Academic Program Review BA Arts and Letters

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APRC Recommendation to Faculty Senate

BA Arts and Letters

The Academic Program Review Committee (APRC) affirms that the College of Arts and Letters and College of Continuing Education has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the BA Arts and Letters. APRC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Arts and Letters decide to schedule a college-wide program review, the next program review will occur at that time.

APRC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

Arts & Letters Completion BA Program Review

Pilot Program Self-Study

Date: February 17, 2022

Date of Last Review: Pilot Program (approved 2016), not previously reviewed.

Academic Unit: College of Arts & Letters and College of Continuing Education

Element One: Mission and Context

A. University, college, and academic unit missions

College of Continuing Education Mission Statement

The College of Continuing Education extends the mission of Sacramento State by providing access to educational and professional programming that meets student and industry demands.

College of Arts & Letters Mission Statement

The College of Arts & Letters engages faculty, staff, and students in the creation and study of what makes us human and what humans make. Our students acquire diverse, intercultural competencies and a keen awareness of the past while they pursue the promise of the future. We are a proud part of Sacramento's growing creative economy and cultural vibrancy.

College of Arts & Letters Statement of Student Success

The College of Arts and Letters prepares students for success in an inclusive society by empowering them to take responsibility for their educational growth, explore their own sense of purpose, and engage communities as critical and creative thinkers; by valuing student skills and competencies to bridge the gap between college and career; and by streamlining their path toward graduation.

Arts & Letters Completion Degree Statement of Purpose

This multidisciplinary major is designed for students who have stopped-out in good standing from the pursuit of any major at Sacramento State. It is tailored to the needs and interests of adult learners, and is designed to be flexible, relevant to students' personal and professional lives, intellectually stimulating with high academic quality, and possible to complete in a timely manner.

B. Degrees offered, with link to the University Catalog

Arts & Letters Completion BA
https://catalog.csus.edu/colleges/arts-letters/ba-in-arts-and-letters/

C. Minors offered, with link to the University Catalog

N/A

D. Service to or from other departments, degree programs, and/or general education

This program does not support other degree programs. However, in order to promote best practices of instructional efficiencies, courses offered in self-support for this degree program electives and any missing lower division requirements are "enrolment-shared" with other self-support degree program. This means, students from other degree programs in need of the same GE or GR courses, can enroll in the electives we offer for our majors in this program, and vice versa. This is most common in upper division GE and with writing intensive courses.

E. External educational partnerships.

Please see Inter-collegiate MOU between CCE and ALS *Appendix Program Requirements and Goals.*

The partnership between CCE and ALS is vital to the success of this degree program. A draft MOU was finalized in 2021, clarifying responsibilities and expectations of each partner.

F. Major structural changes in academic unit since last review (new, moved, or discontinued degrees, concentrations, minors, etc.)

N/A

Elements Two and Three: Learning Outcomes, Student Success, and Assessment to Maintain Success and Engage in Continuous Improvement
Element Two

Learning

A. List program learning outcomes.

Please see Program Learning Outcomes and Alignment Map in *Appendix Student Success & Assessment*

The program learning outcomes for this program were intentionally harmonized with the institutional learning goals.

https://www.csus.edu/undergraduate-studies/_internal/_documents/sacramento-state-baccalaureate-learning-goals.pdf

Indeed, it is no surprise that they do, as we struggled to find commonality among our disparate programs (Dance to Philosophy, to Communication Studies, to French, and to Music, among all the other permutations possible. What we found was that, despite the seeming cavernous differences between the specific Disciplines of the College of Arts & Letters, we found incredible commonality and synergy. The result is this set of four major learning outcomes. Each of the core courses of the program (ALS 101, 102, 103, 104) affords students the opportunity to demonstrate their comprehension and mastery of some combination of these four outcomes.

Program Learning Outcomes

1. Knowledge of Human Cultures: Students majoring in the Arts and Letters BA program will demonstrate knowledge of human cultures, their values, and forms of expression in ways that prepare them to understand, adapt, and succeed in increasingly diverse and complex contexts.
    1.1. Analyze cultural transformations through time, recognizing both persistent aspects and innovations, and proposing well-reasoned explanations for such.
    1.2. Compare two or more cultures, identifying common themes or issues along with those that are distinctive.
2. Intellectual and Communication Skills: Students majoring in Arts and Letters BA program will demonstrate analytical reading skills, critical thinking skills, and effective written and oral communication skills in order to facilitate clear understanding and articulation of various subject matters in academic and professional pursuits.
    2.1. Demonstrate comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
    2.2. Write clear expository prose that fulfills the intended purpose, is wholly appropriate for the intended audience, appropriately incorporates primary and secondary texts, and applies sophisticated analysis, coherent organization, suitable vocabulary, effective sentence structure, correct syntax and grammar, and accurate citation of reference sources.
3. Lifelong Learning: Students majoring in the Arts and Letters BA program will acquire foundations and skills for lifelong learning for purposes of enhancing personal enrichment, intercultural awareness, and active engagement with the challenges and opportunities of the modern world.
    3.1. Apply the content of ALS 101 (Texts Over Time) to examine one's own cultural context and personal perspectives.
    3.2. Apply the content of ALS 102 (Individual, Community, and Citizenship) to reflect on what makes a responsible citizen.
    3.3. Apply the content of ALS 103 (Creativity, Meaning, and Criticism) to understand the meaning of art, literature, or performance.
    3.4. Apply the content of ALS 104 (Happiness, Well-being, and the Good Life) to reflect on what makes a good life.
4. Integrative Learning: Students majoring in the Arts and Letters BA program will demonstrate the ability to synthesize and undertake cross-disciplinary study and learning in order to understand holistically the place and relevance of these fields and their subject matter.
    4.1. Select and develop examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.
    4.2. Create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.
    4.3. Identify and analyze the stylistic expression of specific ideas in art, architecture, music, literature, and philosophy and show how they vary across cultural boundaries and historical contexts.

The challenge and opportunity of this program – being a non-tradition disciplinary based program – is to capture the breadth and depth of student preparation and prior learning for students who may not have come a shared disciplinary preparation. How to map the student learning for this program for students who might have completed their General Education and most of the graduation requirements, but have been majoring in History, or Art or Music prior to returning to complete their degree with us?

The opportunity this challenge presented is for us to eschew a curriculum map, and instead develop a program alignment map with the major components of a students' lower and upper division coursework, that is, including the general education, with graduation requirements, and with the core and elective courses for this program. The resulting Program Alignment Map can be found in the Appendix Program Requirements and Goals.

B. Provide a summary of data for each learning outcome.

PROGRAM LEARNING OUTCOMES ASSESSMENT
SUMMARY 2021

Total submissions for all core courses 14 essays. ALS 101 = 1; ALS 102 = 7; ALS 103 = 5, ALS 104 = 1

PLOs	SLOs	Course where each SLO is assessed	Assessment activity	% MET EXPECTATION (CAPSTONE)	% MET MILESTONES
PLO 1: Knowledge of Human Cultures	1.1 Analyze cultural transformations through time.	ALS 101, 103	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	85	15
	1.2 Compare two or more cultures.	ALS 102, 104	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	80	20
PLO 2: Intellectual and Communication Skills	2.1 Demonstrate comprehensive exploration of issues, ideas, artifacts, and events.	ALS 101, 102, 103, 104	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	85	15
	2.2 Write clear expository prose that fulfills the intended purpose.	ALS 101, 102, 103, 104	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	95	5

PLO 3: Lifelong Learning	3.1 Apply the content of ALS 101 (Texts Over Time) to examine one's own cultural context and personal perspectives.	ALS 101	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	100	0
	3.2 Apply the content of ALS 102 (Individual, Community, and Citizenship) to reflect on what makes a responsible citizen.	ALS 102	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	95	5
	3.3 Apply the content of ALS 103 (Creativity, Meaning, and Criticism) to understand the meaning of art, literature, or performance.	ALS 103	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	90	10
	3.4 Apply the content of ALS 104 (Happiness, Well-being, and the Good Life) to reflect on what makes a good life.	ALS 104	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	100	0
PLO 4: Integrative Learning	4.1 Select and develop examples of life experiences to illuminate concepts, theories, frameworks of fields of study.	ALS 101, 102, 103, 104	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	85	15
	4.2 Draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.	ALS 101, 102, 103, 104	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	95	5
	4.3 Identify and analyze the stylistic expression of specific ideas and show how they vary across cultural boundaries and historical contexts.	ALS 101, 102, 103, 104	Student identified exemplary work, with reflective examination of learning success. May include select faculty identified exemplary sample. Minimum 10 samples.	75	25

C. Provide analysis for each learning outcome by degree program, including how to maintain success and improve learning.

This preliminary assessment of student learning outcomes indicates that our students are meeting and exceeding expectations. Upon examination all submitted student samples indicate students met either the capstone or the upper milestone levels of comprehension.

This process will be more reflective of actual student learning with the addition of more students samples (including those from students who are struggling (as evidenced by the high DFW rates for, especially, ALS 102 and 104).

Also, see below for some comparative analysis of the other available student learning data.

D. Summarize other relevant data and how the data is used to maintain success and improve learning.

Among the single most impactful data sets for this program is the DFW rates. On their own, these rates are concerning. When combined with the data on non-retention, this is even more troubling. While we are not certain that performance in the core courses is indicative of retention, it cannot be ignored.


DFW Rate by Course for All Cohorts
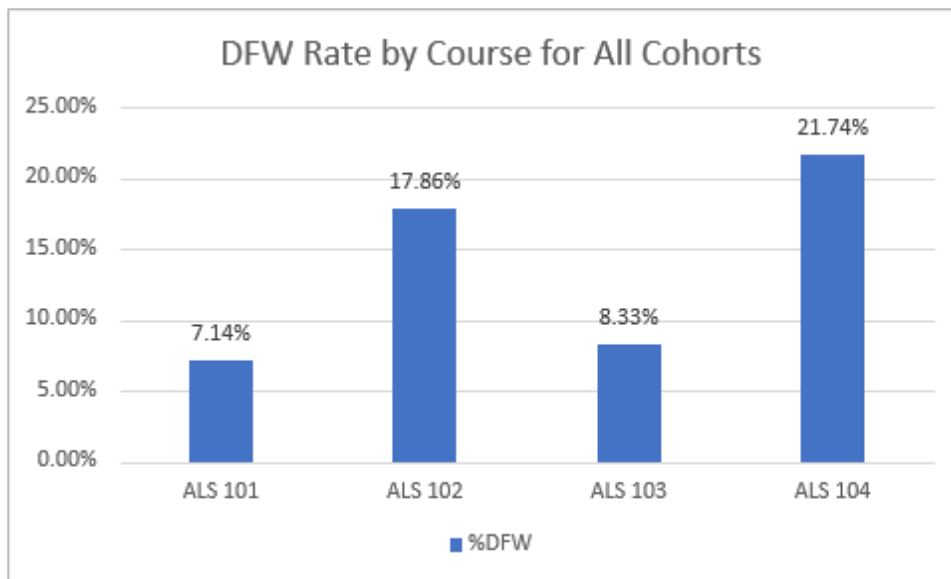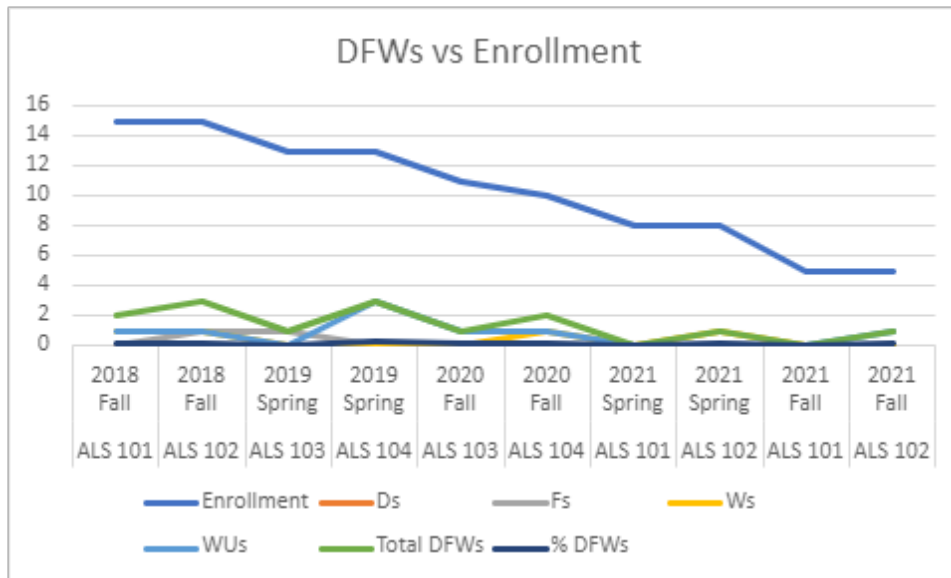
Comparing the DFW rates to the results of the 2021 PLO Assessment, indicates a disconnect between the high success rate of students who complete their core course work and those for whom success is out of reach.
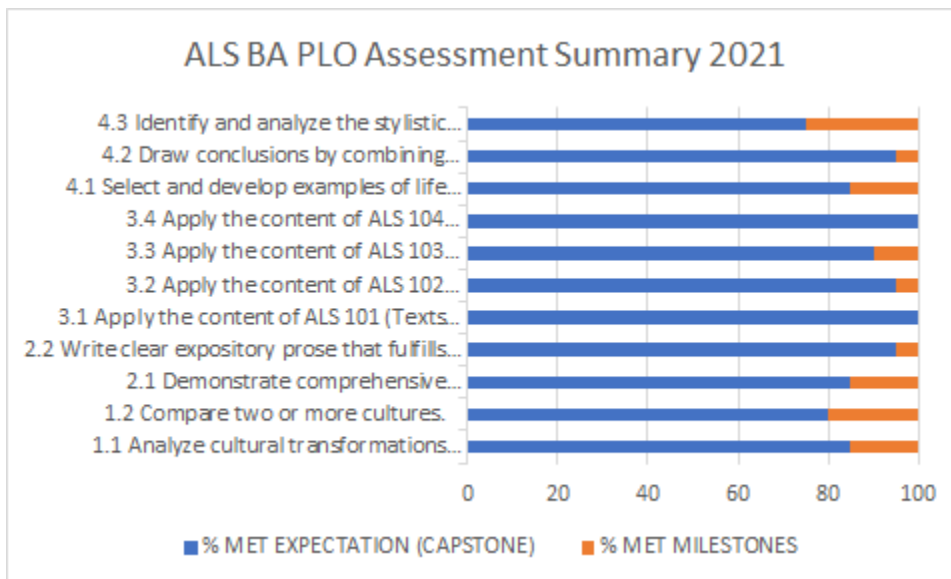
A more robust learning outcomes assessment – as indicated in the Program's Comprehensive Assessment Plan – should help us to better understand where students are not succeeding and why. Of concern is the tendency of our students who do receive DFW grades, that they are abandoning the program entirely rather than re-attempting the courses in which they are struggling. This points to the possible need for improved faculty professional development with particular emphasis on the needs of adult learners.

The data we have from the student application survey is incredibly positive. The survey asks, among other things, for students to reflect on the 4 program learning outcomes and to rate them on a scale of 1 to 5 for their relevance to their future professional/career and personal plans. Each PLO was rated by applicants as at least 3 on the scale, with the vast majority rating each

PLO as either 'somewhat relevant' or 'very relevant'. This data tells us that this program plays a significant role for our community, that it fills a critical libera educational needs, and that our community is hungry for the opportunity for broad-based learning and development, not just skills training and education for advancement within established career tracks.
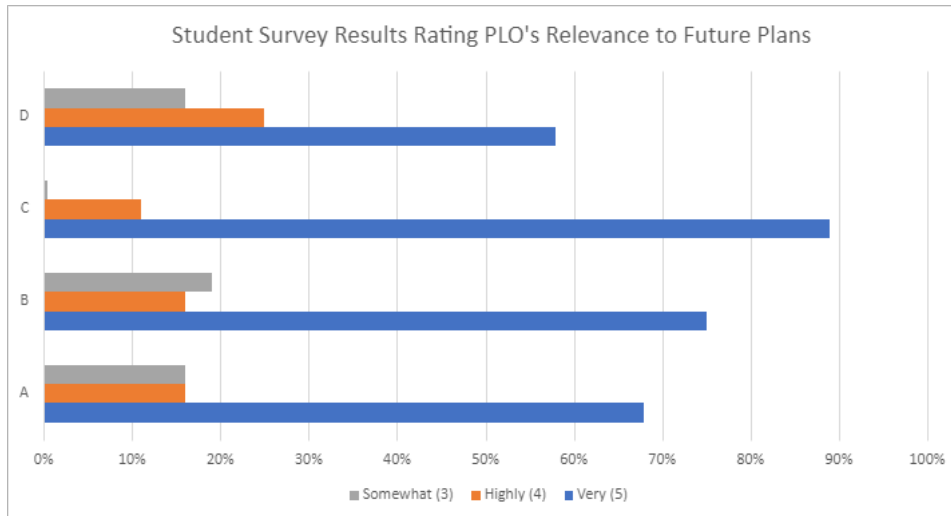
E. Provide updated comprehensive assessment plan.

See Program Comprehensive Assessment Plan (2022-25) in *Appendix Student Success & Assessment*

Element Three

Student Success

A. Provide admission data disaggregated by gender and ethnicity for each degree. AND B. Provide retention data disaggregated by gender and ethnicity for each degree.

Term Code admitted	Term admitted	Year admitted	Apprx age at admit	Ethnicity	Gender	Status	Term Drop	Why Dropped	Term Graduated
2188	Fall	2018	57	decline	F	Grad			2019 Fall
2188	Fall	2018	27	white	F	Grad			2019 Fall
2188	Fall	2018	45	two or more	M	Grad			2019 Summer
2188	Fall	2018	41	white	F	Grad			2020 Fall
2188	Fall	2018	50	Hawaiian	F	Grad			2020 Spring
2188	Fall	2018	28	Hispanic	M	Grad			2020 Summer
2188	Fall	2018	37	white	F	Grad			2020 Summer
2208	Fall	2020	45	Asian	F	Grad			2021 Spring

2208	Fall	2020	35	two or more	M	Grad			2021 Spring
2208	Fall	2020	36	Hispanic	M	Grad			2021 Summer
2208	Fall	2020	57	black	F	Grad			2021 Summer
2188	Fall	2018	36	decline	F	Drop	2018 Fall	DNE	
2188	Fall	2018	34	Asian	M	Drop	2018 Fall	DNE	
2188	Fall	2018	34	white	F	Drop	2018 Fall	DNE	
2188	Fall	2018	60	white	F	Drop	2019 Fall	Discon't	
2188	Fall	2018	48	white	M	Drop	2020 Fall	Discon't	
2208	Fall	2020	25	Hispanic	M	Drop	2020 Fall	DNE	
2208	Fall	2020	25	Asian	M	Drop	2020 Fall	DNE	
2208	Fall	2020	45	white	F	Drop	2020 Fall	DNE	
2208	Fall	2020	26	black	F	Drop	2020 Fall	DQ	
2188	Fall	2018	27	white	F	Drop	2020 Spring	Discon't	
2188	Fall	2018	48	white	F	Drop	2020 Spring	Discon't	
2188	Fall	2018	27	white	M	Drop	2020 Spring	Discon't	
2188	Fall	2018	27	white	M	Drop	2020 Spring	Discon't	
2188	Fall	2018	40	Asian	M	Drop, first time admit	2020 Spring	Discon't	
2208	Fall	2020	42	Asian	M	Drop, 2nd time admit	2021 Fall	Discon't	
2208	Fall	2020	29	white	M	Drop	2021 Fall	Discon't	
2213	Spring	2021	63	decline	M	Drop	2021 Spring	DNE	
2208	Fall	2020	37	two or more	F	Active			
2208	Fall	2020	54	Asian	F	Active			
2208	Fall	2020	29	decline	M	Active			
2208	Fall	2020	25	white	F	Active			
2208	Fall	2020	32	white	M	Active			
2218	Fall	2021	55	Asian	M	Active			
2218	Fall	2021	36	Black	F	Active			
2218	Fall	2021	36	Hispanic	F	Active			
2218	Fall	2021	49	two or more	N	Active			
2223	Spring	2022	50	Black	F	Active			
2223	Spring	2022	35	Two or more	F	Active			
2223	Spring	2022	37	Two or more	F	Active			
2223	Spring	2022	33	Decline	F	Active			

C. Provide 4-year and 6-year graduation data disaggregated by gender and ethnicity for each degree.

As this is a completion degree, students will have lower division course work largely completed, with target and expected times to degree of 2 and 4 years.

Cohort	2 Yr Grad Rate	4 Yr Grad Rate
F18	35.70%	100%
F20	33.30%	IP
F21	IP	IP

Ethnicity	Cohort	2 YR
Black	2020	50%
Asian	2018	0
	2020	25%
Hispanic	2018	100%
	2020	50%
White	2018	60%
	2020	33%
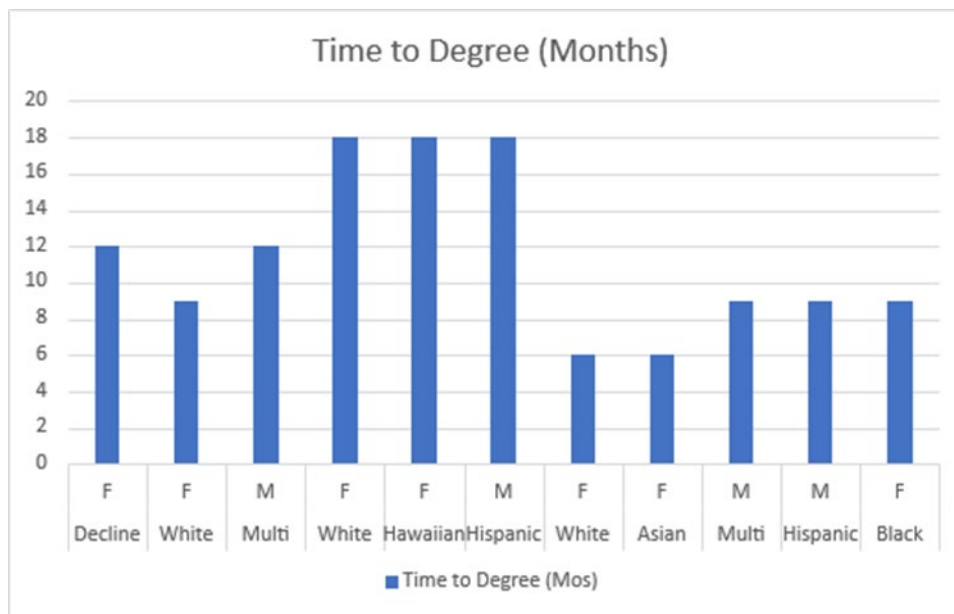
D. Provide analysis on admission, retention, and graduation data, including how to maintain success and improve time to degree, and consider concentrations as needed.

The differences between the two- and four-year graduation rates are very telling. For the fall 2018 cohort, all matriculated students who did not graduate within the preferred 2-year window abandoned the program.

The time to graduate, coupled with improved retention rates for the F20 cohort are promising. The majority of those who have not graduated within the preferred 2-year timeframe are continuing.

What is telling about the students admitted to this program is that they are completing vastly more quickly than even the preferred two-year time to degree.

When we look at time-to-degree for those students who have graduated, we see that they move through the program effectively and efficiently.

Most concerning, across all genders and ethnicities, is the surprising and concerningly low retention rate. For a program like this, retention is a sign not only of us not meeting our mission, but we are also underserving an interested and motivated population of adult learners. Indeed, for students who had already dropped out of their first attempt at a degree, to see them drop out again indicates there is more we can and should be doing for these students.

Since we began accepting students (Fall 2018, Fall 2020, Fall 2021, Spring 2022), we have made several significant changes to the program admission requirements, to faculty and administrative advising, and the availability of elective and supplemental GE/GR courses. Each of these changes promises to increase student success and improve retention and time to completion.

Some of the changes undertaken and already planned are discussed below in Element Five.

E. If the program is impacted, summarize data and future impaction plan.

NA

F. Summarize current partnerships in success efforts and consider ways to work better together to maintain success and improve time to degree.

See reflections under Element Five.

Element Four: Developing Resources to Ensure Sustainability

A. List key strategic initiatives for the academic unit and append any strategic plan.

CCE Strategic Goals	A&L Strategic Imperatives
1. Enhance student experiences and success 2. Foster relationships with our communities 3. Grow a strategic and innovative portfolio of programs and services 4. Excel as a place to work, learn and grow 5. Strengthen the College of Continuing Education's identity 6. Commit to operational excellence	1. Graduation with Purpose 2. Diversity, Equity, Inclusion, Belonging & Justice 3. Fostering Cross-Disciplinary and Inter-Disciplinary Collaborations 4. Community Engagement & Anchor Initiatives

Sacramento State has recently begun the process of developing its strategic plan.

Here is a link to the University Mission, including a link to the existing Strategic Plan 2014-2020.

https://www.csus.edu/president/mission-imperatives/

https://www.csus.edu/president/mission-imperatives/_internal/_documents/sac_state_sp.pdf

B. Summarize hiring needs for the academic unit and append the multi-year faculty and staff hiring plan.

As the academic curriculum of this program is based in the College of Arts & Letters, with curriculum that spans the departments that call this college home, faculty are not hired for the purposes of this degree program.

Faculty recruited to teach, advise, and otherwise serve this degree program come from the existing faculty (tenure, tenure track, and lecturers). Our recruitment of instructional faculty for the core four courses draws from the comprehensive knowledge of their faculty provided by the college's council of chairs, representing each department. Faculty are recommended by their chair, required to submit a proposed syllabus for the core course at issue, and are evaluated for their teaching excellence and success at online instructional pedagogies and working with adult learners. Faculty teaching in the core four courses are required to complete the Quality Matters training and development in online pedagogy.

Faculty who teach in the elective courses and in GE/GR courses for this program are selected by the department offering the course for self-support enrolment. The Faculty Advisor works closely with the team at CCE to identify relevant and appropriate courses for elective or GE/GR requirements. Attention is paid to ensure the courses selected are appropriate to the plan stipulated in the Program alignment Map.

C. Summarize other major budget concerns (facilities, equipment, student assistants, etc.).

The most significant budget concerns we have for this program stem from recruitment of students into the program and retention of students once they have been admitted.

	FY 18-19 Actuals	FY 19-20 Actuals	FY 20-21 Actuals	FY 21-22 Projections
Revenue	$70,340	$(2,550)	$48,068	$61,600
Expense	$63,534	$10,576	$39,079	$57,289
Surplus/Deficit	**$6,805**	**$(13,126)**	**$8,988**	**$4,311**

See responses to Element Five below.

D. Summarize revenue opportunities (grants, gifts, partnerships, etc.).

Partnership

The Bachelor of Arts in Arts & Letters degree completion program contributes to a university initiative – HornetAttain! – to improve degree completion for learners who have previously stopped out of an undergraduate degree program at Sacramento State. HornetAttain!, or HA!, has a focus to support equity and inclusion, economic development, workforce advancement, civic engagement and regional health outcomes through educational attainment. This initiative is focused on providing flexible pathways for returning students, whose transcripts and remaining academic needs vary from clearing administrative processing barriers to needing to still

complete a majority of their credits. This need for flexible programs, both for admissions and access through course modality, will increase the ability for the HA! initiative to contribute to the success of the university and region.

As a collaborative program through the Colleges of Continuing Education (CCE) and Arts and Letters, the program is strongly aligned with the mission of CCE to provide programming that meets the needs of adult learners in the Sacramento region. A distribution of ages at the time of enrollment is provided below where 73% of the students in the program since its inception in Fall 2018 are over the age of 30.
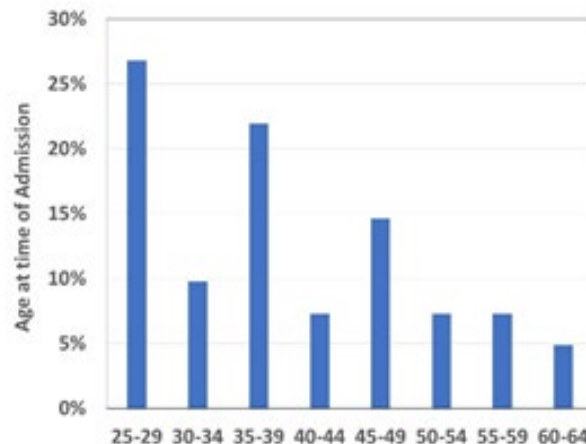
Scholarship Gifts

The College of Continuing Education has recently developed, and grown, a scholarship fund sustained by philanthropic efforts. The HornetAttain! (HA!) Degree Completion Scholarship was initially funded by Boeing with a $10,000 gift and smaller contributions from individuals. The scholarship fund currently has an endowment of approximately $26,000, with an expenditure balance of nearly $23,000. CCE expects to award 19, $1000 scholarships this academic year, and the students of the BA in A&L program are eligible to apply. A second scholarship fund is only for students who have attended Sierra College prior to transferring to Sacramento State, with a balance of $63,000 – the BA in A&L students are eligible for this fund as well provided previous attendance at Sierra.

Element Five: Planning to Maintain Success and Engage in Continuous Improvement
A. Summary of Areas of Concern and Means of Improving

1. Recruitment

Administrative Elements

Admission requirements into the program include, originally 84 units to enroll, stopped out in good standing (GPA 2.0 and higher) from a current program in the College of Arts & Letters, and completion of all lower division general education and graduation requirements. Each of these eligibility requirements decreases the number of returning students who can be admitted into the program.

CCE has found that inquiries from the community from prospective students indicate the requirement for 84 completed units is daunting. It is also out of the norm for transfer credit and other comparable upper division programs. Further, CCE reports a high number of inquiries from members of the community who are interested in completing their degree, but who have not stopped out from our college programs. As the Sacramento Region's economy and social/cultural features attract residents from across the state and further afield, it seemed unnecessarily burdensome and exclusive to restrict eligibility to this program to only those members of the community who have had the benefit of previously being enrolled on one of our college majors.

Following reflection of the very practical recommendations from our CCE partners, these program eligibility requirements have been adjusted as follows:

1. ***Reduce the minimum complete units from 84 to 70 units***
2. ***Remove the restriction requiring that students be stopped out from an ALS degree program and have been previously matriculated at Sacramento State.***
3. ***Modify the 2.0GPA minimum and stopped-out in good standing requirements to allow students who have demonstrated significant maturation and career success to receive conditional approval until their record is reviewed by the dean. Supplemental submission requirements for such students include a statement of preparation for success.***

Modifications 1 & 2 required program revision (see Appendix Program Requirements and Goals for the revised approved program changes) and will be reflected in the 2022-23 academic catalogue. Modification #3 is an adjustment to practice and academic standards and has been implemented successfully for the Spring 2022 cohort.

While these exceptions increase access to the program, they also can add to administrative workload and slow the time between inquiry, application, and admission. For adult learners, disruptions of expectations at each juncture can be a source of frustration leading to abandonment of their plans to return.

The exception process to review possible new admits into the program can be lengthy, which may add uncertainty to the students' decision to return with large gaps of time between initial inquiry and an eligibility determination. Developing a clear and consistent admission requirement for the program will enable administrative staff to facilitate conversations with students, both for recruitment and communicating eligibility at the admission stage. Developing a list of substitutions from the departments within the College of Arts and Letters will help formalize exception decisions. In addition, bolstering the role of the faculty coordinator with the authority to approve substitutions and exceptions could be a way to increase the rate at which the applicants are reviewed.

Recommendation 1A: Continue to explore administrative modifications to increase efficiency and reduce confusion between each step of the admission process. This should be seamless and timely from the student's perspective.

Marketing Elements

See Marketing Plan from 2018, the year we launched. This plan is comprehensive and promises significant effort on the part of both partners to find methods of recruiting students into the

program. However, after some significant disruption to the program's implementation, leading to the program not accepting admission in Fall 2019. Restoring admissions into the program during the pandemic has proven challenging, however, this recruitment and marketing plan could serve (with some updating) as the methodology to launch the next phase of implementation.

Enrollment in the program has been inconsistent, with Fall of 2018 and 2020 providing the highest number of new admits to the program with 17 and 14, respectively, during each term. For the other six semesters of admissions, new admits have been at 4 or lower, with three semesters of zero new admits. As a self-support program, the revenue of the programs is directly affected as listed in the table below with a surplus in 2018-19 and 2020-21, with a deficit in 2019-20 due to the lack of any new admits that year. Marketing campaigns, including a mailed letter from the Dean of the College of Arts & Letters, have been successful in the past so should be repeated on an annual basis to bolster enrollments.

The College of Continuing Education can develop a revised recruitment and marketing strategy to present to the College of Arts & Letters that lists marketing activities during each of the critical time periods of the application and admission cycle of the program. The marketing plan will include the program revisions mentioned previously as those take effect in fall 2022.

The development and launch of Hornet Attain, CCE's flagship program committed to expanding opportunities for adult learners in the Sacramento Region to return to university to complete their degrees, promises rich opportunity for collaboration. Indeed, the ALS Completion BA looks tailor made for partnership with Hornet Attain. We look forward to including collaboration with Hornet Attain as part of the improved recruitment strategy.

Recommendation 1B: Update the 2018 Marketing and Recruitment Plan, including coordination with Hornet Attain, to develop a 2–3-year strategy to improve recruitment and enrollment into the program.

Recommendation 1C: Establish partnership with HornetAttain to provide degree opportunities for students looking for a more liberal education and for whom completed courses falls under the offerings of the College of Arts & Letters.

2. Retention

Student retention is a challenge for this program in at least two ways:

1. Students are admitted, but do not register; and
2. Matriculated students who stop out at some point during the completion of program requirements.

We do not currently have solid data on the reasons why students do not register after being admitted. However, our suspicion is that that this stems from the delay between time of application to admission, and from the uncertainty regarding planning and timing the completion of requirements. The number and timing of elective courses for students in the program creates difficulty for students to finish in the expected time. The four core courses are offered sequentially through fall and spring semesters, assuming students are most productive and best able to learn by taking one course at a time. The elective courses and courses that facilitate completion of missing requirements have been more difficult to schedule. By developing a listing

of cross discipline electives from other degree completion programs, class sections can achieve higher enrolments and provide more options for students to complete course requirements.

As it is, this represents a lost opportunity to positively impact the lives of adult learners in the region.

Regarding students who stop out after matriculating along the way toward degree completion is yet another version of a lost opportunity, but one which is bittersweet, as it is antithetical to the very purpose of this degree program. Our degree program is intended to offer stopped out students an avenue toward meaningful completion of a degree. That they opt to stop out again, rather than complete, is concerning. More data should be gathered to identify when and why students stop out.

Recommendation 2: Continue to review reasons for student attrition, including attention paid to DFW rates. Support efforts to improve (reduce) DFW rates for all core courses, but especially those above 10%.

3. Improved Program Assessment

With only 3 full cohorts in cohort numbers below 20 admitted to the program since its approval in 2016, consistent program assessment has been spotty and challenged. We have the tools in place – program learning outcomes, program alignment and curriculum map, PLO assessment rubrics, application student self-assessment survey, and ePortfolio self-assessment. Of these, the ePortfolio has not yet been implemented.

However, our initial assessment of the PLOs based on student submissions from Spring and Fall 2021, indicate students are meeting expectations of success. See Program Learning Outcomes Assessment Summary 2021 in *Appendix Student Success & Assessment*.

See also the analysis above in Element Two C & D.

A more robust learning outcomes assessment – as indicated in the Program's Comprehensive Assessment Plan – should help us to better understand where students are not succeeding and why. Of concern is the tendency of our students who do receive DFW grades, that they are abandoning the program entirely rather than re-attempting the courses in which they are struggling. This points to the possible need for improved faculty professional development with particular emphasis on the needs of adult learners.

Recommendation 3A: Continue to develop faculty pedagogical capacity to meet the needs of adult learners.

Recommendation 3B: Continue to review and examine the high DFW rate, develop faculty professional development and administrative support capacities to improve student success.

Recommendation 3C: Implement the comprehensive assessment plan utilizing all available relevant tools, including randomized samples of student work for a clearer and more complete picture of student learning.

External Review Process and Report Template

The External Review Report Template is intended to allow two disciplinary experts to provide academic units with constructive feedback on the self-study and provide ways forward to maintain learning and student success and accomplish desired change to improve learning and student success for each degree under review. The report is due one month after the external review visit, is to provide commendations/recommendations for each degree offered, and should be no more than ten pages.

Department Name: College of Arts and Letters

Degrees: BA Arts and Letters

Site Visit Dates: March 1-2, 2022

STAGE	DESCRIPTION
Initial	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
Emerging	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
Developed	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
Highly Developed	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

Element One: Department Mission and Institutional Context	
Inquiry	**Stage**
Does the department have a mission statement or statement of program goals that is appropriate?	HD
Is the department mission and its programs aligned with CSUS and college missions and strategic priorities?	HD
Is the department supportive of the CSUS general education program and/or general graduate learning outcomes?	HD
Does the department engage key constituencies and campus partners in academic and strategic planning, including faculty, professional colleagues, current and prospective students, and the community?	D
Does the program have policies and procedures that facilitate articulation with community colleges and/or other external educational partners?	NA

Comments:
For "department," I read "program." I do not see a clear connection to community colleges or other external partners. To a great extent, this is due to the original purpose of the program, which was to re-engage CSUS A&L students who had left college. There is good communication between the two colleges, strong buy-in from the faculty, and good relations with the students.

Recommendations:
If the focus of the program remains the same – bringing back A&L students who have stopped out – then connections to the community colleges may not be important. Reaching out to major area employers is one avenue worth exploring – perhaps posters "Come back. We miss you. You can finish!"

Element Two: Learning Outcomes and Assessment to Maintain Success and Engage in Continuous Improvement	
Inquiry	**Stage**
Does each degree program have appropriate and measurable learning outcomes that reflect current standards in the discipline?	HD
Does each course have appropriate and measurable learning outcomes that allow students to achieve program learning outcomes?	HD
Are the curriculum and graduation requirements for each degree reflective of current standards in the discipline?	NA
Does each degree's curriculum and graduation requirements appropriate for the degree level and reflect high expectations of students?	HD
Is the assessment loop regularly being closed for each of the degree's program learning outcomes?	I
Is the learning assessment data being used to make maintain Success and Engage in Continuous Improvement?	E
Do students feel connected to academic support services (writing, math, tutoring, library, etc.)?	D

Comments:
The students with whom we spoke seemed to think they had the support they needed. They did want more formal technical support (primarily about Canvas) and said they would want math support if math were required in any course.

Recommendations:
The program is relatively new but we would expect that in future years the data from assessments is used to improve the program offerings in order to close the loop and implement necessary changes, if required. Since the courses are taught by experienced instructors who each have their own home programs, we do feel that the faculty will be well versed in how to maximize the potential to achieve the learning outcomes for this program.

Element Three: **Student Success** and Assessment to Maintain Success and Engage in Continuous Improvement	
Inquiry	**Stage**
Does each degree program use aggregated and disaggregated data to understand admission trends and manage enrollment with an eye to diversity, impaction, or address program specific concerns?	D
Does each degree program use aggregated and disaggregated data to consider ways to improve retention?	D
Does each degree program use aggregated and disaggregated data to consider ways to improve time to degree or close graduation gaps?	D
Does the program provide appropriate opportunities for students to participate in curricular-related activities, such as research and creative opportunities, service learning experiences, performances, and internships?	NA
Does the program provide or partner with other entities to provide appropriate co-curricular activities for its students, such as clubs, fieldtrips, lectures and professional experiences?	I
Does the program provide adequate student advising?	HD
Do students feel connected to student success support services?	D
Comments: The colleges are interested in using data to monitor admissions trends. The numbers are very small now, so data analysis is modest. This will build over time. Retention is another issue burdened by low numbers; it is not clear whether it is a problem. It was stated repeatedly that losing any student was not good – and we can all agree on that – but losing any one student does not necessarily say anything about the degree program. This is always the case with attrition, but especially so with returning older adult students. Participation in curricular-related activities will always be somewhat limited with returning older adults. There are a lot of demands on their time and mental bandwidth. In our experience, they would like to engage in research and creative activities outside of class work, but probably wouldn't – surveys on this would be misleading.	
Recommendations:	

Element Four: Developing Resources to Ensure Sustainability	
Inquiry	**Stage**
Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity to allow students to meet the program learning outcomes and deliver the curriculum for each degree program?	D
Does the program employ professional staff and/or appropriately partner with campus partners (graduate studies or College of Continuing Education) to support each degree program?	HD
Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?	D
Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	NA
Does the program seek and receive extramural support at the appropriate level, including grants, gifts, contracts, alumni funding?	E
Has the program identify other concerns that impact budget and resource planning?	

Comments:

The program has the faculty it currently needs and is sufficiently flexible that it is able to offer winter and summer courses, which increases access to faculty. The program structure is well designed and could be easily expanded if student enrollment dramatically increased. The core courses (AL 101, 102, 103, 104) can each be taught from a variety of disciplines and perspectives. The program design is its greatest strength.

The professional staff were uniformly impressive.

We didn't get information about facilities, but this is a case, I believe, where if no one mentions it, then it isn't a problem.

This program is taught as an overload by faculty and so is not intended to enhance their scholarship.

Recommendations:

It should be made clearer to students that all of the elective courses in the list that they can see in the program catalog are not going to be running each year. The catalog can make it appear as if the students will have a choice from this menu of courses, but apparently there are only a couple that actually run, depending on staffing availability. This then shoehorns the students into the few courses that are running, which may not deal with a topic that is as interesting to an individual student as a different course might have been. In such cases, their expectations may not be met, leading to lower satisfaction. It is better to clearly prepare the students to accept that only certain courses will be available and they will have to choose from amongst them, and not from all the courses that are listed.

Element Five: Planning to Maintain Success and Engage in Continuous Improvement	
Inquiry	**Stage**
Does the academic unit engage in planning activities which identify its academic priorities and their alignment with those of the college and the University?	HD
If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement? Does the program maintain a relationship with its alumni?	D
Does the academic unit have a strategic plan, and other long-term plans (5 year hiring, facilities, etc)?	D
Does the academic unit have regular processes to revise plans and timelines.	NA
Do plans include engagement with needed campus partnership and external entities to accomplish goals?	HD
Comments: There is no explicit link to community members and professionals. At this stage in its development, it may not have been necessary. Certainly, there is an on-going conversation between the colleges and among the faculty.	
Recommendations: Create community advisory board.	

Overview

Our overall impression of Arts & Letters Completion BA Program is extremely positive. The program design is creative and targets a real need. The administration and faculty are very supportive. The graduating students with whom we spoke were effusive in their praise.

The Dean's offices in both Arts and Letters and the College of Continuing Education are committed to the success of this program and are very realistic in their assessments of its strengths and weaknesses. Their realistic and pragmatic approach to the success of this program bodes well.

The Strengths

Carefully designed for the target audience:

> The originating concern was for CSUS Arts & Letters students who had stopped attending college. The program is designed with maximum flexibility for students who have completed a significant number of upper-division units. This is an important opportunity for those amongst the many Californians who never completed their BA degree and are looking for a way to do so.

Loosely-conceived core courses:

> The four core courses explore themes that can be approached from a number of different disciplines, which allows the program to draw on a broad range of faculty.

Willingness to work with students:

> There is a great willingness to work with students to get them into the program and through to graduation. The administration and staff interpret requirements to the benefit of the students, to the extent it is possible. The use of conditional enrollments is good.

Outcome Assessment:

> Learning objectives are clearly stated and assessed.

Student Satisfaction:

> The students that we spoke to were overjoyed with their experience and literally felt that the program changed their lives. They learned a lot, they felt the instructors were deeply invested in promoting student learning, and they felt that administration was very supportive.

The Weaknesses

Carefully designed for the target audience:

> A strength as a weakness. The intended audience of stopped-out students with at least 84 units did not materialize and the 84 unit minimum blocked others who may have applied. This has been rectified by lowering the minimum number of units to 70.

No clear director:

> The interdisciplinary nature of the program benefited from a loose organizational structure but as the program becomes permanent, it would be better if there was a faculty director. This person could act much as a department chair does so that decisions would not have to be made at the Dean level.

The Recommendations

- Survey the list of stopped-out students? Why did they leave? What are they doing? This will help to get a better idea of who to target and how to structure the program, if there are any changes that need to be made.
- Develop a clear model of the structure you would like to see in four-five years. Be clear about the extent to which the program is online-only, face-to-face, or a hybrid model. It is currently a little unclear if this is intended to be an ONLINE program or if students will need to be able to show up to classes on the campus at some point.
- Set clear goals for student enrolment: What is the target for the number of students and cohorts per year – what would count as success?
- Decide the purpose of the program. If it is to re-integrate stopped-out students, then success can be measured differently than if the goal is to create a strong new interdisciplinary major. As a new major, the comparison will be with stateside majors which seems to be a slightly different animal, and if the goal is reintegration and assistance for completion of a BA, then 30 students a year could be a success.

- Reach out to the area's major employers, especially those that help employees with the costs of college. This may be a good way to identify potential students and to create a pipeline to the program.
- Conduct Information Sessions to inform potential students about the program. If possible, include program graduates and faculty in the sessions. These sessions could be held a few times each year online or even in person, if possible, for people living in the area.
- Don't assume minimum attrition rates are attributable to the structure of the program. There is only so much time in the day so spending too much of it trying to figure out why one or perhaps two students stopped out of a program may not bring rewards commensurate with the energy spent investigating. Only once such numbers become statistically significant can fruitful investigating be done on this matter.
- Since the main purpose of this program seems to be helping students to finish a discontinued BA degree, and it therefore more broad in its disciplinary approach, it is even more important than in other fields to provide opportunities that are indeed what students are looking for. Therefore, we recommend that you conduct an annual survey of graduates of the program as well as students who have stopped out before completing. Then create a list of what works, what doesn't, what needs to be changed based on this.
- Assure the participating faculty that course modality is up to them. (Assuming you want it to be.) Ensure also that students are clearly aware of the course modality options. A program like this may have students who are especially sensitive to different modalities and may make their decisions about what courses to take or whether to enter this program at on based on the modalities available.
- Consider an A&L social club for students to help create program identity and aid retention. You may want to consider inviting people on the stopped-out list to join the social club.
- Consider a reading group, another social activity, or regular meetings for A&L faculty in order to create a sense of an intellectual community surrounding this program. Some of the faculty themselves did not seem to know each other as well as they ought to if they are teaching in the same program. This is understandable due to the de-centralized nature of the program, of course, but it could be easily rectified with a few cross-faculty meetings.
- Have a formal cohort orientation before classes start that covers the structure of the program, introduces faculty, and minimally covers Canvas. Current and former students should be included in the orientations.
- Consider housing the program in the Humanities and Religion department as a separate major. This may siphon off some of their students (because of its flexibility and the interesting nature of the core courses) but would create a stronger academic identity. It would still be a coordinated effort between A&L and CCE, but students would have a larger group with which to identify.
- Create a community board including some program graduates, community leaders, and local business leaders. We strongly believe that interpersonal networking will be the strongest form of recruitment.

External Reviewer One Name: John Sumser   Affiliation: CSU, Stanislaus

Signature: _____

External Reviewer Two Name: Daniel Veidlinger   Affiliation: CSU, Chico

Signature: *Daniel Veidlinger*_____

Internal Review Report

Internal Review Report:	Department of Mathematics & Statistics
College:	Natural Sciences and Mathematics
Mathematics and Statistics Degree Programs:	B.A. in Arts & Letters
Internal Reviewers:	Sharon Furtak, Department of Psychology, SSIS
	Clint Collins, Department of Biological Sciences, NSM
Date Submitted:	April 28, 2022

I. Self-Study:

The BA Arts & Letters is a Pilot Program that was approved in 2016. This is the first internal review of the program. The BA in Arts & Letters submitted the program self-study on the 17th of Feb, 2022. The self-study document consists of 16 pages divided into the sections Element One: Mission and Context; Elements Two and Three: Learning Outcomes, Student Success, and Assessment to Maintain Success and Engage in Continuous Improvement; Element Four: Developing Resources to Ensure Sustainability.

Element One: Mission and Context

The College of Continuing Education offers BA in Arts & Letters to extend the mission of Sacramento State through a multidisciplinary major to students who have stopped-out in good standing while in pursuit of any major at Sacramento State. This pilot program offers one degree – BA in Arts & Letters. No minors are offered. This program does not support other degree programs. However, it promotes best practices in instructional efficiencies by facilitating "enrollment-share" with self-support degree programs.

Element Two: Learning

The self-study assessed all four program learning outcomes (PLOs). The self-study notes that creating and assessing program learning outcomes for re-entering students with majors ranging from dance to history to philosophy was challenging but presented an opportunity to find commonality and synergy among using four core courses in the curriculum (ALS 101, 102, 103, 104) with a total of 14 student essays (n=1, 7, 5, 1, respectively). The internal reviewers noted this to be a low number of samples for assessment of a program. In addition, there is concern that the four PLOs could be assessed with just four courses in the curriculum (12/36 units). Essays provided exemplary work, reflecting their own learning success in PLO 1: Knowledge of Human Cultures, PLO 2: Intellectual and Communication Skills, PLO 3: Lifelong Learning, PLO 4: Integrative Learning. While the sample sizes for this program assessment are low, the self-study indicates that student learning outcomes (SLOs) are meeting and exceeding expectations. Increased sample sizes will enable more fine-scale analysis of each PLO. The program outcomes are summarized here using available data.

The self-study indicates that a preliminary analysis of SLOs suggests students in the program meet or exceed expectations. All student samples indicate students met either a capstone or upper milestone comprehension level. However, two ALS courses – 102 and 104 – exhibit high DFW rates. In an analysis of all combined cohorts, ALS 102 and 104 have DFW rates of 17.86% and 21.74%, respectively. Meanwhile, ALS 101 and ALS 103 showed much lower DFW rates – 7.14% and 8.33%. These DFW rates include a total of 18 students. More robust assessment of causal DFW mechanisms should reveal why students are failing in these core courses. The disconnect between a 2021 PLO assessment and high DFW rates in ALS 102 and 104 suggests that students who receive DFW grades abandon the program rather than reattempt courses. The self-study points to faculty professional development that focus on the needs of their student population as one possible remedy. The

assessment plan could use further development to supply a more robust assessment of the PLOs, which is noted within the self-study as an area for future improvement.

Most students rated BA in Arts & Letters PLOs as either 'somewhat relevant' or 'very relevant' in a student application survey. Data from this survey indicate the liberal education approach fills a significant role in the community. Rather than skills training and advancement in established career tracks, students in this program desire broad-based learning.

Element Three: Student success

BA in Arts & Letters students ranged from 25 to 60 at age of matriculation. Seventy percent of students are over the age of thirty. Ethnicities served include White, Hawaiian, Hispanic, Asian, Black, and some who decline to answer. Student success was broken down into two genders – male and female.

Of the three cohorts admitted to the program, two are in progress. Students in each cohort will have completed lower division coursework before program admission. Therefore, target and expected times to degree range from two to four years. The first cohort (Fall 2018) exhibited a 35.7% two-year graduation. All matriculated students who did not graduate within the two-year window abandoned the program. Preliminary analysis provided in section D of Element Three of the self-study indicates that the time to graduate and retention rate for the Fall 2020 cohort are improving; the majority of those who did not finish in the two-year target window have continued in the program.

Data in the BA in Arts & Letters program exhibits seemingly bifurcating outcomes. Some students in BA in Arts & Letters are efficient and complete the program quickly (even faster than the two-year time to degree goal) but the degree also suffers from a low retention rate. Data indicated that 11 students graduated, 17 students dropped the program, and 13 remain active in the program. This low retention rate is seen across all genders and ethnicities. This is especially concerning because these motivated and interested students are dropping out for a second time. The self-study indicates that improvements have been made already since the first cohort, which included significant changes to admission requirements, advising, and the availability of elective and supplemental GE/GR courses.

Element Four: Developing Resources to Ensure Sustainability

The self-study lists six College of Continuing Education (CCE) strategic goals coupled with Arts and Letters Strategic Imperatives. Curriculum crosses many existing departments and faculty from these departments are recruited to this program from across the College of Arts & Letters based on recommendations of departmental chairs. Attention is paid to the training (requiring completion of Quality Matters training) and appropriateness of faculty as well as their proposed courses to ensure fit. Fit of the program coursework is designed around adult learners who require flexible programming. The CCE developed a scholarship fund to financially support students once enrolled in the program. A contribution from Boeing and others has raised to the endowment to $26,000. Additional resources are needed to recruit students to increase enrollment to reach a self-sustaining program and to invest in retention support once students are admitted. Currently, the program is not consistently producing a surplus of money between revenue and expenses. This program specifically supports the University initiative HornetAttain! to improve degree completion in those who have stopped out.

Element Five: Planning to Maintain Success and Engage Continuous Improvement.

The self-study reflects growth in the BA in Arts & Letters program. Modifications to the program since inception include revisions to the admission requirements to be more inclusive of community interest. Changes to unit requirements, previous program engagement, and minimum GPA have increased access to the program. These modifications were based on CCE recommendations, and the program continues to explore administrative changes to increase efficiency. Furthermore, BA in Arts & Letters is undergoing marketing changes to reverse the trend of decreasing enrollment. The internal reviewers notes that admissions have been significantly disrupted by the pandemic, leading to inconsistencies and one year without admissions. Future marketing will incorporate HornetAttain! coordination. In addition, the self-studies note that further analysis

of identified retention trends will help to support address attrition. These include understanding the reason behind a group of students that are admitted but do not register in the program and a group of students once enrolled in the program that stop out of the program.

Data analysis for this program is difficult because the program is new and small. The BA in Arts & Letters program will continue to study student attrition and DFW rates. Consistent program assessment is difficult because of low and variable sample sizes. The self-study indicates that appropriate analytical tools and plans are ready to more robustly assess the program as new students matriculate.

II: External Reviewers Report

Dr. John Sumser (Head of the Completion BA in Social Sciences at CSU Stanislaus) and Dr. Daniel Veidlinger (Head of the Completion BA in Religious Studies at CSU Chico) served as external reviewers. The external reviewers visited virtually (via Zoom) March 1-2, 2022. The visit agenda allocated time with the CCE team, Chair, Graduate Coordinator, the Associate Dean and Dean, full-time and part-time faculty, staff, and students. The resulting report provided by the external reviewers was thoughtful and provided useful context in the evaluation of the Self-Study. The external report was positive, finding that the program served a real need in the community, administration was supportive, and graduating students praised the program. In particular, the external reviewers noted the expertise, experience, and determination of program faculty. The flexibility of the program was noted as both a fundamental attraction and product offering. Furthermore, administrators of the BA in Arts & Letters program were realistic in their assessments of the strengths and weaknesses of the program. Given this is a nascent program with limited data, the external reviewers recommended that data from future assessments could be used to improve the program offerings.

The external reviewers noted several recommendations pertinent to ensuring program success. For example, the BA in Arts & Letters program should survey the students who stopped out again to determine potential retention strategies. Other recommendations included clarifying graduation pathways and goals for students, who have different work and life obligations outside of class compared to traditional students. Importantly, students lacked identity. Creating community could aid in recruitment and retention. In addition, the external review identified a need to create a plan to communicate to the students to clarify that not all electives in catalog are offered every year, and that enrolled students will be forced to take courses offered and they may not align with their specific interests. The external review noted that to increase student enrollment, the BA in Arts & Letters program should reach out to major employers in the community with a campaign to get students who stopped out back, and consider creating a community advisory board to build partnerships.

III: Internal Feedback

This internal review synthesizes findings from the self-study and external reviewers report. Many of the recommendations outlined by the external reviewer were routed in contextual impressions from their visit. This allowed the internal reviewers a broader understanding of the Department from the viewpoint of students and faculty. Here, the internal review offers feedback that reiterates external reviewers' recommendations, while also extending to provide feedback on program needs. Of note, the BA in Arts & Letters program should continue to monitor data collection and analyses to measure programmatic outcomes in past, present, and future cohorts. Not enough fine-scale data are available for robust and nuanced understandings of program performance. Yet, preliminary data and combining the self-study with the external review allow for the following specific recommendations:

1) Survey and analyze students who left the program before completion. Then, create a plan of action consistent with the mission of BA in Arts & Letters and CCE to retain current and future students.

2) Articulate and clarify program structure, purpose, and goals. This will improve the program for administration, faculty, students, and advertisements. Students showed some confusion with how to overcome obstacles in scheduling, delays, and administrative barriers. Course and program mapping may help alleviate

some confusion and encourage students to keep going. Furthermore, a clear vision and mission may help recruit from local employers who may help with the costs of finishing a degree.

3) Continue analysis of gender, ethnicity, age, and other factors as sample sizes increase. This will be vital to determine how well BA in Arts & Letters is meeting expectations and goals. Faculty in the program should be trained in student success analytics (https://certificate-program.dashboards.calstate.edu/).

4) Build community within the student enrolled in the program through reading groups, social activities, social clubs, formal cohort orientations, as well as through having board members from the community including program graduates, community leaders, and local business leaders. Building a community will also help form a stronger identify for the program, thereby increasing recruitment, retainment, and reputation. Creating connections between local businesses, HornetAttain!, and promote recruitment and marketing strategies could ensure profitably and survival of the program.

5) Follow through creating a more robust learning outcomes assessment. Uncertainty regarding planning and timing of the requirements to complete the program may cause students to drop out, but more data is needed to understand these causal mechanisms. Continue to review and ascertain the underlying factors of high DFW rates in troubled courses.

6) Consider whether a formal director of the program is necessary for success. Due to the program spanning several departments, there is a need to for single coordinator of the program that can communicate across departments.

7) Increase advising support early on, perhaps as soon as students are accepted. This will help to connect with students who are not enrolling once accepted and aid in the understanding of possible barriers. In addition, better communication about course offerings would be helpful. For example, for each cohort provide a 2-year preliminary guide for courses that will be offered. This may help to better communicate to students that not all electives in the catalog will be available during their time in the program. If you are running in a cohort model, then make this clear through communication with students.

MOU/Action Plan

The department will use the self-study, external reviewer report, and internal reviewer report to complete the MOU/Action Plan Template in conjunction with the Dean.

Program: Arts & Letters Completion BA

College: Arts & Letters

Date: August 9, 2022

Program Review   2YR Update   4YR Update   6YR Update

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
To Maintain Success			
Clarify Purpose and Mission of A&L Program. (External and Internal Review recommendation)	**Goal:** Shared internal understanding of mission and purpose of the program **Success Indicator:** Revised mission statement for the program that aligns with adult learner commitment. **Success Indicator 2:** Develop student experience map through the program to foster meaningful	**Goal:** Mission and purpose inform all program and curricular revision and development efforts. **Success Indicator 1:** Program outreach materials and efforts, curricular development, and program revision are informed by mission and purpose.	**Goal:** Refine and recommit to program mission and purpose **Success Indicator:** A&L stakeholders engage in an iterative process of assessing and refining the program's mission and purpose. **Success Indicator 2:** Successive program reviews are informed by

	understanding of student experience in the program. **Responsible Parties:** A&L faculty and administrator; CCE personnel **Resource Implications:** Minimal.	**Responsible Parties:** A&L Faculty Coordinator, CCE personnel **Resource Implications:** None	programmatic efforts to effect the mission and purpose. **Responsible Parties:** A&L Faculty Coordinator, A&L Associate Dean, CCE personnel, A&L Advisory Board **Resource Implications:** Minimal.
Clarify Roles and Expectations of Responsible Parties. (External/Internal Reviewer recommendation)	**Goal:** 360 assessment of existing duties and identification of omissions/gaps. **Success Indicator 1:** Develop a Roles and Responsibilities Chart **Success Indicator 2:** Position Descriptions are reviewed and aligned with skills and areas of responsibility. Where no PDs, these are developed. **Success Indicator 3:** MOU is modified as appropriate. **Responsible Parties:** CCE and A&L Deans. **Resource Implications:** Minimal.	**Goal:** Implementation of position descriptions for the major parties. **Success Indicator 1:** Roles are clear and guide actions. **Success Indicator 2:** Enhanced coordination and workflow between responsible parties. **Responsible Parties:** CCE and A&L Deans. **Resource Implications:** Minimal.	
Expand efforts to align curriculum and pedagogy with Diversity, Equity, Inclusion, Belonging, and Justice	**Goal:** Program faculty and administration commit to adopting best practices in course	**Goal:** Implement strategies to make curriculum inclusive. **Success Indicator 1:** Institutional data and student assessment	**Goal:** Program administration, curriculum, and pedagogy fully align with institutional Diversity,

Imperatives (Self-Study, External Reviewers.	and program design for DEIBJ across the curriculum. **Success Indicator 1:** Instructional faculty broadly engage in relevant professional development opportunities on DEIBJ best practices. **Success Indicator 2:** The A&L Faculty PLC (see below) includes DEIBJ best practices development and training. **Success Indicator 3:** A&L and CCE program administration commit to support faculty professional development and assessment strategies that center DEIBJ best practices. **Responsible Parties:** A&L Associate Dean, A&L Faculty Coordinator, Instructional Faculty. **Resource Implications:** Professional development opportunities may require revenue/funding.	measures indicates improved DEIBJ across the core required courses. **Success Indicator 2:** Instructional faculty routinely draw on institutional and assessment data regarding success of strategies. **Responsible Parties:** A&L Associate Dean, A&L Faculty Coordinator, Instructional Faculty. **Resource Implications:** Professional development	Equity, Inclusion, Justice, and Belonging imperatives. **Success Indicator 1:** Instructional faculty routinely draw on institutional and assessment data regarding success of strategies. **Responsible Parties:** A&L Associate Dean, A&L Faculty Coordinator, Instructional Faculty.
Continue to review and examine the high DFW rate. (Self-Study, External reviewers)	**Goal:** Better understand the causes of the high DFW rate	**Goal:** Implement strategies to reduce DFW rates and achievement gaps.	**Goal:** DFW and Achievement Gaps rates align with institutional expectations.

	across the curriculum, especially in the core required courses. **Success Indicator 1:** Instructional faculty commit to improving pedagogy and student assessment strategies to reduce DFW rates. **Success indicator 2:** Instructional faculty broadly engage in relevant professional learning development opportunities on reducing DFW rates. **Responsible Parties:** A&L Associate Dean, A&L Faculty Coordinator, Instructional Faculty. **Resource Implications:** Professional development opportunities may require revenue/funding.	**Success Indicator 1:** Institutional data indicates improved DFW rates across the core required courses. **Success Indicator 2:** Instructional faculty routinely draw on institutional and assessment data regarding success of strategies. **Responsible Parties:** A&L Associate Dean, A&L Faculty Coordinator, Instructional Faculty. **Resource Implications:** Professional development opportunities may require revenue/funding.	**Success Indicator 1:** Institutional data indicates improved DFW rates across the core required courses. **Success Indicator 2:** Institutional data indicates improved DFW rates across all courses used in the program. **Responsible Parties:** A&L Associate Dean, A&L Faculty Coordinator, Instructional Faculty. **Resource Implications:** None.
Continue to develop faculty pedagogical capacity to meet the needs of adult learners. (Self-Study, External reviewers)	**Goal:** Better understand the A&L learner population. **Success Indicator 1:** A&L team and instructors attend professional development and training aimed at better understanding adult learners.	**Goal:** Align curriculum with commitment to adult learners. **Success Indicator 1:** Review of syllabi at annual program assessment indicates course content, pedagogy, and student assessment strategies	Goal: Improved retention, graduation, and positive student experiences. **Success Indicator 1:** Student surveys and student-generated assessment data indicate improved learning and overall experience in the program.

	Success Indicator 2: Establish baseline data needs and expectations for graduation, retention, attrition, and positive learner experiences (e.g., sense of belonging). **Responsible Parties:** A&L Associate Dean, A&L Faculty Coordinator, CCE personnel. **Resource Implications:** Professional development opportunities may require revenue/funding.	incorporate best practices for adult learners. **Success Indicator 2:** Student feedback (course evaluations, assessment material, etc.) indicates enriched learning experience. **Responsible Parties:** A&L Associate Dean for Budget and Assessment; CCE Team; Faculty Instructors; Faculty Coordinator. **Resource Implications:** Minimal.	**Success Indicator 2:** Institutional Data indicates improved graduation rates, aligning with A&L and university expectations. **Responsible Parties:** A&L Associate Dean for Budget and Assessment; CCE Team; Faculty Instructors; Faculty Coordinator. **Resource Implications:** Minimal.
To Improve Student Learning (consider university/college goals on learning, research/scholarship, diversity)			
Improve overall program assessment to facilitate learner centered program and curricular revision. (Self-Study, Internal/External reviewers)	**Goal:** Develop a comprehensive assessment plan, utilizing all available relevant tools, including randomized samples of student work for a clearer and more complete picture of student learning. **Success Indicator 1:** Remaining toolkit developed and assembled – ePortfolio, student exit survey, community partners' program need and impact survey, etc.	**Goal:** Implement all elements of the comprehensive assessment plan for annual program assessment and improvement. **Success Indicator 1:** Broad student participation in ePortfolio for ongoing self-assessment after each semester and at the end of their program. **Success Indicator 2:** Representative samples of student materials are available for annual assessment by assessment team.	**Goal:** Utilize the comprehensive assessment plan for program review and improvement. **Success Indicator 1**: Annual assessment data is available for program review. **Success Indicator 2:** Program review team makes broad use of assessment data. **Success Indicator 3:** Results of subsequent program reviews are informed by the comprehensive assessment plan.

	Success Indicator 2: Assessment team identified and annual assessment timeline scheduled. **Success Indicator 3:** Assessment team has been normed and trained on adult learner assessment. **Responsible Parties:** A&L Associate Dean for Budget and Assessment; CCE Team; Faculty Instructors; Faculty Coordinator. **Resource Implications:** Minimal.	**Success Indicator 3:** Broad faculty participation in ongoing student and course assessment, contributing to successful annual program assessment. **Responsible Parties:** A&L Associate Dean for Budget and Assessment; CCE Team; Faculty Instructors; Faculty Coordinator. **Resource Implications:** Minimal.	**Responsible Parties:** A&L Associate Dean for Budget and Assessment; CCE Team; Faculty Instructors; Faculty Coordinator. **Resource Implications:** Minimal.
Clarify program pathways and make corresponding course options available and predictable. (Self-Study, Internal/External reviewers)	**Goal:** Implement 1 year and 2 year digital roadmaps, identifying the recommended required and elective courses. **Success Indicator 1:** Digital program roadmap is adopted, and utilized by program advisors and students. **Success Indicator 2:** Required and elective courses are scheduled and aligned with the roadmap. **Success Indicator 3:** Elective courses are offered on coordinated schedules with other completion degree	**Goal:** Regularized rotation of courses to meet program needs and student plans according to the 1-year and 2-year roadmaps. **Success Indicator 1:** Admitted students can self-assess timelines to graduation using the roadmap and access to the planned course schedule. **Success Indicator 2:** Prospective students and applicants have access to a clear roadmap and completion pathway with courses identified and reliably offered.	**Goal:** Reduce number of those who did not enroll (DNE) and repeat stop-out rates for learners. **Success Indicator 1:** Institutional data indicates improved matriculation, retention, and graduation rates, aligning with A&L and university expectations. **Success Indicator 2:** Student generated assessment measure improved satisfaction with course offerings and program pathways. **Responsible Parties:** A&L Associate Dean for Budget and

	programs to maximize curricular efficiency and accessibility. **Success Indicator 4:** Develop and Implement Credit for Prior Learning options for qualified students. **Responsible Parties:** A&L Associate Dean for Budget and Assessment; CCE Team; Faculty Instructors; Faculty Coordinator. **Resource Implications 1:** Initial instructional costs of offering low enrolled course sections until within and cross program coordination is attained. **Resource Implications 2:** Expand pool of qualified and trained instructional faculty and courses.	**Success Indicator 3:** Partnership with other completion programs for course utilization, maximizing enrollment and programs are effectively sharing instructional capacity. **Responsible Parties:** A&L Associate Dean for Budget and Assessment; CCE Team; Faculty Instructors; Faculty Coordinator. **Resource Implications:** Continued instructional costs of offering low enrolled course sections until within- and cross-program coordination is attained.	Assessment; CCE Team; Faculty Instructors; Faculty Coordinator. **Resource Implications:** Minimal. This is expected to enhance available resources for use in several other action items.

To Improve Student Success (consider university/college goals on recruitment, retention, graduation, diversity, engagement)

Improve and expand student outreach efforts, new student onboarding, enhanced academic advising. (Self-Study, Internal/External reviewers)	**Goal:** Develop and implement robust outreach campaign and comprehensive new student onboarding activities **Success Indicator 1:** Admission goals have been identified and marketing campaign developed.	**Goal:** Provide multiple modalities and scheduling options for students to receive one-on-one advising appointments. **Success Indicator 1:** Program advising is implemented in EAB. **Success Indicator 2:** Institutional data indicates more students are	**Goal:** Productive partnerships with Hornet Attain!, Adult Learner Center, and effective implementation of Community Advisory Board. **Success Indicator 1:** Outreach and enrollment data indicate the program is meeting the needs

	Success Indicator 2: Partner with HornetAttain! Initiative. **Success Initiative 3:** Regular virtual information sessions are planned for prospective and orientation sessions are planned newly admitted students. **Responsible Parties:** A&L Faculty Coordinator and CCE team, and implemented primarily by CCE personnel **Resource Implications 1:** Sufficient revenue/funding to support robust marketing campaigns. **Resource Implications 2:** Faculty and staff compensation.	receiving more, better quality, and timely academic advising. **Success Indicator 3:** Institutional and assessment data indicate DNE and stop-out rates are reduced. **Responsible Parties:** A&L Faculty Coordinator and CCE team, and implemented primarily by A&L team. **Resource Implications:** Faculty and staff compensation associated with enhanced advising.	and interests of target adult learner population. **Success Indicator 2:** Institutional data indicates improved market impact, recruitment, and retention of students, and graduation rates are within institutional expectations. **Responsible Parties:** CCE and A&L team. **Resource Implications:** Minimal.
Build a sense of community and belonging (External and Internal Review Recommendations)	**Goal:** Develop plan to improve A&L learner sense of community and belonging. **Success Indicator 1:** Current students and alumni are surveyed regarding their sense of community and belonging. **Success Indicator 2:** Identify best-practices for enriching student belonging and	**Goal:** Implement plan to improve A&L student sense of belonging. **Success Indicator 1:** Program tools are deployed to support enhancing student engagement with the program and each other (e.g. Canvas community portal). **Success Indicator 2:** Student experience through the program	**Goal:** Thriving community among A&L program learners. **Success Indicator 1:** Student Assessment data indicates students feel connected and engaged with each other and the program. **Success Indicator 2:** Alumni support the program through participation in events, serving on the board, contributing to

	community among adult and online learners. **Success Indicator 3:** Student experience through the program is mapped and appropriately aspirational. **Responsible Parties:** A&L Faculty Coordinator, CCE administrator, instructional faculty. **Resource Implications:** Investment into survey mechanism and development/analysis of survey.	aligned with the aspirational journey map. **Responsible Parties:** A&L Faculty Coordinator, CCE administrator, instructional faculty. **Resource Implications:** Minimal.	recruitment and retention efforts, building the program profile in the community, etc. **Responsible Parties**: A&L Faculty Coordinator, CCE administrator, instructional faculty. **Resource Implications:** Minimal.
To Build Partnerships and Resource Development to Enhance the Student Experience (consider university/college goals on university as place, university experience, community engagement)			
Create a sense of intellectual community for the program (External recommendation)	**Goal:** Establish Faculty Professional Learning Community (PLC) to focus on A&L curriculum and strategies to foster adult-friendly learning environments. **Success Indicator 1:** Create communication and community tool (e.g., teams group) to foster ongoing communication and connection between program instructors.	**Goal:** Provide A&L Faculty with tailored professional development and training opportunities. **Success Indicator:** Instructional faculty participate in strategic professional development opportunities related to adult learners, degree completion programs, cross-campus collaborations, learner engagement.	**Goal:** Link the A&L PLC to larger degree completion PLC, for all CCE degree completion programs. **Success Indicator:** Broad participation by A&L instructional faculty. **Responsible Parties:** CCE Team. **Resource Implications:** Minimal.

	Success Indicator 2: Group establishes and holds regular meetings. **Responsible Parties:** A&L Faculty Coordinator, CCE administrator, instructional faculty. **Resource Implications:** Minimal.	**Responsible Parties:** A&L Faculty Coordinator, CCE administrator, A&L Associate Dean **Resource Implications:** Professional development and training initiatives will require revenue/funding to support.	
Create and Utilize a Community Advisory Board (External Review recommendation)	**Goal:** Develop A&L Advisory Board structure, operational role, and membership terms. Articulate expectations of Board and Membership. **Success Indicator 1:** Advisory Board has been researched and modelled, including optimal meeting frequency. **Success Indicator 2:** Outreach to the relevant community and stakeholder groups has been completed. **Success Indicator 3:** Potential members have been identified from key stakeholder groups (membership includes program graduates, community leaders, and regional business leaders).	**Goal:** Launch A&L Advisory Board **Success Indicator 1:** Members have been recruited to serve on the Board. **Success Indicator 2:** Initial Board meeting has been convened by Fall 2024. **Success Indicator 3:** Members and Board demonstrate commitment to and understanding of adult learners by participating in outreach and partnership events. **Responsible Parties:** CCE administrator and A&L Associate Dean, Board Members. **Resource Implications:** Provision of administrative support to the Board may require revenue/funding.	**Goal:** A&L Advisory Board meets regularly and contributes to defining programmatic goals and supports overall community outreach and development efforts. **Success Indicator 1:** Advisory Board convenes regularly, contributing strategic recommendations for program. **Success Indicator 2:** Board situates recommendations for programmatic goals within an understanding of the population it serves. **Responsible Parties:** A&L Faculty Coordinator, A&L Associate Dean, CCE personnel, Board Members.

	Responsible Parties: CCE administrator and A&L Associate Dean **Resource Implications:** Minimal.		**Resource Implications:** Varies depending on nature of board meetings.
To Improve Strategic & Budget and Operational Effectiveness and to Ensure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
Increase operational efficiency for admissions (Self-Study recommendation)	**Goal:** Eliminate administrative hurdles and reduce confusion between each step of the admission process. This should be seamless and timely from the student's perspective. **Success Indicator 1:** Reduction in student attrition between time of application, to admission to enrollment in courses (DNE rate). **Success Indicator 2:** Improved communication – modality, timeliness, and clarity/efficacy – with applicants and learners at all steps in the admission process. **Success Indicator 3:** Learners begin the program ready to learn and clear about expectations, timelines to completion, and confident in their choice of courses.	**Goal:** Seamless and timely admission process from the student's perspective. **Success Indicator 1:** Improved retention between time of application, to admission to enrollment in courses (DNE rate). **Success Indicator 2:** Improved coordination of effort between A&L and CCE team. **Responsible Parties:** A&L Faculty Coordinator, CCE administrator, A&L Associate Dean. **Resource Implications:** Improved admission workflow and reduced workload.	

	Responsible Parties 1: A&L and CCE team to enhance efficacy and clarity of admission process in all student facing material. **Responsible Parties 2:** A&L and CCE team strive to reduce time delays in review of transcripts, application materials, and identification of program expectations. **Resource Implications 1:** Improved coordination between A&L and CCE for separate roles in the admission process. **Resource Implications 2:** Expanded role of faculty advisor in early on-boarding of learners, may involve work during intersessions.		
Increase operational efficiency of program structure (Self-Study, Internal, External recommendations)	**Goal:** Obtain commitment from instructional faculty to adopt to fully online modality and pedagogy. **Success Indicator 1:** All instructional faculty have completed Quality Matters training in online instruction and	**Goal:** Offer complete schedule in fully online modality (synchronously or asynchronously) utilizing campus learning management system. **Success Indicator 1:** Instructional faculty are fluent in the use of Canvas (LMS) and all instructional components of	**Goal:** WASC online program accreditation of ALS BA. **Success Indicator:** Program is accredited as fully online. **Responsible Parties**: A&L and CCE team prepare WASC accreditation application as a fully online program.

adopted related course improvements.

Success Indicator 2: Instructional faculty have revised and redesigned their courses to maximize accessibility and success for the online learner.

Success Indicator 3: New student orientation materials include orientation to online learning environment and best practices, including technology advising and support.

Responsible Parties 1: A&L provides faculty professional development in QM.

Responsible Parties 2: A&L provides faculty with professional development support to revise and redesign curriculum and pedagogical tools.

Responsible Parties 3: Faculty Advisor, A&L Associate Dean, and CCE Team include online learning materials and best practices guidance in new student orientation package.

courses are available in/through Canvas.

Success Indicator 2: All courses are offered in fully online modality in all rotations.

Success Indicator 3: Improved student course and program recruitment, retention, and completion rates due to improved accessibility of instruction modality.

Responsible Parties: A&L and CCE team to plan schedule of courses to ensure principally online modality.

Resource Implications 1: With improved recruitment, retention, and completion, student costs for the program are reduced.

Resource Implications 2: With improved recruitment, retention, and completion, program efficiency per course and per student cohort is improved.

Resource Implications 1: This application should align with next program review to capitalize on the ordinary increase to principals' workload during program review.

Resource Implications 2: Regional accreditation as a fully online program enhances advertising and outreach efforts, and improves successful recruitment of learners into the program and recruitment of community and regional partners.

Resource Implications 3: Improved recruitment and retention of learners enhances the fiscal stability of the program.

	Resource Implications 1: A&L provides faculty with QM training opportunities during winter and summer intersessions. ALS BA instructors will be included. Once trained and supported through curriculum revision, this investment will only have to be repeated for new instructional faculty. **Resource Implications 2:** Time and labor to support students through technology orientation.		

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