

**Assessment of CUSP II - Goal 3
Post Baccalaureate Education**

**Progress Report
Spring 2007**

Committee: Linda Buckley, Jim Kohn, Genie Stowers, Dawn Terrell, Kasra Vazarghani, Jo Volkert
Linda Wanek, Nancy Wylie

Goal 3

San Francisco State University offers high-quality post-baccalaureate education widely recognized for its intellectual value and contribution to society.

Objectives:

1. SFSU fosters the rigorous intellectual skills necessary for a diverse population of graduate students to succeed professionally and continue learning throughout their careers.
2. SFSU supports faculty and graduate student scholarship, professional practice, and creative endeavors that contribute to knowledge within and across disciplines and also serve the community.
3. SFSU evaluates its graduate programs on a regular basis for continued quality and currency.
4. SFSU supports effective, high-quality, graduate programs and promotes a limited number of “signature” programs.

Recommendations:**Resource needs:**

1. Seek financial support for graduate students, including fee waivers, subsidized housing and child care, and increase the number of available scholarships and fellowships.
2. In order to facilitate graduate admissions, increase the infrastructure, including staff and systems, for processing those admissions, especially in Graduate Studies.
3. Support faculty scholarship that involves students.
4. Increase outreach efforts to attract and retain students from underrepresented groups.

Non-resource needs:

1. Conduct a study of the student support services needed by graduate students.
2. Explore ways to incubate the development of new programs, such as Special Sessions and Research Centers.
3. Continue to expand the work of the Office of Research and Sponsored Programs to support graduate work.
4. Work to insure the use of the Sixth Cycle of program review to affirm the quality and sustainability of SF State graduate programs.
5. Explore collaborations between graduate programs and community-based and private-sector entities.

Progress Report on Post Baccalaureate Education

2006-2007

Introduction

Attention to graduate programs was one of the three recommendations suggested by the WASC Commission in their 2001 reaccreditation letter to San Francisco State. In their own words:

“With approximately 24 percent of its students enrolled in graduate programs, graduate education is clearly important at San Francisco State. Yet there does not seem to be a consistent and shared vision of graduate education at SFSU.

Additionally, the University’s infrastructure for supporting quality in graduate education is not well-developed. The urban university vision articulated in the self-study and by the administration provides viable criteria to guide graduate programs but seems not to be widely shared, or perhaps understood, beyond the administration.

The Commission is concerned that graduate programs do not undergo their own program review and is unclear as to the role of the Graduate Council in the review process. The Commission expects the University to further develop its commitment to the role and quality of graduate education.”

Since that review, San Francisco State University has engaged in serious, campus-wide discussions regarding our commitment to graduate education and the development of a graduate culture on the SFSU campus. The discussions around graduate education began with the revision of the University’s strategic plan, CUSP II, which was finalized in 2004. The result of these discussions was a strategic planning goal that focused specifically on the quality of graduate education. Thus, this progress report is a direct outcome of the WASC 2001 accreditation review.

Assessing Graduate Program Quality

The first and perhaps most important step in responding to the WASC recommendation was realized in Spring 2006 with the revision of the University's program review policy. At that time the 5th cycle of program review was coming to a close, and it was a natural point at which to reconsider the focus of program review. This consideration occurs at the end of each program review cycle. Because of the WASC imperative, the Academic Senate voted to focus exclusively on graduate programs in the next cycle, while still maintaining careful monitoring of program assessment at the undergraduate level. This policy change was accompanied by the development of the "Sixth Cycle Program Review Handbook," which guides departments through the self-study process in evaluating the quality of their graduate programs.

Over the next six years, as a result of these changes, the University will have a great deal of specific data regarding the quality of all graduate programs. We expect to use this data for programmatic change and to develop indicators of graduate program quality. We also expect to address WASC's suggestion that we look strategically at the number of graduate programs and departmental balance between undergraduate and graduate programs. Already over the past year, the program review process recommended that one Master's program be put on hold until enrollment issues at the undergraduate level could be resolved. This is the sort of analysis that we expect to continue through the sixth cycle, not reducing programs necessarily, but considering resource reallocation and the revision of existing programs where imbalances appear. Over time, we expect to be able to determine whether to encourage growth in graduate programs, and if so, which programs should be proposed and implemented. Once we have this sort of information, we will be in a position to consider "signature" programs.

A number of other efforts have augmented the program review revision in developing an infrastructure for a graduate culture at SF State. For example, the 2004 workload policy, spearheaded by the Academic Senate, articulates the campus commitment to graduate education by redefining faculty workload to include time to develop the research portfolios expected of graduate faculty:

“Departments that participate in redefining the workload should develop in writing clear and specific expectations for the faculty members who receive assigned time so they can document their accomplishments in non-teaching areas for the purposes of retention, tenure, and promotion. Departments should include their expectations for faculty assigned time for scholarship and service (both as defined in University personnel policies) in their departmental retention, tenure, promotion, and other personnel actions. It is anticipated that the large majority of assigned time will be for scholarship or specified departmental activities.”

In addition, campus programs have worked closely with the Library to upgrade the collections required for graduate students. For example, the University has allocated an additional \$40,000 in collections to support the newly-developed Doctorate in Educational Leadership. Moreover, the CSU system has acquired all online SAGE publications to support this degree program. The fact that SFSU was one of the first CSU campuses to receive WASC approval for the independent Ed.D. degree reflects the success of these efforts.

Examples of Quality in Graduate Education

In addition to these institutional efforts in support of a graduate culture, there are many, many success stories at the college and departmental level. A number of programs at San Francisco State have national reputations for excellence. The graduate programs in Physical Therapy, offered jointly with the University of California at San Francisco, are ranked 14th nationally¹ and draw students from around the country. The History program is considered one of the top master’s programs in the country, and a third of its students come from outside of California. More graduates of the program go on to doctoral study than any other stand alone master’s program in History.² The Master of Public Administration (MPA) program and the Industrial/Organizational Psychology program

¹ U.S. News and World Report

² American Historical Association

have received national attention; the latter is among the most highly selective programs on campus.

Other outstanding programs that draw students from around the country include the Master of Fine Arts programs in Art, Creative Writing, and Cinema. The MFA program in Art accepts only 11% of its applicants, but 91% of those admitted actually enroll. This pattern suggests SFSU is indeed a campus of choice for students seeking an MFA in Art.

Several other programs that draw students primarily from the local region show similar patterns. The master's program in Clinical Psychology accepted just 8% of the students who applied for Fall 2006, but 100% of those students went on to enroll. Three other pre-professional programs, the Master of Social Work, the Counseling program leading to licensure as a Marriage and Family Therapist, and the Master of Public Health are also highly selective, with enrollment rates among accepted applicants as high as 85%. These programs maintain strong ties to community based organizations, and provide students with high quality training opportunities as well as opportunities to give back to the local community.

Programs in Biology, Business Administration, Computer Science, Economics, Engineering, and Teaching English as a Second Language have large numbers of international students seeking admission. In addition to quality, these programs undoubtedly attract students from around the world because of their relative affordability.

Several programs at SF State are distinct not only because of their national reputations, but also because they are unique or rare. The Human Sexuality Studies master's program is the only one of its kind in the country, while the Gerontology program is one of only a handful in the 23-campus CSU system. This singularity is also true of the Museum Studies and Ethnic Studies programs. Enrollment rates for accepted applicants range from 70% for Museum Studies to 94% for Sexuality Studies and 100% for Ethnic Studies.

Enhancing visibility of graduate education at SF State has been a major focus of the Division of Graduate Studies since 2005. The Division of Graduate Studies has been extremely active in publicizing the excellence of graduate education at SF State through participation at various events such as the California Forum for Diversity in Graduate Education aimed at recruiting outstanding students to our graduate programs. Graduate Studies at SF State also sponsors a Graduate Student Association designed as a forum for graduate students on campus to discuss common matters of concern.

Creating ways to publicize the scholarly activity of graduate students has also been a priority of Graduate Studies. In 2005 the Division of Graduate Studies created a campus forum to spotlight the scholarly work of SF State graduate students by sponsoring an annual Graduate Research and Creative Works Showcase. This year 160 SFSU graduate students will participate in the Showcase in May. Graduate Studies has also encouraged and facilitated campus participation in the annual CSU Graduate Student Research competition. Traditionally, SF State graduate students have been extremely competitive at the CSU level, often winning first or second place in their divisions. In 2006 two SF State graduate students were nominated for the Western Association of Graduate Schools Distinguished Master's Thesis Award.

Creating a Graduate Culture

CUSP II identifies high-quality graduate education as a goal for San Francisco State. A unique aspect of quality that distinguishes graduate from undergraduate education is the expectation of scholarly and creative activities from both the graduate students and the faculty who mentor them. Assurance of academic rigor and quality in scholarly activities can only occur if significant support for both faculty and graduate students is provided by the campus community. Although support is often assumed to refer solely to monetary resources, there are other forms of campus support such as enhanced visibility of our graduate programs and reduced faculty teaching loads to facilitate scholarly activity. SF State has already demonstrated a commitment to support graduate education in a number of different ways. As noted previously, in 2004 the SFSU Academic Senate approved the recommendations of the Task Force on Faculty Workload to redefine the

direct teaching of the faculty from 12 weighted teaching units (WTUs) to 9 WTUs. Three WTUs or approximately 20 percent of the total workload should be designated for scholarly and creative activities of the faculty. This recommendation was also supported by Academic Affairs at SF State. As departments move toward making this workload a reality, faculty will be afforded more time to develop their scholarly agenda, which ultimately should include more time available to mentor and incorporate students into the faculty's scholarly and creative works.

Enrollment Trends in Graduate Education

Although these successes are indicative of SF State's institutional commitment to sustain quality graduate educational programs, there are also areas where improvement appears to be needed. As with all CSU campuses, the number of graduate students has declined over the past few years. An examination of the trends in recent graduate enrollments (see chart below) shows that graduate enrollment declined in Fall 2004 and Fall 2005. Then Fall 2006 saw a promising change in new graduate students, hopefully indicating that enrollments have begun to build again.

The decline in enrollments was caused by several factors. In Fall 2004, the CSU imposed several stringent enrollment management restrictions, one of which prohibited admission of unclassified graduate students. In the past, some unclassified graduate students had entered the University without identified degree objectives. Others were admitted to complete prerequisite courses in hopes of being admitted to classified standing in a graduate degree program. The chart below demonstrates how reducing the number of new post-baccalaureate (unclassified) graduate students caused a dramatic decline in the total number of new graduate students. In the years after the restriction on new unclassified graduate students was imposed, a predictable decline in continuing students followed.

Another factor contributing to the decline and subsequent rise in enrollment was the drop in international applicants, whose difficulties in entering the country after September 11 accounted for a significant loss of enrollment in some years. The University has taken

steps to enhance the recruitment of overseas applicants in the past few years, and we anticipate further growth in the graduate program.

Graduate Student Enrollment, End of Census Registration

	Fall 2001	Fall 2002	%	Fall 2003	%	Fall 2004	%	Fall 2005	%	Fall 2006	%
New graduate Ss	2,535	3,054	19.6%	2,591	-15.2%	1,796	-30.7%	2,010	-10.2%	2,162	2.6%
Post-baccs	1,034	1,340	29.6%	964	-28.1%	407	-57.8%	683	67.8%	779	14.1%
Graduates	1,501	1,714	14.2%	1,627	- 5.1%	1,389	-14.6%	1,327	-4.5%	1,383	4.2%
Cont. graduate Ss	4,105	4,462	8.7%	5,161	15.6%	4,678	- 9.4%	3,841	-17.9%	3,588	- 6.6%
Post-baccs	1,057	1,247	18.0%	1,558	24.9%	1,056	-32.2%	589	-44.2%	660	12.1%
Graduates	3,048	3,215	5.5%	3,603	12.1%	3,622	- 0.5%	3,252	-10.2%	2,928	-10.0%
TOTAL	6,640	7,516	13.2%	7,752	3.2%	6,474	-16.5%	5,851	- 9.6%	5,750	1.7%
											-

Source: Enrollment Planning Management, fall, 2007 projections

With the enrollment management restrictions on unclassified graduates continuing to be in effect, the overall number of graduate enrollments declined through the early part of the new century. On the positive side, however, shifting attention away from unclassified graduate students and toward graduate students who are actively pursuing a degree from the point of admission has had a positive effect on the number of students completing their graduate degrees from San Francisco State. The chart below shows how the number of graduate degrees awarded has increased significantly in the last five years.

Graduate Degrees Granted by Major

	2001-02	2002-03	2003-04	2004-05	2005-06
Graduate degrees awarded	1,279	1,384 (+ 8.2%)	1,658 (+19.8%)	1,598 (-5.2%)	1,625 (+1.7%)

Source: University and Budget Planning

Enrollment of Students from Underrepresented Groups

If we look at graduate rates for students in underrepresented groups, the patterns are further interesting. In spite of the fact that SF State ranks third in the CSU in awarding graduate degrees to students in underrepresented groups, their numbers have grown only

slightly over the past five years. Although White non-Latino students made up the majority of (56.9%) graduate degrees awarded in 2005-06, representation of students from other ethnic groups is on the rise.

African American students, for example, represented 5.8% of the graduate degrees awarded in 2001-02. By 2005-06, 6.6% of graduate degrees were awarded to African Americans. Similarly, the percentage of graduate degrees awarded to Chicano/Mexican American students grew from 4.8% in 01-02 to 5.3% in 05-06. Filipino students are another underrepresented group that increased in the number of graduate degrees awarded, from 3.8% in 01-02 to 5.1% in 05-06. Overall, graduate degrees awarded to underrepresented ethnic groups grew from 21.1% of all degrees awarded in 01-02 to 24.4% of all degrees awarded in 05-06.

For context, the percentage of degrees awarded to underrepresented groups at San Francisco State must be compared to the CSU system as a whole. In the CSU, White non-Latino and Asian students received a combined total of 70.4% of all graduate degrees awarded in 05-06. At SF State, those two groups combined to receive 75.6% of all degrees awarded in the same period. Although African American graduate degrees awarded at SF State (6.6%) are comparable to degrees awarded to African Americans within the CSU as a whole (6.8%), the percentage of degrees awarded to Chicano/Mexican American graduate students is much higher in the CSU (13.6%) compared to San Francisco State (5.3%), which may be related to regional variation. Our campus can take pride in the opportunities offered to underrepresented graduate students, but there is much room for improvement, particularly in light of the changing demographics of the state.

Resources for Graduate Students

Students select their top choice among competing graduate programs based on many different factors. For some, academic reputation is paramount. Other students will give primary weight to professional training opportunities, while many are concerned about preparing for doctoral level graduate study at another institution. For many students,

accessibility and affordability are the most important factors. Some may be interested in a particular field of study, or in a particular orientation to a field of study. A review of empirical and anecdotal evidence suggests that San Francisco State is a campus of choice for students based on all of these factors.

Accessibility and affordability may be especially important factors for students from disadvantaged backgrounds. It is apparent that these students are highly sought after today. Highly qualified graduates from underrepresented groups can secure extremely generous financial support from many other institutions, and it will be difficult for SF State to increase representation of these students without fee waivers or generous financial packages. Moreover, the lack of financial aid is a great barrier for all students in our graduate programs. The data gathered on Outcome 3 reflects this problem. Only about 250 SF State graduate students currently receive resources from external funding; there are no tuition waivers for graduate students, and the number of GTAs and GAs has declined over the past five years. Increasing financial support for graduate students, including the ability to grant fee waivers, is an area that must receive immediate attention in order to improve our graduate culture.

In surveys of graduate programs on campus, many commented that lack of funding restricts their ability to recruit and retain top quality students. Other programs noted that the scarcity of funding resulted in SF State graduate programs serving only working or international students. Faculty also commented on the high cost of living in San Francisco as a deterrent to student enrollment. In addition to noting the need for more scholarships and GA/GTA positions, many programs voiced the need for fee waivers as an incentive to attract quality graduate students.

To fund graduate students SF State currently has several funding options available. The Graduate Equity Fellowships are \$2500 given annually to approximately 28 students. In the past three years, the Graduate Council at SF State has conducted an annual fundraising campaign that added two Graduate Merit Fellowships of \$3000 each per year. The CSU has a Forgivable Loan Program for SF State graduates who are entering

doctoral programs and who commit to return to teach in the CSU system following the completion of their degrees. In 2005-2006, one SF State student was given this award. Two students have applied for the program this year.

Realistically this funding appears insufficient to support the 5,000-6,000 students enrolled in graduate programs at SF State. In an exit survey of graduate students graduating in 2003-2004, 48% of the responding students rated the availability of financial assistance at SF State as fair to poor. It is clear that to promote quality graduate education at SF State we must increase financial assistance to the students. We must create financial aid packages that not only include the traditional scholarship, fellowships, or loans but also include first year fee waivers and subsidized housing options. Such packages will make SF State more competitive to recruit and retain high caliber students to our graduate programs. The campus must also seek 100% funding for graduate research space rather than the 75% funding level currently employed. To assist the campus in securing more funding, the Development Office will need to be engaged in the effort.

Conclusion

San Francisco State University has made much progress since the last WASC review in graduate education. The recommendation by the WASC review team was instrumental in focusing campus-wide attention on an issue that might have been overlooked otherwise. As a result, of that recommendation, post baccalaureate education has become a strategic focus for the University, and systems have been put in place to attend to this priority. Clearly, we face many challenges; however, the work of this strategic planning assessment committee has allowed us to locate the successes and clarify the areas that are in need of further attention.

APPENDICES

APPENDIX A
Data for Post Baccalaureate Education Outcomes

Outcome 1: SFSU will be a campus of choice for graduate study in recognized program areas.

- Human Sexuality is the only program of its kind in the country.
- Gerontology is one of a few such degree programs in the CSU system
- Clinical Psychology, Industrial Psychology, Counseling, Ethnic Studies, and Public Administration are known for their high number of applicants with few slots available.
- The MFA in Creative Writing, Fine Arts, and Cinema attract students from all over the country.
- Graduate programs in Business, Computer Science, Biology, Psychology, Engineering, Cinema, TESOL, and International relations attract large numbers of international students.
- Physical therapy Joint graduate programs with UCSF are ranked 14th nationally and recruits from a national population.
- 80% of Biology undergraduate/Master's go on to Ph.D. programs.
- Social Work and the Master of Public Health graduate programs draw resources and students from the community and give back to the community.

Assessment

SFSU currently has many distinguished graduate programs. The 6th cycle of program review should contribute to the development of a set of indicators of program excellence.

Outcome 2: SFSU will employ procedures and criteria that evaluate all graduate programs in terms of their currency, quality, viability, and relationship to the University's mission.

- The SFSU Program Review Policy and Procedure were revised to focus specifically on the quality of graduate education.
- The 6th Cycle Program Review Handbook provides specific guidelines for the evaluation of graduate programs.
- There are 15 graduate programs on campus that graduate fewer than an average of 5 students across a 5 year period. The 6th cycle criteria will cause us to look carefully at the viability of these programs. This should be a concern because the last WASC review noted the proliferation of graduate programs on campus.

- The Graduate Council meets on a regular basis to consider issues related to the quality of graduate education at SF State.
- Should we develop a way of incubating new graduate groups or programs?

Assessment

This outcome was accomplished through the revisions to the 6th cycle.

Outcome 3: There will be increased support for faculty and graduate student scholarly and creative endeavors, especially those that promote equity, social justice, and diversity; interdisciplinary; internationalization, and collaborations beyond the university.

- Faculty workload has been reorganized to give faculty time to work on scholarship and thesis advising, important components in support of a graduate culture.
- The Division of Graduate Studies has raised awareness of SF State graduate culture through its website and advertising.
- The Division of Graduate Studies sponsors an annual Graduate Research and Creative Works Showcase.
- The Graduate Division encourages and facilitates campus participation in the annual CSU Graduate Student Research Competition.
- The Graduate Division participates in the Graduate Diversity Conference
- Out of 45 graduate programs only 250 graduate students are supported by external funding.
- Between 2004 and 2006, the number of graduate students supported by GTAs and TAs has decreased.
- Graduate equity scholarships of \$2500 are awarded to 28 students annually.
- The SF State Graduate Council at SF State has conducted an annual fundraising campaign that added two Graduate Fellowships of \$3000 annually, bringing to current total to 21.

- In 2005-2006, two SF State students applied for the Forgivable Loan Program and one was granted the award. For the 2006-2007 AY two students have applied.

Assessment

A number of support programs exist on a small scale across the University. However, there is still a great need for an infusion of financial support for graduate students. On graduate student exit surveys, the need for financial assistance is rated as the number one need.

Outcome 4: Graduate students will demonstrate their acquisition of program-defined intellectual skills and their fulfillment of clearly defined performance expectations.

- Sixth Cycle of Program Review Policy
- Sixth Cycle of Program Review Handbook
- Academic Program Review Committee (APRC) reconstituted for the 6th Cycle

Assessment

The strongest indication of success on this outcome will be drawn from the 6th cycle program review reports. We will need to wait for these reports to come forward over the next few years. By the time WASC arrives for the Educational Effectiveness Review, we should have very solid evidence. If the evidence is positive, this will be a nice section of the report. If the evidence shows that we need improvement, then we will have a basis for future action.

Outcome 5: Increased numbers of SFSU students, particularly those from historically underrepresented groups, will obtain graduate degrees at SFSU and beyond.

- Degrees granted in 1996-97: 1,156
- Degrees granted in 2005-06: 1, 625

- Degrees granted to African Americans in 2001-02: 5.8% of total
- Degrees granted to African Americans in 2005-06: 6.6% of total

- Degrees granted to Chicano/Mexican American in 2001 – 02: 4.8% of total
- Degrees granted to Chicano/Mexican American in 2005 – 06: 5.3% of total

- Degrees granted to Filipino students in 2001-02: 3.8% of total
- Degrees granted to Filipino students in 2005-06: 5.1% of total

- Graduate degrees awarded to underrepresented groups 01-02: 21.1% of total
- Graduate degrees awarded to underrepresented groups 05-06: 24.4% of total

Assessment

Although the number of graduate students has decreased over the past three years, that population appears to be rebuilding. In addition, while the enrollment has decreased, the percentage of graduating students has increased among those from underrepresented groups.

APPENDIX B
Strategies for Goal 3

Strategy 1: Establish University-level criteria to assess graduate program quality and viability and integrate those criteria into a revised process of academic program review.

Assessment

This strategy was accomplished in the revision of the University’s program review policy for the 6th cycle of program review. The implementation of this policy is specified in the 6th Cycle Program Review Handbook.

Strategy 2: Establish a broad-based process for designating “signature” graduate programs.

Assessment

This strategy should be delayed until we have sufficient data from the 6th cycle of program review for the basis for determining “signature” programs.

Strategy 3: Call for individual graduate programs to develop and enforce clear performance expectations, conforming to field or discipline-determined standards, both for themselves and for their students.

Assessment

The process for accomplishing this strategy is explained in the 6th Cycle Program Review Handbook and required for the 6th cycle self-studies.

Strategy 4: Increase resources for faculty and graduate student scholarship and creative endeavors by supporting discipline-specific, interdisciplinary, and University-wide seminars, symposia, workshops, and public events that facilitate both intra-University intellectual discourse and engagement with scholars, practitioners, and artists from beyond the University.

Assessment

Some resources are available to graduate students; however, the lack of sufficient resources impacts the quality of programs and the number of highly qualified students who enroll in graduate programs at SF State.

Strategy 5: Provide training in grant writing supportive of the University's graduate endeavor for a greater number of faculty in all fields.

- The Office of Research and Sponsored Programs has a staff member dedicated to assisting faculty in writing grants.
- The Office of Research and Sponsored Programs has recently been reorganized to provide greater assistance to faculty in writing and obtaining grants and external funding.

Assessment

The University's focus on expanding the infrastructure for research and sponsored projects has contributed to the development of a sustainable graduate research culture.

Strategy 6: Support increased opportunities for graduate students to secure teaching and research assistantships, internships, and traineeships.

Assessment

The number of GAs and GTAs offered has decreased over the past four years. The need for financial support among graduate students far exceeds the University's ability to meet that need.

Strategy 7: Provide increased outreach and support for highly qualified SFSU students, particularly those from underrepresented groups, who aspire to attain advanced degrees at and beyond SFSU.

Assessment

Highly qualified students from underrepresented groups are able to obtain generous financial aid packages from quality universities relatively easily. If the University wants to significantly increase the number of graduate students from underrepresented groups, it will need to improve financial aid to those students.