

San Francisco State University

College of Health and Social Sciences

Graduate Programs

Comparisons, Fall 2011 / Report Completed August 2012

College of Health and Social Sciences Comparison of Graduate Programs

College of Health and Social Sciences Graduate Programs

Introduction

This analysis is one of a number that compare and contrast graduate programs in each of the colleges that have completed the 6th Cycle of Review to date. In this case, this report covers the College of Health and Social Sciences, including those units who moved to the College in the reorganization of 2011-2012, even though those units had been covered in an Academic Program Review Committee (APRC) report of just the then College of Behavioral and Social Sciences, in 2011-2012.

For the most part, the units being compared are graduate degrees, not departments. Therefore, degrees from the same department are analyzed separately and are not aggregated for a department-level view. The exception is for FTES and FTEF based data, which will be seen at a department level. From table to table, there are often different graduate degrees presented; this is a function of the data available from various data sources.

The analysis of part-time versus full-time student status and the average number of units does not include Public Administration; the reorganization resulted in the drop of at least the Fall 2011 MPA degree data from the SIMS Report 7 database.

An important caveat to the analyses seen here is that they are all comparative across graduate programs but are all based upon a single snapshot in time. Conclusions drawn from this snapshot should be carefully considered as situations and trends could be different prior to this snapshot or after the study was concluded.

This analysis was conducted utilizing Fall 2011 data available online through the Graduate Division, through Academic Institutional Research, or on the SF State Intranet (SIMS). For those readers who wonder about accessing the data, all was readily available with no special permissions and is available through the Academic Institutional Research site (with the exception of the SIMS data).

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The report begins with basic descriptive information about the degree programs: graduate enrollments, the proportion of the program's students that are full-time versus part-time, the average number of units taken by their students, number of full-time equivalent students (FTES) and full-time equivalent faculty (FTEF) plus the graduate proportion of the departments' total FTES and FTEF, student-faculty ratio (SFR), gender, the degree of ethnic homogeneity or diversity in the degree program. Following these analyses, a variety of measures that could be considered measures of graduate degree program quality are presented: the number of applications to the graduate degree, the admissions and yield rates and the number of graduate degrees granted during 2010-2011.

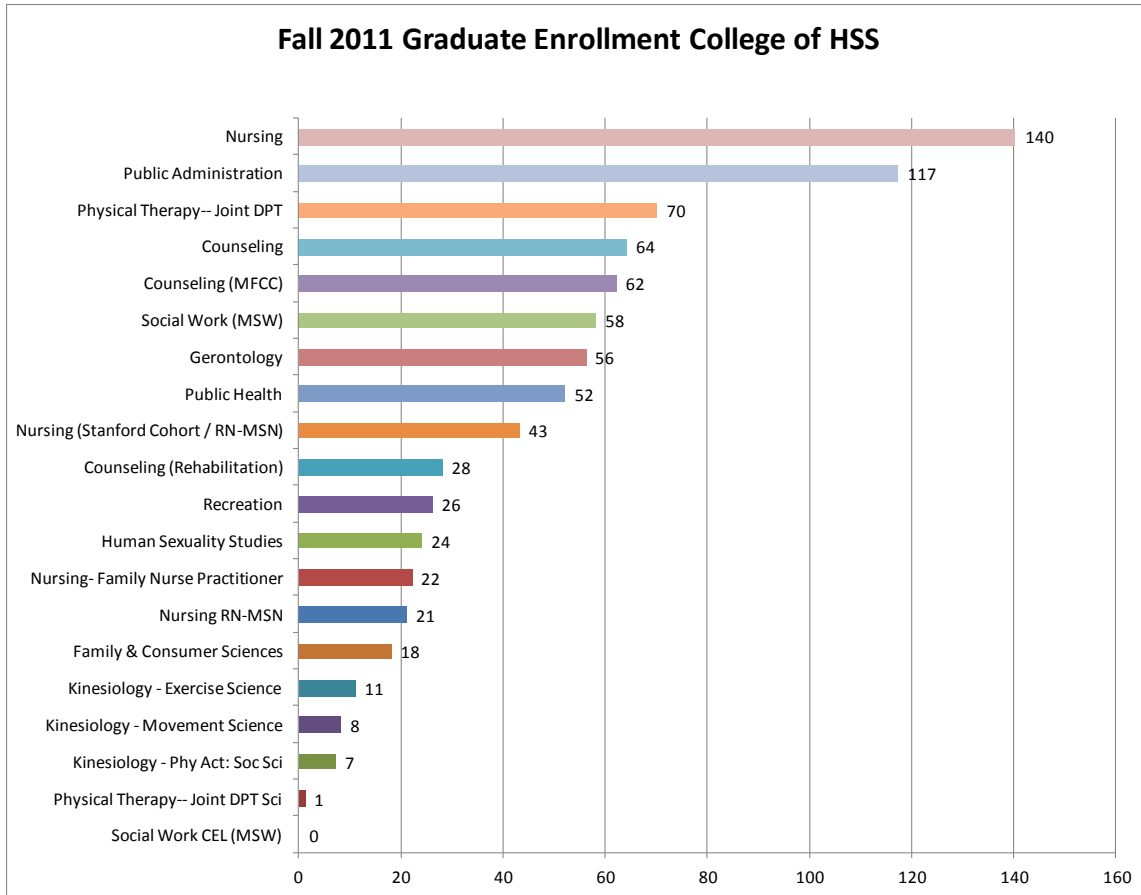
Descriptive Information on Graduate Programs

The enrollments and sizes of the graduate programs in the College of Health and Social Sciences show a great deal of variety, from Nursing with 140 students in Fall 2011 to the three Kinesiology degrees (Exercise Science—11, Movement Science—8 and Physical Activity / Social Science—7).

Two degrees (Nursing, Public Administration) are well over 100 students. This is followed by a group between forty and seventy and then a group of programs with enrollments in the 20s.

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Figure 1: Fall 2011 Graduate Enrollment



Besides enrollment size, an important distinguishing characteristic of graduate degree programs are whether they enroll students full time or part-time, by design, culture or character. This characteristic determines many other features of the program, including whether their market area is typically local (because the program is designed to be part-time) and whether students are typically recruited right out of undergraduate school or whether students are older and possess more experience.

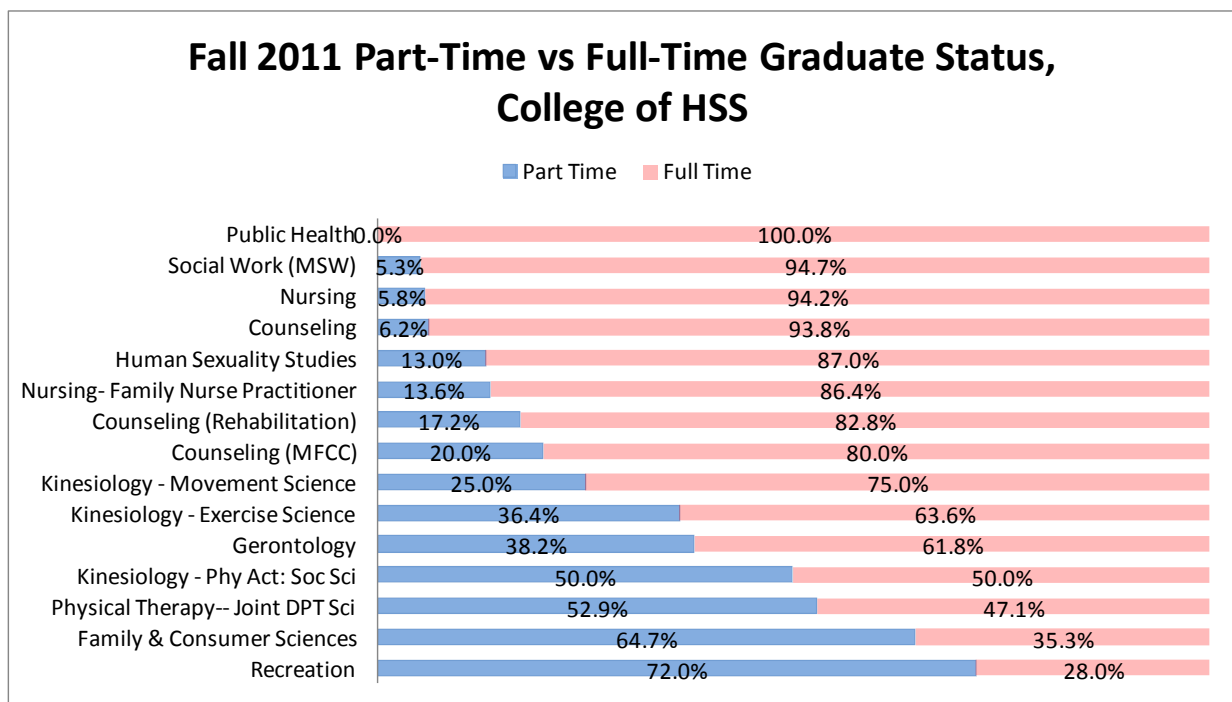
In the College of Health and Social Sciences, there are a fair number of graduate degree programs. The Master's of Public Health (MPH) is completely full-time and the Master's of Social Work (MSW), the Nursing degree and the Counseling degrees are virtually full-time.

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The three Kinesiology degrees and Gerontology have a much higher proportion of part-time students. Recreation and Family / Consumer Sciences students are a majority part-time. It is unfortunate that the actual Public Administration data is unavailable since it would show that the MPA degree program is overwhelmingly part-time (typically 85% with only 15% full-time students; were it represented here, it would join these programs).

For most of these programs, it is possible that this feature is rapidly changing, as the number of students moving away from part-time to taking more units is increasing as tuition has quickly increased during recent years.

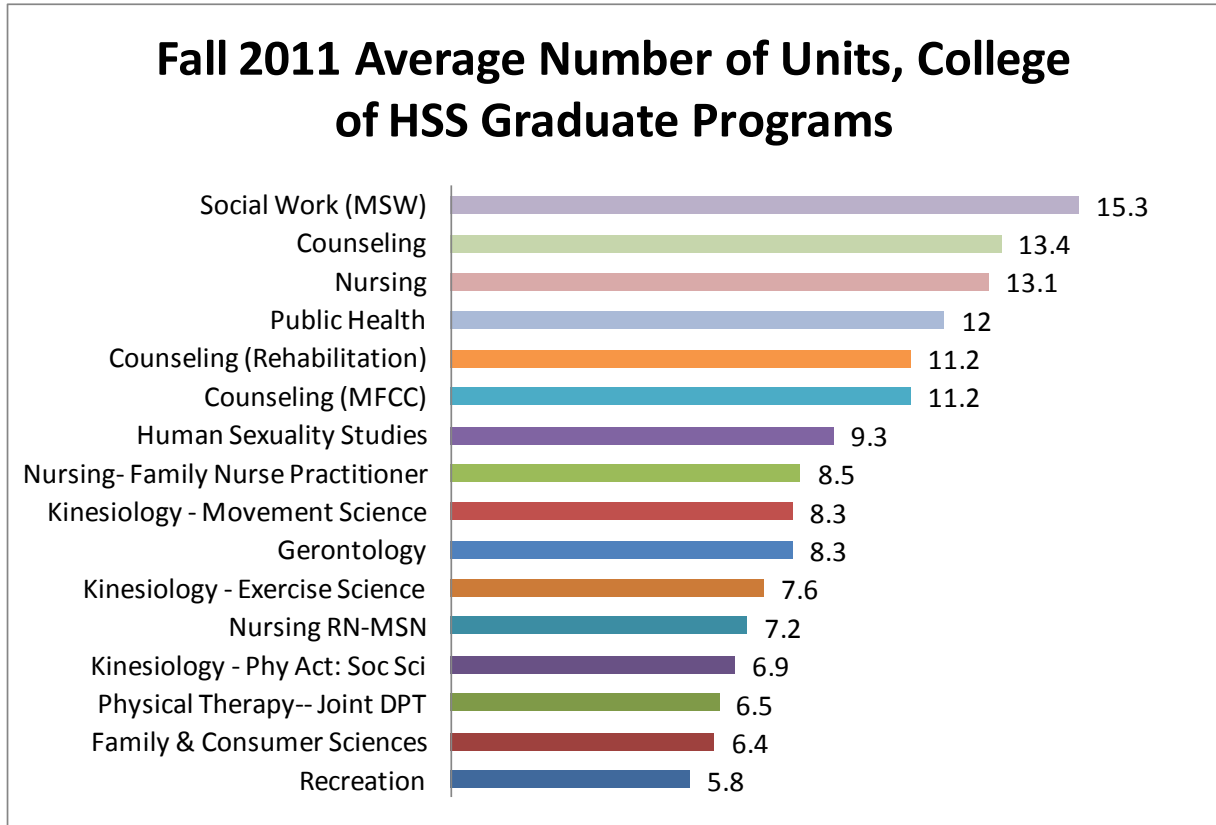
Figure 2: Fall 2011 Proportion of Part-Time Versus Full-Time Enrollment Status



This trend will also be seen in Figure 3, which features the average number of units taken by students in each graduate program. As can be seen, the pattern very closely follows that in the previous figure, with MSW students taking the highest number of units and Family and Consumer Sciences and Recreation with students taking the lowest number of units in the College.

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Figure 3: Fall 2011 Average Number of Units Taken by Graduate Students



Of course, the number of units taken by a degree program's students is highly related to the subsequent number of Full-Time Equivalent Students (FTES) generated by the graduate degree program acting on its own (many departments also have undergraduate programs which generate FTES and so many faculty and administrators might be unaware of how many FTES is generated by their graduate degree programs).

Here, the data is only available at the department level, not at the degree level.

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The Counseling program, with its two degree programs, generates the most FTES in the College; this is followed by the MSW with its high average unit load and the two largest graduate programs in the College, Public Administration and Nursing, also generated FTES because of their size. Family and Consumer Sciences generates the least due to the small size of their program, as does Recreation, also with a small program of mostly part-time students taking a low average number of units.

Figure 4: Fall 2011 Graduate Full Time Equivalent Students (FTES)

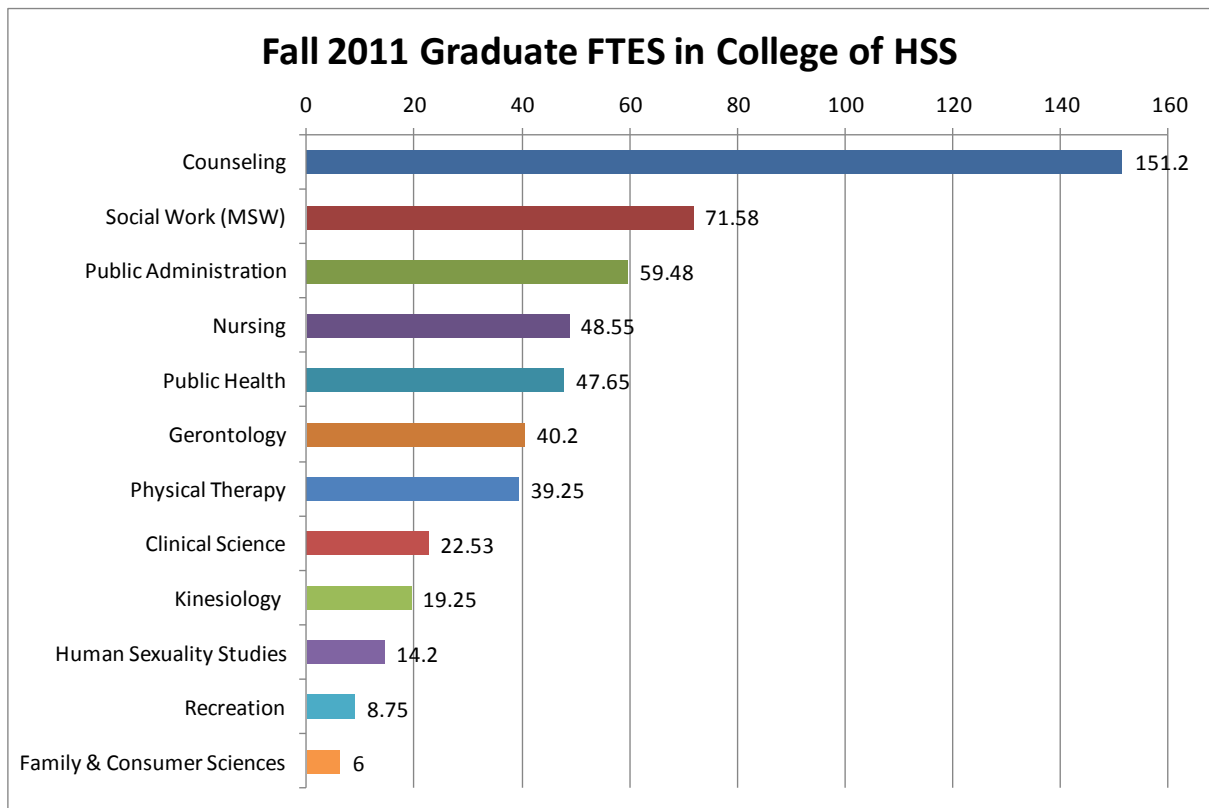
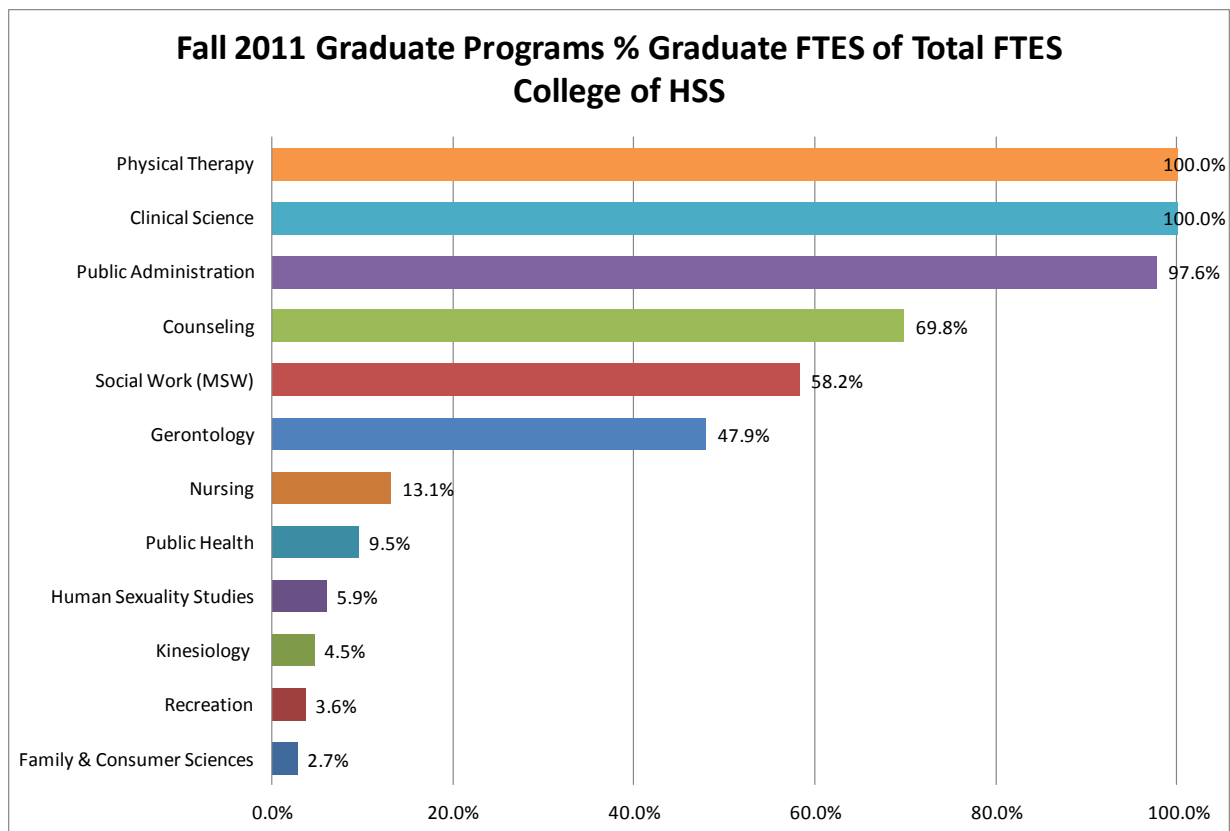


Figure 5 provides a measure of the level of effort departments put into their graduate programs (graduate program FTES as a proportion of total departmental FTES). It shows the three college graduate programs which focus completely, or virtually completely, on their graduate programs—Physical Therapy, Clinical Science and Public Administration. Counseling also generates most (roughly two-thirds) of its FTES from its graduate degrees.

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Likewise, it is clear that Family and Consumer Sciences, Recreation, Kinesiology and Human Sexuality Studies get a very small proportion of their FTES from their graduate programs and rely primarily upon their undergraduate programs (either majors or general education courses) for FTES.

Figure 5: Fall 2011 Graduate Full Time Equivalent Students (FTES) as a Proportion of Total FTES

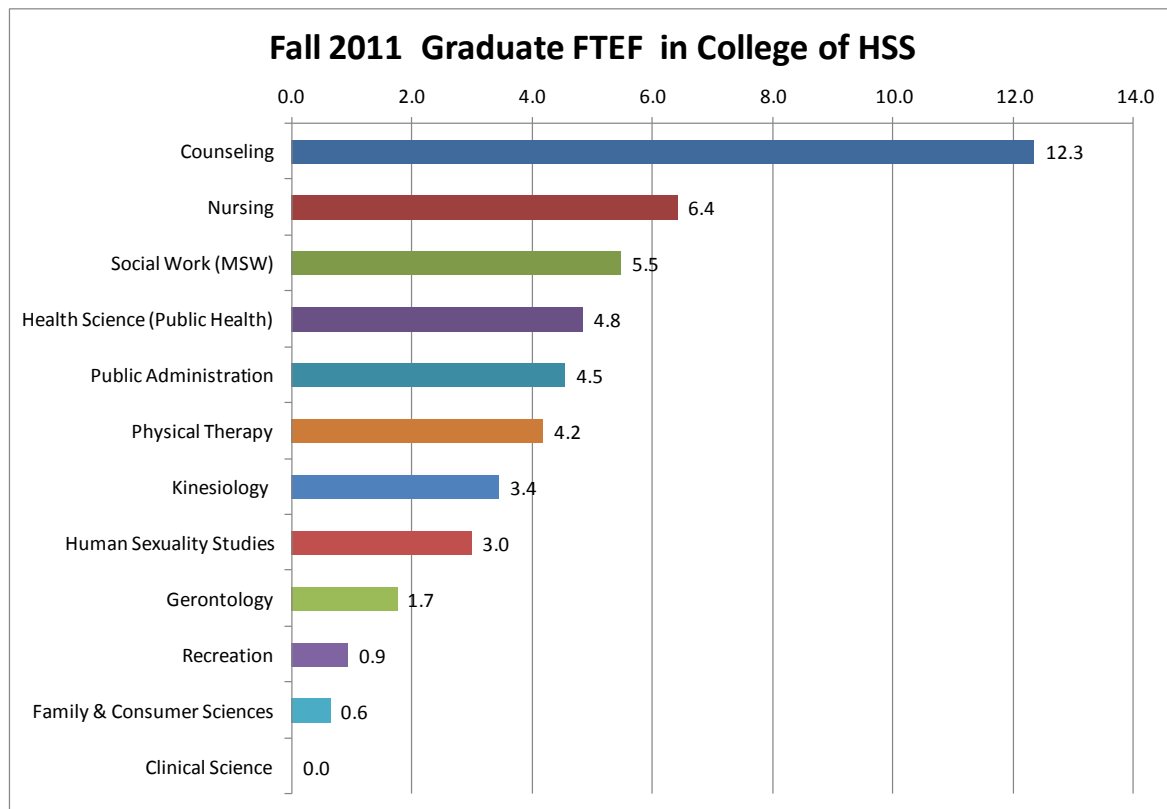


In general the patterns seen in Figure 6 should follow closely with those in Figure 5 as 6 provides a snapshot of the Full-Time Equivalent Faculty (FTEF) dedicated to the College's graduate degree programs. Counseling has by far the most faculty resources dedicated to its graduate programs, practically double that of any other program. Nursing, Social Work, the

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MPH, MPA and the physical therapy programs have the next highest faculty resources dedicated to their graduate programs.

Figure 6: Fall 2011 Graduate Full Time Equivalent Faculty (FTEF)



The data in Figure 7 also reaffirms that in Figure 5 illustrating the proportion of Full-Time Equivalent Faculty (FTEF) that is attributed to graduate programs in each department.

Again, this reflects the reality that Physical Therapy has no undergraduate courses for faculty to teach, Public Administration has only a few, while Counseling assigns virtually all of its faculty to its graduate degree programs. Gerontology and Social Work have approximately two-thirds of their faculty teaching their graduate courses, Human Sexuality a little less than one-half.

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Kinesiology, Public Health and Nursing have slightly less than twenty percent of their faculty teaching graduate courses and Recreation and Family & Consumer Sciences have ten or less than ten percent.

**Figure 7: Fall 2011 Graduate Full Time Equivalent Faculty (FTEF)
as a Proportion of Total FTEF**

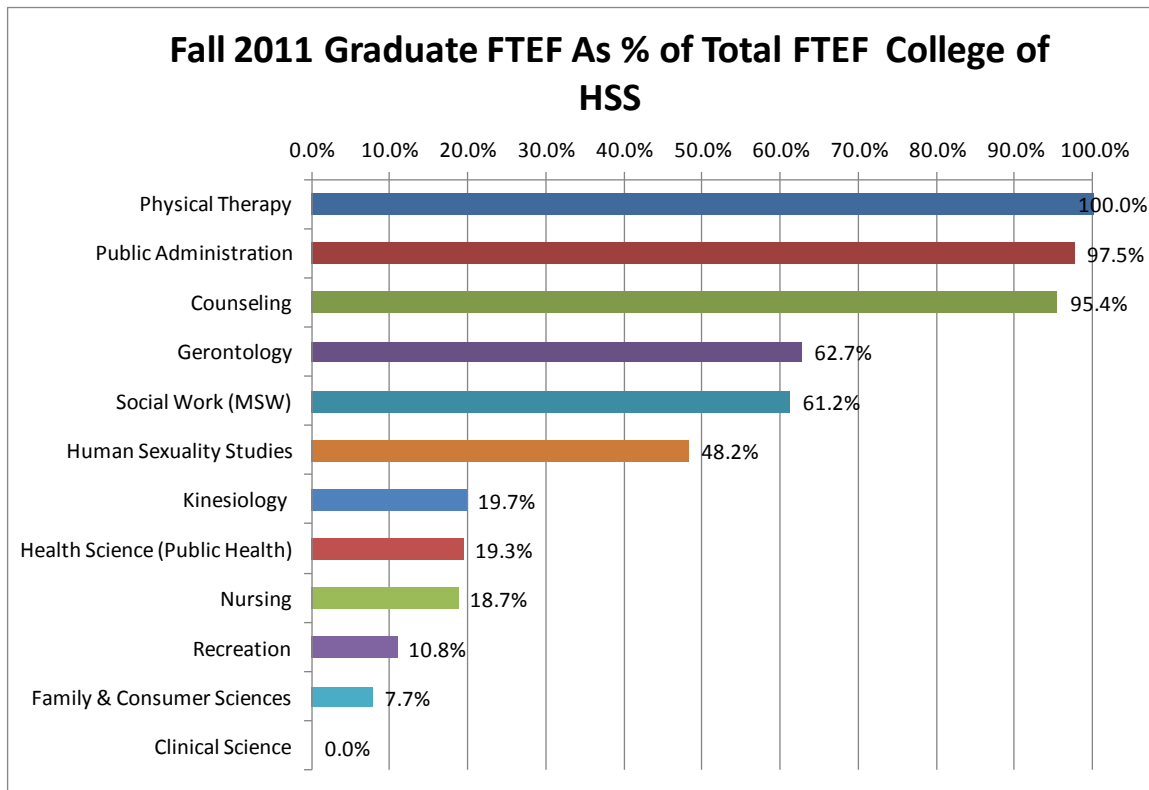


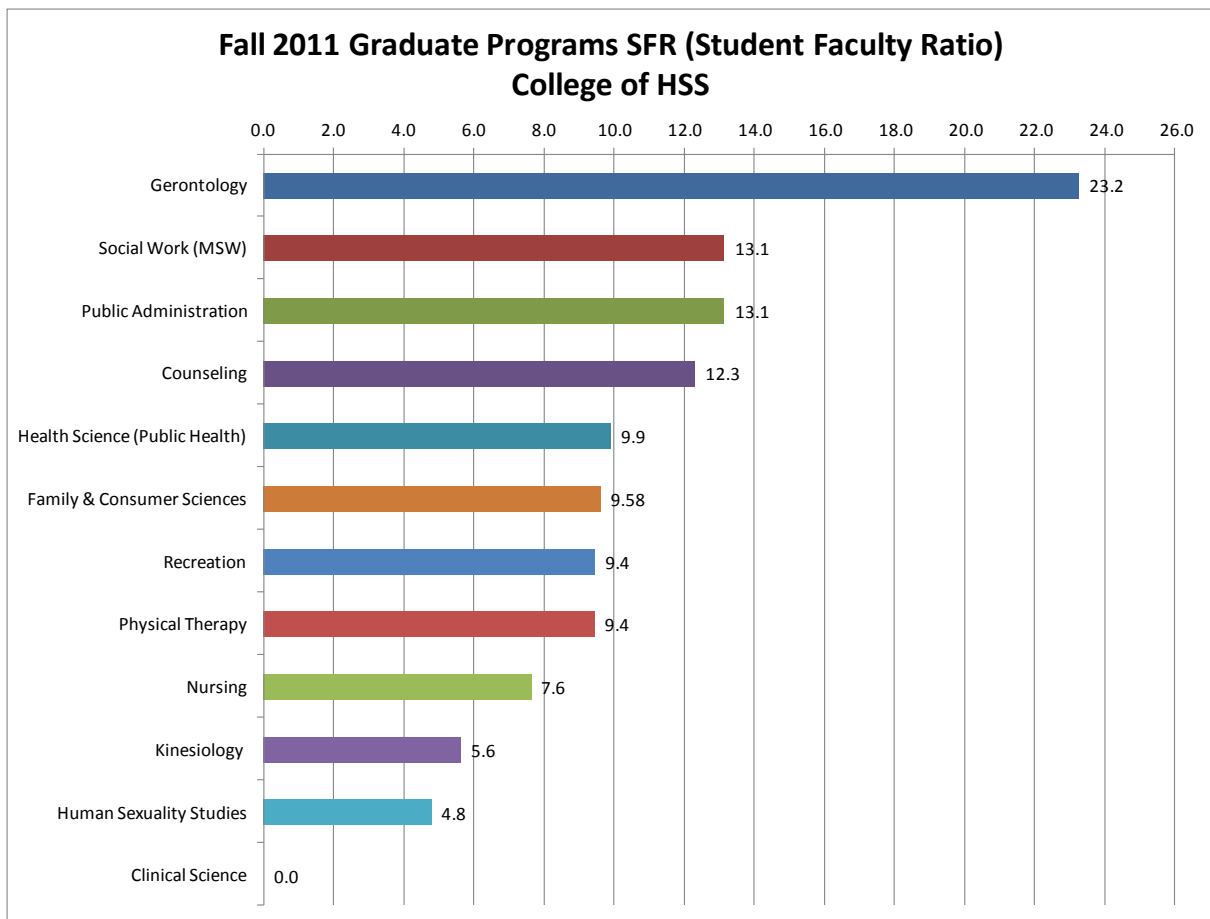
Figure 8 illustrates the Student Faculty Ratio (SFR), an indication of the size of classes. The SFR for many of the College's programs are set by accreditation requirements.

Because Gerontology offers a relatively high number of undergraduate classes relative to the number of their graduate classes, their SFR is fairly high. The SFR for the MSW, MPA and Counseling degrees are roughly similar, between 12 and 13. The MPH, Family & Consumer

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Sciences, Recreation and Physical Therapy are all slightly below 10, followed by Nursing, Kinesiology and Human Sexuality Studies.

Figure 8: Fall 2011 Student Faculty Ratio (SFR)

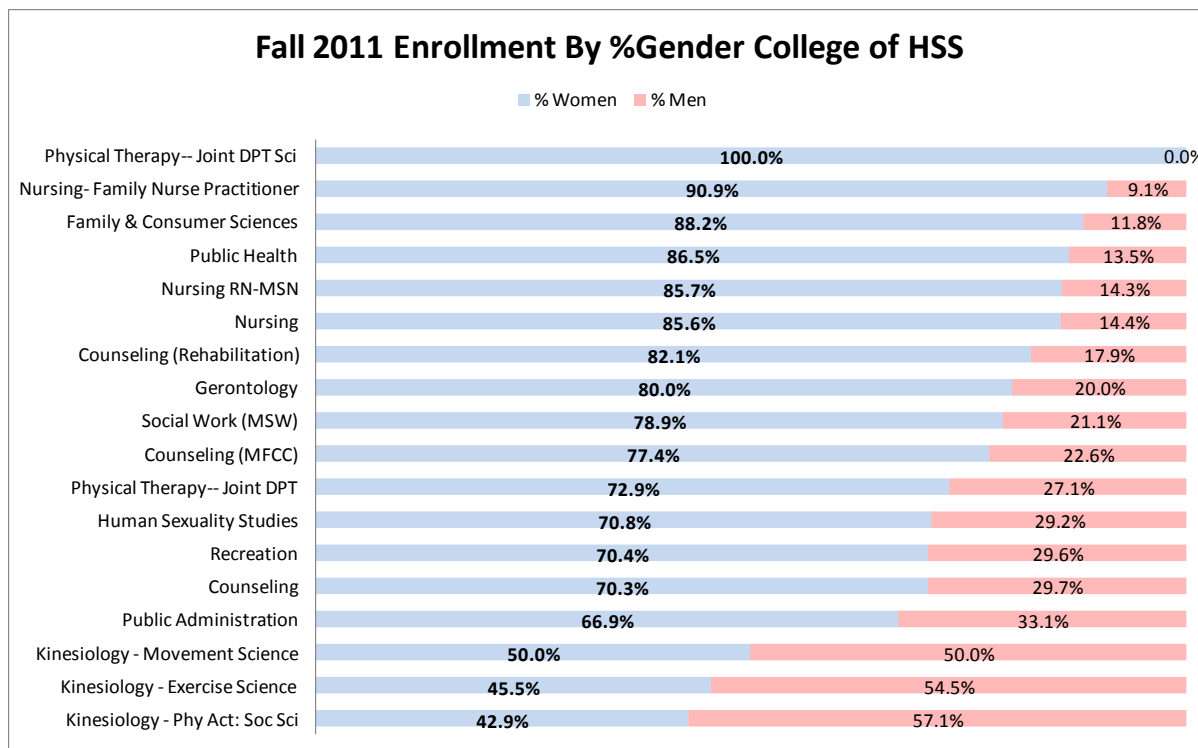


As would be expected of programs in fields that are traditionally female, many of the degree programs here are predominantly women. Physical Therapy (Joint DPT Science) is all

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women; most other programs are at least two-thirds women and above. The three Kinesiology degrees are roughly half women, half men.

Figure 9: Fall 2011 Enrollment by Gender

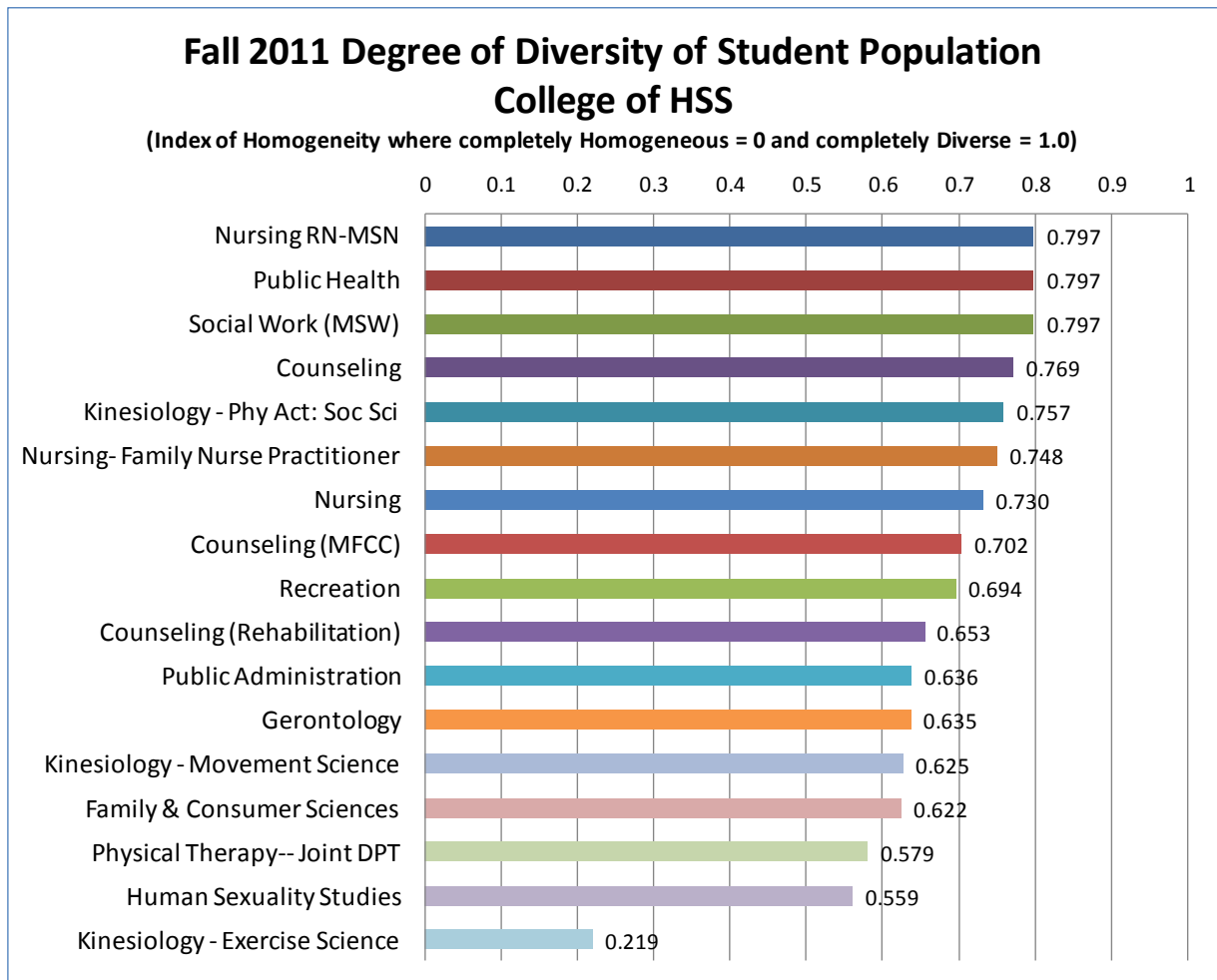


The ethnic and racial diversity of each degree program is measured through the use of the Index of Homogeneity. It is based upon a number of measures, like the Index of Diversity, which have been used to measure ecological diversity or the Gini-Simpson index, which also has applications in sociology and political science. A 1.0 Index represents a student population which is completely diverse while a 0 is completely homogeneous. To clarify, even a program which has a large or dominant number of students from a traditionally marginalized group would be more homogeneous because there were fewer students from other groups.

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Most graduate programs within the College of Health and Social Sciences have relatively diverse student populations, with indices of between .6 and .8. The Physical Therapy and Human Sexuality programs have less diverse programs than most and Kinesiology has a relatively homogeneous graduate program with an index of .219.

Figure 10: Fall 2011 Degree of Ethnic / Racial Diversity



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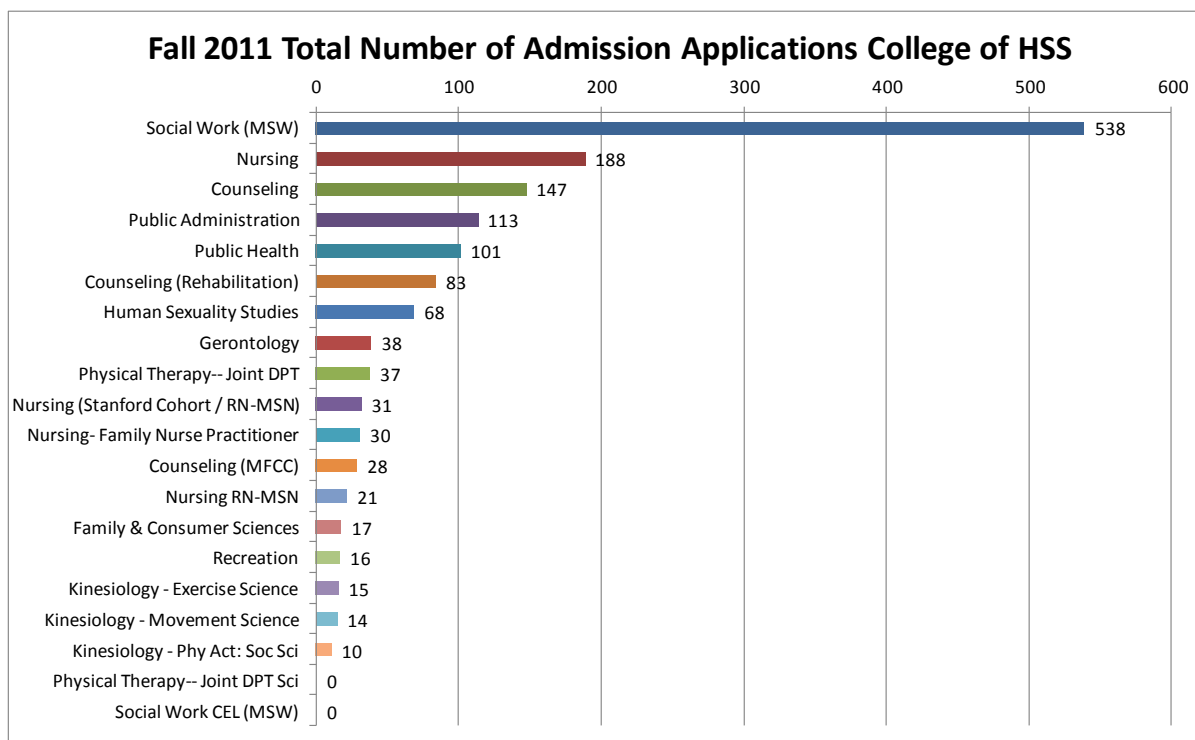
Quality of Graduate Programs

Measures of graduate program quality can be difficult to find. Even the measure of the number of applications is a mixed measure, partly a measure of demand for the program and partly, one of quality perceived by potential applicants.

The MSW program has by far the highest number of applications in the College, over twice as many as any other program. After the MSE, the other large programs (Nursing, Public Administration and Counseling) have the highest number of applications.

The Counseling MFCC option, Kinesiology degree, Recreation, Family and Consumer Sciences and Recreation all had fewer than 20 applications for Fall 2011.

Figure 11: Fall 2011 Number of Admission Applications



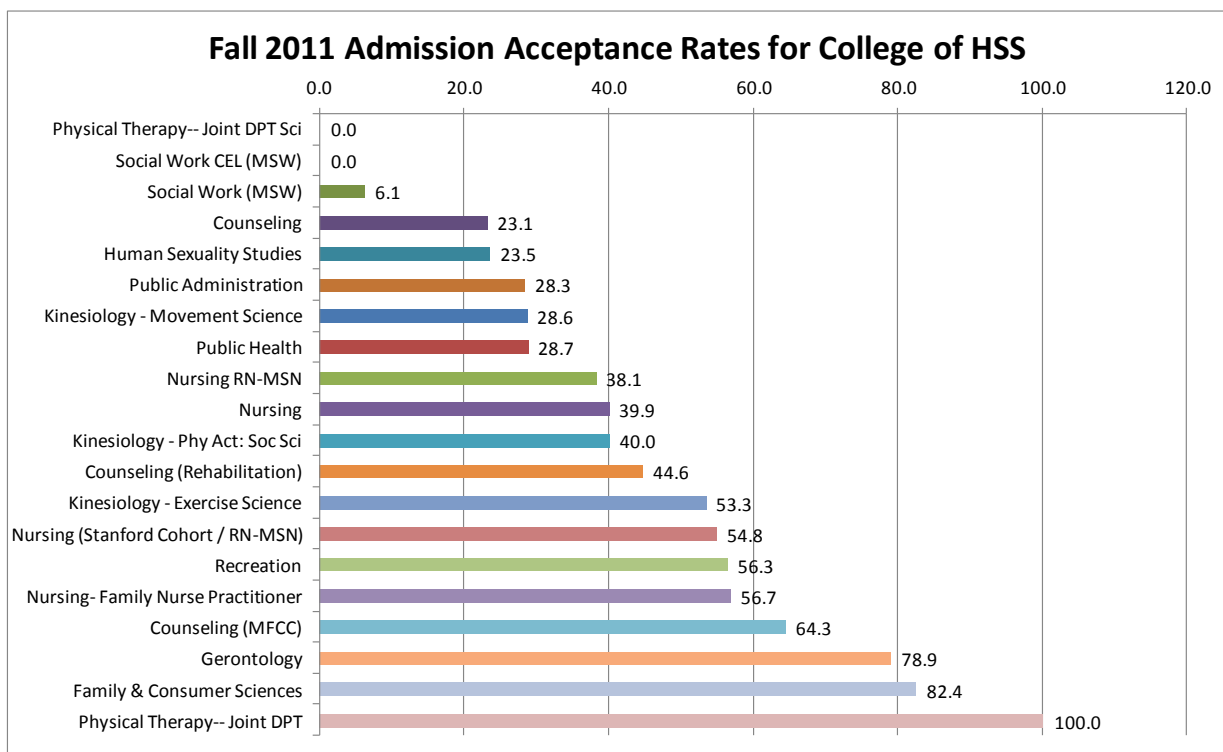
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Admission acceptance rates can be justifiably considered a measure of quality, as quality programs are those with high demand and the ability to choose the best candidates for admission; this in itself leads to a program of higher quality.

With its high number of applications, the MSW has the lowest acceptance rate followed by Counseling, Human Sexuality Studies and Public Administration, Kinesiology – Movement Science and Public Health.

A number of programs have acceptance rates over sixty percent; these are Counseling (MFCC), Gerontology, Family and Consumer Sciences and Physical Therapy- Joint DPT.

Figure 12: Fall 2011 Admission Acceptance Rates

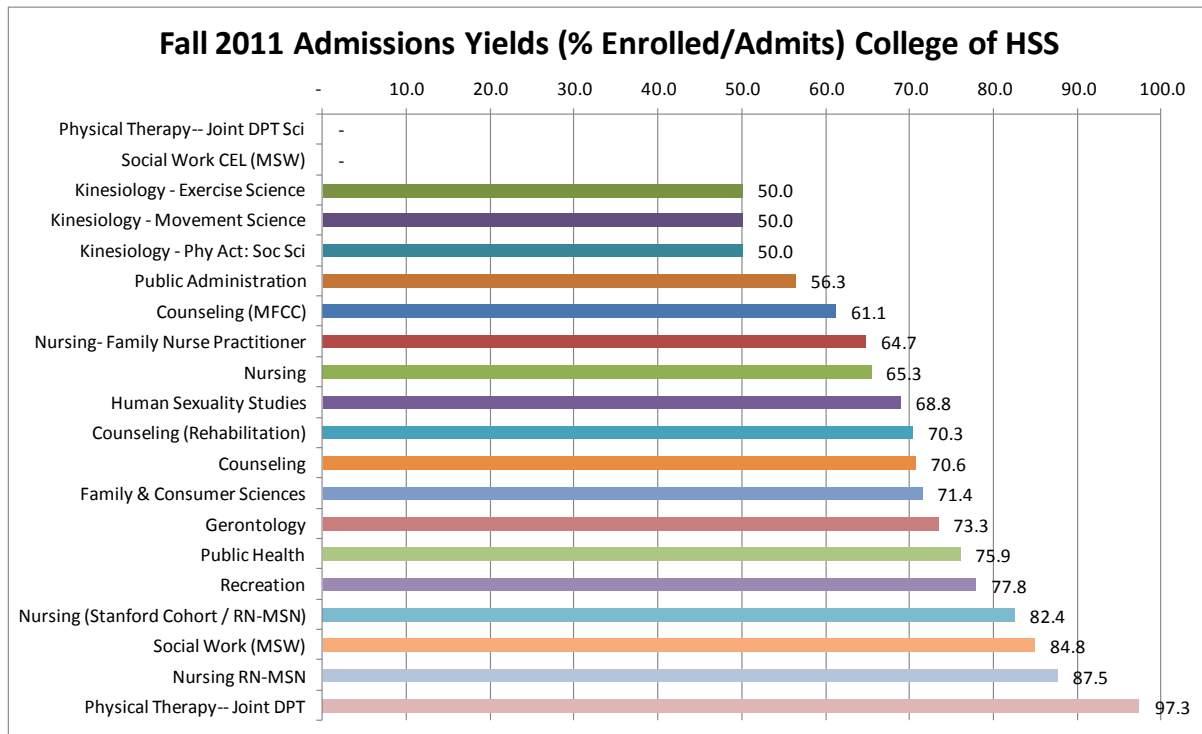


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The admissions yield measure is one where the higher the measure, the better. Many argue that the yield measure is an important measure of quality—how many students who are accepted who actually enroll in classes. However, this measure has a great deal of variability across time and recently, has been highly influenced by increasing tuition and uncertain economic realities faced by students. Further, it is more effective in measuring quality in full-time programs where students know they are moving elsewhere to attend graduate school than for part-time programs. In these, many other life and / or work events can influence the decision to actually attend a graduate program, from losing a job to having a new child to having too much consumer debt.

The doctoral program in Physical Therapy has virtually a 100 percent yield—practically everyone who is admitted ultimately attends the program. Other very high yields are found in the two Nursing- RN-MSN programs, and the MSW program. At the low end, the three Kinesiology degree programs have 50% yield rates.

Figure 13: Fall 2011 Admission Yields (% Enrolled / % Admissions)

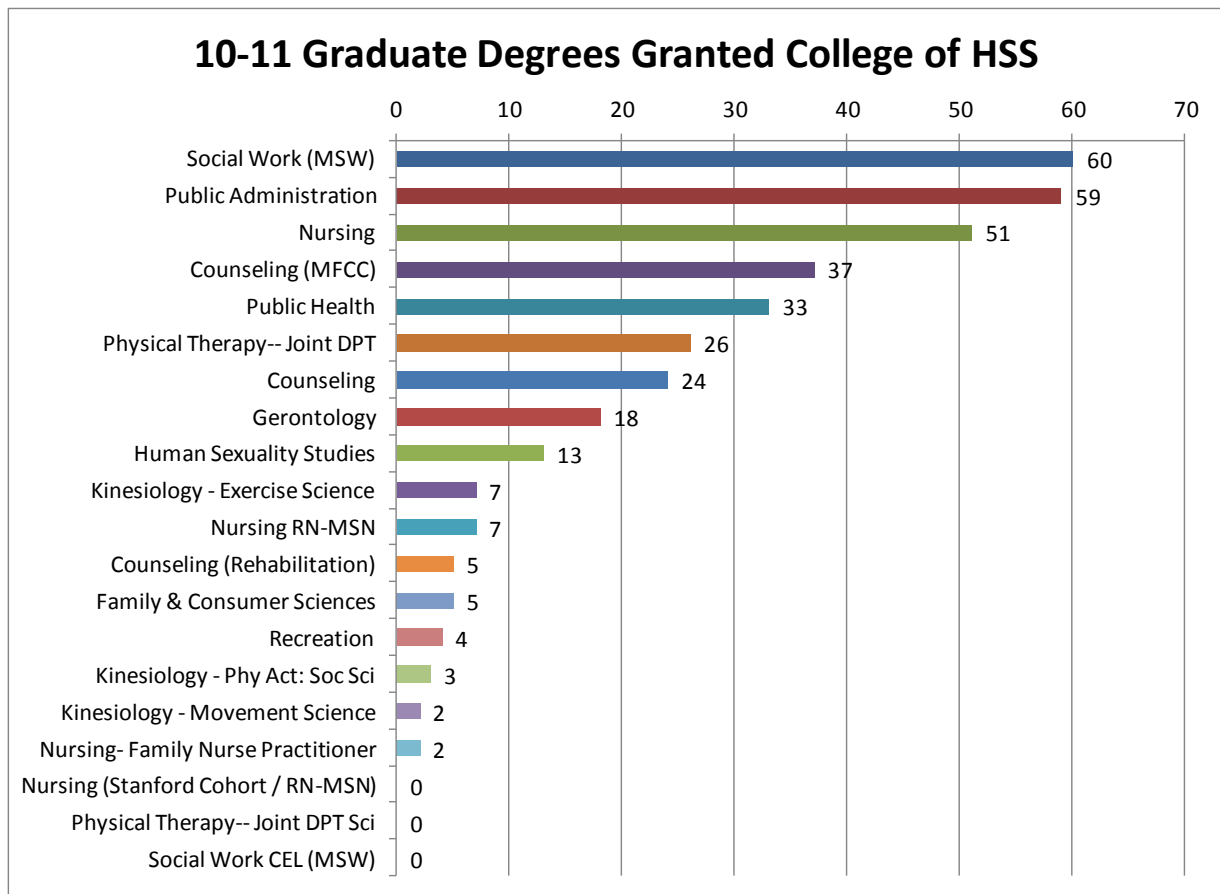


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Finally, Figure 14 illustrates the number of degrees actually granted in 2010-2011. This is another important measure of quality as it is an important output of any graduate program.

The MSW, MPA and Nursing degree programs have the highest number of graduates while the Kinesiology, Nursing- Family Nurse Practitioner, Recreation, Family and Consumer Sciences and Rehab Counseling all have 5 or less for that year. While this is a snapshot of one year, it is worth noting that the Standards for Graduate Programs require that graduate degree programs have an average of 5 degrees granted over a 3 year period in order to meet the standard of viability.

Figure 14: Fall 2011 Number of Graduate Degrees



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Conclusions

To conclude this analysis, we put the graduate degree programs of the Graduate College of Education into some perspective among the other degree programs of the University (Figure 15).

In this figure the x axis represents the Admissions Rate and the y axis is the Yield Rate. This puts graduate programs with low admissions rates (i.e., highly selective in whom they admit) and high yield (i.e., high proportions of students whom they admit actually enroll) in the upper left hand quadrant (Low Admissions, High Yield).

Programs with high admissions rates (they admit a higher proportion of students) and high yields (a high proportion of students whom they admit enroll) are in the upper right quadrant (High Admissions, High Yield).

Programs which are highly selective in their admissions (they admit a low proportion of the students who apply) but have a low yield (a lower proportion of admitted students enroll) are in the lower left hand quadrant (Low Admissions, Low Yield). Programs in this quadrant can often be those which face competition from other programs.

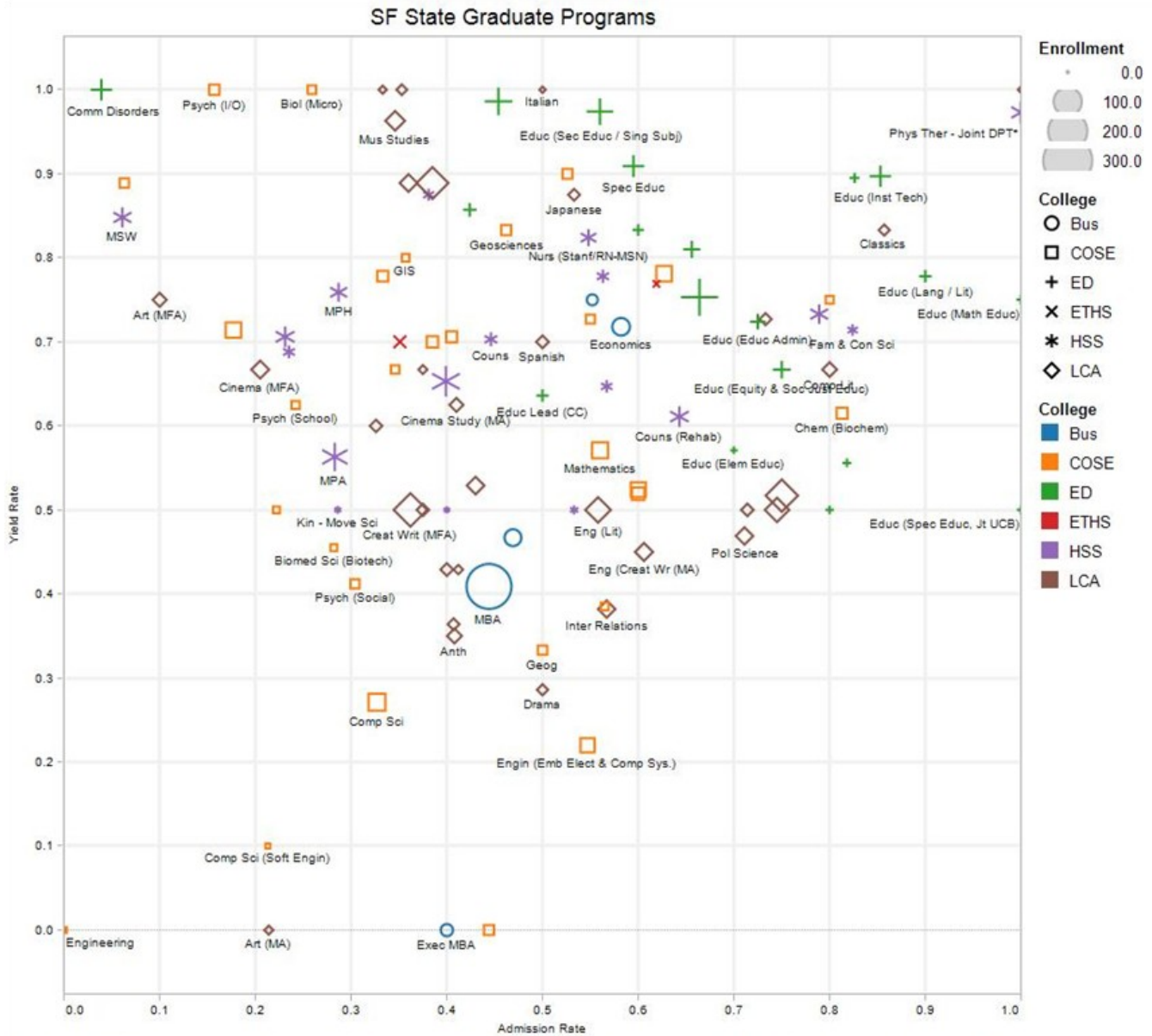
Finally, those programs in the lower right quadrant are those with high admission rates and low yields (High Admissions, Low Yields). As can be seen from Figure 15, the University has fewer programs in this quadrant.

Each point on the graph has a size determined by the enrollment size of their degree program in Fall 2011. Thus, the MBA program (a blue circle from the College of Business) is the largest point on the graph and there are many small dots with very small enrollments. In fact, many labels for these smaller programs do not show up on this graph.

Each point on the graph has a color and a shape determined by their home college. The College of Health and Social Sciences is represented by the color purple and an asterisk, or star. As can be seen, the graduate degree programs from this college all appear in the upper two quadrants, the Low and High Admission Rates and the High Yield Rates. The three Kinesiology degree programs appears right on the line separating the upper and lower quadrants. The MSW appears highest in the upper left quadrant (High Yield, Low Admissions) due to their high selectivity in admissions as well as high yield. Also in that quadrant are the MPH, Nursing, Human Sexuality, Counseling (MFCC) and MPA degree programs.

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Figure 15: Comparison of SF State's Graduate Programs– Yield versus Admission Rates, Enrollment By College



Sum of Admission Rate vs. sum of Yield Rate. Color shows details about College. Size shows sum of Enrollment. Shape shows details about College. The marks are labeled by Degree Program.

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Appendix I: Fall 2011 College of Health and Social Sciences Admission Rates by Yield Rates, Enrollment Size and College

Degree Program	Admits	Applied	% Admits/ Applied	Enrolled	% Enrolled/ Admits	College	Enrollment
Couns MFCC	34	147	23.10%	24	70.60%	HSS	64
Couns Rehab	18	28	64.30%	11	61.10%	HSS	62
Couns Fam & Con	37	83	44.60%	26	70.30%	HSS	28
Sci	14	17	82.40%	10	71.40%	HSS	18
Geron	30	38	78.90%	22	73.30%	HSS	56
Hum Sex Stud	16	68	23.50%	11	68.80%	HSS	24
Kin Exer Sci	8	15	53.30%	4	50.00%	HSS	11
Kin Move Sci	4	14	28.60%	2	50.00%	HSS	8
Kin Phy Act: Soc Sci	4	10	40.00%	2	50.00%	HSS	7
Nurs	75	188	39.90%	49	65.30%	HSS	140
Nurs FNP	17	30	56.70%	11	64.70%	HSS	22
Nurs RN- MSN	8	21	38.10%	7	87.50%	HSS	21
Nurs Stan RN -MSN	17	31	54.80%	14	82.40%	HSS	43
Phys Ther Jt DPT*	37	37	100.00%	36	97.30%	HSS	70
Phys Ther Jt DPT Sci*	0	0	0.00%	0	0.00%	HSS	1
MPA	32	113	28.30%	18	56.30%	HSS	117
MPH	29	101	28.70%	22	75.90%	HSS	52
Rec	9	16	56.30%	7	77.80%	HSS	26
MSW	33	538	6.10%	28	84.80%	HSS	58
MSW CEL	0	0	0.00%	0	0.00%	HSS	0