

Low Degree Conferring (LDC) Programs Program Review Feedback on Criteria - Themes

While we are providing, in another document, all the individual comments received, the material below refers to the themes that emerged from feedback on the proposed criteria/metrics to use for the program review. An overarching theme is that both quantitative (e.g., enrollment and number of declared majors) and qualitative data (e.g., workforce needs, equity values) should be utilized in the reviews.

Summary of Themes

- Program need due to impaction at other CSUs who provide similar program/s.
- Cross-program contributions (*for example Chem/Biochem for Bio:*)
 - Relationship with highly enrolled programs
 - GE and prerequisite contributions, both lower and upper division courses including overlays such as Sustainability.
- Research, Scholarship and Creative Activity:
 - Programs strong in future-proof areas (*data skills, AI, etc.*)
 - Programs addressing societal challenges (*climate change, aging populations*)
 - External grant activities and relationships
 - Publications and conference engagement
 - IDC brought into the university
- Regional workforce needs and projected growth:
 - Student career-readiness and track record of gainful employment.
 - Need for in-person hands-on training using university equipment.
 - Admission and acceptance of alumni to graduate/professional programs.
- Attraction and optics that bring in positive public or media attention.
- Assessment considerations:
 - Programmatic external accreditation
 - Impact on Institutional Accreditation (*ILOs, mission values, and priorities such as those in Future Directions*)
 - CAPR five-year review/s over time (*5, 10, 15 years*)
 - Student/alumni satisfaction and feedback
- Legislative mandates and requirements when considering programs.
- CSU system's "basic core" disciplines or programs ([*per Blue Book 1980*](#)):
 - Need and demand are not the criteria for offering these UG programs
 - Two sets of criteria should be established, one with and another without the metrics designated as "primary quantitative data" by the criterion.
- Quantitative data:

- Aggregated across years to account for the pandemic, particularly looking at years before 2020-21.
 - Will the shift in course modality be considered?
- Enrollment:
 - More specifics on how this is measured and determined.
 - Differences for grad?
 - Grad education inherently has lower SFR.
 - Metrics relating the overall trend of university enrollment relative to the proportion of declines across all departments since 2018.
- Graduation rates:
 - Are numbers consistent with Pioneer Insights and the CO CSU Student Success Dashboard?
- Net cost:
 - How will this be calculated accurately? **Revenue - expenses?**
 - What constitutes as **revenue** and what constitutes **expense**?
 - Some LDC programs cost almost nothing (*for example: MS Quantitative Economics*)
 - Consider LDC programs that *need* to be small for costs, for example: nursing, programs without economies of scale.
 - Consider LDC programs that bring in IDC revenue as part of net cost.
- Equity:
 - How does this fit with academic considerations?
 - Contributions to inclusivity, community, campus life, and academia in general (*example: black women in Physics from CSUEB*).
 - Avoid discounting the value of humanities in favor of vocational education, and advocacy for the holistic development of students as social citizens.
- Program consolidation of “similar degrees” within or at other CSUs:
 - What does that mean and who determines what is similar?
 - Can we consolidate degree programs within department/s? (*example: B.S. Chem/Biochem eliminating B.A.*)
 - Evaluate International/Global Studies and if it belongs in AGES or POSC.
- University fiscal and staff investment for reviewing LDC programs:
 - For example, University and College (i.e., Student Outreach, Academic & Career Advising) fiscal and staff investment in digital representation, student success initiatives, retention, and recruitment)
 - For example, Cal State Apply audit on the support fostered by Enrollment Management and/or APS on program representation in the platform and CSU degree search.