality and Tourism (BA/BS) (Quintile 2)

Relatively low numbers of graduates historically, but has the potential to grow given regional connections and recent curricular revisions.

Accounting (BA/BS) (Quintile 2)

Very strong external demand for graduates along with strong enrollment, increasing over the past five years. The PPG suspects this program's strengths were not adequately reflected by the report submitted.

Management (BAS) (Quintile 2)

Solid program that serves unique niche in Oregon.

Hospitality and Tourism (BAS) (New Program)

New program without enough data to evaluate, has the potential to grow given regional connections. Program should be re-evaluated in two or three years.

Business Administration (MBA) (Quintile 3)

Strong program, no new investment warranted, currently meeting demand, probably has limited opportunities for growth.

Management (MiM) (Quintile 3)

Strong program, no new investment warranted, serves unique niche in region, but probably limited opportunities for growth.



Minor Business Administration (Quintile 3)

Strong enrollment for a minor program, no new investment warranted.

Certificate Applied Finances & Economics CAFÉ (Quintile 3)

Strong program. High number of graduates for a certificate program, and also high external demand for program graduates. Recommend maintaining.

Certificate Business Information Systems CBIS (Quintile 3)

Strong program with high external demand; however, no new investment warranted.

Certificate Interactive Marketing & E-Commerce CIMeC (Quintile 2)

Intriguing interdisciplinary program with likely growth potential. High external demand for program graduates. Recommend maintaining or enhancing.

Certificate Management of Human Resources CMHR (Quintile 3)

Strong program, no new investment warranted, relatively low demand but good job prospects for graduates.

Certificate Nonprofit Management CNPM (Quintile 4)

Small program that could serve regional needs. Not currently a program of distinction but has potential, warrants some attention to determine why it has not attracted more students.

Certificate International Business IBC (Quintile 5)

While promising, this program has not taken off, posting small numbers since it was established in 2009.

Certificate Post Baccalaureate in Accounting (Quintile 3)

Low cost program. Relatively small number of students but program provides a valuable resource for local post-bacc students. Recommend maintaining.

Certificate in Sustainability Leadership (Quintile 5)

While this program seems like a natural for SOU, it has remained small since its inception in 2008. There is little vision or direction evident in the report submitted.

Gen Ed/Service/Other Demand for Course Delivery (Quintile 5)

Large number of SCHs, though not particularly productive given the size of the Business faculty. Nevertheless, the PPG suspects this program's strengths were not adequately reflected by the report submitted.

## **Chemistry**

ACS Biochemistry Option (BA/BS) (Quintile 1)

Small, but distinctive program with very strong student outcomes and placement after graduation.

ACS Chemistry Option (BA/BS) (Quintile 1)

Small, but distinctive program with very strong student outcomes and placement after graduation.

#### Chemistry Option (BA/BS) (Quintile 2)

Small program with strong external demand and good student outcomes and placement after graduation.

#### Forensic Chemistry Option (BA/BS) (Quintile 4)

Popularity of the “forensics” title has led to increase (albeit modest) in SCH and graduates in recent years. Little distinction between this and Chemistry Option (2 courses). Not essential to university mission. Consider consolidation with Chem major.

#### Co-Major Business-Chemistry (Quintile 5)

Virtually no internal or external demand, nor interest by either department to continue offering this option. Recommend elimination.

#### Minor Chemistry (Quintile 4)

Small program that has decreased in productivity in recent years due to reduced course offerings. Generally supports other STEM fields so low internal demand.

#### Gen Ed/Service/Other Demand for Course Delivery (Quintile 3)

Modest size GSO in terms of SCH, strong contributions to other science programs. Maintain current level of support.

### **Communication**

#### Communication Studies Concentration (BA/BS) (Quintile 1)

Relatively large, productive major, well-aligned to university mission. Recommend enhancement.

#### Film, Television, & Convergent Media Concentration (BA/BS) (Quintile 1)

Distinctive program with potential to enhance regional visibility. Recent revisions to curriculum integrated several discrete programs, allowing for greater efficiencies.

#### Minor Communication Studies (Quintile 3)

Relatively large minor with strong internal demand. Recommend maintaining.

#### Minor Conflict Resolution (New Program)

New program with little or no data for evaluation. Though distinctive, the program currently relies on a single faculty member who is retiring, so will require significant investment to maintain or grow.

#### Minor Film, TV and Convergent Media (Quintile 2)

Distinctive minor with strong growth potential and external demand. In the process of restructuring to combine three previous minors into a more cohesive overall program.

#### Certificate Conflict Resolution (New Program)

As with the Minor in Conflict Resolution, this is a new program with little or no data for evaluation. Though distinctive, the program currently relies on a single faculty member who is retiring, so will require significant investment to maintain or grow.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 2)

Strong, productive program with high internal demand.

## **Computer Science**

### Computer Science (BA/BS) (Quintile 1)

Program has high external demand and graduates a significant number of students. Recent restructuring of the major will allow this department to both grow and increase quality with enhanced resources.

### Applied Computer Science (MS) (Quintile 5)

Very young program that has been difficult to support and promote given current capacity within CS, so has failed to live up to expectations.

### Minor Computer Science (Quintile 5)

Very low demand for this minor with current structure. Revisit.

### Co-Major Mathematics-Computer Science (Quintile 4)

Program to undergo thorough review in 2013-14. Currently, very low demand and not essential to university mission.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 3)

Knowledge of technology integral to a university education. General education and service offerings generate relatively large SCH and contribute to diverse disciplines across campus.

## **Criminology and Criminal Justice**

### Criminal Justice (BA/BS) (Quintile 1)

Strong program with large number of graduates, high productivity, and notable reputation in state. Serves unique niche in the region and has potential for continued growth.

### Criminal Justice w/emphasis in Forensics (BA/BS) (Quintile 4)

Strong student interest; however, limited job prospects reduce the utility of the degree because of the disconnect between student expectations and job requirements. Student interest may be better served with a CCJ major in conjunction with computer science and/or chemistry course offerings.

### Minor Criminal Justice (Quintile 3)

Strong program with value for many majors across campus. No new investment warranted.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 3)

Productive program serving university community. No new investment warranted.

## **Economics**

### Economics (BA/BS) (Quintile 2)

Although a relatively small major, it's distinctive and has strong external demand. Productive program with growth potential and opportunities for additional collaboration across campus.

### Minor in Economics (Quintile 1)

Distinctive program that has both strong external and internal demand. One of the largest minor programs on campus, aligning with many areas of study.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 1)

Strong, productive program that serves many students across disciplines. Although medium SCH compared to other GSO programs, it is integral to the success of many majors, including business and international studies.

## **Emerging Media and Digital Arts**

### Emerging Media and Digital Arts (BA/BS) (New Program)

New program slated to begin in Fall 2013. Distinctive, interdisciplinary program with potential for high visibility and student interest. Program should be re-evaluated in two or three years.

### Minor Emerging Media and Digital Arts (New Program)

Distinctive, interdisciplinary program that has shown growth potential over a short period of time. Not enough data to evaluate at this time. Program should be re-evaluated in two or three years. Potential to subsume the Digital Art and Design minor within this program.

### Gen Ed/Service/Other Demand for Course Delivery (New Program)

A model for collaboration, EMDA has a large growth potential in an emerging area of study. Not enough data to evaluate at this time. Program should be re-evaluated in two or three years.

## **School of Education**

The School of Education provides a number of quality, distinctive programs that provide key linkages to local/regional schools. The most recent state accreditation resulted in unconditional approval of all School of Education licensure programs. Ongoing program evaluations are monitored by the state accrediting body for teacher licensure programs. The School of Education is well-positioned to take advantage of policy initiatives and funding priorities identified by the Oregon Education Investment Board (OEIB) and other governing bodies.

### Education Early Childhood Development (BA/BS) (Quintile 1)

Strong Program. Potential for large growth since high priority for the Oregon state government and the U.S. government. Recommend enhancement.

### Education Elementary – licensure track (BA/BS) (Quintile 1)

Important program with growth potential that supports university mission by meeting regional and state needs for public school teachers. Important feeder degree for School of Education master programs. Recommend enhancement.

### Education Elementary – degree track (BA/BS) (Quintile 1)

Strong Program with growth potential that supports the university mission and serves as a preparatory program for non-licensure teaching opportunities and graduate programs. Recommend enhancement.

Masters in Art of Teaching (MAT) – licensure track (Quintile 1)

Flagship graduate program with high quality indicators and strong enrollment. Strong opportunity analysis. Recommend enhancement.

Masters in Education (MEd MS) (Quintile 1)

Large, consistent number of graduates. Essential for educators to meet state mandates. Recommend enhancement.

Masters in Education in Special Education (MEd, MA, MS) (Quintile 1)

Consistent enrollments and high external demand for graduates. Recommend enhancement.

Minor Early Childhood Development (New Program)

New program without enough data to evaluate. Potential for growth due to new Federal requirements for Head Start teachers. Program should be re-evaluated in two or three years.

Minor Education (Quintile 4)

Enrollment in the minor has dropped in recent years, likely due to introduction of undergraduate major in Education. Recommend revisiting the minor to ‘rebrand’ for broader interest.

Certificate Initial Administrative Licensure (Quintile 2)

Important program that provides a viable option for those seeking an administrative license in the region. Size compares favorably with other state programs. Recommend maintaining or enhancing.

Certificate Continuing Administrative Licensure (Quintile 3)

Natural fit with initial administrative licensure program, but limited opportunity for growth. Recommend maintaining.

Certificate Special Education (Quintile 1)

Exhibits strong enrollment and graduate trend. High external demand for graduates. Recommend enhancement.

Certificate English as a Second Language ESOL (Quintile 1)

Provides important endorsement option that supports regional demographic needs. Consistently successful in securing external funding. Recommend enhancement.

Certificate READ Oregon (Quintile 3)

Relatively small program providing an important service for regional educators. Recommend maintaining.

Continuing Licensure or Additional Endorsement (Quintile 1)

Provides essential opportunity for current educators to meet state mandates for an advanced license required to continue teaching in Oregon. Recommend enhancement.

#### Gen Ed/Service/Other Demand for Course Delivery (Quintile 4)

Program has showed steady decrease in SCH possibly due to addition of undergraduate programs. Program is small relative to other GSO programs across campus.

### **English and Writing**

The English and Writing program has been organized into distinct concentrations including English Education, Professional Writing, Creative Writing, and Literary Studies. The diversity of offerings appears to have diluted the number of students in some concentrations.

#### Concentration Creative Writing (BA) (Quintile 2)

Program appears to have a strong opportunity for growth and fits well within the local community. Recommend maintaining and possible enhancement.

#### Concentration English Education (BA) (Quintile 1)

Strong program and essential to University mission. Continuing high demand for teachers enhances utility of this degree. Recommend enhancement.

#### Concentration Literary Studies (BA) (Quintile 3)

Supports other English majors and other programs on campus. Recommend maintaining.

#### Concentration Professional Writing (BA/BS) (Quintile 5)

Low number of graduates and limited cost effectiveness with required internships and capstone experience. Recommend restructuring or elimination as suggested by the department.

#### Concentration Special Studies in English and Writing (BA) (Quintile 5)

Small number of graduates. Recommend restructuring or elimination as suggested by the department.

#### Minor Creative Writing (Quintile 4)

The program may have potential for growth but currently serves a small number of students. Recommend review.

#### Minor English Education (Quintile 5)

Although the English Education minor is connected with the School of Education, data over the past five years show consistently low enrollment for the minor. May be useful to merge this minor with other minor concentrations in order to create a more general minor in English. Recommend restructuring or elimination.

#### Minor Literary Studies (Quintile 5)

Low enrollment suggests consolidation with other concentrations within the program to create a more general minor. Recommend restructuring or elimination.

#### Minor Professional Writing (Quintile 5)

LLP department proposes eliminating this minor. Recommend restructuring or elimination.

#### Gen Ed/Service/Other Demand for Course Delivery (Quintile 5)

Program appears to provide a valuable service to the University but the report did not represent the program well.

#### **Environmental Studies**

Although the Committee recognizes the adaptability, quality, and relevance of Environmental Studies, the overall number of relatively specialized concentrations dilutes the number of students in each. Strongly recommend review and consider consolidation of programs.

#### Cultural Resource Management Concentration (BS) (Quintile 5)

The program is too similar to the Cultural Resource Management Certificate and serves very few students who would be better served by pursuing the certificate. Recommend elimination.

#### Watershed Science Concentration (BS) (Quintile 4)

Low enrollment, but newer concentration with anticipated growth. Review recommended.

#### Ecology and Conservation Concentration (BS) (Quintile 4)

A relatively small program, but larger and increasing SCH and more graduates compared to other ES major options. Review recommended.

#### Land Use Planning Concentration (BS) (Quintile 4)

Although increasing SCH and stable graduate numbers (averaged at 4) over the last 5 years, this program is relatively small compared to other majors. Review recommended.

#### Sustainability and Policy Concentration (BS) (Quintile 4)

A relatively small program, but SCH has grown over last five years. Second to the Ecology and Conservation in generation of SCH and graduates among ES major options. Review recommended.

#### Minor Environmental Studies (Quintile 5)

Very low enrollment over the past five years. Recommend restructuring or elimination.

#### Minor Geology (Quintile 5)

The Geology minor has very low enrollment and is not an essential program in Environmental Studies. Recommend restructuring or elimination.

#### Minor Land Use Planning (Quintile 4)

This is an interdisciplinary program but low headcount and SCH. Pending retirements will likely make the program vulnerable. Recommend review.

#### Gen Ed/Service/Other Demand for Course Delivery (Quintile 4)

Although the program has the potential to provide substantial service to the University community, it suffers from staffing concerns. Program could be an important contributor to the Greenhouse. Recommend review.

## **Foreign Languages & Literature**

### French Language & Culture option (BA) (Quintile 3)

Low demand for major, but important for university mission. Maintain at current level of support.

### Spanish Language & Culture option (BA) (Quintile 1)

Medium size program with high potential for growth as demographics change in region and state. Aligns well with university mission.

### Minor French (Quintile 3)

Low demand for minor, but low marginal cost due to strength of GSO and major class offerings. Maintain at current level of support.

### Minor German (Quintile 5)

Very low demand for the minor; however, German language valuable as GSO. Recommend re-allocating resources to support service courses.

### Minor Spanish (Quintile 2)

Relatively large minor with high potential for growth. Increased regional and national demand for Spanish proficiency. Minor essential for liberal arts mission and integrates well with many majors.

### French Language Teaching (MA) (New Program)

New program without enough data to evaluate. Has potential for success as it's modeled after the Spanish Language Teaching program that has shown success. Program should be re-evaluated in two or three years.

### Spanish Language Teaching (MA) (Quintile 2)

A small, unique program that is both productive and cost effective. Serves a niche market which provides a national presence for SOU. Program thrives but does not appear to need significant additional resources.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 1)

An essential program for SOU as a liberal arts university that provides ability to offer students a BA option and increases diversity on campus with strong breadth of class offerings. Large internal demand that generates second largest SCH of all programs.

## **Gender, Sexuality and Women's Studies**

### Minor in Gender, Sexuality and Women's Studies (Quintile 3)

Low external demand, but a high quality interdisciplinary program that aligns with university mission. Recommend maintaining.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 2)

GSO offerings show strong alignment with university mission. Recommend maintaining or possible enhancement.



## **Geography**

### Minor in Geography (Quintile 3)

Though it graduates a relatively small number of students, it serves and complements many other programs and initiatives. Recommend maintaining.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 2)

Geospatial emphasis necessary for multiple programs, but GIS laboratory constrains growth in this program. Recommend maintaining or enhancing.

## **Health, Physical Education and Leadership**

### Health and Physical Education (BA/BS) (Quintile 1)

Program shows moderate growth over last 5 years, generates high SCH and graduates a sizable number of majors. Large external demand and potential to increase enrollments and quality with enhanced resources.

### Minor Military Science (Quintile 3)

No personnel costs to SOU, and notable recruiting vehicle for students interested in military. Recommend maintaining at current levels.

### Outdoor Adventure Leadership (BA/BS) (Quintile 2)

Program is relatively new, has shown positive growth, and offers diverse opportunities that effectively utilize regional resources. Some concern that it is delivered almost entirely by professional track and adjunct faculty. Recommend maintaining at current levels or enhancing.

### Minor Outdoor Adventure Leadership (Quintile 4)

Small minor with limited internal demand and not well-integrated with other campus programs. Some concern that this program delivered almost entirely by professional track and adjunct faculty. Recommend reviewing.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 3)

Program generates large, stable SCH and supports student health and activity. Recommend maintaining at current levels.

## **History**

### History (BA/BS) (Quintile 1)

Program has consistently graduated a relatively large number of majors and generated high SCH with few faculty over the last 5 years. The PPG acknowledges the adaptability of the program and the increased quality that has resulted from the merger with Political Science. Recommend enhancement.

### Minor History (Quintile 4)

Relatively few degree recipients and not essential for other programs. Recommend review.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 2)

Program services a high number of SCH, and courses support a number of other degree programs and University Studies strands. Recommend maintaining or enhancing.

## **Interdisciplinary Studies**

### Interdisciplinary Studies (BA/BS) (Quintile 5)

This program leverages courses from many other disciplines, but lacks leadership. Recommend restructuring.

### Interdisciplinary Studies (MIS) (Quintile 4)

The PPG acknowledges this program has already been restructured and experienced a “dormant” year. The program continues to struggle with low numbers of graduates, SCH and faculty participation. Recommend review.

## **International Studies**

### International Studies (BA/BS) (Quintile 4)

The potential to support the SOU mission and interdisciplinary nature of the program are seen as strengths. The lack of dedicated faculty lines in IS weakens this program. Recommend a careful review due to relatively low number of graduates and heavy reliance on other programs.

### Minor in International Studies (Quintile 5)

Similar to the major, this program is interdisciplinary and has the potential to support the SOU mission, but has low numbers of graduates. The lack of dedicated faculty lines in IS weakens this program. Recommend restructuring.

### Minor Latin American Studies (Quintile 4)

This program is interdisciplinary and has the potential to support the SOU mission by strengthening ties to the region and the Guanajuato program, but has a low number of graduates. The lack of dedicated faculty lines in IS weakens this program. Recommend review.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 5)

Though program is interdisciplinary and has potential to support the university mission, the lack of dedicated faculty lines in IS and therefore the low number of IS-prefixed courses weakens this program. Recommend restructuring.

## **Mathematics**

### Mathematics (BA/BS) (Quintile 2)

Moderate size program with high productivity and strong student outcomes. Aligns with University mission in challenge, access and student success.

### Applied Mathematics (PS Masters) (New Program)

New program without enough data to evaluate. Well aligned with SOU mission to serve the needs of the region. Program should be re-evaluated in two or three years.

### Co-Major Financial Mathematics (Quintile 2)

Niche program with a fairly specific but solid external demand. Recently re-conceptualized to improve student outcomes and meet marketplace expectations. Effective partnership with Business; program has small number of graduates but exhibits growth potential.

#### Minor Mathematics Education (Quintile 2)

Supports important teaching programs, offering essential math sequence required for elementary teacher licensure and subject area training for middle school licensure. Potential to grow in size and expertise with national interest in STEM teaching and learning.

#### Minor Mathematics (Quintile 2)

Solid program with the versatility to add quantitative competencies to numerous majors.

#### Minor Statistics (New Program)

A recently developed program, with small numbers but has an applied, interdisciplinary nature. Potential asset to other majors that emphasize data analysis.

#### Developmental Math & Tutoring (Quintile 2)

Serves valuable function for retention and advancement. Provides foundational skills needed in other programs. Recommend maintaining the self-funded structure in order to continue offering service to students.

#### Gen Ed/Service/Other Demand for Course Delivery (Quintile 1)

Essential program with high internal demand. Provides foundational skills for many programs on campus.

### **Music**

The Music program is an essential component of a liberal arts education and it has established itself as a valuable asset to the University and as a representative of Southern Oregon region. In general, the music offerings are quality programs with low numbers and high costs. In anticipation of significant facilities renovations, the program should continue to identify programmatic strengths, efficiencies and new growth opportunities.

#### Music (BA/BS) (Quintile 2)

Important program for liberal arts university with strong ties to our community and region. Strong faculty. High cost of equipment and instruction results in a low revenue to cost ratio. Recommendation to maintain or increase resources to encourage program growth.

#### Concentration Elementary General Music (BA/BS) (New Program)

New program without enough data to evaluate. Program should be re-evaluated in two or three years.

#### Concentration Music Composition (BA/BS) (Quintile 5)

Highly specialized program with very low enrollments over last five years. Quality has been achieved, but ability to expand or improve dependent on availability of adjunct instructors. Committee recommends reconsideration of program goals and strategies and need for separate composition program.

### Concentration Music Instruction (BA/BS) (Quintile 3)

An essential program to prepare future music teachers. Moderately low SCH and few graduates, though good placement in the field of teaching. Program is strengthening K-12 licensure and actively searching for interdisciplinary partnerships. Recommend maintaining at current levels.

### Concentration Music Performance (BA/BS) (Quintile 3)

Small but distinctive program with productive faculty and strong student achievement on and off campus. Moderately low SCH and few graduates. Program is reviewing its curriculum to condense offerings. Recommend maintaining at current levels.

### Minor Music (Quintile 5)

Small minor with weak internal demand.

### Performance (MM) (New Program)

New program without enough data to evaluate. Program should be re-evaluated in two or three years.

### Co-Major Music-Business (Quintile 5)

Low enrollments and lack of clear mission point to need for restructuring or elimination. Hard to see the connection with Business in this report. Same outcome might be achieved through a business minor. Department working on curricular changes that will replace this program. PPG supports restructure.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 3)

Program services a large number of students and is important for a liberal arts university, though it is not particularly cost effective. The planned addition of a minor differential tuition fee is expected to offset some expense. Recommend maintaining at current levels.

## **Native American Studies**

### Minor in Native American Studies (Quintile 2)

Opportunity for consolidation with the certificate if populations served are not distinct. Modest demand but supports the mission of SOU and needs of the region. Program would benefit by having secure faculty lines.

### Certificate in Native American Studies (Quintile 3)

Opportunity for consolidation with minor if populations served are not distinct. Modest demand but good fit with SOU mission and needs of the region.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 3)

Solid program connected to mission of the University. Internal demand draws students connected to other programs, adding essential cultural awareness component to University life.

## **Philosophy**

### Minor Philosophy (or Ethics) (Quintile 2)

A relatively small minor that aligns well with University mission and is central to liberal arts curriculum. Maintain and possibly enhance.

### Minor Rhetoric and Reason (Quintile 4)

New program that aligns well with the University mission, but so far has very small enrollments and few graduates. Interdisciplinary focus.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 1)

Strong program linked to University mission. Serves a relatively large number of students with limited faculty resources. Recommend increased levels to encourage growth.

## **Physics**

Overall, the PPG felt that Physics program had strong faculty and student outcomes but saw significant challenges because of the relatively low numbers of students served in the degree options. Strong recommendation to review programmatic offerings and consider consolidation.

### Applied Physics Option (BA/BS) (Quintile 4)

Strong external demand and strong faculty/student outcomes but low enrollment program necessitates review. Recommend consolidating program offerings.

### Standard Physics Option (BA/BS) (Quintile 4)

Strong external demand and strong faculty/student outcomes but low enrollment program necessitates review. Recommend consolidating program offerings.

### Engineering Physics (BA/BS) (Quintile 5)

Strong external demand and strong faculty/student outcomes but extremely low enrollment program. Recommend close review of program.

### Physics/Engineering Dual Degree Option (BA/BS) (Quintile 4)

Strong external demand but few graduates and extremely low SCH prompt a close review of program.

### Materials Science (BS) (Quintile 4)

Strong external demand and strong faculty/student outcomes but low enrollment program necessitates review. Recommend consolidating program offerings.

### Co-Major Business-Physics (Quintile 5)

Low external demand and low numbers of students served. Recommend close review of program and consider restructuring, consolidation or elimination.

### Minor Physics (Quintile 5)

Low external demand and low numbers of students served. Recommend close review of program and consider restructuring, consolidation or elimination.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 3)

Large SCH for faculty, with necessary contributions to science majors and pre-health professions. Recommend maintaining current levels.

## **Political Science**

### Political Science (BA/BS) (Quintile 3)

The Political Science BA/BS is one of the more cost effective programs on campus because of the relatively low number of faculty. Strong external demand but relatively low internal demand beyond History and Environmental Studies. The small size of the faculty constrains the breadth of the program. The PPG acknowledges the adaptability of the program and the potential for increased quality due to the merger with History.

### Minor Political Science (Quintile 4)

While the minor in Political Science was seen as cost effective, the PPG felt that the minor exhibited weak internal demand relative to other programs. The PPG also felt that other programs offered stronger opportunity analyses.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 4)

While the GSO for Political Science was seen as cost effective, the PPG felt that their GSO exhibited weaker internal and external demand relative to other GSO programs.

## **Psychology**

### Psychology (BS/BA) (Quintile 1)

High quality program outcomes. Very large, productive major and closely aligned with the mission of the university.

### Mental Health Counseling (MA/MS) (Quintile 1)

Productive, nationally accredited graduate program. Strong potential for growth.

### Minor Psychology (Quintile 2)

Large minor serving diversity of majors. Enhanced support of Psychology major will benefit this important minor.

### Degree Completion Human Services (Quintile 2)

Program with strong regional ties that prepares undergraduates to meet growing demand for human services professionals. Delivery of program at HEC a strength.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 1)

Strong contributor to general education across campus. Targeted investment to increase diversity of offerings would be advantageous.

### Social Justice Minor (New Program)

New program without enough data to evaluate, has the potential to grow given regional connections.

## **Sociology**

### Sociology (BS/BA) (Quintile 1)

The Sociology BS/BA program was given high marks for strong program outcomes and overall size and productivity relative to other programs. The PPG recognizes the recent loss of faculty lines and recommends enhancement of this program.

### Minor in Sociology (Quintile 3)

The minor in Sociology, while valuable, was seen as average relative to other programs at SOU.

### Gen Ed/Service/Other Demand for Course Delivery (Quintile 3)

The GSO in Sociology had lower external demand but higher internal demand relative to other programs.

## **Theatre Arts**

### Theatre Arts (BA/BS) (Quintile 1)

Program identified as distinctive and essential to the university, with quality faculty/student outcomes that contribute to the community. Recommendation for increasing current levels to enhance quality.

### Theatre Arts (BFA) (Quintile 2)

Program identified as distinctive for the university but has low internal demand. Recommend to maintain or enhance current levels.

### Theatre Studies in Production and Design (MA) (Quintile 3)

Program identified as distinctive for the university with a modest increase to the number of majors over the last 5 years. Recommend to maintain at current levels.

### Minor Film Techniques (New Program)

New, distinct interdisciplinary program with potential to add value to Theatre Arts. No data yet to evaluate. Program should be re-evaluated in two or three years.

### Minor Shakespeare Studies (Quintile 4)

The minor in Shakespeare Studies is a distinct program with potential for growth. New leadership for the program as well as the plans for a graduate degree in Shakespeare Studies suggest potential. Further review and/or reorganization are recommended.

### Minor in Musical Theatre (New Program)

New, distinct interdisciplinary program with potential to add value to Theatre Arts. No data yet to evaluate. Program should be re-evaluated in two or three years.

### Minor Theatre Arts (Quintile 5)

Current staffing levels are not adequate to support the Theatre Arts Minor. Program elimination recommended.

Gen Ed/Service/Other Demand for Course Delivery (Quintile 5)

The PPG recognizes that current demand for Theatre degrees combined with current staffing levels preclude significant course offering beyond Theatre. Recommend restructure to address these challenges.

University Seminar (Quintile 2)

Vital to ensure fundamental student outcomes and university mission. Very high SCH with potential to increase strength as retention tool. Recommend maintaining or enhancing.

**Other Academic Programs**

Honors Program (Quintile 5)

Program serves few students and will be replaced with the Honors college within two years. Recommend restructuring.

Library Instruction (Quintile 5)

Program serves very few students though claims the potential to provide more offerings online. Recommend restructuring.

Learning Commons (New Program)

Program should be re-evaluated in two or three years. It is new without consistent data to evaluate. Potential to increase student success and retention.

Certificate in Regional Studies and Applied Research (New Program)

New program without enough data to evaluate, has the potential to grow given regional connections.



## Program Rankings by Quintile

### QUINTILE 1

<u>Department Name</u>	<u>Program Name</u>
Art & Art History	Studio Art (BA/BS)
Biology	Environmental Education (MS)
Business	Business Degree Completion
Business	Business Management (BA/BS)
CCJ	Criminal Justice (BA/BS)
Communication	Communication Studies (BA/BS)
Communication	Film, TV, & Convergent Media (Major)
CPME	ACS Chemistry (BA/BS)
CPME	ACS Biochemistry (BA/BS)
CS	Computer Science (BA/BS)
Education	Continuing Licensure / Add'l Endorsement
Education	Early Childhood Development (BA/BS)
Education	Education (MEd MS)
Education	Elementary Degree Track (BA/BS)
Education	Elementary Licensure Track (BA/BS)
Education	English as a Second Language (Certificate)
Education	Masters of Arts in Teaching
Education	Special Education (Certificate)
Education	Special Education (MEd, MA, MS)
HPEL	Health and Physical Education (BA/BS)
HPS	History (BA/BS)
LLP	English Education (BA)
LLP	Foreign Language (Gen Ed / Service / Other)
LLP	Spanish (BA)
LLP	Philosophy (Gen Ed / Service / Other)
Mathematics	Math (Gen Ed / Service / Other)
Performing Arts	Theatre (BA/BS)
Psychology	Mental Health Counseling (MA/MS)
Psychology	Psychology (BA/BS)
Psychology	Psychology (Gen Ed / Service / Other)
SSPC	Economics (Gen Ed / Service / Other)
SSPC	Economics (Minor)
SSPC	Sociology (BA/BS)

## QUINTILE 2

### Department Name

Art & Art History

Biology

Biology

Biology

Business

Business

Business

Business

Communication

Communication

CPME

Education

HPEL

HPS

LLP

LLP

LLP

LLP

Mathematics

Mathematics

Mathematics

Mathematics

Mathematics

Performing Arts

Performing Arts

Psychology

Psychology

SSPC

SSPC

SSPC

SSPC

SSPC

USEM

### Program Name

Art & Art History (Gen Ed / Service / Other)

Biology (BA/BS)

Biology (Gen Ed / Service / Other)

Ecology, Organismal & Field Biology (BA/BS)

Accounting (BA/BS)

Hospitality & Tourism (BA/BS)

Interactive Marketing & E-Commerce (Certificate)

Management (BAS)

Communication (Gen Ed / Service / Other)

Film, TV, & Convergent Media (Minor)

Chemistry (BA/BS)

Initial Administrative Licensure (Certificate)

Outdoor Adventure Leadership (BA/BS)

History (Gen Ed / Service / Other)

Spanish Language Teaching (MA)

Spanish (Minor)

Philosophy (Minor)

Creative Writing (BA)

Developmental Math & Tutoring

Financial Mathematics (co-Major, Business)

Math (BA/BS)

Math (Minor)

Math Education (Minor)

Music (BA/BS)

Theatre (BFA)

Human Services (Degree Completion)

Psychology (Minor)

Anthropology (BA/BS)

Economics (BA/BS)

Gender, Sexu. & Wom. Stud. (Gen Ed / Service / Other)

Geography (Gen Ed / Service / Other)

Native American Studies (Minor)

University Seminar

### QUINTILE 3

Department Name

Art & Art History  
Business  
Business / SSPC  
Business  
Business  
Business  
Business  
Business  
Business  
CCJ  
CCJ  
Communication  
CPME  
CPME  
CS  
Education  
Education  
HPEL  
HPEL  
HPS  
LLP  
LLP  
LLP  
Performing Arts  
Performing Arts  
Performing Arts  
Performing Arts  
SSPC  
SSPC  
SSPC  
SSPC  
SSPC  
SSPC  
SSPC

Program Name

Studio Art (BFA)  
Accounting (Certificate)  
Applied Finance & Economics (Certificate)  
Business (Minor)  
Business Administration (MBA)  
Business Information Systems (Certificate)  
Management (MiM)  
Management of Human Resources (Certificate)  
Marketing (BA/BS)  
Criminal Justice (Minor)  
Criminology & Criminal Justice (Gen Ed / Service / Other)  
Communication (Minor)  
Chemistry (Gen Ed / Service / Other)  
Physics (Gen Ed / Service / Other)  
Computer Science (Gen Ed / Service / Other)  
Continuing Administrative Licensure (Certificate)  
READ Oregon (Certificate)  
Health & Physical Education (Gen Ed / Service / Other)  
Military Science (Minor)  
Political Science (BA/BS)  
French (Minor)  
French Language & Culture (BA)  
Literary Studies (BA)  
Music (Gen Ed / Service / Other)  
Music Instruction (BA/BS)  
Music Performance (BA/BS)  
Theatre Studies (MoTS)  
Anthropology (Gen Ed / Service / Other)  
Gender, Sexu. & Wom. Stud. (Minor)  
Geography (Minor)  
Native American Studies (Certificate)  
Native American Studies (Gen Ed / Service / Other)  
Sociology (Minor)  
Sociology (Gen Ed / Service / Other)

## QUINTILE 4

### Department Name

Art & Art History  
Art & Art History  
Biology  
Business  
CCJ  
CPME  
CPME  
CPME  
CPME  
CPME  
CPME  
CS  
Education  
Education  
ES  
ES  
ES  
ES / SSPC  
ES  
ES  
History  
HPEL  
HPS  
HPS  
Interdisciplinary Studies  
LLP  
LLP  
LLP  
SSPC  
SSPC  
SSPC  
SSPC  
SSPC

### Program Name

Art History (BA)  
Art History (Minor)  
Biology (Minor)  
Non-Profit Management (Certificate)  
Criminal Justice - Forensics (BA/BS)  
Applied Physics (BA/BS)  
Chemistry (Minor)  
Forensic Chemistry (BA/BS)  
Materials Science (BS)  
Physics Engineering Dual Degree (BA/BS)  
Standard Physics (BA/BS)  
Computer Science (Co-Major, Math)  
Education (Gen Ed / Service / Other)  
Education (Minor)  
Ecology and Conservation (BS)  
Environmental Studies (Gen Ed / Service / Other)  
Land Use Planning (BS)  
Land Use Planning (Minor)  
Sustainability & Policy (BS)  
Watershed Science (BS)  
History (Minor)  
Outdoor Adventure Leadership (Minor)  
Political Science (Gen Ed / Service / Other)  
Political Science (Minor)  
Interdisciplinary Studies (MIIS)  
Creative Writing (Minor)  
Rhetoric & Reason (Minor)  
Shakespeare Studies (Minor)  
Anthropology (Minor)  
Applied Cultural Anthropology (Certificate)  
Cultural Resource Management (Certificate)  
International Studies (BA/BS)  
Latin American Studies (Minor)

## QUINTILE 5

### Department Name

Art & Art History  
Art & Art History  
Art & Art History  
Biology  
Business  
Business  
Business  
Business / CPME  
Business / CPME  
CPME  
CPME  
CS  
CS  
ES  
ES  
ES  
Honors  
Interdisciplinary Studies  
Library Instruction  
LLP  
LLP  
LLP  
LLP  
LLP  
LLP  
LLP  
LLP  
Performing Arts  
Performing Arts  
Performing Arts  
Performing Arts  
Performing Arts / Business  
SSPC  
SSPC

### Program Name

Digital Art & Design (Minor)  
General Studio Art (Minor)  
Photography (Minor)  
Botany (Certificate)  
Business (Gen Ed / Service / Other)  
International Business (Certificate)  
Sustainability Leadership (Certificate)  
Business-Chemistry (co-Major)  
Business-Physics (co-Major)  
Engineering Physics (BA/BS)  
Physics (Minor)  
Computer Science (Minor)  
Computer Science (MS)  
Cultural Resource Management (BS)  
Environmental Studies (Minor)  
Geology (Minor)  
Honors (Gen Ed / Service / Other)  
Interdisciplinary Studies (BA/BS)  
Library Instruction (Gen Ed / Service / Other)  
English & Writing (Gen Ed / Service / Other)  
English Education (Minor)  
German (Minor)  
Literary Studies (Minor)  
Professional Writing (BA/BS)  
Professional Writing (Minor)  
Special Studies (BA)  
Music (Minor)  
Music Composition (BA/BS)  
Theatre Arts (Gen Ed / Service / Other)  
Theatre Arts (Minor)  
Music-Business (co-Major)  
International Studies (Gen Ed / Service / Other)  
International Studies (Minor)

## **New Programs**

### Department Name

Business  
Communications  
Communications  
Education  
EMDA  
EMDA  
EMDA  
LC  
LLP  
Mathematics  
Mathematics  
Performing Arts  
Performing Arts  
Performing Arts  
Performing Arts  
SSPC  
SSPC

### Program Name

Hospitality and Tourism (BAS)  
Conflict Resolution (Certificate)  
Conflict Resolution (Minor)  
Early Childhood Development (Minor)  
EMDA (BA/BS)  
EMDA (Gen Ed / Service / Other)  
EMDA (Minor)  
Learning Commons (Gen Ed / Service / Other)  
French Language Teaching (MA)  
Applied Mathematics (MS)  
Statistics (Minor)  
Elementary General Music (BA/BS)  
Film Techniques (Minor)  
Music Performance (MM)  
Musical Theatre (Minor)  
Regional Studies & Applied Research (Certificate)  
Social Justice (Minor)