Strategic Resource Allocation
Academic Task Force
Final Report

Eastern Washington University
December 6, 2023

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EXECUTIVE SUMMARY

The Academic Task Force (ATF) engaged in a comprehensive review process, following the Strategic Resource Allocation process laid out by Larry Goldstein, to evaluate academic programs at Eastern Washington University (EWU). Members of the ATF were nominated by the campus community and vetted by the Co-Champions, the Faculty Organization, and representative of the United Faculty of Eastern. The ATF was composed of sixteen faculty members of all ranks and represented every college at EWU. The task force began its work on February 14, 2023 and completed it with the submission of this report on December 6, 2023.

The ATF used quintile definitions supplied by Goldstein (Invest, Quintile 1; Maintain, Quintile 2; Streamline, Quintile 3; Transform, Quintile 4; and Disinvest, Quintile 5) to assign programs to those quintiles using program templates based on data and narrative explanations of the program's academic performance and contribution to EWU's mission, vision and values. The ATF reviewed Bachelor degrees, graduate degrees, minors, undergraduate and graduate certificates, grants, College in the High School (CiHS), and clinics.

Unfortunately, the work of the task force was delayed due to data availability and discrepancies. The ATF became aware of data errors in late June 2023. Since quintile placements were informed by considerations such as program performance, curricular changes, and data accuracy, the ATF asked for data revisions on July 5, 2023. These data were revised by the Facilitation team and revised data summaries were made available for all programs; moreover, programs had the opportunity to respond to these new data summaries and these responses were taken into consideration by the ATF while determining quintile placements.

It is important to note that the Disinvest group, Quintile 5, was populated with programs that included discontinued programs, programs without submitted templates, programs that were part of curricular redundancy, and programs that were underperforming, as described by the SRA criteria, in comparison to other academic programs at EWU. The Transform quintile, on the other hand, is populated with programs that demonstrate a need for transformation in their templates. These programs may require investment to make these transformations. Overall, placement in Quintiles 3, 4, and 5 provide opportunities for EWU to look into efficiencies in academic programs; in other words, efficiency recommendations are not isolated to Quintile 5.

A number of global recommendations emerged from the ATF's observations. Templates often alluded to shared or parallel, and potentially competing programs, affecting the success of programs. The ATF chose to highlight these concerns in the report:
- Programs housed in the Catalyst building seeing declining enrollments
- The dispersed presence of EWU Spokane and lack of a dedicated EWU Spokane campus and clinical building
- Faculty workload inequities
- Multiple academic calendars negatively affecting student opportunities and faculty collaboration
- Tenured faculty leadership needed in diversity programs
- Program proliferation and curricular duplication across the university

Further, the ATF recommends disinvesting in Academic Partnerships (AP), due to concerns about the significant proportion of student tuition paid to AP; the faculty's lack of control over enrollment numbers, term-length, and new program development standards; pressure from AP to lower admissions requirements and create new programs when existing program enrollment hit a saturation point; an overreliance of adjunct faculty and/or faculty working on overload to staff classes; and Cheney and Spokane students not being allowed to enroll in AP courses. Given these concerns, we encourage investment in internal recruitment

infrastructure and new curricular development mechanisms aligned with EWU's mission. Further, a Graduate Program Strategic Plan is recommended to guide further graduate program development and the review of existing programs.

While the number of programs across quintiles is uneven, each quintile represents approximately 20% of the total costs associated with academic programs. Following the quintile rebalancing (to ensure that each included 20%), the allocation of programs is as follows:

- Quintile 1: 36 programs for Invest
- Quintile 2: 72 programs for Maintain
- Quintile 3: 46 programs for Streamline
- Quintile 4: 98 programs for Transform
- Quintile 5: 173 programs for Disinvest.

For future reviews, the ATF recommends fresh, disaggregated data that begins at the disciplinary level and includes the actual costs and revenues of AP programs and College in the High School.

Further, we implore the campus community to review comments associated with program placement. For the ATF, the SRA was never about making cuts; rather, we spent nearly five months reviewing and discussing where we believed investments were warranted and where efficiencies could be explored. Ultimately, we want our work to help strengthen academic programs.

Finally, the ATF *does not* recommend engaging in further rounds of this version of Strategic Resource Allocation, which critically examines all academic programs at one time. This process has taken countless hours from the whole campus community, which should have been invested in improving student experiences at EWU. Assessment is imperative to a healthy university; however, the SRA resulted in high stress and labor for our community and is something we should not casually seek to repeat.

TABLE OF CONTENTS

INTRODUCTION

At the December 9, 2022, EWU Board of Trustees Meeting, President Shari McMahan outlined the following justification and explanation for SRA. Strategic Resource Allocation is a process by which to examine the ways institutional resources are being invested. It is intended to address all institutional costs and leave nothing out. All academic programs (our Academic Task Force, or ATF) and support functions (the University Services Task Force) are to be carefully considered. The goal of SRA, according to Dr. McMahan, is to provide a plan to rebuild EWU's financial health and sustainability (see Strategic Resource Allocation and Strategic Plan Outline PowerPoint). The process is modeled after Robert C. Dickeson's book *Prioritizing Academic Programs and Services,* and has been used at many other institutions.

To implement the process, consultant Larry Goldstein of Campus Strategies, LLC led information sessions for the campus on January 17 and 18, 2023. (See Mr. Goldstein's presentation recordings at SRA Resources and Documentation Page.) After Larry Goldstein's campus presentations, the campus community was asked to nominate their colleagues to the Academic Task Force and/or the University Services Task Force. Nominations for the Academic Task Force were vetted through the SRA Co-Champions, the Faculty Organization, and United Faculty of Eastern representatives. Sixteen faculty members were selected for, and each individually accepted, a position on the committee. The Academic Task Force participated in Goldstein's training sessions on February 14 and 16, 2023.

The task forces were instructed to adopt a data-driven, institutional perspective: no one person would represent a specific unit or constituency. Our examination of every academic program was to be both qualitative (narrative templates submitted by units and reviewed by deans) and quantitative (data summaries by the facilitation team of staff and administrators, with feedback from academic programs). Forums and training sessions were to contribute to the transparency of the process. Our task force was charged to distribute programs into five quintiles based on weighted evaluations of data and narratives in each of ten criteria (see section descriptions). Twenty percent of the total academic program expenses were to populate each quintile. The work we did is described in detail below.

Once the Academic Task Force completed the quintile balancing and wrote and distributed this report, the ATF's work was completed. What happens after report completion was not under the purview of the SRA Academic Task Force. As part of the task force's ground rules, the conversation held in ATF meetings while discussing program quintile placement and rebalancing votes will remain confidential. Every task force member had one vote out of sixteen–no one person could decide the quintile placement of a particular program. For further information about post-report usage and plans, please see the SRA Knowledge Base. After the release of this report, faculty, students, staff, and the community at large have the right to respond to this report. In turn, executive leadership will present a plan to the Board of Trustees for review and approval, and elements of their plan are to be evaluated through the Faculty Organization.

The purpose of this report is to present the ATF's prioritization guiding principles, outline our decision making methods, provide global recommendations for the university community, and communicate the quintile placement for academic programs at Eastern Washington University.

PRIORITIZATION GUIDING PRINCIPLES

EWU is currently developing a new strategic plan. Therefore, an Academic Task Force subcommittee identified, and the task force approved, the following sources that supplied important guiding principles for the process:

1. RCW Regional Universities Charter, specifically 28B.35.050
   https://app.leg.wa.gov/rcw/default.aspx?cite=28B.35
2. EWU Mission, Vision and Values.
   https://www.ewu.edu/about/fast-facts/
3. The EWU catalog
   https://catalog.ewu.edu/
4. EWU NWCCU Standard One EIE Report: August 23, 2022, and EWU NWCCU Supplemental Responses: September 27, 2022, including
   a. Commission Commendations of EWU
   b. Commission Recommendations for EWU
   https://inside.ewu.edu/assessment-accreditation/assessment-accreditation/accreditation/institutionalaccreditation/nwccu-reports-and-responses/
5. EWU DEI statement from 2018-2023 Diversity Strategic Plan
   https://inside.ewu.edu/diversityandinclusion/diversity-strategic-plan/
6. President McMahan's Welcoming Address September 20, 2022
   https://www.ewu.edu/about/leadership/president/
7. EWU Climate Action Plan https://cdn.ewu.edu/sustainability/wp-content/uploads/sites/28/2022/11/OS-Climate-Action-Plan-3.pdf
8. EWU Academic Senate, Definition of a Successful Strategic Resource Allocation Outcome
   https://drive.google.com/file/d/1_bX2KHQyf8yvUgo4dWQdzfhm0xyOySzA/view

DECISION MAKING PROCESS

The Academic Task Force (ATF) followed the review process outlined by Larry Goldstein during their February 2023 training and during frequent communication between Goldstein and the ATF chair. Below we outline our general review process and explain when a program type or program data warranted the task force to review programs differently (such as omitting grants from quintile distribution placement).

Quintile Definitions

The following quintile definitions were created by the Dickeson-Goldstein SRA process where each quintile is populated by approximately 20% of the total cost of programs.

1. **Invest**. Programs assigned to this category generally received high overall program scores. Investment in these programs should be a priority to strengthen the mission and academic performance of the university.
2. **Maintain**. Programs assigned to this category generally received medium to high overall program scores. Continued support of these programs, at or above their current resource allocation, is central to maintaining the mission and academic performance of the university.
3. **Streamline**. Programs assigned to this category generally received medium overall program scores. Continued support of these programs, with a reduction in their current resource allocation, is central to maintaining the mission and academic performance of the university.
4. **Transform**. Programs assigned to this category generally received medium to low program scores. Programs in this category contribute to the academic quality of the university, but curricular reorganization and/or resource reduction is required for long-term viability for the contribution of these programs to the mission and academic performance of the university.
5. **Disinvest**. Programs assigned to this category generally received low program scores. Consolidating or eliminating these programs will permit the redistribution of resources to targeted programs and/or will enhance the mission and academic performance of the university.

Programs Reviewed

The Academic Task Force reviewed the following programs:
1. Bachelor Degrees
2. Grants
3. Graduate Degrees
4. Minors and Undergraduate / Graduate Certificates
5. College in the High School
6. General Education / Service
7. Miscellaneous such as Clinics

Within the groups noted above, program templates were given a randomized number by the Facilitation Team. However, after discovering data problems on July 5, 2023, we prioritized reviewing programs that were not substantially affected by these data issues (specifically, state-support programs where "allocated" and "actual" SCH–Student Credit Hours–were very close). Within those programs, we still randomized our review. Because of the later timeline for submission of templates by semester programs, we considered their templates and data in early Fall 2023. At the end of our initial review of programs, we revisited all programs

reviewed before the availability of new financial data to ensure the accuracy of the task force's initial quintile placement. We considered all information provided in the templates. For example, programs that explained major changes they recently implemented had that effort taken into account as we reviewed templates.

Though the task force requested program-level data, the Facilitation Team was unable to provide all data metrics at the program level. Therefore, a significant number of data metrics were limited to department-level data. For example, programs within a department that has a large general education program presented higher D, F, and W grade rates and curricular bottleneck numbers. The task force took this into account as they reviewed affected programs.

Once the data errors were isolated and corrected in the data summaries, the campus community was informed of the data discrepancies for academic programs (see [Refined Data Response Information](#)). Academic programs were offered the opportunity to submit a response to the new data summaries. The Academic Task Force read these responses and revisited their initial quintile placements. The ATF also took into account the data issues that were not resolved, as was stated in the information we shared at that time.

"Transform," "Disinvest," and "X"

We classed programs into Quintile 4 (Transform) for a great variety of reasons, including a perceived need to increase graduation rates, SCH, recruitment, etc. We did not view "Transform" as "Disinvest Light." Larry Goldstein explained during the ATF's training that some programs may need some investment to transform. Equally, many programs were placed into "Disinvest" for reasons having to do with curricular redundancy or the need for increased clarity for student success.

When reviewing programs, we came across templates where programs were in the catalog but had not started accepting students, more than one template was submitted, or no templates were submitted. If no template was submitted, we added the program to Disinvest (Quintile 5) per Larry Goldstein's instruction. In other cases we used "X" to designate templates/programs that we did not place in Quintiles. These were programs that met one of the following criteria:

- More than one template was submitted for a program. The Facilitation Team investigated which template represented the actual program. The actual program template was used and we attributed all the expense to this program; the additional template was marked as an "X."
- A program submitted a template because the program was in the 2021-22 Catalog, but the program had not yet admitted students into the program. Since these programs have no students, there was no attributed expense.
- Due to college reorganization, credits were lumped into a "program template" but had no real connection to any particular post-regoraganization program. The expense was negligible and could not be clearly assigned to a program.

Reorganization and New Programs

The recent college reorganization and addition of new programs made some data unrepresentative when viewed across a longer period of time. Only programs that existed in the 2021-22 academic year needed to complete a template. Programs new to the catalog in 2021-22 had insufficient information and data available to complete a template. Historical data for new departments formed from units of previous departments in reorganization were often not correctly mapped from old to new. The task force considered recently created or significantly modified programs with either revenue and/or students as "too new to judge," and recommends evaluation of these programs after a period of five years from their creation.

General Education and Service

General Education are credits that contribute to general education such as BACRs. Service courses are meant to serve students working toward a degree from another department. However, the data summaries from the Facilitation Team combined general education and service. The artificiality of the process of quintile placement became very clear in working with the 31 general education / service programs. It was impossible for the task force to take into account all the program dissimilarities in how general education and service are offered. Other than SCH / FTEF (Full Time Equivalent Faculty) and net revenue, the task force used metrics such as whether the offerings were housed in an academic unit and the width or narrowness of offerings to the student base. For instance, general education was placed higher than service courses. Service courses mostly served one particular discipline or school (with greater specialization or tailoring to specific programs within one college pushing programs downward in the quintile placements).

Because general education and service programs have a different purpose on campus, the ATF reviewed these programs separately and allocated them into specific general education / service quintiles relative only to general education / service programs. Some general education programs' expenses were so large, we could not fit them into just one quintile. For this reason, and upon the advice of Larry Goldstein regarding large programs, we split the Mathematics general education / service program across three quintiles in part because we understand the importance of Mathematics general education / service to our university and because we see areas where transformations could be made to better support student learning.

College in the High School

The task force elected to place every College in the High School (CiHS) program in Quintile 4 (Transform). Our examination of programs participating in CiHS strongly suggested the need for a university-wide re-examination and potential transformation in how we do CiHS. Administrative goals and measures for success for CiHS were not clear to us. From the data requested, it was unclear to us if program participation in CiHS helps us to recruit students to EWU. If part of the purpose of CiHS is regional service–for example, teaching in locales with historically underserved student populations–it was difficult for us to include this in our thinking. Surprisingly, some courses being taught are upper-division level courses; from a pedagogical standpoint, it seemed to us that upper-division courses ought to only be offered by actual college instructors. Further, participation in this program, which may have courses taught over a semester or year, might hurt matriculating students who believe they are prepared to continue in a course sequence in college after taking CiHS, but they would not be prepared. Finally, evaluating these programs was complicated by CiHS data summaries that listed them as zero-cost programs, which they clearly are not.

Grants

All grants for each department were included in one template: thus, quintile placement for them is based on all grants for one department. Research budgets are often treated separately for several reasons: funding sources, accountability, and variability. **Funding Sources:** Research projects are often funded by external sources such as government grants, private foundations, industry partnerships, and other research-oriented organizations. These funds are typically earmarked for specific research projects and are not part of the university's core operating budget. **Accountability**: Research budgets must be managed separately to ensure proper accountability and compliance with the terms and conditions set by the funding agencies. Unlike university budgets that are put into place prior to expenses being made, grant budgets cannot be recognized as revenue until expenses are incurred. Researchers of grants must track expenditures and provide detailed reports to these agencies, which is best achieved through separate budgeting and accounting mechanisms. **Variability**: Research funding varies from year to year and project to project. Grant funding is not meant to be a stable or predictable source of income. Separating research budgets from

the general operating budget allows universities to adapt to these fluctuations without affecting core academic and administrative functions.

After reading grant templates and discussion amongst the group, we found the following to be true: (a) all grants are not the same and cannot be evaluated against each other (as we were asked to do with academic programs), and (b) external grants are designated for specific purposes and should not be considered part of the university budget for SRA purposes since they are not recurring budgets/expenses. Therefore, with the agreement of the Provost, we did not assign grants to quintiles.

Academic Partnerships Graduate Programs in Comparative View
The ATF noted several places where Academic Partnerships (also known as Accelerated Programs or AP) program data skewed the comparative data for graduate programs because AP was compared with both on-campus degrees and non-AP online degrees.

Comparative performance numbers were provided by the Facilitation Team for each program. In this comparison, AP programs generally show a greater reach and greater capacity to teach greater numbers of SCH than on-campus, traditional programs. For example, the Masters in Public Health program that is taught through AP had AY 2021-22 SCH of 4844 and is placed in quintile 1 for SCH on the data summary sheet. The SCH and revenue from this program skews the placements for other graduate programs. Portfolio-based AP delivered programs have the bandwidth to offer such high SCH programs, whereas many traditional programs require the completion of a project or thesis, so such high SCH are not possible. As a result of considerations like these, the task force paid close attention to the raw numbers rather than just the comparative data.

Task Force Quintile Rebalancing
After each and every program had been carefully considered and responses to significant revisions to data were factored in, the task force performed a final "rebalancing" to evaluate the coherency and consistency of quintile placements and comments within units and disciplines. This also included ensuring that each of the five quintiles was equally populated with university academic program expenses totalling approximately 20%. Therefore, the ATF had to move programs between quintiles to conform to a forced distribution.

Constraints on the Task Force's Work
The process for SRA described in Dickeson's book, framed by consultant Larry Goldstein, and chosen by administration and the Board of Trustees, laid out rules for categorizing and best practices for voting that were prescribed to the Academic Task Force. In the run-up to submission of templates, the only decision that the ATF made was the percentage weighting of the criteria for evaluation (Internal Demand, External Demand, etc.; see Section Descriptions), the template prompts for narrative responses (see Blank Template for Collaboration for narrative prompts), and selecting data points (not all of which turned out to be available) for evaluation in collaboration with the Facilitation Team. No one person on the ATF was capable of determining the quintile placement for a program; this fact was based on our high quorum and vote-count requirements. The ATF strongly believes that if a different group of sixteen faculty members had been chosen in our place, they would have come to nearly the same conclusions, driven by the same templates and data summaries.

Please Read the Comments
The Academic Task Force's charge was to place programs into quintiles and that each quintile equaled approximately 20% of academic budget expenses. We do not intend for the university to look only at disinvesting programs to reduce costs. Rather, as explained by Larry Goldstein, budget savings can be made in programs listed in Quintiles 3 (Streamline), 4 (Transform), and 5

(Disinvest). We implore readers to focus on the comments, not just the quintile number. We carefully wrote and reviewed our comments to help programs find ways to improve efficiency and quality.

GLOBAL RECOMMENDATIONS

As the Academic Task Force worked through the summer and fall evaluating templates, we took notes on global issues that should be addressed by the university. These issues were observed across many different templates, programs, and disciplines. As such, we did not feel that the quintile placements alone could adequately communicate these large scale issues for academic programs. Therefore, we provide the following recommendations for global improvements that would have a great impact on multiple campus constituents.

Catalyst Campus and a Dedicated Building for Clinical Programs

A number of programs that do all or most of their teaching and research at the Catalyst Building explained in their templates that recruitment, retention and engagement in their programs have been negatively impacted by moving to this location. In other words, students are often choosing majors based in Cheney even if their first preference for a major was a Catalyst-based program. Further, the task force discussed the limited nature or lack of student services at downtown facilities: such as CAPS, tutoring, expensive parking, lack of meal options, and student trepidation about traveling in the area after dark. On the other hand, Catalyst, HSB and SIERR students are frustrated that they need to pay fees for activities and facilities in Cheney that are not available to them in Spokane. When reviewing clinical semester programs and programs in our downtown facilities, it became clear that the dispersed landscape of EWU's Spokane presence is not sustainable. Relying on external entities to have our students' best interest is a liability to the success of these very important programs. In particular, our clinical programs require space and expensive equipment to train students for important health professions. If a landlord decides they can make better use of their space, these programs are quickly displaced and the quality of education and services to the community suffers.

Therefore, we recommend the university seriously consider which programs will do best in Spokane and which belong in Cheney. Clinical programs, graduate programs and cohort programs seem to fare better in Spokane than traditional undergraduate programs. Based on the results of this survey, we recommend EWU prioritize legislative funding requests for an EWU Spokane Capital Project that creates one Spokane campus for all Spokane-based programs. Further, one building on this campus should house all our clinical programs. Additionally, investment in safe and reliable transportation between campuses is needed. This would give programs the necessary room to expand as the demand for educating students in these crucial fields continues to grow.

Workload Equity Concerns

The task force had a general concern with the high amounts of release time reported for many programs, especially administrative release time and particularly in single-program units.

Administrative release time seems to be uneven across campus, with some programs having more release time than others. Some programs have release time for advising, while others have lecturers advising without dedicated time. Further, teaching of practicums and the advising/supervising of graduate students are treated inequitably across campus. We encourage serious consideration of release time for transparency and equity.

For instance, as the task force began looking at programs in the School of Business and Professional Accounting, we observed in these programs' templates a significant difference in base workload teaching credits between tenured/tenure-track faculty in that School and the great majority of other tenured/tenure-track faculty at EWU. This difference, the templates explained, is based upon standards set by the Association to Advance Collegiate Schools of Business (AACSB). AACSB is our School of Business

and Professional Accounting's chosen external accrediting body. While we were able to account for this difference in our deliberations, we wish to submit a general comment about all School of Business and Professional Accounting programs we reviewed: "To further EWU's primary goal of high quality teaching and learning, the SRA Academic Task Force strongly recommends aligning workloads in this School with the CBA standard of 36 annual credits for tenured/tenure-track instructors in other programs." A change in accreditor (such as the Accreditation Council for Business Schools and Programs, or ACBSP) would be better in alignment with EWU's teaching-focused mission and, together with aligning teaching loads with the university norm, would allow adjunct teaching to be shifted to full-time faculty. This renewed focus may help with graduation rates and GPA at graduation.

Split Calendar

The task force wants to acknowledge that its deliberations were made more difficult by the fact that EWU works on multiple academic calendars. We recognize the disadvantage to students by prohibiting them from taking quarter-based courses if they are enrolled in semester-based programs, taking AP accelerated programs if they are enrolled in non-AP programs, and so on. For instance, opportunities for semester-based students to earn minors or certificates are minimal because students are unable to take quarter credits and semester credits both. As a result, this diminishes student opportunities, creates a redundancy in course offerings, and provides little flexibility in how and where faculty can teach and collaborate (i.e. quarterly faculty cannot teach in semester programs due to problems with converting workload equivalencies). The task force strongly recommends EWU choose one academic calendar and commit to it.

Autonomous Diversity Programs

In our review of the four autonomous diversity programs (Africana Studies, American Indian Studies, Chicana/o/x Studies, and Gender, Women's and Sexuality Studies), we were convinced that each program needs to be led by tenured/tenure-track faculty to improve recruitment, retention and graduation rates. Further, our diversity curriculum and support would be strengthened by including Disability Studies in this group of disciplines. We strongly recommend such support for and investment in our autonomous diversity programs (including making diversity cluster hires, which was suggested in programs' opportunity analyses), regardless of their quintile placement.

Proliferation of Programs

Overall, the task force noticed a proliferation of programs throughout academic fields. For instance, some disciplines had a major, a major with a minor option, one or more minors, and one or more certificates; others had multiple majors different mainly by numbers of credits, and/or multiple minors and/or multiple certificates. A number of small units demonstrated a proliferation of programs relative to the number of faculty. The task force recognizes that under past university leadership increasing program options was encouraged. However, the number of disciplinary specializations, overlapping programs, and certifications often confused us with their layers of complexity. This was particularly true in the case of STEM education, where declared student numbers are significantly below the field's demands. The task force wondered whether students, no matter how well advised, would be able to intelligently navigate choices if our members were frequently stymied in their work. We have often recommended that programs consider offering fewer options to attract more students into each option.

Academic Partnerships and Graduate Programs

Academic Partnerships (AP) is a prominent for-profit online program manager (OPM), under the ownership of Vistria Group, a private equity firm. For public universities aiming to diversify revenue streams without incurring significant initial expenses,

OPMs appear as an ideal solution. These partnerships alleviate the need for universities to invest in the infrastructure development required to swiftly introduce online programs, ultimately leading to increased enrollments and revenue. Eastern Washington University entered a collaboration with AP in 2017. By the fall of the same year, EWU successfully launched its first online graduate degree program in Education. Subsequently, EWU expanded its online offerings, introducing graduate business programs in the following year, followed by the addition of a Master of Public Health and numerous certificates in business, education, and healthcare, among others. In exchange for their services, primarily centered around nationwide student recruitment, AP is entitled to 50% of the tuition generated from EWU's Online Accelerated (ONA) programs.

We observe that, although EWU sees increased revenue in the short term, long-term effects are largely ignored. The most problematic issues include the following:

- Programs cannot limit the number of students enrolled in an AP program causing programs to grow beyond resource capacity
- Programs are pressured to lower admission requirements and cannot embrace holistic admissions standards
- Programs are encouraged to increase their AP program offerings once the initial programs reach recruitment saturation points and enrollments begin to decline
- If an academic program begins offering programs through AP, it is unclear if new, online, asynchronous programs can be delivered by EWU as a non-AP program
- EWU Spokane and Cheney campus students may not enroll in AP programs while completing their degrees
- Faculty must follow AP's online course structure, six-week terms, and new program development standards (including the requirement that students need to be able to complete the program in 12 months)
- Faculty in a number of programs have refused to teach in AP programs
- The AP program business model largely restricts faculty from teaching these programs in-load
- Adjunct instructors disproportionately teach in AP programs, which does not provide students with the support needed in a graduate program, may jeopardize program accreditation, and creates a disbalance of on-campus and off-campus/online faculty. This also creates unbalanced service requirements for on-campus, tenured/tenure-track faculty

Because of these reasons, AP lacks alignment with EWU's mission as a regional comprehensive university.

The task force considered 45 AP programs alongside 50 non-AP graduate programs, and the relative newness of most AP programs so far posed a serious challenge to evaluating them. The net revenue represented by AP programs puts a heavy thumb on the scale of quintile distribution, particularly in SCH and revenues, and further raised the issue of whether nearly doubling our number of offerings in such a short period of time–none of which are available to students registered for classes in Spokane region campuses–was in accord with the university mission, vision and values.

On the other hand, establishing an internal recruitment mechanism that works with EWU's mission, vision and values would not only provide a better experience for students but would also invest in our local community by hiring our own staff to recruit students. Programs such as Psychology, Behavioral Health, Children's Studies and the BSB in Professional Accounting are examples of EWU's potential to develop online programs where 100% of tuition is retained by the university and re-invested into our students; in turn, this tuition provides additional funding for faculty, staff, and support programs that directly impact our students' experience.

Thus, the task force recommends disinvesting in our partnership with AP. Furthermore, the task force requests a Graduate Program Strategic Plan be put in place to guide further development of graduate education at EWU. Part of this plan should

include examining existing graduate programs that have a total number of credits under 44, a minimum required by [Academic Policy 303-22 Chapter 3-4](#).

Data Needs for Future Program Review

ATF examination of programs has made it clear that departmental-level data does not give enough detail to understand programmatic strengths and weaknesses, especially in complex departments that include unrelated disciplines. We recommend that any potential future review include fresh, disaggregated data that begins at the disciplinary level. In particular, no attempt was made to assign costs to College in the High School. Additionally, the revenue and costs from AP programs were not well aligned with each AP program.

Post-SRA Assessment

The SRA process was never, for this task force, about cutting programs; it was about determining where our values lie as a university and recommending where to invest and where to increase efficiencies in programs. The ATF spent nearly five months reviewing more than 460 programs to do just this.

We carefully and thoughtfully developed comments that faculty and administrators could use to strengthen programs. We recommend that, upon reviewing comments, faculty and their respective deans determine how to implement program changes that can strengthen their program's footprint at EWU into the future. To do this, we recommend administrators provide time and space for faculty to complete and report on this important work.

Finally, the ATF *does not* recommend engaging in further rounds of this version of Strategic Resource Allocation, which critically examines all academic programs at one time. The SRA, as conducted since February 2023, has been an incredibly burdensome process for faculty and staff who are already working with diminishing budgets and personnel. Valuable faculty left the university when the SRA plan was announced, and others would do so in the future. SRA has taken untold hours to generate data, respond to templates, evaluate programs, develop smooth deliberation processes, produce this report, and read and make changes to the recommendations provided. Whereas we acknowledge that assessment of programs is imperative to a healthy university, the burden of the process created high levels of stress and labor for our campus community. Finally, this process took away time that all our faculty and staff could have used to improve our students' experience at EWU.

PROGRAM PLACEMENTS BY QUINTILE

Quintile 1: Invest in the Program

Quintile 1 indicates a recommendation to invest in programs. According to the Dickeson-Goldstein SRA process "Programs assigned to this category generally received high overall program scores. Investment in these programs should be a priority to strengthen the mission and academic performance of the university." In sum, there are 36 programs in Quintile 1 including 15 Bachelors programs, 7 graduate programs, 8 minors, 3 undergraduate or graduate certificates, and 3 general education programs. Overall, Quintile 1 accounts for $9,769,254 of the academic budget of the institution and general education / service accounts for $4,579,370.

Quintile 1: Bachelor Programs

Program	Comment
BA in Addiction Studies - Online	The BA in Addiction Studies (Online) has good student interest and is the only regional program of its kind. Investment is needed in faculty lines as suggested by the hiring plan. With increased faculty to support student success, the program should focus on opportunities to increase graduation rates.
BS in Biology - Pre-Med / Pre-Dent	The BS in Biology - Pre-Med / Pre-Dent has strong internal and external demand with good student numbers and SCH. Students have great success in graduate school program acceptances. Further, the program is poised well in Spokane for the increase in the local healthcare industry. The program requires investment due to the demonstrated need for a dedicated faculty member in immunology.
BA in Children's Studies Option A - Online	The BA in Children's Studies - Option A (Online) has good and increasing student demand. It is being recommended to absorb students from the Cheney-based degree. Therefore, investment in resources is required to support student success in this program.
BA in Children's Studies Option B - Online	The BA in Children's Studies - Option B (Online) has moderate student demand but is being recommended to absorb students from the Cheney-based degree. Therefore, investment in resources is required to support student success in this program.
BA in Communications - Public Relations	The BA in Communications - Public Relations is a stable program with good student demand and aligned with national PRSA guidelines. The program has great community engagement but is in need of investment in resources for continued success.
BS in Computer Science	The BS in Computer Science has high student demand and SCH, with the program seeing success and recognition on a national level. This program is accredited through ABET. Further, the program has strong employment opportunities for students but is in need of investment for increased tenure-track faculty positions.
BA in Criminal Justice	The BA in Criminal Justice has high external demand and is an important contributor to Diversity, Equity and Inclusion, with opportunities for growth. This program is in need of investment for increased faculty positions.

BAE in Early Childhood and Special Education	The BAE in Early Childhood and Special Education has good and increasing student interest. This program is an important shortage area that serves the region and aligns with the university mission. Further, faculty in this program have good scholarly productivity including international projects. Investment in resources, such as increased tenure-track faculty, is needed to support continued growth.
BS in Environmental Science - Environmental Chemistry	The BS in Environmental Science - Environmental Chemistry aligns strongly with the university mission. The BS in Environmental Science programs would benefit from being offered as a single Environmental Science degree with an independent program director with appropriate release time and dedicated faculty lines. Further, there are opportunities for continued growth by investment in this program.
BS in Environmental Science - Environmental Geology	The BS in Environmental Science - Environmental Geology aligns strongly with the university mission. The several BS in Environmental Science programs would benefit from being offered as a single Environmental Science degree with an independent program director with appropriate release time and dedicated faculty lines. Further, there are opportunities for continued growth with investment in this program.
BS in Environmental Science - Environmental Biology	The BS in Environmental Science - Environmental Biology is a program with good student demand that aligns strongly with the university mission. The BS in Environmental Science programs would benefit from being offered as a single Environmental Science degree with an independent program director with appropriate release time and dedicated faculty lines. Further, there are opportunities for continued growth with investment in this program.
BAE in Literacy, Reading and Writing - Elementary	The BAE in Literacy, Reading, and Writing - Elementary has high student demand and is a key shortage area in education. Faculty in this area provide strong scholarly contributions and service to the institution as indicated by the rate of early tenure. This program provides students with a teaching endorsement that cannot be tested out of, but requires increased resources to support continued success for students.
BA in Studio Art	The BA in Studio Art has good student demand, community engagement, and productivity of student and faculty creative works. Through condensing the BFA in Studio Art into this program and increasing its efficiencies in instruction, investment in resources will be needed to support the continued growth and success of this program.
BAE in Transition to Teaching	The BAE in Transition to Teaching has good student demand and is vital to our rural communities. This program allows for increased workforce diversity particularly in high shortage areas. Further, the program aligns strongly with the university mission. There is strong growth potential, particularly with diverse groups, and investment would be required to maximize this growth potential.
BDes in Visual Communication Design	The BDes in Visual Communication Design has good student demand and SCH; however, student recruitment has been limited by the move to the Catalyst campus. See the comment "Catalyst Campus and a Dedicated Building for Clinical Programs" in the section "Global Concerns." The program also has strong community engagement but requires investment to increase tenure-track faculty positions, particularly from lecturer lines.

Quintile 1: Graduate Programs

Program	Comment
MA in Child Life - Online	The MA in Child Life (Online) is a new and innovative program that was first established in 2020 and the first to offer advanced study in the field. The program has good external demand and community connections. Faculty are also involved in scholarly productivity and securing external grant funding. Investment in this program will allow for strong growth potential to be met.
MS in Communications Sciences and Disorders	The MS in Communication Sciences and Disorders has good student demand and meets a critical, regional shortage need. Faculty in this program have good scholarly activity and strong student participation in the CHSPH Scholarly Works Symposium. The program requires investment in faculty hiring to maintain accreditation.
EdS in Educational Specialist - Online	The EdS in Educational Specialist program is a valuable program in a key shortage area. This program was the first nationally accredited online school psychology program. The program has strong and increasing SCH and is a great example of a successful, non-AP, in-house online program that provides important service to state agencies. Investment in resources is important to continue the success of this important program.
MEd in Master in Elementary Teaching (K-8)	The MEd in Master in Elementary Teaching is a non-AP, endorsable program with good student interest. The program continues to be important to the university mission and investment in resources is required to continue to support student success.
MEd in Master in Secondary Teaching (5-12)	The MEd in Master in Secondary Teaching is a non-AP, endorsable program with good student interest. The program reaches rural communities and aligns strongly with the university mission. The program is moving to an online format to increase access for all students and investment in resources are needed to ensure program and student success.
MOT in Occupational Therapy	The Master in Occupational Therapy is a program with strong student interest through declarations and SCH. The program has strong community engagement and community-based learning. Investment in resources is needed to transform to a doctorate-level program. Considerations should also be made regarding the merging of clinical health science programs into one department to reduce the number of small, one-program departments.
MSW in Social Work	The Master in Social Work is an accredited program with strong student interest with high student numbers and SCH. The program provides important service to the region through practicum and graduate placement. Faculty in this program have strong scholarly contributions to the field. However, the program requires investment in faculty to support field experiences.

Quintile 1: Minors

Program	Comment
Africana Studies	The Africana Studies minor is a strong program that is important to EWU and its students and has good scholarly productivity. However, this program is overly dependent on adjunct faculty and would benefit from investment in tenure-track faculty positions.
Chicana/o/x Studies	The Chicana/o/x Studies minor is an important program to EWU and its students with moderate student interest. However, investment is needed to ensure consistent leadership and support from dedicated tenure-track faculty.
Disability Studies	The Disability Studies minor is a valuable program with good student enrollment. This interdisciplinary minor provides important education related to advocacy and diversity but would benefit from investment in resources, particularly tenure-track faculty positions.
Economics	The Economics minor has good student interest as a strong and manageable minor that complements many majors. With more than a 50% reduction in faculty in recent years, this minor would benefit from investment in faculty lines to ensure continuing success.
Indian Studies	The Indian Studies minor is a critical program to the region and our students. Student interest data varies from year-to-year, suggesting that program revisions and broader recruitment would benefit this program. Investment in resources, including faculty lines to minimize the reliance on adjuncts, is important to continue success of this important program.
Journalism	The Journalism minor is an important area that has experienced significant changes over the last few years with the recent disinvestment in the major. The program has moderate student interest that may benefit from a reduction in credit requirements and an investment in faculty lines to support the continuation of this program.
Sexuality and Queer Studies	The Sexuality and Queer Studies minor is an important program to EWU and its students. This is the only minor of its kind in the region and would benefit from increased local community engagement and outreach to increase recruitment and a sense of belonging. Invest in resources to support increased engagement and recruitment would benefit the success of this vital program.
Spanish	The Spanish minor has strong, and growing, student interest. Its faculty are productive scholars. Language study is an important addition to a student's education and this minor partners well with many majors. Investment in this program would be important to continue to support student success.

Quintile 1: Undergraduate and Graduate Certificates

Program	Comment
BA Certificate in Geographic Information Systems	The BA Certificate in Geographic Information Systems (GIS) has strong student interest as demonstrated by SCH and declaration numbers. GIS is a high demand field across a variety of different disciplines. Investment in this program would be important to support continued student success.
BA Certificate in Honors	The BA Certificate in Honors has been recently revamped to embrace holistic entrance criteria and a broader curriculum. This program was introduced in the 2020-21 academic year and is seeing growing student interest. The program could explore reducing the number of lower-division credits. However, overall this program should be invested in to continue to support success across a diverse array of students.
BA Certificate in Spanish for the Professions	The BA Certificate in Spanish for the Professions was first offered in the 2021-22 academic year and has seen good initial student interest. This certificate is important for a variety of professional careers, particularly health sciences. The program should explore opportunities to increase availability of this certificate for students in the semester programs. Investment in this important program would encourage continued student success.

Quintile 1: General Education / Service

Program	Comment
Biology	General education / service in Biology is an essential program at EWU that serves a variety of student needs on campus as both general education and service. Investment in biology's general education / service would be important to continue to support students, particularly with the growth of the health science offerings.
Economics	General education / service in Economics is currently at capacity and has increasing demands as both general education and service. Investment in economics' general education / service would benefit the growth and success of this program.
English and Philosophy	A large proportion of the general education / service in English and Philosophy is from Composition and Writing Studies. In general, Composition and Writing Studies requires investment to continue to support student success in both general education and service. Other areas of general education / service in English and Philosophy may have capacity to increase SCH / FTEF ratio.

Quintile 2: Maintain the Program

Quintile 2 indicates programs should be maintained. According to the Dickeson-Goldstein SRA process, "Programs assigned to this category generally received medium to high overall program scores. Continued support of these programs, at or above their current resource allocation, is central to maintaining the mission and academic performance of the university." In sum, there are 74 programs in Quintile 2 including 36 Bachelors programs, 6 graduate programs, 14 minors, 11 undergraduate or graduate certificates, 6 general education / service programs, and 1 clinic or project program. Overall, Quintile 2 accounts for $9,862,427 of the academic budget of the institution and general education / service accounts for $5,144,731.

Quintile 2: Bachelor Programs

Program	Comment
BA in Anthropology	The BA in Anthropology is a program essential to the university mission with moderate student interest. This low cost program should be maintained in its current form to continue to support students and provide diverse scholarly activity and community engagement.
BS in Biology	The BS in Biology has strong student interest as demonstrated by their SCH and declarations. Further, the program has positive future intentions to increase student retention and graduation. Its faculty and students have an excellent record of scholarly publications and grant applications. The program should be maintained in its current form to continue its strong community engagement and student success.
BA in Communications (Cheney)	The BA in Communications offered on the Cheney campus has strong student interest as demonstrated by SCH and declaration numbers. This large program has opportunities for collaborations across departments/campus to increase staffing and opportunities. This program should be maintained to continue to provide a strong education to EWU students.
BS in Communication Sciences and Disorders	The BS in Communication Sciences and Disorders has strong and stable interest as demonstrated through SCH and declaration numbers. This program is a strong feeder into the graduate-level program. It has a strong record of scholarly production and successful grant applications. This program should be maintained to continue its success.
BCS in Computer Science	The Bachelors in Computer Science demonstrates good student interest and graduation success, with great community engagement. The program should be maintained.
BA in Creative Writing	The BA in Creative Writing has good student interest and graduation success. This program is the only one in the region to have students engage with the community through practica. There seems to be capacity in the department to increase tenured/tenure-track faculty involvement in this program but overall, this program should be maintained.

BS in Economics	The BS in Economics has undergone recent curriculum changes resulting in increased student interest. This is a cost efficient program that should be maintained to prepare students for a career outlook of high demand. The program should explore merging with another department such as the School of Business for a more natural fit.
BS in Electrical and Computer Engineering	The BS in Electrical and Computer Engineering has good student interest as demonstrated by SCH and declaration numbers. The program has faculty productive of good scholarly work and has strong ideas for a future graduate program in this area and has proactively made positive changes to the BS program with the international exchange program as well as a 3+2 program with Whitworth University. This program should be maintained in order to continue its success.
BA in English as a Second Language	The BA in English as a Second Language has good student interest with strong declaration numbers, increasing SCH and a strong curriculum based on extensive field work. The return of tenured faculty to the program should strengthen the program further. This is the only BA program of its kind in the state and as such it should be maintained.
BAE in English Education - Secondary	The BAE in English Education - Secondary is a program with good student interest as demonstrated by SCH and declaration numbers. Given graduation data, the program may benefit from more purposeful advising. However, overall the program should be maintained in order to provide strong English educators to the region.
BA in English Studies	The BA in English Studies program is essential to the university mission with good and stable student interest. The program has also been successful in maintaining good graduation rates/numbers with their students. Students have good placement in graduate programs as well as strong involvement in EWU's Research and Creative Works Symposium. The BA in English Studies should be maintained in its current form with the recent curriculum revamp that the program underwent.
BA in Environmental Policy and Planning	The BA in Environmental Policy and Planning is a new program that was first offered in the 2021-22 academic year. The program is well poised to feed into the Master of Urban and Regional Planning. The program should be maintained and monitored in accordance with new program metrics to ensure continued success.
BS in Exercise Science	The BS in Exercise Science is one of four tracks within the same program, the faculty of which have a good track record of scholarly presentation. This is a strong program with good SCH, declaration numbers, and revenue. There are intriguing possibilities to expand the community testing lab with additional graduate service appointments. The program is currently pursuing accreditation, strengthening its curriculum and therefore, this program should be maintained in its current form.
BS in Exercise Science - Pre-Athletic Training	The BS in Exercise Science - Pre-Athletic Training is one of four tracks within the same program. It is a generally strong program with good internal and external demand as well as positive job outlook. The program is currently pursuing accreditation, and so strengthening the curriculum and therefore, this program should be maintained in its current form.

BS in Exercise Science - Pre-Occupational Therapy	The BS in Exercise Science - Pre-Occupational Therapy is one of four tracks within the same program. It is a generally strong program with good internal and external demand as well as positive job outlook. The program is currently pursuing accreditation, and so strengthening the curriculum and therefore, this program should be maintained in its current form.
BS in Exercise Science - Pre-Physical Therapy	The BS in Exercise Science - Pre-Physical Therapy is one of four tracks within the same program. This program has good student interest as demonstrated by SCH and declaration numbers as well as good revenue with adequate faculty. Further, graduates have high acceptance rates into the DPT programs. The program is currently pursuing accreditation, and so strengthening the curriculum and therefore, this program should be maintained in its current form.
BA in Film and Digital Media	The BA in Film and Digital Media has good and steady student interest. The university-provided financial data is problematic but was well addressed in the program's data rebuttal. Faculty provide strong creative productivity including leading the Film Festival. There may be opportunities to streamline credits but overall, the program should be maintained given the potential and success of the program.
BA in Gender, Women's and Sexuality Studies	The BA in Gender, Women and Sexuality Studies is a program that is critical to EWU's mission and student body as well as the community and region. Faculty in this program have strong scholarly contributions and recognition for their work. This program is a major of discovery, which may explain lower student numbers. The program has low SCH / FTEF and high faculty release, which suggests opportunities for streamlining. However, the BA in Gender, Women and Sexuality Studies is an important program that should be maintained.
BA in Geosciences	The BA in Geosciences is a new program that was first offered in the 2021-22 academic year. The program is seeing moderate student interest; however, it may benefit from stronger differentiation to other degrees to help student recruitment. The program should be maintained and monitored in accordance with new program metrics to ensure continued success.
BS in Geosciences	The BS in Geosciences is a new program that was first offered in the 2021-22 academic year. The program is seeing moderate student interest early and is the only program of its kind in the region. The program should be maintained and monitored in accordance with new program metrics to ensure continued success.
BAE in Health and Physical Education - Secondary	The BAE in Health and Physical Education - Secondary is a program with strong and stable interest as demonstrated by SCH and declaration numbers. However, the high credit count can make it difficult for students to graduate in 4 years. Overall, this high demand program in a key shortage area should be maintained in order to continue to provide excellent physical educators to the region.
BS in Health Psychology (Cheney)	The BS in Health Psychology on the Cheney campus is a strong and successful program. However, considerations could be made to merge the online with the in-person program, which may reduce redundant course offerings. Given the Cheney offering is the stronger of the two programs, it should be maintained.

BA in History with Minor	The BA in History with Minor has moderate student interest and the program has recently undergone curriculum revision. Based on the data from the evaluation year, faculty numbers may be decreased and this could happen through attrition or reallocation of release time. Given multiple degree offerings, the program should consider condensing options and maintaining the strongest performing program.
BA in Interdisciplinary Studies	The BA in Interdisciplinary Studies and all other Interdisciplinary Studies programs have undergone recent changes in administration. However, it is recommended that the BA in Interdisciplinary Studies is maintained and the other BA options should be combined into this program to result in offering a single program.
BAE in Mathematics Education - Elementary / Middle Level	The BAE in Mathematic Education - Elementary / Middle Level is one of four math education programs. This program combines an elementary teaching endorsement with a middle-level math endorsement (grades 4-9) and has stronger student interest than other overlapping options. It is recognized that math education is important but the number of overlapping programs seems redundant. The program should consider condensing options and maintaining the strongest performing programs to continue to address the shortage of math teachers.
BAE in Mathematics Education - Secondary	The BAE in Mathematics Education - Secondary is one of four math education programs. Its faculty and students have a good record of scholarly production. The task force acknowledges that math education is important but the number of overlapping programs seems redundant. Therefore, the program should consider condensing options and maintain the strongest performing programs to continue to address the shortage of math teachers.
BA in Military Science	The BA in Military Science is a required program for EWU to be able to secure scholarships for ROTC. Further, program costs are covered by federal funds. However, the credit count for this program is high making it difficult for students to complete in 4 years. Given the importance of this program to EWU and its students, it should be maintained.
BA in Philosophy with Minor	The BA in Philosophy with Minor is a program that is integral to the university mission and has a good record of scholarly research and community engagement. However, the program has seen recent declines in student interest likely due to the multiple degree offerings. Therefore, the program should consider condensing options and maintaining the strongest performing program.
BA in Political Science - Pre-Law	The BA in Political Science - Pre-Law is one of the higher performing programs in the department as demonstrated by SCH and declaration numbers. This program also serves as an important pipeline to Gonzaga University's School of Law programs. However, it is recognized that the Political Science and Public Policy department should consider reducing their offerings to a smaller number of strong programs moving forward. Given the performance and regional collaborations, it is recommended that this program is maintained.

BSB in Professional Accounting (Riverpoint and Online)	The BSB in Professional Accounting (Riverpoint and Online) has strong student interest but lower graduation rates. This accredited program allows students to be eligible to take the CPA exam. As such, it is recommended that the program should be maintained.
BA in Psychology	The BA in Psychology is a strong program with excellent and increasing student interest as demonstrated by SCH and declaration numbers. Further, the program is successful in matriculating students to graduation and in excellent scholarly productivity. The program should be maintained in its current form to continue in its success in supporting and educating students.
BAE in Social Studies Education - Secondary	The BAE in Social Studies Education - Secondary has good student interest as demonstrated by SCH and declaration numbers. This interdisciplinary program may benefit reviewing release time and ensuring it is commensurate with the demands of the position. Overall, this program should be maintained in order to continue the provision of social studies educators to the region.
BASW in Social Work	The BASW in Social Work is a successful program with strong student interest as demonstrated through SCH and declaration numbers. EWU is currently the only public institution in the region to offer a BASW in Social Work and therefore, this high demand program should be maintained to support student interest.
BA in Sociology	The BA in Sociology has strong student interest as demonstrated by SCH and declaration numbers. Notably, this program serves a diverse group of students who benefit from community-based learning. The program also provides an intriguing proposal for a minor in Social Medicine, which should be encouraged if it can be provided with current resources. The BA in Sociology should be maintained to continue to provide important education on equity and social justice issues.
BA in Spanish with Minor	The BA in Spanish with Minor is one of several Spanish programs at EWU. Spanish in general is recognized as important to the institution, particularly in its pursuit of becoming a Hispanic-serving Institution. However, the BA in Spanish with Minor has seen a drop in enrollment in recent years potentially due to multiple degree options and therefore, the program may consider condensing options and maintaining the strongest performing programs.
BA in Theatre	The BA in Theatre has demonstrated stable student interest and presents EWU's best face in its community engagement through strong theatrical productions. The university-provided financial data is problematic but was well addressed in the program's data rebuttal. There may be opportunities to explore efficiencies but overall, the program should be maintained given the strong job placement and regional impact.

Quintile 2: Graduate Programs

Program	Comment
MS in Applied Mathematics	The MS in Applied Mathematics is a relatively new program first offered in the 2020-21 academic year. This degree is the only program of its kind in the area and has increasing student interest. The program should be maintained and monitored in accordance with new program metrics to ensure continued success.
MS in Athletic Training	The MS in Athletic Training is a growing, nationally accredited program that was established in 2018. The program has growing student interest and high success for students in their national board exams. The program has identified numerous positive and unique opportunities to enhance enrollment (e.g., 3+2 Exercise Science degree, Dual MSAT and DPT degree). The program may want to consider streamlining credit load where possible and will likely need to continue recruitment efforts to increase student count to maintain current funding. However, this program with a diverse student body should be maintained.
MS in Biology	The MS in Biology is a strong program with good, stable student interest as demonstrated by SCH and declaration numbers. Faculty and students from the program have good community involvement and scholarly productivity. Therefore, this program should be maintained and continue to provide a strong education to students in the biological sciences.
MS in Computer Science	The MS in Computer Science is an efficient program, due to stacked courses, in an important area of study. This program is the only program of its kind in the region and there are increasing job opportunities for students upon graduation. This program should be maintained to continue to offer this high demand program to students.
MS in Counseling: Clinical Mental Health Counseling	The MS in Counseling: Clinical Mental Health Counseling is an accredited program that moved to a hybrid model in academic year 2021-22. The program has moderate student interest with regards to SCH and declaration numbers. As the only regionally accredited program of its kind, it serves a critical need particularly with the increasing importance of mental health care. Therefore, this program should be maintained.
EdD in Educational Leadership	The EdD in Educational Leadership is a new program that was first offered in the 2021-22 academic year. This program is important to the university and region for supporting educational leadership and notably, is one of the first programs of its kind offered at a comprehensive institution. The program has good initial interest and should be maintained while also being monitored in accordance with new program metrics to ensure continued success.

Quintile 2: Minors

Program	Comment
Bilingual Education - Elementary or Secondary	The Bilingual Education - Elementary or Secondary minor is a relatively new, endorsable minor that was first offered in the 2020-21 academic year. This minor offers students an endorsement in a key shortage area with strong external demand. Therefore, this minor should be maintained, while also being monitored in accordance with new program metrics to ensure continued success.
Chemistry / Biochemistry	The Chemistry / Biochemistry minor has strong student interest as demonstrated by SCH and declaration numbers. However, the credit load is relatively high, which may be reduced to make the minor more appealing and/or achievable for students. The minor has good graduation numbers but could be enhanced further with the support of chemistry education faculty with a speciality in college-level education. Overall, this popular minor should be maintained.
Criminal Justice	The Criminal Justice minor has strong student interest as demonstrated by SCH and declaration numbers. Further, graduation numbers and graduation rates are also good to strong despite a reduction in faculty. Therefore, this minor should be maintained.
Cyber Security	The Cyber Security minor is a newer program that was first established in academic year 2020-21 due to an increased national demand for cybersecurity expertise. The minor offers hands-on training and practical skills to students and is supported by a dedicated and existing funding stream. Therefore, this program should be maintained to meet the national demand in this area.
Design	The Design minor is a program with strong student interest that is a positive complement to many majors across the institution. This program is the only design-specific minor in the region and benefits from various internal and external community partners. This minor should be maintained and continued to be offered as a complementary addition to a student's education.
Geotechnical Engineering	The Geotechnical Engineering minor was first established prior to the pandemic in 2019-20 and data was not captured in the template prior to 2021-22 due to college reorganization. This program serves a unique and important regional need. Therefore, the program should be maintained and monitored in accordance with new program metrics to ensure continued success.
Japanese	The Japanese minor is a low-credit minor with good student interest. The study of language is important and Japanese is currently the third most in-demand language. This minor should be maintained as an avenue to continue cultural diversity and the promotion of bilingualism.
Medical Anthropology	The Medical Anthropology minor is a newer program that was first established in 2019-20. The program currently has modest student interest as determined by declaration numbers but offers a unique interdisciplinary perspective. This program should be maintained, while being monitored in accordance with new program metrics to ensure continued success.

Military Science	The Military Science minor has good student interest with regards to SCH and serves a diverse group of students. This minor also serves to retain ROTC on campus at minimal cost to the institution as program costs are largely covered by federal funds. Therefore, this minor should be maintained.
Philosophy	The Philosophy minor has strong, and stable, student interest as demonstrated by SCH and declaration numbers. Further, this minor is a flexible option for students to add as a complement to many majors. This minor should be maintained.
Psychology	The Psychology minor has exceptionally strong, and stable, student interest as demonstrated by SCH and declaration numbers. Further, students graduate successfully from this highly complementary minor for many majors. Therefore, this minor should be maintained.
Sociology	The Sociology minor has strong student interest as demonstrated by SCH and declaration numbers. Further, the program has strong engagement with the community as well as serving a diverse group of students at EWU. This minor should be maintained.
Special Education	The Special Education minor has strong, and increasing, student interest as demonstrated by SCH and declaration numbers. Further, this minor has a relatively low credit count making it an easy addition to many majors and increases employment opportunities in a key shortage area within education. As such, this minor should be maintained.
Women's and Gender Studies	The Women's and Gender Studies minor is an important program relevant to the university mission and to EWU students. The program has good, and increasing, student interest as demonstrated by SCH and declarations. Further, this minor serves a diverse student body including non-traditional and traditionally underserved students. Therefore, this minor should be maintained.

Quintile 2: Undergraduate and Graduate Certificates

Program	Comment
BA Certificate in Aging Studies	The BA Certificate in Aging Studies has moderate student interest and offers important education about the growing aging demographic. However, the program may want to consider how to combine multiple small programs into fewer options for students. Overall, this program should be maintained.
BA Certificate in Behavioral Health Support Specialist	The BA Certificate in Behavioral Health Support Specialist is a relatively new program that was first offered in the academic year 2020-21. This program allows students to pursue opportunities for careers in behavioral and mental health, particularly given the recent passing of State Bill 5189. Therefore, this important program that addresses state legislation should be maintained and monitored in accordance with new program metrics to ensure continued success.

BA Certificate in Climate Change	The BA Certificate in Climate Change is a new program that was first offered in the 2021-22 academic year. This program is important to the region and society at large with relevant and timely topics. Further, this program can serve a variety of students across a diverse array of programs. Therefore, this program should be maintained and monitored in accordance with new program metrics to ensure continued success.
BA Certificate in Disability Studies	The BA Certificate in Disability Studies has moderate student interest and is important to the university's diversity, equity, and inclusion mission. The program may consider combining the certificate and minor to form one offering for students. However, in general this program should be maintained.
Masters Certificate in Disability Studies (Cheney)	The Masters Certificate in Disability Studies based on the Cheney campus is a small credit and important program that offers service learning opportunities for students. This program may want to consider online, not AP, options in order to increase student interest but overall, should be maintained.
BA Certificate in Diversity and Inclusion	The BA Certificate in Diversity and Inclusion is a relatively new program that was first established in the academic year 2019-20 and was expanded in 2022. This program is important for the university mission and serves a strong diversity of students. Therefore, this program should be maintained and monitored in accordance with new program metrics to ensure continued success.
BA Certificate in Environmental Justice	The BA Certificate in Environmental Justice is a new program that was first offered in the 2021-22 academic year. To date, this certificate is the only program of its kind in the region. Further, it allows for positive teaching and research collaborations with government and community groups. This program should be maintained and monitored in accordance with new program metrics to ensure continued success.
BA Certificate in Social Emotional Learning for Educational Equity	The BA Certificate in Social Emotional Learning for Educational Equity is a new program that was first offered in academic year 2021-22. This program aligns with recently approved Washington State standards and should be encouraged to seek specialty endorsement. As such, this program should be maintained, while also being monitored in accordance with new program metrics to ensure continued success.
Masters Certificate in Social Emotional Learning for Educational Equity (Self-Support)	The Masters Certificate in Social Emotional Learning for Educational Equity (Self-Support) is a new program that was first offered in the 2021-22 academic year. This program aligns with recently approved Washington State standards and should be encouraged to seek specialty endorsement. As such, this program should be maintained, while also being monitored in accordance with new program metrics to ensure continued success.
BA Certificate in User Experience Design	The BA Certificate in User Experience Design is a program with strong student interest as demonstrated by SCH and declaration numbers. The template proposed separating this program into two certificate options, which may better serve students as a more manageable add-on to their degree. Therefore, this certificate should be maintained and adapted as the program sees fit.

Program	Comment
BA Certificate in Wildfire Science and Management	The BA Certificate in Wildfire Science and Management is a new program that was first offered in the 2021-22 academic year. This program offers education to students on an important topic of regional significance and is supported by impressive research in the field. Therefore, this program should be maintained, while also being monitored in accordance with new program metrics to ensure continued success.

Quintile 2: General Education / Service

Program	Comment
Africana Education	General education / service in Africana Education has good student interest and provides important classes to students regarding diversity topics. The general education / service of this program is important to the university's DEI mission. Therefore, general education / service in Africana Education should be maintained.
Electrical and Computer Engineering	General education / service in Electrical and Computer Engineering is required and important for meeting accreditation standards. Further, coding literacy is important to a variety of academic disciplines. Therefore, general education / service in Electrical and Computer Engineering should be maintained.
Fine and Performing Arts	General education / service in Fine and Performing Arts offers a unique set of options that serve a large and diverse number of students. Many of these courses are offered as BACRs or general education, as well as serving a variety of different programs across campus. Therefore, general education / service in Fine and Performing Arts should be maintained.
Geosciences	General education / service in Geosciences is a new program that was formed as a merger of Geology and Geography during the recent college reorganization. This program has strong student offerings and should be monitored for continued success in its general education offerings and service to other programs across campus. It should be maintained.
History, Anthropology, Modern Languages and Literatures	General education / service in History, Anthropology, Modern Language and Literatures provides strong and distinct student offerings that cannot be replaced elsewhere. It should be maintained.
Mathematics (also in Quintiles 3 and 4)	General education / service in Mathematics is a large and critical program to the institution. Due to its size and diverse role, this program is split over three quintiles. Math offers a number of BACRs and general education classes but also serves a variety of different programs across campus. The general education / service program in Mathematics would benefit from a renewed focus on meeting students where they are at and helping them to succeed in mastery of the material.

Quintile 2: Clinics and Projects

Program	Comment
WWAMI Partnership with UW	The WWAMI Partnership with the University of Washington is an important and positive collaboration for EWU. With the continued growth of the medical field in the region, this partnership should be maintained.

Quintile 3: Streamline the Program

Quintile 3 indicates that programs should be streamlined. According to the Dickeson-Goldstein SRA process, "Programs assigned to this category generally received medium overall program scores. Continued support of these programs, with a reduction in their current resource allocation, is central to maintaining the mission and academic performance of the university." In sum, 45 programs were allocated to Quintile 3 including 14 Bachelor programs, 7 graduate programs, 13 minors, 2 undergraduate or graduate certificates, and 9 general education / service programs. Overall, Quintile 3 accounts for $9,763,806 of the academic budget of the institution and general education / service accounts for $4,944,836.

Quintile 3: Bachelor Programs

Program	Comment
BAE in Bilingual Education - Elementary	The BAE in Bilingual Education - Secondary is a new program offered as directed studies for the academic years 2021-22 and 2022-23. The template did not distinguish this program from the secondary option and therefore, the two degrees may be streamlined into one program. Further, this new program should be monitored in accordance with new program metrics to ensure success.
BAE in Bilingual Education - Secondary	The BAE in Bilingual Education - Secondary is a new program, which has been offered as directed studies for the academic years 2021-22 and 2022-23. The template did not distinguish this program from the elementary option and therefore, the two degrees may be streamlined into one program. Further, this new program should be monitored in accordance with new program metrics to ensure success.
BS in Biology - Biotechnology	The BS in Biology - Biotechnology has moderate but increasing student interest as demonstrated by SCH and declaration numbers. This program has strong job placement but the high credit count and limited course offerings may limit growth potential. Therefore, this program is recommended to be streamlined to allow for growth within current resources.
BS in Chemistry / Biochemistry	The BS in Chemistry / Biochemistry is an essential program with moderate student interest. SCH and declaration numbers may be impacted by a recent merger and the majority of students being listed under the discontinued Standard / Professional option. The program has low graduation rates, which may be due to high DFW grade rates. Based on the data from the evaluation year, faculty numbers may be decreased and this could happen through attrition to streamline and improve efficiency.
BS in Dental Hygiene	The BS in Dental Hygiene has strong student interest with a diverse student population. Further, dental hygiene is a key shortage area. The program has a good track record of community engagement and scholarly production. The task force suggests exploring reducing release time and increasing graduation rate.
BAE in Elementary Education	The BAE in Elementary Education is a strong program but is experiencing declining interest. Elementary education is recognized as a teacher shortage area. However, declining SCH may be due to other elementary education offerings. Therefore, streamlining of this program should be considered.

BSB in Finance	The BSB in Finance has strong and increasing student interest as well as good graduation numbers. However, the template did not strongly distinguish between the various BSB programs. Further, EWU seems to have disproportionately more BSB programs for its size. Therefore, streamlining the program into tracks within one degree would be beneficial.
BA in International Affairs	The BA in International Affairs has low student interest. The program has recently undertaken a redesign of their offerings. However, considerations could be made to streamline the number of credits to increase the accessibility of the program.
BSB in Management	The BSB in Management has strong and increasing student interest as demonstrated by SCH and declaration numbers. However, the template did not strongly distinguish between the various BSB programs. Further, EWU seems to have disproportionately more BSB programs for its size. Therefore, streamlining the program into tracks within one degree would be beneficial.
BSB in Marketing	The BSB in Marketing has strong and increasing student interest as well as good graduation numbers. The program has sponsored international conferences and has a good record of community engagement. However, the template did not strongly distinguish between the various BSB programs. Further, EWU seems to have disproportionately more BSB programs for its size. Therefore, streamlining the program into tracks within one degree would be beneficial.
BS in Mathematics	The BS in Mathematics program has moderate student interest but SCH and declaration numbers are declining. Further, the program has low graduation rates, possibly related to the higher credit requirements and/or issues with departmental curricular bottlenecks and DFW rates. This program should be streamlined to balance resources with declining student interest.
BS in Mechanical Engineering	The BS in Mechanical Engineering is an accredited program with strong student interest as demonstrated by SCH and declaration numbers. The program's community contributions and successful grant work is very good. However, the program has experienced challenges with faculty retention, particularly lecturers. The program may benefit from reviewing the credit number due to the high requirement relative to a low graduation rate. As such, this program should be streamlined.
BA in Music Technology	The BA in Music Technology has moderate and increasing student interest. This program is relatively new with it first being offered in the 2019-20 academic year. This program seems to lend itself to strong opportunities for multidisciplinary collaborations across campus to increase efficiency and focus on the necessary skills for a music technologist. Therefore, this program is recommended for streamline and should be monitored in accordance with new program metrics to ensure continued success.
BAE Courses in the School of Education	The BAE Courses in the School of Education program, titled "School of Education General Education / Service" in its template, was mistakenly labeled as a general education / service program. This program includes upper-level required courses taught in the School of Education to students in BAE programs like English Education or Social Studies Education.

Quintile 3: Graduate Programs

Program	Comment
MA in Addiction Studies (Online)	The MA in Addiction Studies has lower student interest compared to other graduate programs, which may be due to the duplicative content with the certificate and/or the relatively high credit count. This program may consider streamlining similar options into one MA program with multiple tracks and reducing reliance on adjunct faculty.
MFA in Creative Writing: Fiction	The MFA in Creative Writing: Fiction is a program with a strong regional reputation and good student interest. The program has a high credit requirement, which may impact students' ability to complete the program successfully in two years. Therefore, there may be considerations to streamline this program.
MFA in Creative Writing: Poetry	The MFA in Creative Writing: Poetry has good and increasing student interest but high faculty release time relative to the size of the program. This program should consider streamlining the high credit requirements and exploring more flexible tracks within the MFA program.
MA in History	The MA in History is a new program that was first offered in the 2021-22 academic year. The program has seen good initial student interest. Given the AP model, the program requires some teaching by adjunct faculty and through PTOL. Therefore, this program should be considered to streamline to offer it within current resources. Further, the program should be monitored in accordance with new program metrics to ensure continued success.
MEd in Literacy	The MEd in Literacy has good but variable student interest. This program offers an endorsement but is offered through the AP model, which leads it to be heavily reliant on PTOL and adjunct faculty. This program should be considered for streamlining.
Doctorate in Physical Therapy	The Doctorate in Physical Therapy is a program with strong student interest and a good reputation in the community and region. However, the SCH / FTEF ratio is well below the average at EWU and is partnered with high amounts of release time. These should both be evaluated for options to streamline to improve efficiency.
MEd in Special Education	The MEd in Special Education has good student interest as demonstrated by SCH and declaration numbers. However, this program is offered through the AP model, which leads it to be heavily reliant on PTOL and adjunct faculty. This program serves an important need but should explore streamlining to right-size such that it can be taught within current full-time faculty loads.

Quintile 3: Minors

Program	Comment
Anthropology	The Anthropology minor has lower student interest and declining student interest. However, the minor is a valuable offering to students and would benefit from increased recruitment efforts. However, in the current form this minor should be streamlined.
Biology	The Biology minor is a beneficial minor for many STEM major students and has good student interest. However, a high credit requirement may discourage some students and therefore, this program could be streamlined to reduce credit load and increase flexibility with the goal of reaching more students.
Business Administration	The Business Administration minor has good student interest and is a popular minor for non-business students. However, the template did not offer qualitative support that differentiated this minor from other templates. This program should consider streamlining to improve efficiency.
Communication Studies	The Communication Studies minor is a flexible option with good, but declining, student interest. The template did not well articulate the program's alignment with the university mission. Further, the minor has lower graduation rates, which may indicate the need for better advising. Therefore, this program should be considered for streamlining.
Computer Science Programming	The Computer Science Programming minor has good student interest and offers programming education to non-Computer Science students. However, the program has a high credit count and therefore, may benefit from streamlining the number of credits and/or the prerequisites required for courses.
Creative Writing	The Creative Writing minor has good, and increasing, student interest. The program has the potential to explore interdisciplinary partnerships across campus. Further, this minor has a higher credit count, which lends itself to considerations for streamlining.
Environmental Science	The Environmental Science minor has moderate student interest with regards to SCH and declaration numbers. However, it does show lower graduation statistics, which could be related to the high credit load and prerequisite courses. The minor should be streamlined to increase accessibility of the minor for students from across campus.
History	The History minor has good but declining student interest as demonstrated by declaration numbers. However, students in this program tend to matriculate well to graduation. Therefore, considerations may be made to redesign this minor to increase student interest. As such, this minor should be streamlined.
Mathematics	The Mathematics minor has good, but declining student interest since 2019. This is an important minor for developing quantitative skills and partners well with many degrees. However, the program may consider streamlining the credit count to increase accessibility of the minor.

Political Science	The Political Science minor has good and stable student interest as demonstrated by SCH and declaration numbers. However, the low graduation rates suggest that the program may benefit from streamlining the credit count to increase the accessibility of this minor.
Studio Art	The Studio Art minor has lower student interest with regards to SCH production. The program was revised in 2018-19 but may consider streamlining the program to increase efficiency and student accessibility.
Theatre	The Theatre minor has moderate student interest and good graduation rates. However, this minor may be more accessible, to a greater number of students, with a reduction in credit requirements and greater flexibility. Therefore, this program may consider options to streamline to achieve this.
Theatre Education Elementary / Secondary	The Theatre Education minor has moderate student interest with a laudable positive trend in declarations. This minor should be streamlined for financial efficiency.

Quintile 3: Undergraduate and Graduate Certificates

Program	Comment
BA Certificate in Photographic Media	The BA Certificate in Photographic Media is a new program that was first established in the academic year 2021-22. The program has moderate student interest but this may be limited due to the dual location of courses (i.e., Cheney and Spokane campuses). Considerations for streamlining this program should be made to ensure student accessibility and success. Further, this program should be monitored in accordance with new program metrics.
Principal Graduate Certificate	The Principal Graduate Certificate program has strong and increasing student interest. This program is offered through the AP model, which leads it to be heavily reliant on adjunct faculty. This program serves a niche area but should explore streamlining to right-size such that it can be taught within current full-time faculty loads.

Quintile 3: General Education / Service

Program	Comment
American Indian Studies	General education / service in American Indian Studies serves a significant and important role to the university mission and EWU students. However, the program would benefit from reinvigoration for continued success and student support.
Chicana/o/x Education	General education / service in Chicana/o/x Education serves a significant and important role to the university mission and EWU students. However, the program would benefit from reinvigoration for continued success and student support.

Communications Studies	General education / service in Communication Studies offers a variety of general education courses and services to other degrees across the institution. Given the overlapping offerings within Communication Studies, this program could be considered for streamlining.
Gender, Women's and Sexuality Studies	General education / service in Gender, Women's and Sexuality studies serves a significant and important role of the university mission and EWU students. However, the program would benefit from reinvigoration for continued success and student support.
Honors	General education / service in the Honors program provides an important element to the university and its students. The Honors program has been recently reinvigorated with a renewed innovation. However, the future vision of the program needs to be strongly considered along with the long-term commitment to a strong Honors program that can continue to serve a diverse student population.
Mathematics **(also in Quintiles 2 and 4)**	General education / service in Mathematics is a large and critical program to the institution. Due to its size and diverse role, this program is split over three quintiles. Math offers a number of BACRs and general education classes but also serves a variety of different programs across campus. The general education / service program in Mathematics would benefit from a renewed focus on meeting students where they are at and helping them to succeed in mastery of the material.
School of Psychology	General education / service in the School of Psychology offers an array of general education and BACR courses to EWU students. It also provides service to a myriad of degrees but overlapping online and in-person offerings is a redundancy that could be streamlined. Further, smaller class sizes would create a more positive instructional experience for students.
School of Social Work	General education / service in the School of Social Work offers general education courses for diversity and global studies. However, there has been a considerable decline in SCH in recent years. As such, this program may streamline overlapping online and in-person classes to increase efficiency.
Sociology and Criminal Justice	General education / service in Sociology and Criminal Justice offers a variety of general education and BACR courses as well as service to other programs at EWU. This program generates a moderate amount of SCH relative to other general education / service programs with an average decline in recent years. Therefore, this program could be considered for streamlining compared to other general education / service programs.

Quintile 4: Transform the Program

Programs placed in Quintile 4 indicate the need to transform. According to the Dickeson-Goldstein SRA process, "Programs assigned to this category generally received medium to low program scores. Programs in this category contribute to the academic quality of the university, but curricular reorganization and/or resource reduction is required for long-term viability for the contribution of these programs to the mission and academic performance of the university." In sum, there are 96 programs in Quintile 4 including 18 Bachelors programs, 16 graduate programs, 25 minors, 12 undergraduate or graduate certificates, 5 general education / service programs, 17 College in the High School programs, and 3 clinics or projects. Overall, Quintile 4 accounts for $9,765,890 of the academic budget of the institution and general education / service accounts for $5,396,356.

Quintile 4: Bachelor Programs

Program	Comment
BS in Applied Developmental Psychology	The BS in Applied Developmental Psychology has high, but declining student interest. This program serves as a feeder into graduate-level psychology and mental health programs. However, the BS in Applied Developmental Psychology should be transformed to halt further declines in SCH and declaration numbers and ensure continued success.
BS in Chemistry / Biochemistry - Forensic Science	The BS in Chemistry / Biochemistry - Forensic Science has moderate, and increasing, student interest as demonstrated by SCH and declaration numbers. However, the program has a very high credit requirement, which could impact student success and graduation rates. Further, the program does not have tenure-track faculty in forensics to lead this program, which may impact the potential for continued success. Therefore, this program should be transformed to support continued success in this in-demand program.
BS in Construction Management Technology	The BS in Construction Management Technology has strong student interest; however, costs are currently exceeding revenues. Further, this program is taught solely by lecturers, which limits the ability for the program to be accredited. Therefore, this is a program with good potential but needs to be transformed to ensure success.
BS in Data Science	The BS in Data Science is a relatively new program that was first offered in the 2018-19 academic year and has moderate, but variable, student interest. This is one of several competing big data-focused programs, which are all under-resourced for success. Given the importance of this critical field, transformation of existing programs is recommended with particular interest in combining competing programs to one degree.
BAE with a Dual Endorsement Special Education and Elementary Education	The BAE with Dual Endorsement in Special Education and Elementary Education is a high demand program with strong, increasing student interest since 2019 as demonstrated by SCH numbers. This flexible-offering program allows students to graduate with endorsements in both fields. However, the high credit count may impact student graduation and should be considered for transformation. It is possible that, with the increased demand of special education, a standalone major would be required.

BA in Economics	The BA in Economics has moderate and declining student interest as demonstrated by SCH, declaration, and graduation numbers. This program underwent curricula changes as a result of the previous PRD processes, which have led to a cost efficient program. However, the program could transform by exploring options to merge with the BS in Economics to a single degree.
BSB in Entrepreneurship	The BSB in Entrepreneurship has moderate and stable student interest. However, the program is currently without dedicated full-time faculty. Further, EWU seems to have disproportionately more BSB programs for its size compared to other institutions. Therefore, this program could be considered for transformation into one degree with tracks alongside other BSB programs.
BSB in Human Resource Management	The BSB in Human Resource Management has experienced fluctuating SCH numbers and a recent decline in declarations. Notably, this program ranked #24 among similar programs in 2023. However, EWU seems to have disproportionately more BSB programs for its size compared to other institutions. Other BSB programs quantitatively outperform Human Resource Management; therefore, this program could be transformed into one degree with tracks alongside other BSB programs.
BS in Mechanical Engineering Technology	The BS in Mechanical Engineering Technology has moderate student interest with considerable declines in recent years. This program has strong connections with industry partners who fund capstone projects. However, the program may be more efficient if similar technology-based programs are merged to transform this program.
BA in Music	The BA in Music is an accredited program with moderate, but declining, student interest. Despite this, the BA in Music is an important program to EWU, particularly with regards to community engagement and performances. This program requires transformation to improve cost efficiency and continued student success.
BME in Music Education	The BME in Music Education has good student interest as shown by SCH and declaration numbers. However, graduation numbers and rates are low. This, accompanied with program costs exceeding revenues suggest the need for transformation. The program should consider increasing efficiencies which may include a reduction in credit count to make the program more accessible to students.
BAE in Natural Science Education - Middle Level	The BAE in Natural Science Education - Middle Level has very low student interest and graduation rates according to the provided data. However, this endorsable program serves an important need to support the current STEM teaching shortable. Therefore, transformation of this program to increase enrollment and retention would be beneficial to achieve the potential of this program and support regional needs.
BS in Physics	The BS in Physics program has low, but stable, student interest as demonstrated by SCH and declaration numbers. Further, the program has low graduation rates and numbers. However, the program has good community engagement and faculty has good scholarly productivity. Transformation of this program could include combining tracks into one major while also considering increased efforts around student recruitment and retention.

Program	Comment
BA in Political Science with Minor	The BA in Political Science with Minor has moderate, but declining, student interest as demonstrated by SCH, declaration, and graduation numbers. This program serves students with an interest in legal or governmental careers. However, given declining student interest partnered with loss of faculty position, the program should consider transforming the political science-focused degrees into one program.
BAE in Spanish Education - Secondary	The BAE in Spanish Education - Secondary has moderate, and increasing, student interest. This endorsable program supports the important study of language as well as the WA State efforts to promote bilingualism in schools. Transformation of this program should explore merging with the BAE in Spanish Education - Elementary to create a single BAE in Spanish Education program.
BA in Technical Communication	The BA in Technical Communication is largely a major of discovery and currently has low, and declining, student interest as demonstrated by SCH and declaration numbers. However, this interdisciplinary and collaborative program has good potential with engaging industry resources and partners. This program would benefit from transformations that focus on increasing student interest and program visibility. The addition of a Technical Writing Certificate has potential to increase visibility to other majors if it can be provided within current resources.
BA in Urban and Regional Planning	The BA in Urban and Regional Planning has moderate student interest from a diverse student population. Further, the program has strong community importance. However, there has been a significant decline in declarations since 2018-19, which may be due to the increase in options. Therefore, this program can be transformed to allow faculty to focus on fewer programs and strengthen student enrollment and graduation.
BAE in Visual Arts Education	The BAE in Visual Arts Education is an endorsable program with moderate, and increasing, student interest. This program was formed as a result of previous PRD recommendations; However, the program has seen a loss of tenure-track faculty and currently relies on adjunct faculty. Further, the costs of the program currently exceed the revenue despite overlapping curriculum with the BA in Studio Art. Therefore, transformations in this program should include full-time faculty focusing on skills that support education students in their future teaching careers.

Quintile 4: Graduate Programs

Program	Comment
MEd in Adult Education	The MEd in Adult Education has strong, and increasing, student interest as demonstrated by SCH numbers. However, this program could increase student interest with options for other Masters degree-seeking students at EWU but is limited by the AP model. Therefore, this program is recommended for transformation and should also consider the involvement of tenure-track faculty in the program.
MA in Behavioral Health (Online)	The MA in Behavioral health demonstrates strong student interest in an important area. However, the program has a high credit load and is highly reliant on adjunct faculty. There is also overlap between this program and the MA in Addiction Studies and therefore, should be considered for transformation.

MEd in Career and Technical Education	The MEd in Career and Technical Education has moderate student interest and is currently the only program of its kind in the state. This program offers a V-code endorsement but is offered through the AP model, which leads it to be heavily reliant on adjunct faculty. This program should be transformed to be led by full-time faculty and for students to be advised by these faculty.
MEd in Career and Technical Education with Administrator Certification	The MEd in Career and Technical Education with Administrator Certification is a new program with the first cohort of students in Winter 2022. This program is in a key shortage area for the state but currently has low student interest. This program should be transformed to have tenure-track faculty lead and advise this program for continued success.
MEd in Curriculum and Instruction	The MEd in Curriculum and Instruction has strong, and increasing, student interest. Further, this degree is a core education program. However, the program is limited by not having dedicated tenure-track faculty to advise and instruct students, largely due to the AP model. Therefore, this program should be considered for a transformation to ensure continued success.
MEd in Early Childhood Education	The Masters in Science in Early Childhood Education is endorsable in an important area; however, the program is struggling to attract students. The task force suggests transformation to increase student recruitment.
MEd in Educational Leadership	The MEd in Educational Leadership has good, but declining, student interest as demonstrated by SCH and declaration numbers. This program is currently offered through the AP model. Therefore, this program is overly dependent on adjunct faculty for instruction and course development, while advising is done by non-faculty. As such, transformation of this program would be beneficial to ensure continued success.
MEd in English Language Learners	The MEd in English Language Learning is an important educational area and this program was first offered in 2021-22 through the AP platform. The program has moderate SCH, which the task force recognizes was not correctly allocated to the appropriate department. There is significant overlap in curriculum between this program and the MEd in Teaching English as a Second Language so these programs could be transformed by merging into a single degree.
MBA with General Business Concentration	The MBA with General Business concentration has strong student interest as demonstrated by SCH numbers. However, the program is also heavily reliant on adjunct faculty. EWU has a large number of MBA programs relative to its size and there may be opportunities to merge the separate programs into one MBA degree with tracks. Therefore, transformation of this program is recommended. .
MEd in Library Media	The MEd in Library Media is a new program, within a niche area, that was first offered in the 2021-22 academic year under the AP model. The program has moderate student interest and provides an add-on endorsement for students. However, the program is highly reliant on adjunct faculty and currently does not have faculty with a library endorsement to support this program. Therefore, this program should be transformed to ensure adequate and appropriate faculty to lead and advise in this program.

MM in Music Education	The MM in Music Education is a new program that was established in the 2020-21 academic year and already shows good student interest. However, the program is offered through the AP model, which has increased the need for adjunct faculty due to its rapid growth. Therefore, this program should consider transforming to ensure the program can be taught within current resources. Further, as a new program the MM in Music Education should be monitored in accordance with new program metrics, particularly financial stability, to ensure continued success.
MPAcc in Professional Accounting	The MPAcc in Professional Accounting has strong and increasing student interest. Further, this program prepares students for the state's CPA exam. However, the program has high operational costs and is overly reliant on adjunct faculty to instruct courses. Therefore, this program should be transformed to ensure the program can be offered efficiently within its current means.
EdS in School Psychology (Cheney)	The EdS in School Psychology has good, but declining, student interest as demonstrated by SCH and declaration numbers. This valuable program in a key shortage area is offered in a hybrid format. However, given the considerable decline in SCH in recent years, transformation of the program should be considered to ensure future success.
Master of Urban and Regional Planning	The Master of Urban and Regional Planning has low student interest with considerable declines in recent years. The program has made efforts to increase accessibility for students with a 4+1 degree and evening/hybrid classes. This program continues to be important to our community, region, and the state. However, transformation is needed to ensure future success and it is suggested that this program might be favored over other related programs.
MS in Wellness and Movement Sciences - Exercise Science	The MS in Wellness and Movement Sciences - Exercise Science is one of two tracks within the same degree. This program has moderate SCH but low declarations. Faculty, partnered with students, have high scholarly productivity. However, this program needs to be transformed to ensure success. The template suggests opportunities for a standalone degree with a name change, revised curriculum, and a non-thesis option. These suggestions would be beneficial to improve student recruitment and retention. This program should be reviewed for increased productivity in the future.
MS in Wellness and Movement Sciences - Sport and Recreation Administration	The MS in Wellness and Movement Sciences - Sport and Recreation Administration has moderate, but declining, student interest. This program is one of two tracks within the same degree. As a standalone degree, it would improve the identity of the program and create greater visibility for interested students, particularly with a new name. Therefore, this program would benefit from transformation to improve student recruitment and retention.

Quintile 4: Minors

Program	Comment
Accounting	The Accounting minor has good, but declining student interest as demonstrated by SCH and declaration numbers. Further, the minor has a relatively high credit requirement, which may be related to the low graduation rates. Therefore, the program could be considered for transformation to explore increasing recruitment and graduation of students.
Addiction Counseling and Prevention	The Addiction Counseling and Prevention minor is an important program with strong student interest. However, the program has a high credit requirement, which may negatively impact graduation. Further, given the number of programs in this area relative to the limited number of faculty, transformation of this program may be beneficial for continued success.
Chemistry / Biochemistry Secondary	The Chemistry / Biochemistry Secondary minor is an endorsable minor but currently has no student interest. Given the importance of STEM education, this program is recommended for transformation. The program may consider options to lower credit requirements while still meeting endorsement standards. This program should be reviewed for increased productivity in the future.
Coaching	The Coaching minor has strong student interest as demonstrated by SCH and declaration numbers. However, this minor has multiple, unique classes only serving this minor. Further, many of these classes are online, prepackaged instructional modules. Therefore, this program should be considered for transformation and explore opportunities to maintain efficiency as well as a strong educational experience for students.
Early Childhood Special Education	The Early Childhood Special Education minor has low and declining student interest. This minor is not endorsable but may be an appropriate minor for students in pre-health science fields with a pediatric focus with increased recruiting and visibility. This program could also be transformed by exploring opportunities for consolidation with other similar minors.
Earth and Space Science	The Earth and Space Science minor has moderate student interest, while offering a teaching endorsement opportunity. Given the significant STEM teacher shortage, this program is important for EWU, its students, and the region. However, given the decreasing number of declarations, partnered with low graduation rates, the program may want to consider opportunities to transform this minor with a large credit requirement.
English Secondary	The English Secondary minor has experienced considerable declines in student interest as demonstrated by SCH and declaration numbers. This high-credit minor is endorsable; however, endorsement can also be achieved through a competency exam. Therefore, transformation of this program is recommended for the program to explore options that increase efficiency and accessibility for education students to ensure continued success.

English as a Second Language	The English as a Second Language minor has good student interest as demonstrated by SCH and declaration numbers. This program is offered online in an asynchronous manner and has been reliant on adjunct faculty in recent years due to administrative release. Transformation for this program is recommended and options to reduce credit load and increase tenure-track faculty participation/leadership in this program would be beneficial for continued success.
Entrepreneurship	The Entrepreneurship minor has moderate student interest and was nationally recognized in 2020. However, given the large number of minors within the School of Business, considerations should be made to transform this minor by merging it with others (e.g., General Business minor).
Film Studies	The Film Studies minor has low student interest but strong graduation rates. There are currently three film minors at EWU and transformation is recommended to merge these minors into a single, smaller, and more flexible minor. This will likely increase program size in terms of student interest, as well as increase overall efficiency.
Geology	The Geology minor has moderate student interest for the 2021-22 academic year. However, data is not provided in the templates prior to this year due to the merger of Geography and Geology. Transformation of this minor is recommended and the program could explore opportunities to merge the Geology and Geography minors to a single Geoscience minor with fewer credits to increase student accessibility and success.
Health Science	The Health Science minor has low student interest as demonstrated by declaration numbers. This program is offered on the semester calendar, which limits students who can add this minor. However, this minor is critically important for students in the Communication Sciences and Disorders program. As the program is currently taught predominantly by adjunct faculty, transformation is recommended. The program may consider options for rehoming the minor to where it is more visible to students, as well as exploring opportunities for access to quarter offerings. This program should be reviewed for increased productivity in the future.
Humanities	The Humanities minor has low student interest as demonstrated by SCH and declaration numbers. As a result of the past PRD process, the associated major was continued. Therefore, the minor would benefit from transformation and restructuring to increase student interest and success (i.e., graduation) in the program. This program should be reviewed for increased productivity in the future.
International Affairs	The International Affairs minor has low student interest but offers an important opportunity for students to expand their understanding within this area. This program is recommended for transformation to increase student interest. The program may consider reducing credit requirements to make the minor more accessible for students.
Linguistics	The Linguistics minor has moderate student interest but has seen a decline in recent years. The minor includes interdisciplinary elective options for students, which strengthen this minor. Transformation should be considered for this program to explore ways to increase student interest for continued success.

Literacy	The Literacy minor has experienced increases in student interest, particularly declarations in the last few years. However, this minor is not endorsable and the program has experienced low graduation rates. This program could transform by exploring ways to continue to increase student enrollment but also focus on graduation support for the program's continued success.
Manufacturing	The Manufacturing minor has moderate, but declining student interest as demonstrated by declaration numbers. This program has been led by lecturers since the retirement of a tenured faculty member. Therefore, this program should be transformed and consider opportunities to increase student recruitment and retention to this minor.
Mathematics Middle / Secondary Level	The Mathematics Middle / Secondary Level minor has low student interest but is a critically important field of study for the region and for STEM education. This minor offers students an add-on endorsement for teaching. However, the program has a high credit requirement, particularly when considering prerequisites. Therefore, this program should be considered for transformation to increase student interest and retention in this program for continued success.
Mechanical Engineering	The Mechanical Engineering minor has low student interest based on SCH and declaration numbers. This may be in part due to the high credit load of this minor, particularly when considering prerequisite courses. Therefore, this program is recommended for transformation to explore opportunities to increase student recruitment and graduation in this minor.
Music	The Music minor has relatively stable and moderate student interest. However, the minor has a high credit requirement and other barriers for students (e.g., audition requirement). Transformations should be considered for this program and faculty may explore increasing accessibility of this minor for students by providing greater flexibility.
Religious Studies	The Religious Studies minor has low-to-moderate, but stable, student interest. This minor includes courses from different disciplines to promote religious literacy. However, to increase the program's success, transformation is recommended. The program should explore options to increase student interest and may consider reducing the credit requirements to promote retention and graduation.
Sport Management	The Sport Management minor is a relatively new program, established in the academic year 2018-19. The minor currently has moderate and diverse student interest. However, graduation numbers are low. This program may benefit from transformation by exploring opportunities to increase visibility such as being offered out of a different department. Further, this program should be monitored in accordance with new program metrics to ensure future success.
Sustainability	The Sustainability minor is a relatively new program established in 2018 and recently rehoused to the Biology department. This minor supports an important field that aligns strongly with the mission of the university. However, the program currently has a low number of students so transformations should consider opportunities for recruiting a broad array of students and identifying dedicated leadership for the program.

Technical Communication	The Technical Communication minor has moderate, but variable, student interest in an important field. However, this minor may benefit from collaborations across disciplines to broaden appeal to a great number of students. Further, this program should be transformed to consider updating the curriculum relative to communication currency and technology.
Web Application and Development	The Web Application Development minor has low and declining student interest but good graduation rates. However, the minor does have a high credit requirement, particularly when considering prerequisites. Therefore, this minor should be transformed and may explore opportunities to collaborate with the Design department to increase student interest and retention.

Quintile 4: Undergraduate and Graduate Certificates

Program	Comment
BA Certificate in Applied Ethics and Practical Philosophy	The Bachelors Certificate in Applied Ethics and Practical Philosophy low but diverse student interest. Further, the coursework in the program aligns with the university's DEI mission and is interdisciplinary in nature. This program should be considered for transformation to increase the program's visibility and consider options to decrease credit requirements in order to improve student recruitment and retention. This program should be reviewed for increased productivity in the future.
Masters Certificate in Addiction Studies	The Masters Certificate in Addiction Studies has good and relatively stable student interest as demonstrated by SCH production. This program is the only program of its kind in the region and offers education within an increasingly important field. However, transformation is recommended due to the large number of offerings within this area relative to the number of faculty.
BA Certificate in Addiction Studies: Suicide	The Bachelors Certificate in Addiction Studies: Suicide has good student interest as demonstrated by SCH and declaration numbers. This is an important program but has a low number of graduates. Therefore, transformation of this program could explore opportunities to increase advising and overall visibility. This may be achieved through considering other departments for housing this program within.
BA Certificate in Career and Technical Education	The Bachelors Certificate in Career and Technical Education template shows no student interest; however, this program is for post-bac students and uses clock hours rather than credits. This program provides students with a V code endorsement but would benefit from transformation and consideration of streamlining routes to CTE certification.
Masters Certificate in Career and Technical Education with Administrator Credential	The Masters Certificate in Career and Technical Education with Administrator Credential is a new program that was first offered in Winter 2022. The program has moderate student interest but is in a key shortage area so has good growth potential. However, this program is offered through the AP model and as such is heavily reliant on adjunct faculty. Transformation of this program should consider greater involvement of tenure-track faculty for teaching and advising to ensure continued success. Further, the program should be monitored in accordance with new program metrics.

Masters Certificate in Health and Physical Education	The Masters Certificate in Health and Physical Education is a new program that was first offered in the academic year 2021-22. It has demonstrated strong initial student interest. However, as the program is delivered through the AP model it is heavily reliant on adjunct faculty and PTOL. Transformation of this program should consider greater reliance on tenure-track faculty for teaching and advising. Further, this program should be monitored in accordance with new program metrics to ensure continued success.
Masters Certificate in Human Anatomy and Physiology	The Masters Certificate in Human Anatomy and Physiology has low student interest; however, courses are offered in a stacked manner to increase efficiency. This certificate is a unique opportunity for students, particularly those pursuing a medical program. However, transformation is required to increase the program's visibility and student enrollment for continued success.
Masters Certificate in Geographic Information Systems	The Masters Certificate in Geographic Information Systems has good and increasing student interest within this important area. However, the costs of the program currently exceed revenue generated. Therefore, this certificate should be transformed and the program should explore options to increase student enrollment such as online, non-AP, offerings to increase accessibility for working students. This program should be reviewed for increased productivity in the future.
BA Certificate in Palliative Care	The Bachelors Certificate in Palliative Care has low but stable student interest. This certificate is an important area but the program seems to be struggling to recruit students. Transformation may review options to increase the program's visibility, particularly within semester-based programs if the issue of multiple academic calendars can be resolved. Further, the program should consider the high amount of release time relative to student productivity in order to increase efficiency.
Masters Certificate in Palliative Care	The Masters Certificate in Palliative Care is struggling to recruit students as demonstrated by the template data. However, the importance of this area is recognized, particularly given the aging population. Therefore, it is suggested that this program is transformed to increase student recruitment and retention in order to be successful. The program could explore growth opportunities within semester graduate programs, given the health care focus. This program should be reviewed for increased productivity in the future.
Masters Certificate in Professional Accounting - General	The Masters Certificate in Professional Accounting has good, and increasing, student interest. This certificate allows students the opportunity to be eligible for the state's CPA exam. However, this program is offered through the AP model and is taught primarily by adjunct faculty, which may limit its longevity. Transformation of this program would allow increased and longer lasting success. Considerations of a non-AP model would allow this program to serve as a 4+1 option for regional campus-based students.

Program	Comment
BA Certificate in Water Resources	The Bachelors Certificate in Water Resources is a new program that was first offered in the academic year 2021-22. Given complications with the declaration process, the data indicates no student interest. However, the program has opportunities for transformation by exploring options to reduce credit requirements to increase accessibility, while also considering more strongly aligning the curriculum with the vision and focus of the program. This program should be reviewed for increased productivity in the future.

Quintile 4: General Education / Service

Program	Comment
Chemistry / Biochemistry and Physics	General education / service in Chemistry / Biochemistry and Physics has good productivity with both general education and BACR offerings as well as service to a large number of programs across campus. However, this critically important program also yields the highest DFW rates of any department. This can lead to negative impacts on student success and other programs across the university that depend on the service of this program. Therefore, general education / service in this program would benefit from transformation to ensure continued student success.
Design	General education / service in Design has seen a dramatic decrease in productivity as demonstrated by SCH. This downward trend can likely be attributed to the relocation of the program to the Catalyst campus. Given the barriers students could face in taking general education and/or service courses from the Design program, transformation should consider relocating the program back to the Cheney campus.
Mathematics **(also in Quintiles 2 and 3)**	General education / service in Mathematics is a large and critical program to the institution. Due to its size and diverse role, this program is split over three quintiles. Math offers a number of BACRs and general education classes but also serves a variety of different programs across campus. The general education / service program in Mathematics would benefit from a renewed focus on meeting students where they are at and helping them to succeed in mastery of the material.
Political Science, International Affairs, and Public Administration	General education / service in Political Science, International Affairs, and Public Administration has good, but largely declining, SCH numbers in recent years. Therefore, the program should transform and consider opportunities to increase productivity and overall efficiency.
Wellness and Movement Sciences	General education / service in Wellness and Movement Sciences has good student interest that has declined in recent years. The program has identified opportunities for transformation by increasing physical activity/exercise options for semester programs. Considerations should also be made to create a more engaged and guided Fast Fitness experience given the importance of physical activity to student's overall well-being.

Quintile 4: College in the High School

Program	Comment
Africana Studies	College in the High School for Africana Studies has seen increased productivity in terms of SCH in the last couple of years. Further, these course offerings allow high school students to meet their diversity graduation requirements. Costs were not included in financial data summaries.
American Indian Studies	College in the High School for American Indian Studies has seen recent increased productivity in terms of SCH. Importantly, these course offerings expand high school students' understanding of Native American culture. Costs were not included in financial data summaries.
Biology	College in the High School for Biology has variable SCH from year-to-year. Biology predominantly serves schools in Central Washington; however, the number of schools who can participate are limited by teaching requirements. Costs were not included in financial data summaries.
Chemistry / Biochemistry	College in the High School for Chemistry / Biochemistry has moderate SCH productivity. However, faculty in this program note their preference to disengage with College in the High School due to the increased workload that takes away from EWU students. Further, there are concerns as to whether the rigor and curriculum with these courses in College in the High School help or hinder students' preparation as they matriculate into college. Costs were not included in financial data summaries.
Chicana/o/x Studies	College in the High School for Chicana/o/x Studies has seen a recent increase in SCH productivity that has stabilized. These course offerings provide an important diversity to their educational experience. Costs were not included in financial data summaries.
Communication Studies	College in the High School for Communication Studies has almost tripled SCH productivity since 2018-19 due to increased course offerings. Costs were not included in financial data summaries.
Computer Science	College in the High School for Computer Science generates lower SCH compared to other programs but offers students a unique opportunity to increase their education in this field. Costs were not included in financial data summaries.
English and Philosophy	College in the High School for English and Philosophy has high levels of SCH productivity to almost 80 high schools. Revenue from these courses helps support GSA positions to support EWU students, particularly in the composition courses. Costs were not included in financial data summaries.
Fine and Performing Arts	College in the High School for Fine and Performing Arts has variable SCH productivity from year-to-year. This smaller College in the High School program offers courses predominantly from the Music program. Costs were not included in financial data summaries.

Geosciences	College in the High School for Geosciences has seen increases in SCH productivity since 2019-20. This program serves 5 high schools and provides education towards important geoscience and diversity-related topics. Costs were not included in financial data summaries.
History, Anthropology and Modern Languages and Literatures	College in the High School for History, Anthropology, and Modern Languages and Literature has seen sustained growth in SCH productivity in recent years. This program is able to reach diverse groups of students including areas of south-central Washington. Costs were not included in financial data summaries.
Mathematics	College in the High School for Mathematics has good and stable SCH productivity. These course offerings allow high school students to complete the university proficiency requirement for math. Costs were not included in financial data summaries.
Mechanical Engineering	College in the High School for Mechanical Engineering saw a decline in SCH productivity in the 2021-22 academic year. This program offers computer aided design courses to high school students while also engaging in significant outreach with these schools and potential future EWU students. Costs were not included in financial data summaries.
Political Science	College in the High School for Political Science has seen an increase in SCH productivity in the 2021-22 academic year. This program has been involved with College in the High School for over a decade. Costs were not included in financial data summaries.
School of Education	College in the High School for the School of Education has lower SCH productivity compared to other programs. However, there are limited course offerings within this program explaining the lower generation of SCH. Costs were not included in financial data summaries.
School of Psychology	College in the High School for the School of Psychology has moderate SCH productivity. Further, two high schools that offer psychology classes within this program are on Native reservations, increasing the diverse reach of this program. Costs were not included in financial data summaries.
Wellness and Movement Sciences	College in the High School for Wellness and Movement Sciences has seen variable SCH productivity in recent years. Course offerings within this program included upper-division courses, which should be re-evaluated to ensure learning objectives and rigor can be achieved within the high school classroom. Costs were not included in financial data summaries.

Quintile 4: Clinics and Projects

Program	Comment
Dental Hygiene Clinic	The Dental Hygiene clinic supports students in the BS in Dental Hygiene program on the Spokane campus. The clinic is able to provide treatment and services to community members who cannot otherwise afford dental treatment. However, transformation would benefit the clinic by exploring the ability to create a strong clinical presence in Spokane wholly owned and managed by EWU.
Speech and Language Clinic	The Speech and Language Clinic supports students in the Communication Sciences and Disorders programs on the Spokane campus. The clinic offers assessment and treatment of communication disorders to community members, while also increasing the practical educational experience for students in the program. However, transformation would benefit the clinic by exploring the ability to create a strong clinical presence in Spokane wholly owned and managed by EWU.
Willow Springs Journal	The Willow Springs Journal provides strong opportunities for student engagement and EWU outreach. Graduates who have participated in the Willow Springs Journal have gone on to work for many other creative journals and magazines. However, transformation would benefit the journal by increasing opportunities to explore collaborations across campus and review the high amounts of release time that may contribute to the costs exceeding revenue generated.

Quintile 5: Disinvest in the Program

Quintile 5 indicates a recommendation for disinvestment in these allocated programs. According to the Dickeson-Goldstein SRA process, "Programs assigned to this category generally received low program scores. Consolidating or eliminating these programs will permit the redistribution of resources to targeted programs and/or will enhance the mission and academic performance of the university." In sum, 175 programs were allocated to Quintile 5 including 62 Bachelors programs, 30 graduate programs, 36 minors, 36 undergraduate or graduate certificates, 10 general education / service programs, 1 College in the High School program.

Of these programs, 46 indicated in their templates that the programs had been, or will be, discontinued. Approximately 32 programs were found to be duplicative or could merge with other programs to strengthen student interest, and 5 programs did not submit a template for review. Overall, Quintile 5 accounts for $9,640,043 of the academic budget of the institution and general education / service accounts for $4,054,536.

Quintile 5: Bachelor Programs

Program	Comment
BA in Art History	The BA in Art History program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BS in Applied Technology	The BS in Applied Technology has moderate student interest but is reliant on lecturers due to recent tenured faculty retirements. The current faculty also oversee a number of other programs in this field. Given the program's competition with established community college offerings, disinvestment in resources is recommended.
BAE in Biology Education - Secondary	The BAE in Biology Education - Secondary has low student interest as demonstrated by SCH and declaration numbers. Given the STEM teacher shortage, it is important to offer a strong and accessible program for future educators. As such, considerations could be made to merge this program with other BAE secondary science programs to create a single BAE in Science Education. Disinvestment in resources is recommended and reallocation of these resources should support science education.
BAE in Business and Marketing Education - Secondary	The BAE in Business and Marketing Education - Secondary has low student interest and graduation rates. This program is heavily reliant on adjunct faculty and the curriculum overlaps with degrees in Career and Technical Education. Disinvestment in resources is recommended.
BSB in Business Systems and Analytics	The BSB in Business Systems and Analytics has good, but declining SCH in recent years. EWU seems to have disproportionately more BSB programs for its size and the template did not distinguish strongly between programs. It seems considerations could be made for this to be a track within a general business degree and therefore, disinvestment in resources could occur.
BA in Chemistry / Biochemistry	The BA in Chemistry / Biochemistry has had low student interest for several years as many students choose the more traditional BS in Chemistry / Biochemistry program. Therefore, disinvestment is recommended.

BS in Chemistry / Biochemistry - Biochemistry	The BS in Chemistry / Biochemistry - Biochemistry has moderate student interest as demonstrated by SCH but declining declaration numbers. This high credit program may be considered for integration into the BS in Chemistry program as a track. Therefore, resources for this program would be disinvested.
BS in Chemistry / Biochemistry (Professional and Standard)	The BS in Chemistry / Biochemistry (Professional and Standard) has been discontinued due to the reorganization of the other Chemistry / Biochemistry programs.
BAE in Chemistry / Biochemistry Education - Secondary	The BAE in Chemistry / Biochemistry Education - Secondary has low student interest as demonstrated by SCH and declaration numbers. Given the STEM teacher shortage, it is important to offer a strong and accessible program for future educators. As such, considerations could be made to merge this program with other BAE secondary science programs to create a single BAE in Science Education. Disinvestment in resources is recommended and reallocation of these resources should support science education.
BA in Children's Studies - Option A (Cheney)	The BA in Children's Studies - Option A (Cheney) has good student interest. However, the template suggests that the Cheney option has decreased in popularity in recent years compared to the online offering. Therefore, disinvestment in resources is recommended for this program and allocation of resources to the online, non-AP program.
BA in Children's Studies - Option B (Cheney)	The BA in Children's Studies - Option B (Cheney) has good student interest. However, the template suggests that the face-to-face option has decreased in popularity in recent years compared to the online offering. Therefore, disinvestment in resources is recommended for this program and allocation of resources to the online, non-AP program.
BA in Communications (Online)	The BA in Communications (Online) has lower student interest as demonstrated by SCH and declaration numbers. This program was first offered in 2019 due to demand; however, this program duplicates an on-campus offering that shows greater success. For program continuation, increased student interest would be necessary and a reconsideration of release time. Therefore, it is suggested that resources be disinvested to right-size the program relative to productivity.
BSB in Data Analytics	The BSB in Data Analytics has moderate, but declining student interest as demonstrated by SCH and declaration numbers. This is one of several competing big data-focused programs, which are all under-resourced for success. Considerations should be made to combine the BSB in Data Analytics with the BS in Data Science to avoid dilution of student interest. As such, resources would be disinvested in the program that would be merged.
BS in Dental Hygiene Online Degree Completion	The BS in Dental Hygiene - Online Degree Completion program has moderate, but declining student interest in recent years. Further, this program is taught solely by adjunct faculty, which may impact the program's success. This program competes with the offering of BAS degrees taught at community colleges. As such, resources should be disinvested.

BAE in Early Childhood Education - PK-3rd	The BAE in Early Childhood Education - PK-3rd has good, but steeply declining student interest as demonstrated by SCH numbers. This program overlaps in its offerings with the BAE in Early Childhood / Special Education; however, the latter program increases students' marketability post-graduation. Disinvestment in resources is recommended.
BAE in Earth and Space Science - Secondary	The BAE in Earth and Space Science - Secondary has seen declining student interest in recent years. This is an important field given the STEM teacher shortage; however, the Earth and Space Science minor offers students a teaching endorsement. Therefore, this degree may be consolidated with the minor and resources for this program would be disinvested.
BA in Educational Studies	The BA in Educational Studies has low student interest as it often serves as an alternative route to graduation for students originally pursuing a BAE degree. Students also have the option of a BA in Interdisciplinary Studies; therefore, resources could be disinvested in this program.
BSB in Entrepreneurial Analytics	The BSB in Entrepreneurial Analytics program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BAE in Health and Physical Education - Elementary	The BAE in Health and Physical Education - Elementary has low student interest over some years. Further, this program duplicates the BAE in Health and Physical Education - Secondary as both routes certify students to teach pre-K through 12th grade. Disinvestment in resources is recommended.
BS in Health Informatics Technology and Management	The BS in Health Informatics Technology and Management program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BS in Health Psychology (Online)	The BS in Health Psychology (Online) is a non-AP, asynchronous online program with good student interest. However, inefficiencies are present with multiple course offerings that create redundancies. Therefore, disinvestment of resources could consider merging of the online and in-person program, which would allow for increased efficiency.
BS in Health Psychology (Bellevue)	The BS in Health Psychology (Bellevue) has moderate student interest and is offered at Bellevue College. In a time of modest resources, we should ensure continued success and allocation of resources to our Cheney and Spokane-based programs that serve our regional mission. Therefore, disinvestment in resources is recommended.
BS in Health Science (Online)	The BS in Health Science (Online) has good student interest as demonstrated by SCH and declaration numbers. However, the program is taught by adjunct faculty whose expertise does not seem to be in the subject area. Further, it seems that students could be better served in a different department. This program would be redundant if the academic calendar was not split between quarters and semesters. Therefore, disinvestment in resources is recommended for this program.
BA in Health Services Administration	The BA Health Services Administration has moderate and declining student interest as well as a low graduation rate. The program has a high credit load and demanding internship requirements, which may be negatively impacting student's progress to graduation. Disinvestment in resources is recommended.

BA in Health Services Administration: Long Term Care	The BA Health Services Administration in Long Term Care is not currently accepting students as the program is being revised based on PRD recommendations. Further, other options are available for students interested in long-term care at EWU. Therefore, disinvestment in resources is recommended.
BA in History	The BA in History has moderate, but declining student interest as demonstrated by SCH and declaration numbers. The program has undergone a number of modifications to review the curriculum; however, this program duplicates the stronger BA in History with Minor. Therefore, these programs could be combined and resources would be disinvested in this program given the strength of the other program.
BA in Interdisciplinary Studies: Africana Studies	The BA in Interdisciplinary Studies: Africana Studies has moderate but declining student interest as demonstrated by declaration numbers. Under new leadership, considerations should be made to combine all Interdisciplinary Studies programs into a single degree. Therefore, disinvestment in resources is recommended.
BA in Interdisciplinary Studies: Experiential Learning (Bellevue)	The BA in Interdisciplinary Studies: Experiential Learning (Bellevue) has had no recent student interest as demonstrated by SCH and declaration numbers. Under new leadership, considerations should be made to combine all Interdisciplinary Studies programs into a single degree. Further, in a time of modest resources, we should ensure continued success and allocation of resources to our Cheney and Spokane-based programs that serve our regional mission. Therefore, disinvestment in resources is recommended.
BA in Interdisciplinary Studies: Liberal Arts	The BA in Interdisciplinary Studies: Liberal Arts has seen decreases in student interest in recent years as demonstrated by SCH and declaration numbers. Under new leadership considerations should be made to combine all Interdisciplinary Studies programs into a single degree. Therefore, disinvestment in resources is recommended.
BA in Interdisciplinary Studies: Prior Learning	The BA in Interdisciplinary Studies: Prior Learning has had no recent student interest as demonstrated by SCH and declaration numbers. Under new leadership, considerations should be made to combine all Interdisciplinary Studies programs into a single degree. Therefore, disinvestment in resources is recommended.
BA in Interdisciplinary Studies: Social Sciences (Bellevue)	The BA in Interdisciplinary Studies: Social Sciences (Bellevue) has not been offered in recent years. Under new leadership, considerations should be made to combine all Interdisciplinary Studies programs into a single degree. Further, in a time of modest resources, we should ensure continued success and allocation of resources to our Cheney and Spokane-based programs that serve our regional mission. Therefore, disinvestment in resources is recommended.
BA in International Affairs with Minor	The BA in International Affairs with Minor has no student interest according to the data provided. As such, resources for this program could be disinvested and the program could be combined with the more popular and productive BA in International Affairs program.
BA in International Affairs Global Public Policy	The BA in International Affairs Global Public Policy program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.

BA in International Affairs Global Public Policy with Minor	The BA in International Affairs Global Public Policy with Minor program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BA in International Affairs Global Security Processes	The BA in International Affairs Global Security Processes program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BA in International Affairs Global Security Processes with Minor	The BA in International Affairs Global Security Processes with Minor program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BA in International Affairs Global Socioeconomic Policy	The BA in International Affairs Global Socioeconomic Policy program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BA in International Affairs Global Socioeconomic Policy with Minor	The BA in International Affairs Global Socioeconomic Policy with Minor program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BSB in International Business	The BSB in International business has moderate student interest and is lower compared to other business program options. There are a number of overlapping BSB degrees and therefore, the program should explore options to redesign and/or merge multiple curricular offerings into a single degree. As such, resources would be disinvested in this program.
BAE in Literacy, Reading and Writing - Secondary	The BAE in Literacy, Reading and Writing - Secondary has low student interest, particularly compared to the Elementary option. This program duplicates the BAE in Literacy, Reading and Writing - Elementary as both routes certify students to teach pre-K through 12th grade. Therefore, these programs could be merged into a single degree. Disinvestment in resources is recommended.
BS in Manufacturing Technology: DFM	The BS in Manufacturing Technology: DFM has low-to-moderate, and declining student interest as demonstrated by SCH and declaration numbers. This program is reliant on lecturers given tenured faculty retirements. This program should explore options to redesign and/or merge multiple curricula offerings in this area into a single degree. As such, resources for this program would be disinvested.
BS in Manufacturing Technology: Process	The BS in Manufacturing Technology: Process program has moderate student interest with a recent decline in SCH in the 2021-22 academic year. This program is reliant on lecturers given tenured faculty retirements. The program should explore options to redesign and/or merge multiple curricular offerings in this area into a single degree. As such, resources would be disinvested in this program.

BAE in Mathematics - Elementary	The BAE in Mathematics - Elementary has moderate and declining student interest as demonstrated by SCH and declaration numbers. Math education is an important field and a high demand area in the state. However, there is significant overlap (all but one course) between this program and the BAE in Mathematics - Elementary / Middle-Level program. Duplication of programs likely leads to dilution of student interest across programs. Therefore, disinvestment in resources for this program is recommended and resources should be allocated to other BAE in Mathematics programs.
BAE in Mathematics - Middle-Level	The BAE in Mathematics - Middle-Level has low and declining student interest as demonstrated by SCH and declaration numbers. Math education is an important field and a high demand area in the state. However, there is significant overlap (all but one course) between this program and the BAE in Mathematics - Elementary / Middle-Level program. Duplication of programs likely leads to dilution of student interest across programs. Therefore, disinvestment in resources for this program is recommended and resources should be allocated to other BAE in Mathematics programs.
BA in Music: Instrumental Performance	The BA in Music: Instrumental Performance has low-to-moderate, but declining, student interest and costs currently exceed revenue generated for this program. Without a strong plan in the template for improving student enrollment and increasing revenue, disinvestment in resources is recommended.
BA in Music: Musical Composition	The BA in Music: Musical Composition has moderate and declining student interest. Further, the program has low graduation rates and costs currently exceed revenue generated for this program. Therefore, disinvestment in resources is recommended.
BA in Music: Piano Performance	The BA in Music: Piano Performance has low-to-moderate student interest and costs currently exceed revenue generated for this program. Without a strong plan in the template for improving student enrollment and increasing revenue, disinvestment in resources is recommended.
BA in Music: Vocal Performance	The BA in Music: Vocal Performance has low student interest and costs currently exceed revenue generated for this program. Without a strong plan in the template for improving student enrollment and increasing revenue, disinvestment in resources is recommended.
BA in Musical Theatre	The BA in Musical Theatre program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BA in Outdoor Recreation Leadership	The BA in Outdoor Recreation Leadership program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BA in Philosophy	The BA in Philosophy has moderate, but declining student interest as demonstrated by SCH and declaration numbers. The program duplicates the stronger BA in Philosophy with Minor. Therefore, these programs could be combined and resources would be disinvested in this program given the strength of the other program.

BA in Physics	The BA in Physics has had low student interest for several years as many students choose the more traditional BS in Physics program. Therefore, disinvestment is recommended.
BAE in Physics Education - Secondary	The BAE in Physics Education - Secondary has low student interest as demonstrated by SCH and declaration numbers. Given the STEM teacher shortage, it is important to offer a strong and accessible program for future educators. As such, considerations could be made to merge this program with other BAE secondary science programs to create a single BAE in Science Education. Disinvestment in resources is recommended and reallocation of these resources should support science education.
BA in Political Science	The BA in Political Science has lower and declining student interest. This program serves students with an interest in legal or governmental careers. However, this program duplicates the BA in Political Science with Minor, which has stronger student interest. Therefore, these programs could be combined and resources would be disinvested in this program given the strength of the other program.
BA in Psychology (Bellevue)	The BA in Psychology (Bellevue) has strong but declining student interest as demonstrated by SCH numbers. In a time of modest resources, we should ensure continued success and allocation of resources to our Cheney and Spokane-based programs that serve our regional mission. The BA in Psychology could explore opportunities to offer an online program to increase accessibility to a broad array of students. Disinvestment in resources for the program in its current form is recommended.
BS in Public Health	The BS in Public Health program was submitted as "planned to be discontinued" as it has been on hiatus since Winter 2023 due to lack of faculty and declining student interest. As such, it is recommended that resources are disinvested.
BA in Recreation and Tourism Management	The BA in Recreation and Tourism Management program was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BAE in Social Studies Education Elementary	The BAE in Social Studies Education Elementary has low student interest over time and is not endorsable. Instead, the Social Studies Secondary BA would allow students to teach in the same areas.
BA in Spanish	The BA in Spanish program is one of several Spanish programs at EWU. Spanish, in general, is recognized as important to the institution (particularly in its pursuit of becoming a Hispanic-serving Institution). However, the BA in Spanish has lower student interest than other duplicate degree offerings such as the BA in Spanish with Minor. Therefore, the recommendation is to disinvest in the BA Spanish.
BAE in Spanish Education - Elementary	The BAE in Spanish Education - Elementary has low student interest over some years. Further, this program no longer offers students the opportunity for a major endorsement. Given the duplication of course content with the BAE in Spanish Education - Secondary, these programs could be merged to offer a single degree. Disinvestment in resources is recommended.

Program	Comment
BFA in Studio Art	The BFA in Studio Art program has moderate student interest but that is generally lower than the BA in Studio Art. This program may consider merging with the BA in Studio Art to avoid dilution of student interest and increase efficiency. Therefore, the recommendation would be to disinvest in the BFA in Studio Art and allocate resources to the BA in Studio Art.
BA in Therapeutic Recreation	The BA in Therapeutic Recreation program has moderate, but rapidly declining student interest as demonstrated by SCH and declaration numbers. The program currently has no dedicated faculty and has stopped admitting students. Therefore, disinvestment in resources is recommended with the hope that this program can be re-established in the future.

Quintile 5: Graduate Programs

Program	Comment
MA in Advanced Addiction Therapies	The MA in Advanced Addiction Therapies has lower student interest and is heavily reliant on adjunct faculty and PTOL. Further, it appears to compete with other graduate programs and does not lead to any additional credentials. Therefore, the recommendation is to disinvest resources.
MBA in Business Administration	The MBA in Business Administration program was discontinued in the 2021-22 academic year; therefore, it was considered for disinvestment of resources.
MBA in Accounting Dual Degree	The MBA Accounting Dual Degree has had no student interest in recent years as demonstrated by SCH and declaration numbers. Therefore, disinvestment in resources is recommended.
MBA with Accounting Concentration	The MBA with Accounting Concentration has good student interest but the template did not differentiate this program from other MBA degrees. Further, it is not clear as to the necessity of this program when a Masters of Professional Accounting exists. In addition, delivery of this program is highly reliant on adjunct faculty. Therefore, disinvestment in resources is recommended.
MA in Child Life (Cheney)	The MA in Child Life (Cheney) program template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
MS in Communications (Organizational)	The MS in Communication (Organizational) program template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
MS in Counseling: School Counseling	The MS in Counseling: School Counseling program template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
MFA in Creative Writing: Non-Fiction	The MFA in Creative Writing Non-Fiction program template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.

MS in Cultural Communication	The MS in Cultural Communication program template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
MS in Dental Hygiene	The MS in Dental Hygiene program template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
MEd in Educational Foundations	The MEd in Educational Foundations program is not currently being offered due to lack of student interest. For this reason, disinvestment in resources is recommended.
MEd in Educational Leadership with Principal Certificate	The MEd in Educational Leadership with Principal Certificate has good student interest but duplicates other program offerings (e.g., MEd in Educational Leadership and Graduate Principal Certificate), which can dilute student interest. Further, this program has high operating expenses and is heavily reliant on adjunct faculty. Therefore, disinvestment in resources is recommended.
MA in English: Literature and Writing	The MA in English: Literature and Writing program template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
MA in English: Rhetoric and Technical Communication	The MA in English: Rhetoric and Technical Communication program template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
MBA with Finance Concentration	The MBA with Finance Concentration has strong student interest but the template did not differentiate this program from other MBA degrees. Uncontrolled growth, due to the AP model, has resulted in the program being heavily dependent on adjunct faculty. Therefore, disinvestment in resources is recommended.
MEd in Health and Physical Education	The MEd in Health and Physical education has lower student interest than the more flexible graduate certificate. This program is heavily reliant on adjunct faculty and PTOL for course instruction. Therefore, the recommendation is to focus on the certificate and disinvest resources from the MEd in Health and Physical Education.
MBA in Health Services Administration	The MBA in Health Services Administration has strong student interest but the template did not differentiate this program from other MBA degrees. The HSAD portion of the curriculum is staffed by a lecturer and an instructor. However, uncontrolled growth, due to the AP model, has resulted in the program being heavily dependent on adjunct faculty. Therefore, disinvestment in resources is recommended.
MA in History (Cheney)	The MA in History (Cheney) program template was submitted as 'planned to be discontinued'; therefore, it was considered for disinvestment of resources.
MS in Instructional Communication	The MS in Instructional Communication program template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
MA in Interdisciplinary Studies	The MA in Interdisciplinary Studies program has no recent student interest as demonstrated by SCH and declaration numbers. Further, there is no clear path to a degree. In general, the task force did not endorse a MA in Interdisciplinary Studies as a "safety net" for students who could not succeed in other graduate programs. Therefore, disinvestment in resources is recommended.

MS in Interdisciplinary Studies	The MS in Interdisciplinary Studies program has no recent student interest as demonstrated by SCH and declaration numbers. Further, there is no clear path to a degree. In general, the task force did not endorse a MS in Interdisciplinary Studies as a "safety net" for students who could not succeed in other graduate programs. Therefore, disinvestment in resources is recommended.
MBA in International Business	The MBA in International Business has moderate student interest but the template did not differentiate this program from other MBA degrees. Uncontrolled growth, due to the AP model, has resulted in the program being heavily dependent on adjunct faculty. Therefore, disinvestment in resources is recommended.
MA in Music	The MA in Music program template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
MS in Organizational Leadership	The MS in Organizational Leadership program has good student interest but has a large allocation of director release time. The template for the MS in Organizational Leadership indicated that it was run out of the CPP Dean's Office. According to AP 303-35 1-2, all programs should be managed in an academic department. Its financial soundness, size appropriateness of cohort relative to dedicated faculty, and lack of academic department sponsor all present problems and therefore, disinvestment in resources is recommended
MCS in Professional Computer Science	The MCS in Professional Computer Science program template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
MPA in Public Administration	The MPA in Public Administration has moderate but declining student interest. This program has considered increased online and/or hybrid options, which may benefit increased student recruitment and program flexibility. However, in its current form, disinvestment in resources is recommended.
MPH of Public Health	The MPH in Public Health has high student interest but unmanaged growth relative to CEPH accreditation recommendations for faculty-to-student ratios. Further, this program is delivered through the AP model and there is currently no on-campus faculty presence. As such, there is a lack of engagement with the community, the institution, and undergraduate students as is expected by the university mission. This program also has high expenses in part due to large amounts of release time. Therefore, disinvestment in resources is recommended.
MSW in Social Work (Everett)	The MSW in Social Work (Everett) has good and stable student interest but requires faculty to teach in two different parts of the state. In a time of more modest resources, EWU needs to decide whether it wants to continue westside programs. This program does not seem to serve the regional mission of EWU and resources should be disinvested from this program.
MEd in Teaching English to Speakers of Other Languages	The MEd in Teaching English to Speakers of Other Languages program has low student interest and is duplicative of the MEd in English Language Learning. This program also lacks permanent, tenure-track faculty. Therefore, disinvestment in resources is recommended.

MS in Technological Communications	The MS in Technological Communications program template was submitted as "discontinued"; therefore, was considered for disinvestment of resources.

Quintile 5: Minors

Program	Comment
Aging Studies	The Aging Studies minor has low student interest as demonstrated by SCH and declaration numbers. Further, this program is largely delivered by adjunct faculty and there is an overlap of offerings with the BA Certificate in Aging Studies. Therefore, disinvestment in resources is recommended.
Applied Developmental Psychology	The Applied Developmental Psychology minor has moderate but declining student interest as demonstrated by SCH production. Further, the minor has a low graduation rate and competes with the stronger, more flexible, Psychology minor. Therefore, disinvestment in resources is recommended.
Applied Technology	The Applied Technology minor has low student interest as demonstrated by SCH and declaration numbers. Further, this program is completely reliant on lecturers for delivery and leadership. Given the large number of offerings in this area, faculty should consider realigning options relative to the size of the program. As such, disinvestment of resources is recommended for this program.
Archaeology	The Archaeology minor has low student interest as indicated by SCH and declaration numbers. This program does offer a credential for students; however, there may be considerations for merging this minor into the stronger Anthropology minor as a distinct track. Disinvestment in resources is recommended.
Art History	The Art History minor program lacks a dedicated faculty in both the major and minor. However, the new Visual Culture minor provides more options for students. Therefore, the recommendation is to disinvest in the Art History minor and invest in the new Visual Culture minor.
Biology Education - Secondary	The Biology Education - Secondary minor has no student interest according to the SCH and declaration data provided. Further, the minor has a very high credit requirement that limits accessibility to students. Therefore, disinvestment in resources is recommended.
Business Analytics	The Business Analytics minor has low SCH and a declining number of declarations. Further, this minor has a number of hidden prerequisite courses, which may limit accessibility for students. Therefore, disinvestment in resources is recommended.
Computer Information Systems	The Computer Information Systems minor has low student interest as demonstrated by SCH and declaration numbers. This minor has a high credit requirement when considering prerequisite courses. Disinvestment in resources is recommended.
Construction Management	The Construction Management minor has low student interest as demonstrated by declaration numbers, while also being completely reliant on lecturers. Given the large number of offerings in this area, faculty should consider realigning options relative to the size of the program. As such, disinvestment of resources is recommended for this program.

Corporate Training	The Corporate Training minor program has no student interest according to SCH and declaration numbers. Further, this minor is reliant on adjunct faculty for course instruction. Disinvestment in resources is recommended.
Data Analytics	The Data Analytics minor has moderate student interest but lacks dedicated faculty to deliver courses and provide leadership to this program. Number of declarations has declined by approximately 70% in recent years. Therefore, disinvestment in resources is recommended.
Digital Entrepreneurship Development	The Digital Entrepreneurship Development minor template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
Digital Entrepreneurship Experience	The Digital Entrepreneurship minor template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
Early Childhood Education	The Early Childhood Education minor has low-to-moderate student interest; however, this minor does not provide an endorsement. There are a large number of minors / endorsements that serve this area and should be considered for consolidation. Therefore, disinvestment in resources is recommended.
General Education Economics	The General Education Economics minor template was submitted as "discontinued" and therefore, was considered for disinvestment of resources.
Mathematics - Elementary	The Mathematics - Elementary minor has low student interest as demonstrated by declaration numbers. Further, there is considerable overlap between this minor and the other Mathematics Education minors. Therefore, the program should consider focusing on the stronger minor and disinvest resources in this minor that has lower productivity.
Environmental Chemistry	The Environmental Chemistry minor template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
Film - General	The Film - General minor has low-to-moderate student interest. This program has a high credit requirement, which may limit accessibility to students. Further, given the number of film minors, the program could explore merging these minors into a single program to increase efficiency. Therefore, disinvestment in resources is recommended.
French	The French minor template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
Geography	The Geography minor has good student interest and is a program that approaches important and timely issues. However, given the recent department merger there may be opportunities to merge the Geography minor with the Geology minor to form a new Geosciences minor. Disinvestment in resources is recommended.
German	The German minor template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
History Education	The History Education minor has low student interest with a significant decline in declaration numbers. This minor satisfies the requirements for a history endorsement; however, they are other programs at the institution that can meet this need. Therefore, disinvestment in resources is recommended.

Industrial / Organizational Psychology	The Industrial / Organizational Psychology minor has low student interest and seems to be redundant to the stronger, and flexible, Psychology minor. Further, there are no faculty dedicated to the leadership of this minor. Therefore, disinvestment in resources is recommended.
Information Security Management	The Information Security Management template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
International Business	The International Business minor has good, but declining, student interest and low graduation rates. Further, this program lacks dedicated faculty to lead and teach within this program. This minor also has a high credit requirement when considering prerequisite courses. Therefore, disinvestment in resources is recommended.
Library Media	The Library Media program template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
Literature	The Literature minor has low student interest as demonstrated by SCH and declaration numbers. This program was redesigned in 2020; however, there are several options for English-related minors that could be consolidated into one or more flexible minors. Therefore, disinvestment in resources is recommended.
Management Information Systems	The Management Information Systems minor has good, but declining student interest as demonstrated by declaration and graduation numbers. The template did not strongly distinguish this minor from other business-related programs. Therefore, disinvestment in resources is recommended.
Mathematics - Secondary	The Mathematics - Secondary minor has no student interest according to the data provided. Further, this minor is largely inaccessible to students due to the very high credit requirement that is almost equivalent to a major when considering prerequisites. Therefore, disinvestment in resources is recommended.
Natural Science - Elementary	The Natural Science - Elementary minor has low student interest as demonstrated by SCH and declaration numbers. Further, this program does not provide an endorsement for students. Therefore, disinvestment in resources is recommended.
Natural Science - Secondary	The Natural Science - Secondary minor has low student interest as demonstrated by SCH and declaration numbers. Further, this program does not provide an endorsement for students. Therefore, disinvestment in resources is recommended.
Personal Training	The Personal Training minor template was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
Physics	The Physics minor has very low student interest that has steeply declined (~90%) in recent years. Further, lack of flexibility in the minor may limit accessibility for students. Therefore, resources should be disinvested.

Physics Education - Secondary	The Physics Education - Secondary minor has low and declining student interest as demonstrated by SCH and declaration numbers. Further, the template did not provide specific information relative to the continued support of this program. Therefore, disinvestment in resources is recommended.
Screenwriting	The Screenwriting minor has moderate student interest as demonstrated by SCH and declaration numbers. However, this minor has a high credit requirement and utilizes a cohort model, which may limit accessibility for students. Further, given the number of film minors, the program could explore merging these minors into a single program to increase efficiency. Therefore, disinvestment in resources is recommended.
Urban and Regional Planning	The Urban and Regional Planning minor has low student interest and program costs currently exceed revenue generated. Further, the location of this minor on the Spokane campus may have barriers for accessibility for students. Disinvestment in resources is recommended until a plan for increasing student recruitment and retention is established.

Quintile 5: Undergraduate and Graduate Certificates

Program	Comment
Masters Certificate in Big Data	The Master Certificate in Big Data template was submitted as "discontinued" and therefore, was considered for disinvestment of resources.
Masters Certificate in Career and Technical Education	The Masters Certificate in Career and Technical Education has moderate student interest but is heavily reliant on adjunct faculty to deliver this endorsable graduate certificate. Further, this program is duplicative of undergraduate offerings. Therefore, disinvestment in resources is recommended.
BA Certificate in Child and Family Support	The BA Certificate in Child and Family Support template was submitted as "discontinued" and therefore, was considered for disinvestment of resources.
BA Certificate in Cisco Network Cert 1	The BA Certificate in Cisco Network 1 program has no student interest according to the SCH and declaration numbers provided. Further, the curriculum for this program is not determined by faculty and similar programs are offered at community colleges. Therefore, disinvestment in resources is recommended.
Masters Certificate in College Instruction	The Masters Certificate in College Instruction has been offered under the AP model since 2018 and has moderate student interest. However, this program is heavily reliant on adjunct faculty and PTOL. Further, the program would be beneficial to our regional campus students but is inaccessible. Therefore, disinvestment in resources is recommended.
BA Certificate in Community Engagement	The BA Certificate in Community Engagement template was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
Masters Certificate in Computer Graphics and Visualization	The Masters Certificate in Computer Graphics and Visualization template was submitted as " discontinued" and therefore, was considered for disinvestment of resources.

BA Certificate in Corporate Training	The BA Certificate in Corporate Training program has no student interest according to the data provided. Further, this program is taught completely by adjunct faculty. Therefore, disinvestment of resources is recommended.
Post Masters Certificate in Counseling (Psychology)	The Post Masters Certificate in Counseling (Psychology) template was submitted as "discontinued" and therefore, was considered for disinvestment of resources.
BA Certificate in Critical Cultural Competency	The BA Certificate in Critical Cultural Competency template was submitted as "planned to be discontinued" and therefore, was considered for disinvestment of resources.
BA Certificate in Digital Geoarchaeology	The BA Certificate in Digital Geoarchaeology is a new program that was first offered in the 2021-22 academic year and has seen low student interest. Further, this program duplicates other offerings across the institution and does not seem to be a strong fit for the current department. Disinvestment in resources is recommended.
Masters Certificate in Embedded Systems	The Masters Certificate in Embedded Systems template was submitted as "discontinued" and therefore, was considered for disinvestment of resources.
Masters Certificate in English Language Learning	The Masters Certificate in English Language Learning is a new program that was first offered in the 2021-22 academic year but with low initial student interest. Although this program can provide an endorsement it duplicates the BA Certificate in English as a Second Language. Therefore, disinvestment in resources is recommended to decrease redundancy.
Masters Certificate in Health Services Administration	The Masters Certificate in Health Services Administration has moderate student interest and was initially offered in the 2019-20 academic year. This program is housed under the AP model and relies on adjunct faculty to teach and staff to advise in this program. This program duplicates similar MBA programs without providing additional certification. Therefore, disinvestment in resources is recommended.
BA Certificate in Leadership	The BA Certificate in Leadership has good student interest but declining declaration numbers. Further, the program seems to lack focus and has a broad, eclectic curriculum. Disinvestment in resources is recommended.
Masters Certificate in Library Media	The Masters Certificate in Library Media is a new program that was first offered in the 2021-22 academic year. This program is offered under the AP model and does not have dedicated tenure-track faculty teaching the curriculum. This program has significant overlap with the MEd in Library Media and therefore, disinvestment in resources is recommended for the certificate.
Masters Certificate in Literacy	The Masters Certificate in Literacy has good student interest and is a program that was shifted from in-person to an online format under the AP model. As such, the program is heavily reliant on PTOL and adjunct faculty with no dedicated tenure-track faculty teaching its curriculum. Therefore, given the program cannot be offered within current resources, disinvestment in resources is recommended.

BA Certificate in Lower Elementary Mathematics	The BA Certificate in Lower Elementary Mathematics program has no student interest according to SCH and declaration numbers. Further, this minor is not endorsable. Therefore, disinvestment in resources is recommended. has a trend of no student interest.
Masters Certificate in Middle Level Mathematics	The Masters Certificate in Middle Level Mathematics program has not been offered for several years. Therefore, we recommend disinvesting resources from this program.
Masters Certificate in Modeling and Simulation	The Masters Certificate in Modeling and Simulation template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
Masters Certificate in Network Security	The Masters Certificate in Network Security template was submitted as "discontinued"; therefore, was considered for disinvestment of resources.
Masters Certificate in Parallel and Cloud Computing	The Masters Certificate in Parallel and Cloud Computing template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
Masters Certificate in Program Administrator Credential	The Masters Certificate in Program Administrator Credential template was submitted as "discontinued"; therefore, it was considered for disinvestment of resources.
Masters Certificate in Program Evaluation	The Masters Certificate in Program Evaluation has moderate student interest but is run out of the CPP Dean's Office. According to AP 303-35 Chapter 1-2, all programs should be managed in an academic department. This program is new and was first offered in the 2021-22 academic year but relies on PTOL for teaching. Further, the costs currently exceed the revenue generated for this program. Therefore, disinvestment in resources is recommended.
Masters Certificate in Public Health	The Masters Certificate in Public Health has good students interested and is a relatively new program that was first offered in the 2019-20 academic year. This asynchronous program is offered under the AP model and does not have faculty with an on-campus presence. As such, there is a lack of engagement with the community, the institution, and undergraduate students as is expected by the university mission. This program also has high expenses in part due to large amounts of release time. Therefore, disinvestment in resources is recommended.
BA Certificate in Public Policy and Administration	The BA Certificate in Public Policy and Administration did not submit a template. Therefore, it was considered for a disinvestment of resources.
BA Certificate in Remote Sensing	The BA Certificate in Remote Sensing program is a new program that was first offered in the 2021-22 academic year with low initial student interest. Further, this program is duplicative of other GIS-focused programs. Therefore, disinvestment in resources is recommended.
BA Certificate in River Studies and Leadership	The BA Certificate in River Studies and Leadership program did not submit a template. Therefore, it was considered for a disinvestment of resources.
BA Certificate in Social-Emotional Learning for Educational Equity	The BA Certificate in Social-Emotional Learning for Educational Equity program was not in the academic catalog for the 2021-22 academic year. Therefore, disinvestment of resources is recommended.

Masters Certificate in Social-Emotional Learning for Educational Equity	The Masters Certificate in Social-Emotional Learning for Educational Equity program is a duplicative program with no student interest. Therefore, it was considered for a divestment from resources.
Masters Certificate in Special Education	The Masters Certificate in Special Education is an endorsable program with good student interest but relies on the AP model for delivery. This leads this program to be highly reliant on adjunct faculty and PTOL. Further, this program is duplicative of similar undergraduate offerings that could meet the increased regional demand. Therefore, disinvestment in resources for this program is recommended.
Masters Certificate in Teaching English to Speakers of Other Languages	The Masters Certificate in Teaching English to Speakers of Other Languages is a new program that was first offered in the 2021-22 academic year but with low initial student interest. This program largely duplicates the associated MEd program, the graduate English Language Learners program and the BA Certificate in English as a Second Language. Therefore, disinvestment in resources is recommended to decrease redundancy.
Masters Certificate in Teaching of Writing	The Masters Certificate in Teaching of Writing template was submitted as "planned to be discontinued"; therefore, it was considered for disinvestment of resources.
Masters Certificate in Tribal Planning	The Tribal Planning Master's Certificate program did not submit a template. Therefore, it was considered for disinvestment of resources.
BA Certificate in Wetlands Science and Management	The BA Certificate Wetlands Science and Management program did not submit a template. Therefore, it was considered for disinvestment of resources.

Quintile 5: General Education / Service

Program	Comment
CHSPH Dean's Office	General education / service in the CHSPH Dean's Office does not follow AP 303-35 Chapter 1-2, which states that all programs should be managed in an academic department. We recommend disinvestment in programs not housed in academic departments.
Core of CAHSS	General education / service in the Core of CAHSS program does not follow AP 303-35 Chapter 1-2, which states that all programs should be managed within an academic department. Further, this program lacks instructor stability. We recommend disinvestment in programs not housed in academic departments and programs without stable faculty presence.
CPP Dean's Office	General education / service in the CPP Dean's Office does not follow AP 303-35 Chapter 1-2, which states that all programs should be managed in an academic department. We recommend disinvestment in programs not housed in academic departments.
Dental Hygiene	General education / service in the Dental Hygiene program primarily provides services courses to related majors. Therefore, it was considered a lower priority general education / service program as discussed under "Decision Making Process."

Program	Comment
Mechanical Engineering and Technology	General education / service in the Mechanical Engineering and Technology program primarily provides services courses to related majors. Therefore, it was considered a lower priority general education / service program as discussed under "Decision Making Process."
Military Science	General education / service in the Military Science program primarily provides services courses to related majors. Therefore, it was considered a lower priority general education / service program as discussed under "Decision Making Process."
Occupational Therapy	General education / service in Occupational Therapy provides important offerings for students hoping to pursue a graduate degree in Occupational Therapy. However, this program's offerings are limited to a smaller group of students reducing its productivity compared to other general education / service programs and as such, is placed into Disinvest.
Public Health and Health Administration	General education / service in the Public Health and Health Administration program primarily provides services courses to related majors. Therefore, it was considered a lower priority general education / service program as discussed under "Decision Making Process."
School of Accounting	General education / service in the School of Accounting primarily provides services courses to Business programs rather than to larger student constituents on campus. Therefore, it was considered a lower priority general education / service program as discussed under "Decision Making Process."
School of Business	General education / service in the School of Business has low net to overall cost. Further, the School of Business primarily provides services courses to other Business programs rather than to larger student constituents on campus. Therefore, it was considered a lower priority general education / service program as discussed under "Decision Making Process."

Quintile 5: College in the High School

Program	Comment
Core Behavioral and Sciences	The Core Behavioral and Science College in the High School program did not submit a template for their program. Therefore, it was considered for disinvestment of resources.

Quintile X: Programs Not Evaluated

A handful of programs, as well as all grants, were not evaluated in this report. Aside from grants, which are explained above, programs were not evaluated for several reasons. The majority of these programs were not in the academic catalog during the evaluation period. These programs are outlined below for transparency.

Quintile X: Bachelor Programs

Program	Comment
BS in Electrical and Computer Engineering	One of the templates for the BS in Electrical and Computer Engineering was not evaluated as duplicate templates were provided.

Quintile X: Graduate Programs

Program	Comment
EdD in Educational Leadership: P-12 with Initial Superintendent Credential	The EdD in Educational Leadership: P-12 with Initial Superintendent Credential was not evaluated as the program was not in the academic catalog at the time of review.
MEd in Educational Leadership with Program Administrator Credential	The MEd in Educational Leadership with Program Administrator Credential was not evaluated as the program was not in the academic catalog at the time of review.
MS in Psychometry	The MS in Psychometry was not evaluated as the program was not offered in the 2021-22 academic year.
MCMP in Urban and Regional Planning	The MCMP in Urban and Regional Planning was not evaluated as its first offering was in the 2023-24 academic year.

Quintile X: Minors

Program	Comment
Trauma-Informed Practices for Educators	The Trauma-Informed Practices for Educators minor was not evaluated as the program was not in the academic catalog at the time of review.
Wildfire Science and Management Minor	The Wildfire Science and Management Minor was not evaluated as this program does not exist.

Quintile X: Undergraduate and Graduate Certificates

Program	Comment
BA Certificate in Disability Studies (Online)	The BA Certificate in Disability Studies (Online) was not evaluated as this program does not exist.
Masters Certificate in Disability Studies (Online)	The Masters Certificate in Disability Studies (Online) was not evaluated as this program does not exist.
Masters Certificate in Early Childhood Education	The Masters Certificate in Early Childhood Education was not evaluated as the program was not in the academic catalog at the time of review.
Masters Certificate in Educational Leadership with Program Administrator Credential	The Masters Certificate in Educational Leadership with Program Administrator Credential was not evaluated as the program was not in the academic catalog at the time of review.
BA Certificate in Experiential Learning	The BA Certificate in Experiential Learning was not evaluated as the program was not given the opportunity to submit a template as the program was allocated to the incorrect department (i.e., Interdisciplinary Studies instead of Wellness and Movement Sciences).
Masters Certificate in Health and Physical Education	The Masters Certificate in Health and Physical Education was submitted in duplicate by two separate colleges. Therefore, one template was not reviewed.

Quintile X: General Education / Service

Program	Comment
Stray HAMLL	A group of stray HAMLL credits were not evaluated in terms of general education / service as the credits were allocated to another department as a function of the college reorganization.

Quintile X: Clinics and Projects

Program	Comment
RIDE	RIDE was not evaluated as it is not an academic program that is led by EWU, instead it is run out of the University of Washington.

Quintile X: Grants

No comments are provided for grants as they were not reviewed. However, in recognition of the work of all faculty and staff who have led projects that have resulted in extensive grant funding, the list of programs/departments are provided for your review.

CAHSS	CHSPH	CPP	CSTEM
Chicana/o/x Studies	Communication Sciences and Disorders	Child Welfare Training and Advancement	Biology
Fine and Performing Arts	Dental Hygiene	School of Accounting	Chemistry / Biochemistry and Physics
History, Anthropology, and Modern Languages and Literature	Public Health and Health Administration	School of Business	Geosciences
Political Science and Public Policy	Wellness and Movement Sciences	School of Education	Mathematics
		School of Psychology	Mechanical Engineering and Technology
		School of Social Work	

QUINTILES PLACEMENTS BY COLLEGE AND DEPARTMENT

College of Arts, Humanities, and Social Sciences

College	Department	Discipline	Program	Quintile
CAHSS	Africana Studies	Africana Studies	Minor	1
CAHSS	Africana Studies	Africana Studies: College in the High School	College in the High School	4
CAHSS	Africana Studies	Diversity and Inclusion	BA Certificate	2
CAHSS	Africana Studies	Africana Education	General Education / Service	2
CAHSS	American Indian Studies	American Indian Studies	College in the High School	4
CAHSS	American Indian Studies	Indian Studies	Minor	1
CAHSS	American Indian Studies	American Indian Studies	General Education / Service	3
CAHSS	Chicana/o/x Studies	Chicana/o/x Studies	Minor	1
CAHSS	Chicana/o/x Studies	Chicana/o/x Studies	College in the High School	4
CAHSS	Chicana/o/x Studies	Chicana/o/x Studies: Grants	Grants	X
CAHSS	Chicana/o/x Studies	Chicana/o/x Education	General Education / Service	3

CAHSS	Communication Studies	Communication Studies	General Education / Service	3
CAHSS	Communication Studies	Communications (Cheney)	Bachelor of Arts	2
CAHSS	Communication Studies	Communications (Cultural Communication)	Master of Science	5
CAHSS	Communication Studies	Communications (Instructional Communication)	Master of Science	5
CAHSS	Communication Studies	Communications (Online)	Bachelor of Arts	5
CAHSS	Communication Studies	Communications (Organizational)	Master of Science	5
CAHSS	Communication Studies	Communications (Public Relations)	Bachelor of Arts	1
CAHSS	Communication Studies	Communications (Technological Communication)	Master of Science	5
CAHSS	Communication Studies	Communications Studies	Minor	3
CAHSS	Communication Studies	Communications Studies	College in the High School	4
CAHSS	Communication Studies	Leadership	BA Certificate	5
CAHSS	Core Behavioral and Science Courses	Core Behavioral and Science	College in the High School	5
CAHSS	Core Behavioral and Science Courses	Core of CAHSS	General Education / Service	5

CAHSS	Economics	Economics	Bachelor of Science	2
CAHSS	Economics	Economics	Minor	1
CAHSS	Economics	Economics	General Education / Service	1
CAHSS	Economics	Economics	Bachelor of Arts	4
CAHSS	Economics	Economics	General Education Economics (Minor)	5
CAHSS	English and Philosophy	Applied Ethics / Practical Philosophy	BA Certificate	4
CAHSS	English and Philosophy	Teaching of Writing	Masters Certificate	5
CAHSS	English and Philosophy	Creative Writing	Bachelor of Arts	2
CAHSS	English and Philosophy	Creative Writing	Minor	3
CAHSS	English and Philosophy	Creative Writing: Fiction	Master of Fine Arts	3
CAHSS	English and Philosophy	Creative Writing: Non-Fiction	Master of Fine Arts	5
CAHSS	English and Philosophy	Creative Writing: Poetry	Master of Fine Arts	3
CAHSS	English and Philosophy	English and Philosophy: English	General Education / Service	1

CAHSS	English and Philosophy	English and Philosophy	College in the High School	4
CAHSS	English and Philosophy	English Education	Bachelor of Arts in Education	2
CAHSS	English and Philosophy	English Secondary	Minor	4
CAHSS	English and Philosophy	English Studies	Bachelor of Arts: Option	2
CAHSS	English and Philosophy	English: Literature and Writing	Master of Arts	5
CAHSS	English and Philosophy	Humanities	Minor	4
CAHSS	English and Philosophy	Journalism	Minor	1
CAHSS	English and Philosophy	Linguistics	Minor	4
CAHSS	English and Philosophy	Literature	Minor	5
CAHSS	English and Philosophy	English: Rhetoric and Technical Communication	Master of Arts	5
CAHSS	English and Philosophy	Philosophy	Bachelor of Arts: Option	5
CAHSS	English and Philosophy	Philosophy	Minor	2
CAHSS	English and Philosophy	Philosophy with Minor	Bachelor of Arts: Option	2

CAHSS	English and Philosophy	Religious Studies	Minor	4
CAHSS	English and Philosophy	Technical Communication	Bachelor of Arts	4
CAHSS	English and Philosophy	Technical Communication	Minor	4
CAHSS	English and Philosophy	Willow Springs	Project	4
CAHSS	Fine and Performing Arts	Art History	Bachelor of Arts	5
CAHSS	Fine and Performing Arts	Art History	Minor	5
CAHSS	Fine and Performing Arts	Film and Digital Media	Bachelor of Arts	2
CAHSS	Fine and Performing Arts	Film General	Minor	5
CAHSS	Fine and Performing Arts	Film Studies	Minor	4
CAHSS	Fine and Performing Arts	Fine and Performing Arts	General Education / Service	2
CAHSS	Fine and Performing Arts	Fine and Performing Arts: General Education	College in the High School	4
CAHSS	Fine and Performing Arts	Fine and Performing Arts: Grants	Grants	5
CAHSS	Fine and Performing Arts	Instrumental Performance	Bachelor of Music: Option	5

CAHSS	Fine and Performing Arts	Music	Bachelor of Arts	4
CAHSS	Fine and Performing Arts	Music	Minor	4
CAHSS	Fine and Performing Arts	Music	Master of Arts	5
CAHSS	Fine and Performing Arts	Music Composition	Bachelor of Music: Option	5
CAHSS	Fine and Performing Arts	Music Education	Bachelor of Music Education	4
CAHSS	Fine and Performing Arts	Music Education (Online Accelerated)	Master of Music Education	4
CAHSS	Fine and Performing Arts	Music Technology	Bachelor of Arts	3
CAHSS	Fine and Performing Arts	Musical Theatre	Bachelor of Arts	5
CAHSS	Fine and Performing Arts	Photographic Media	BA Certificate	3
CAHSS	Fine and Performing Arts	Piano Performance	Bachelor of Music: Option	5
CAHSS	Fine and Performing Arts	Screenwriting	Minor	5
CAHSS	Fine and Performing Arts	Studio Art	Bachelor of Fine Arts	5
CAHSS	Fine and Performing Arts	Studio Art	Bachelor of Arts	1

CAHSS	Fine and Performing Arts	Studio Art	Minor	3
CAHSS	Fine and Performing Arts	Theatre	Bachelor of Arts	2
CAHSS	Fine and Performing Arts	Theatre	Minor	3
CAHSS	Fine and Performing Arts	Theatre - Elementary / Secondary	Minor	3
CAHSS	Fine and Performing Arts	Visual Arts Education	Bachelor of Arts in Education	4
CAHSS	Fine and Performing Arts	Vocal Performance	Bachelor of Music: Option	5
CAHSS	Gender, Women's and Sexuality Studies	Gender, Women's and Sexuality Studies	Bachelor of Arts	2
CAHSS	Gender, Women's and Sexuality Studies	Women's and Gender Studies	General Education / Service	3
CAHSS	Gender, Women's and Sexuality Studies	Sexuality and Queer Studies	Minor	1
CAHSS	Gender, Women's and Sexuality Studies	Women's and Gender Studies	Minor	2
CAHSS	HAMLL	Anthropology	Bachelor of Arts	2
CAHSS	HAMLL	Anthropology	Minor	3
CAHSS	HAMLL	Archaeology	Minor	5

CAHSS	HAMLL	Bilingual Education - Elementary	Bachelor of Arts in Education	3
CAHSS	HAMLL	Bilingual Education - Elementary or Secondary	Minor	2
CAHSS	HAMLL	Bilingual Education - Secondary	Bachelor of Arts in Education	3
CAHSS	HAMLL	Critical Cultural Competency	BA Certificate	5
CAHSS	HAMLL	English as a Second Language	Minor	4
CAHSS	HAMLL	English as a Second Language	Bachelor of Arts and certificate	2
CAHSS	HAMLL	French	Minor	5
CAHSS	HAMLL	German	Minor	5
CAHSS	HAMLL	History, Anthro, Mod Lang and Lits.	General Education / Service	2
CAHSS	HAMLL	History	Bachelor of Arts: Option	5
CAHSS	HAMLL	History	Minor	3
CAHSS	HAMLL	History (Cheney)	Master of Arts	5
CAHSS	HAMLL	History (Online Accelerated)	Master of Arts	3
CAHSS	HAMLL	History Education	Minor	5

CAHSS	HAMLL	History with Minor	Bachelor of Arts: Option	2
CAHSS	HAMLL	HAMLL: College in the High School	College in the High School	4
CAHSS	HAMLL	HAMLL: Grants	Grants	X
CAHSS	HAMLL	Japanese	Minor	2
CAHSS	HAMLL	Medical Anthropology	Minor	2
CAHSS	HAMLL	Social Studies Education - Elementary	Bachelor of Arts in Education	5
CAHSS	HAMLL	Social Studies Education - Secondary	Bachelor of Arts in Education	2
CAHSS	HAMLL	Spanish	Bachelor of Arts: Option	5
CAHSS	HAMLL	Spanish	Minor	1
CAHSS	HAMLL	Spanish Education - Elementary	Bachelor of Arts in Education	5
CAHSS	HAMLL	Spanish Education - Secondary	Bachelor of Arts in Education	4
CAHSS	HAMLL	Spanish for the Professions	BA Certificate	1
CAHSS	HAMLL	Spanish with Minor	Bachelor of Arts: Option	2
CAHSS	Honors	Community Engagement	BA Certificate	5

CAHSS	Honors	Honors	General Education / Service	3
CAHSS	Honors	Honors	BA Certificate	1
CAHSS	Military Science	Military Science	Bachelor of Arts	2
CAHSS	Military Science	Military Science	Minor	2
CAHSS	Military Science	Military Science	General Education / Service	5
CAHSS	Political Science and Public Policy	Environmental Policy and Planning	Bachelor of Arts	2
CAHSS	Political Science and Public Policy	Executive Certificate in Tribal Planning	Masters Certificate	5
CAHSS	Political Science and Public Policy	International Affairs Global Public Policy	Bachelor of Arts	5
CAHSS	Political Science and Public Policy	International Affairs Global Public Policy with Minor	Bachelor of Arts: Option	5
CAHSS	Political Science and Public Policy	International Affairs Global Security Processes	Bachelor of Arts	5
CAHSS	Political Science and Public Policy	International Affairs Global Security Processes with Minor	Bachelor of Arts: Option	5
CAHSS	Political Science and Public Policy	International Affairs Global Socioeconomic Policy	Bachelor of Arts	5
CAHSS	Political Science and Public Policy	International Affairs Global Socioeconomic Policy with Minor	Bachelor of Arts: Option	5
CAHSS	Political Science and Public Policy	International Affairs Program	Bachelor of Arts	3

CAHSS	Political Science and Public Policy	International Affairs Program	Minor	4
CAHSS	Political Science and Public Policy	International Affairs with Minor	Bachelor of Arts: Option	5
CAHSS	Political Science and Public Policy	Political Science, International Affairs and Public Administration	General Education / Service	4
CAHSS	Political Science and Public Policy	Political Science	Bachelor of Arts: Option	5
CAHSS	Political Science and Public Policy	Political Science	Minor	3
CAHSS	Political Science and Public Policy	Political Science	College in the High School	4
CAHSS	Political Science and Public Policy	Political Science and Public Policy: Grants	Grants	X
CAHSS	Political Science and Public Policy	Political Science with Minor	Bachelor of Arts: Option	4
CAHSS	Political Science and Public Policy	Political Science: Pre-Law	Bachelor of Arts: Option	2
CAHSS	Political Science and Public Policy	Public Administration	Master of Public Admin.	5
CAHSS	Political Science and Public Policy	Public Policy and Administration	BA Certificate	5
CAHSS	Political Science and Public Policy	Urban and Regional Planning	Bachelor of Arts	4
CAHSS	Political Science and Public Policy	Urban and Regional Planning	Minor	5
CAHSS	Political Science and Public Policy	Urban and Regional Planning	Master of Urban and Reg Planning	4

CAHSS	Political Science and Public Policy	Urban and Regional Planning	Masters in City Management and Planning	X
CAHSS	Sociology and Justice Studies	Criminal Justice	Bachelor of Arts	1
CAHSS	Sociology and Justice Studies	Criminal Justice	Minor	2
CAHSS	Sociology and Justice Studies	Sociology	Bachelor of Arts	2
CAHSS	Sociology and Justice Studies	Sociology	Minor	2
CAHSS	Sociology and Justice Studies	Sociology and Criminal Justice	General Education / Service	3

College of Health Sciences and Public Health

College	Department	Discipline	Program	Quintile
CHSPH	CHSPH Office of the Dean	CHSPH Office of the Dean	General Education / Service	5
CHSPH	CHSPH Office of the Dean	RIDE	Partnership with UW	X
CHSPH	Communication Sciences and Disorders	Communication Sciences and Disorders	Bachelor of Arts	2
CHSPH	Communication Sciences and Disorders	Communications Sciences and Disorders	Master of Science	1
CHSPH	Communication Sciences and Disorders	Communications Sciences and Disorders: Grants	Grants	X
CHSPH	Communication Sciences and Disorders	Speech Clinic	Facility	4
CHSPH	Dental Hygiene	Dental Hygiene	Bachelor of Science	3
CHSPH	Dental Hygiene	Dental Hygiene	Master of Science	5
CHSPH	Dental Hygiene	Dental Hygiene	General Education / Service	5
CHSPH	Dental Hygiene	Dental Hygiene Clinic	Facility	4
CHSPH	Dental Hygiene	Dental Hygiene Online Degree Completion	Bachelor of Science	5
CHSPH	Dental Hygiene	Dental Hygiene: Grants	Grants	X

CHSPH	Occupational Therapy	Occupational Therapy	Master of Occupational Therapy	1
CHSPH	Occupational Therapy	Occupational Therapy	General Education / Service	5
CHSPH	Physical Therapy	Physical Therapy	Doctor of Physical Therapy	3
CHSPH	Public Health Programs	Health Informatics Technology and Management	Bachelor of Science	5
CHSPH	Public Health Programs	Health Science	Minor	4
CHSPH	Public Health Programs	Health Science (Online)	Bachelor of Science	5
CHSPH	Public Health Programs	Health Services Administration	Bachelor of Arts: Option	5
CHSPH	Public Health Programs	Health Services Administration (Online Accelerated)	Masters Certificate	5
CHSPH	Public Health Programs	Health Services Administration: Long Term Care Option	Bachelor of Arts: Option	5
CHSPH	Public Health Programs	Public Health	Master of Public Health	5
CHSPH	Public Health Programs	Public Health and Health Administration	General Education / Service	5
CHSPH	Public Health Program	Public Health and Health Administration: Grants	Grants	X
CHSPH	Public Health Programs	Public Health	Masters Certificate	5
CHSPH	Wellness and Movement Sciences	Athletic Training	Master of Science	2

CHSPH	Wellness and Movement Sciences	Coaching	Minor	4
CHSPH	Wellness and Movement Sciences	Exercise Science	Bachelor of Science	2
CHSPH	Wellness and Movement Sciences	Exercise Science: Pre-Occupational Therapy	Bachelor of Science: Option	2
CHSPH	Wellness and Movement Sciences	Exercise Science: Pre-Athletic Training	Bachelor of Science: Option	2
CHSPH	Wellness and Movement Sciences	Exercise Science: Pre-Physical Therapy	Bachelor of Science: Option	2
CHSPH	Wellness and Movement Sciences	Experiential Learning (Cheney and Online)	BA Certificate	X
CHSPH	Wellness and Movement Sciences	Health and Physical Education (Online Accelerated)	Masters Certificate	4
CHSPH	Wellness and Movement Sciences	Health and Physical Education - Elementary	Bachelor of Arts in Education	5
CHSPH	Wellness and Movement Sciences	Health and Physical Education - Secondary	Bachelor of Arts in Education	2
CHSPH	Wellness and Movement Sciences	Outdoor Recreation Leadership	Bachelor of Arts	5
CHSPH	Wellness and Movement Sciences	Personal Training	Minor	5
CHSPH	Wellness and Movement Sciences	Public Health	Bachelor of Science	5
CHSPH	Wellness and Movement Sciences	Recreation and Tourism Management	Bachelor of Arts	5
CHSPH	Wellness and Movement Sciences	Sport Management	Minor	4

CHSPH	Wellness and Movement Sciences	Therapeutic Recreation	Bachelor of Arts	5
CHSPH	Wellness and Movement Sciences	Wellness and Movement Sciences	General Education / Service	4
CHSPH	Wellness and Movement Sciences	Wellness and Movement Sciences - Exercise Science	Master of Science	4
CHSPH	Wellness and Movement Sciences	Wellness and Movement Sciences - Sports and Recreation Administration	Master of Science	4
CHSPH	Wellness and Movement Sciences	Wellness and Movement Sciences: College in the High School	College in the High School	4
CHSPH	Wellness and Movement Sciences	Wellness and Movement Sciences: Grants	Grants	X

College of Professional Programs

College	Department	Discipline	Program	Quintile
CPP	CPP Office of the Dean	CPP Office of the Dean	General Education / Service	5
CPP	CPP Office of the Dean	Organizational Leadership (Online Accelerated)	Master of Science	5
CPP	CPP Office of the Dean	Program Evaluation (Cheney and Online)	Masters Certificate	5
CPP	Interdisciplinary Studies	Interdisciplinary Studies	Bachelor of Arts	2
CPP	Interdisciplinary Studies	Interdisciplinary Studies	Master of Arts	5
CPP	Interdisciplinary Studies	Interdisciplinary Studies	Master of Science	5
CPP	Interdisciplinary Studies	Interdisciplinary Studies: Africana Studies	Bachelor of Arts: Option	5
CPP	Interdisciplinary Studies	Interdisciplinary Studies: Experiential Learning (Bellevue)	Bachelor of Arts: Option	5
CPP	Interdisciplinary Studies	Interdisciplinary Studies: Liberal Arts	Bachelor of Arts: Option	5
CPP	Interdisciplinary Studies	Interdisciplinary Studies: Prior Learning	Bachelor of Arts: Option	5
CPP	Interdisciplinary Studies	Interdisciplinary Studies: Social Sciences (Bellevue)	Bachelor of Arts: Option	5
CPP	School of Accounting	Accounting	Minor	4
CPP	School of Accounting	Professional Accounting (Riverpoint and Online)	BS in Business Admin.	2

CPP	School of Accounting	Professional Accounting: General (Online Accelerated)	Masters Certificate	4
CPP	School of Accounting	Professional Accounting: General (Online Accelerated)	Master of Prof. Accounting	4
CPP	School of Accounting	School of Accounting	General Education / Service	5
CPP	School of Accounting	School of Accounting: Grants	Grants	X
CPP	School of Business	Business Administration	Master of Business Admin.	5
CPP	School of Business	Business Administration (Riverpoint and Online)	Minor	3
CPP	School of Business	Business Administration: Finance (Online Accelerated)	Master of Business Admin.: Option	5
CPP	School of Business	Business Analytics	Minor	5
CPP	School of Business	Business Systems and Analytics	BS in Business Admin.	5
CPP	School of Business	Data Analytics	Bachelor of Science	5
CPP	School of Business	Data Analytics	Minor	5
CPP	School of Business	Digital Entrepreneurship Development	Minor	5
CPP	School of Business	Digital Entrepreneurship Experience	Minor	5
CPP	School of Business	Entrepreneurial Analytics	Bachelor of Science	5

CPP	School of Business	Entrepreneurship	BS in Business Admin.	4
CPP	School of Business	Finance	BS in Business Admin.	3
CPP	School of Business	Human Resource Management	BS in Business Admin.	4
CPP	School of Business	Entrepreneurship	Minor	4
CPP	School of Business	Information Security Management	Minor	5
CPP	School of Business	International Business	BS in Business Admin.	5
CPP	School of Business	International Business	Minor	5
CPP	School of Business	Management	BS in Business Admin.	3
CPP	School of Business	Management Information Systems	Minor	5
CPP	School of Business	Marketing	BS in Business Admin.	3
CPP	School of Business	MBA Accounting Dual Degree	Master of Business Admin.	5
CPP	School of Business	MBA with Accounting Concentration (Online Accelerated)	Master of Business Admin.	5
CPP	School of Business	MBA with General Business Concentration (Online Accelerated)	Master of Business Admin.	4
CPP	School of Business	MBA with Health Services Administration Concentration (Online Accelerated)	Master of Business Admin.	5

CPP	School of Business	MBA with International Business Concentration (Online Accelerated)	Master of Business Admin.	5
CPP	School of Business	School of Business	General Education / Service	5
CPP	School of Business	School of Business: Grants	Grants	X
CPP	School of Education	Adult Education	Master of Education	4
CPP	Education	Business and Marketing Education	Bachelor of Arts in Education	5
CPP	School of Education	Career and Technical Education	Bachelors Certificate	4
CPP	School of Education	Career and Technical Education with Administrator Certificate (Online Accelerated)	Masters Certificate	4
CPP	School of Education	Career and Technical Education with Administrator Certificate (Online Accelerated)	Master of Education	4
CPP	School of Education	Career and Technical Education (Online Accelerated)	Masters Certificate	5
CPP	School of Education	College Instruction (Online Accelerated)	Masters Certificate	5
CPP	School of Education	Corporate Training	Minor	5
CPP	School of Education	Corporate Training	Certificate	5
CPP	School of Education	Curriculum and Instruction	Master of Education	4
CPP	School of Education	Dual Endorsement in Special Education and Elementary	Bachelor of Arts in Education	4

CPP	School of Education	Early Childhood and Special Education	Bachelor of Arts in Education	1
CPP	School of Education	Early Childhood Education	Minor	5
CPP	School of Education	Early Childhood Education	Master of Education	4
CPP	School of Education	Early Childhood Education (Online Accelerated)	Masters Certificate	X
CPP	School of Education	Early Childhood Education PK-3rd	Bachelor of Arts in Education	5
CPP	School of Education	Early Childhood Special Education	Minor	4
CPP	School of Education	Education Grants	Grants	X
CPP	School of Education	Educational Foundations	Master of Education	5
CPP	School of Education	Educational Leadership (Online Accelerated)	Master of Education	4
CPP	School of Education	Educational Leadership with Principal Certificate	Master of Education	5
CPP	School of Education	Educational Leadership with Program Administrator Credentials	Master of Education	X
CPP	School of Education	Educational Leadership with Program Administrator Credential (Online Accelerated)	Masters Certificate	X
CPP	School of Education	Educational Leadership: P-12 with Initial Superintendent Credential	Doctorate of Education	X
CPP	School of Education	Educational Studies	Bachelor of Arts	5

CPP	School of Education	English Language Learners	Master of Education	4
CPP	School of Education	English Language Learners (Online Accelerated)	Masters Certificate	5
CPP	School of Education	Health and Physical Education	Master of Education	5
CPP	School of Education	Health and Physical Education (Online Accelerated)	Master's Certificate	X
CPP	School of Education	Library Media	Minor	5
CPP	School of Education	Library Media	Master of Education	4
CPP	School of Education	Library Media (Online Accelerated)	Masters Certificate	5
CPP	School of Education	Literacy	Minor	4
CPP	School of Education	Literacy	Master of Education	3
CPP	School of Education	Literacy (Online Accelerated)	Masters Certificate	5
CPP	School of Education	Literacy, Reading and Writing - Elementary	Bachelor of Arts in Education	1
CPP	School of Education	Literacy, Reading and Writing - Secondary	Bachelor of Arts in Education	5
CPP	School of Education	Master in Teaching - Elementary	Master of Education	1
CPP	School of Education	Master in Teaching - Secondary	Master of Education	1

CPP	School of Education	Principal Certificate (Online Accelerated)	Masters Certificate	3
CPP	School of Education	Program Administrator Credential	Masters Certificate	5
CPP	School of Education	Special Education	Minor	2
CPP	School of Education	Special Education	Master of Education	3
CPP	School of Education	Special Education (Online Accelerated)	Masters Certificate	5
CPP	School of Education	Teaching English to Speakers of Other Languages	Master of Education	5
CPP	School of Education	Teaching English to Speakers of Other Languages (Online Accelerated)	Masters Certificate	5
CPP	School of Education	Transition to Teaching	Bachelor of Arts in Education	1
CPP	School of Education	Trauma-Informed Practices for Educators	Minor	X
CPP	School of Education	Career and Technical Education (Online Accelerated)	Master of Education	4
CPP	School of Education	Education	College in the High School	4
CPP	School of Education	Educational Leadership	Doctorate of Education	2
CPP	School of Education	Elementary Education	Bachelor of Arts in Education	3
CPP	School of Education	General Education / Service (Field Experience Ops)	General Education / Service	3

			(Field Experience Ops)	
CPP	School of Psychology	Applied Developmental Psychology	Bachelor of Science	4
CPP	School of Psychology	Applied Developmental Psychology	Minor	5
CPP	School of Psychology	Behavioral Health Support Specialist	BA Certificate	2
CPP	School of Psychology	Counseling: Clinical Mental Health Counseling	Master of Science	2
CPP	School of Psychology	Counseling: Post Master's School Counseling	Post Masters Certificate	5
CPP	School of Psychology	Counseling: School Counseling	Master of Science	5
CPP	School of Psychology	Health Psychology (Bellevue)	Bachelor of Science	5
CPP	School of Psychology	Health Psychology (Cheney)	Bachelor of Science	2
CPP	School of Psychology	Health Psychology (Online)	Bachelor of Science	5
CPP	School of Psychology	Industrial / Organizational Psychology	Minor	5
CPP	School of Psychology	Psychology	Minor	2
CPP	School of Psychology	Psychology (Bellevue)	Bachelor of Arts	5
CPP	School of Psychology	Psychology (Cheney)	Bachelor of Arts	2

CPP	School of Psychology	Psychometry	Master of Science	X
CPP	School of Psychology	School of Psychology	General Education / Service	3
CPP	School of Psychology	School of Psychology: College in the High School	College in the High School	4
CPP	School of Psychology	School of Psychology: Grants	Grants	X
CPP	School of Psychology	School Psychology	Educational Specialist	4
CPP	School of Psychology	School Psychology (Online)	Educational Specialist	1
CPP	School of Psychology	Social Emotional Learning for Educational Equity (Cheney)	Masters Certificate	5
CPP	School of Psychology	Social Emotional Learning for Educational Equity (Cheney)	BA Certificate	2
CPP	School of Psychology	Social Emotional Learning for Educational Equity (Self-support)	Masters Certificate	2
CPP	School of Psychology	Social Emotional Learning for Educational Equity (Self-support)	BA Certificate	5
CPP	Social Work	Addiction Counseling and Prevention	Minor	4
CPP	Social Work	Addiction Studies	Masters Certificate	4
CPP	Social Work	Addiction Studies (Online)	Master of Arts	3
CPP	Social Work	Addiction Studies (Online)	Bachelor of Arts	1

CPP	Social Work	Addiction Studies: Suicide	BA Certificate	4
CPP	Social Work	Advanced Addiction Therapies (Online)	Master of Arts	5
CPP	Social Work	Aging Studies	Minor	5
CPP	Social Work	Aging Studies	BA Certificate	2
CPP	Social Work	Behavioral Health (Online)	Master of Arts	4
CPP	Social Work	Child and Family Support	BA Certificate	5
CPP	Social Work	Child Life (Cheney)	Master of Arts	5
CPP	Social Work	Child Life (Online)	Master of Arts	1
CPP	Social Work	Child Welfare Training and Advancement: Grants	Grants	X
CPP	Social Work	Childrens Studies: Option A: Child Life and Health (Cheney)	Bachelor of Arts: Option	5
CPP	Social Work	Childrens Studies: Option A: Child Life and Health (Online)	Bachelor of Arts: Option	1
CPP	Social Work	Childrens Studies: Option B: Social Services and Community Programming for Children (Cheney)	Bachelor of Arts: Option	5
CPP	Social Work	Childrens Studies: Option B: Social Services and Community Programming for Children (Online)	Bachelor of Arts: Option	1

CPP	Social Work	Disability Studies (Cheney)	Minor	1
CPP	Social Work	Disability Studies (Cheney)	Masters Certificate	2
CPP	Social Work	Disability Studies (Cheney)	BA Certificate	2
CPP	Social Work	Disability Studies (Online)	Minor	5
CPP	Social Work	Disability Studies (Online)	Masters Certificate	X
CPP	Social Work	Disability Studies (Online)	BA Certificate	X
CPP	Social Work	Palliative Care	Masters Certificate	4
CPP	Social Work	Palliative Care	BA Certificate	4
CPP	Social Work	School of Social Work	General Education / Service	3
CPP	Social Work	Social Work	Bachelor of Arts (BASW)	2
CPP	Social Work	Social Work	Master of Social Work	1
CPP	Social Work	Social Work (Everett)	Master of Social Work	5
CPP	Social Work	Social Work: Grants	Grants	X

College of Science, Technology, Engineering, and Mathematics

College	Department	Discipline	Program	Quintile
CSTEM	Biology	Biology	Bachelor of Science	2
CSTEM	Biology	Biology	Minor	3
CSTEM	Biology	Biology	Master of Science	2
CSTEM	Biology	Biology	General Education / Service	1
CSTEM	Biology	Biology	College in the High School	4
CSTEM	Biology	Biology - Biotechnology	Bachelor of Science	3
CSTEM	Biology	Biology - Pre-Med / Pre-Dent	Bachelor of Science	1
CSTEM	Biology	Biology Education	Bachelor of Arts in Education	5
CSTEM	Biology	Biology Grants (not including GAAN)	Grants	X
CSTEM	Biology	Biology - Secondary	Minor	5
CSTEM	Biology	Environmental Science - Environmental Biology	Bachelor of Science	1
CSTEM	Biology	Human Anatomy and Physiology	Masters Certificate	4
CSTEM	Biology	Natural Science Education - Middle-Level	Bachelor of Arts in Education	4

CSTEM	Biology	Natural Science - Elementary	Minor	5
CSTEM	Biology	Natural Science - Secondary	Minor	5
CSTEM	Biology	Sustainability	Minor	4
CSTEM	Biology	WWAMI	Partnership with UW	2
CSTEM	Chemistry / Biochem and Physics	CHBP: Grants	Grants	X
CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry and Physics	General Education / Service	4
CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry - Education	Bachelor of Arts in Education	5
CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry - Forensic Science	Bachelor of Science: Option	4
CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry	Bachelor of Science	3
CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry	Minor	2
CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry	College in the High School	4
CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry	Bachelor of Arts	5
CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry (Professional and Standard)	Bachelor of Science	5
CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry - Secondary	Minor	4

CSTEM	Chemistry / Biochem and Physics	Chemistry / Biochemistry - Biochemistry	Bachelor of Science: Option	5
CSTEM	Chemistry / Biochem and Physics	Environmental Chemistry	Minor	5
CSTEM	Chemistry / Biochem and Physics	Environmental Science - Environmental Chemistry	Bachelor of Science	1
CSTEM	Chemistry / Biochem and Physics	Physics	Bachelor of Science	4
CSTEM	Chemistry / Biochem and Physics	Physics	Minor	5
CSTEM	Chemistry / Biochem and Physics	Physics	Bachelor of Arts	5
CSTEM	Chemistry / Biochem and Physics	Physics Education	Bachelor of Arts in Education	5
CSTEM	Chemistry / Biochem and Physics	Secondary Physics	Minor	5
CSTEM	CSEE	Big Data	Masters Certificate	5
CSTEM	CSEE	Computer Graphics and Visualization	Masters Certificate	5
CSTEM	CSEE	Computer Information Systems	Minor	5
CSTEM	CSEE	Computer Science	Bachelor of Science	1
CSTEM	CSEE	Computer Science	Bachelor of Computer Science	2
CSTEM	CSEE	Computer Science	Master of Science	2

CSTEM	CSEE	Computer Science	College in the High School	4
CSTEM	CSEE	Computer Science Programming	Minor	3
CSTEM	CSEE	Cyber Security	Minor	2
CSTEM	CSEE	Electrical and Computer Engineering	General Education / Service	2
CSTEM	CSEE	Electrical and Computer Engineering	Bachelor of Science	2
CSTEM	CSEE	Embedded Systems	Masters Certificate	5
CSTEM	CSEE	Modeling and Simulation	Masters Certificate	5
CSTEM	CSEE	Network Security	Masters Certificate	5
CSTEM	CSEE	Parallel and Cloud Computing	Masters Certificate	5
CSTEM	CSEE	Professional Computer Science	Master of Computer Science	5
CSTEM	CSEE	Web Application Development	Minor	4
CSTEM	Design	Design	Minor	2
CSTEM	Design	Design	General Education / Service	4
CSTEM	Design	User Experience Design	BA Certificate	2

CSTEM	Design	Visual Communication Design	Bachelor of Design	1
CSTEM	Geosciences	Climate Change	BA Certificate	2
CSTEM	Geosciences	Digital Geoarchaeology	BA Certificate	5
CSTEM	Geosciences	Earth and Space Science - Secondary	Bachelor of Arts in Education	5
CSTEM	Geosciences	Earth and Space Science	Minor	4
CSTEM	Geosciences	Environmental Justice	BA Certificate	2
CSTEM	Geosciences	Environmental Science	Minor	3
CSTEM	Geosciences	Environmental Science - Environmental Geology	Bachelor of Science	1
CSTEM	Geosciences	Geographic Information Systems	Masters Certificate	4
CSTEM	Geosciences	Geographic Information Systems	BA Certificate	1
CSTEM	Geosciences	Geography	Minor	5
CSTEM	Geosciences	Geology	Minor	4
CSTEM	Geosciences	Geosciences	Bachelor of Science	2
CSTEM	Geosciences	Geosciences	General Education / Service	2

CSTEM	Geosciences	Geosciences	College in the High School	4
CSTEM	Geosciences	Geosciences	Bachelor of Arts	2
CSTEM	Geosciences	Geosciences: Grants and Contracts	Grants	X
CSTEM	Geosciences	Remote Sensing	BA Certificate	5
CSTEM	Geosciences	River Studies and Leadership	BA Certificate	5
CSTEM	Geosciences	Water Resources	BA Certificate	4
CSTEM	Geosciences	Wetlands Science and Management	BA Certificate	5
CSTEM	Geosciences	Wildfire Science and Management	Minor	X
CSTEM	Geosciences	Wildfire Science and Management	BA Certificate	2
CSTEM	Mathematics	Applied Mathematics	Master of Science	2
CSTEM	Mathematics	Data Science	Bachelor of Science	4
CSTEM	Mathematics	Elementary Mathematics	Minor	5
CSTEM	Mathematics	Lower Elementary Mathematics	BA Certificate	5
CSTEM	Mathematics	Math - Secondary / Middle-Level	Minor	4

CSTEM	Mathematics	Mathematics - Middle-Level	Bachelor of Arts in Education	5
CSTEM	Mathematics	Mathematics	Bachelor of Science	3
CSTEM	Mathematics	Mathematics	Minor	3
CSTEM	Mathematics	Mathematics	General Education / Service	2, 3, 4
CSTEM	Mathematics	Mathematics	College in the High School	4
CSTEM	Mathematics	Mathematics Education - Secondary	Bachelor of Arts in Education	2
CSTEM	Mathematics	Mathematics: Grants	Grants	X
CSTEM	Mathematics	Mathematics - Elementary	Bachelor of Arts in Education	5
CSTEM	Mathematics	Mathematics - Elementary-Middle Level	Bachelor of Arts in Education	2
CSTEM	Mathematics	Middle-Level Mathematics Endorsement	Masters Certificate	5
CSTEM	Mathematics	Secondary Mathematics	Minor	5
CSTEM	Mechanical Engineering and Technology	Applied Technology	Bachelor of Science	5
CSTEM	Mechanical Engineering and Technology	Applied Technology	Minor	5
CSTEM	Mechanical Engineering and Technology	Cisco Network Certificate 1	BA Certificate	5

CSTEM	Mechanical Engineering and Technology	Construction Management	Minor	5
CSTEM	Mechanical Engineering and Technology	Construction Management Technology	Bachelor of Science	4
CSTEM	Mechanical Engineering and Technology	Electrical and Computer Engineering	Bachelor of Science	X
CSTEM	Mechanical Engineering and Technology	Geotechnical Engineering	Minor	2
CSTEM	Mechanical Engineering and Technology	Manufacturing	Minor	4
CSTEM	Mechanical Engineering and Technology	Manufacturing Technology: DFM	Bachelor of Science: Option	5
CSTEM	Mechanical Engineering and Technology	Manufacturing Technology: Process	Bachelor of Science: Option	5
CSTEM	Mechanical Engineering and Technology	Mechanical Engineering and Technology	General Education / Service	5
CSTEM	Mechanical Engineering and Technology	Mechanical Engineering	Bachelor of Science	3
CSTEM	Mechanical Engineering and Technology	Mechanical Engineering	Minor	4
CSTEM	Mechanical Engineering and Technology	Mechanical Engineering	College in the High School	4
CSTEM	Mechanical Engineering and Technology	Mechanical Engineering Grants	Grants	X
CSTEM	Mechanical Engineering and Technology	Mechanical Engineering Technology	Bachelor of Science	4

APPENDIX A: IMPORTANT GUIDING SOURCES

For staff and faculty to help fill out the templates. "Quick" reference to "what does EWU stand for" and key concepts, phrases, sections

1. Northwest Accreditation Report
2. President's Address Convocation
3. RCW Regional Universities Charter
4. EWU Climate Action Plan
5. University Catalog

The Northwest Accreditation Report

Specifically, please read the EWU NWCCU Standard One EIE Report: August 23, 2022, and EWU NWCCU Supplemental Responses: September 27, 2022 https://inside.ewu.edu/assessment-accreditation/accreditation/institutionalaccreditation/nwccureports-and-responses/

Specifically, within this report are the University's *current* version of …

Mission Statement: Eastern Washington University expands opportunities for personal transformation through excellence in learning. EWU achieves its mission by:

- Enhancing access to higher education in the Inland Northwest and beyond by recruiting and supporting traditional college-bound students, non-traditional students, and those from underserved populations;
- Delivering high-quality academic programs that undergo regular, rigorous review informed by data and assessment of student learning;
- Delivering a high-quality co-curriculum designed to develop the intellectual, cultural, personal, and practical aspects of students' lives; and
- Promoting student success by supporting student engagement and timely degree completion.

Vision Statement: Eastern Washington University is a driving force for the culture, economy, workforce and vitality of Washington state. Our graduates think critically and make meaningful contributions to both their career fields and their communities. EWU is the public university whose students, faculty, staff and alumni make profound and significant contributions to the economic and social vitality of the region. EWU remains the best value for higher education in the state.

Core Values

The three core themes of Eastern Washington University's mission are access, learning, and completion.

Access: EWU strives to provide the opportunity for traditional college-bound students, non-traditional students, and students from underserved populations in the Inland Northwest and beyond to obtain a high quality education and earn a marketable degree.

Learning: EWU strives to equip students with the skills and knowledge needed for them to be informed citizens of the world and successful in their chosen careers.

Completion: EWU strives to support our students to earn undergraduate and graduate degrees.

DEI statement

At Eastern Washington University, we are committed to a campus climate that welcomes and respects diversity. Because our diversity makes EWU a stronger community, we aim to foster a culture of respect, integrity and inclusiveness.

Our vision for inclusive excellence includes attracting and retaining the talents of diverse faculty, students and staff to facilitate teaching, learning, scholarship and service in a welcoming climate.

The following were commendations and then recommendations from NWCCU; perhaps these could guide some questions for programs to consider:

The Commission **commends** Eastern Washington University for:
1. Effective use of a Title 3 grant to adopt and institutionalize technology to improve academic advising, early warning, and related support systems such as program staff and case managers to address student needs. **CAAR advising, early warning system**
2. Its deep commitment to its mission of student access, learning, development, and engagement and its strong belief in the real impact that EWU has on the lives of its students. **How do programs serve EWU mission and vision?**
3. Its commitment to community engagement. The institution is providing an invaluable resource to the Spokane region and surrounding communities. **How are programs involved in community engagement? How are programs involved in regional communities?**
4. Its commitment to an inclusive campus environment. **DEI**

The Commission **recommends** that Eastern Washington University:
Recommendation 1: Fall 2022 Evaluation of Institutional Effectiveness - Demonstrate a continuous process to assess institutional effectiveness relative to the institution's priorities. This includes a system by which data is collected, reviewed, used to inform decision making, and utilized for allocating resources across the entire institution in a cohesive manner. **How does a program allocate resources?**

Recommendation 2: Fall 2022 Evaluation of Institutional Effectiveness - Make further progress in its system of assessment institution-wide to evaluate the quality of learning in its programs and improve instructional programs by ensuring a clear path through all the assessment processes and closing the loop by using assessment results as input into resource allocation processes. **How do programs evaluate their program learning outcomes and close the loop? Are students meeting program learning outcomes?**

Recommendation 3: Fall 2022 Evaluation of Institutional Effectiveness - Make publicly available select disaggregated indicators of student achievement that are clearly and systematically integrated into the assessment of institutional effectiveness. **Graduation, retention, gen ed needs/requirements questions**

Recommendation 4: Fall 2022 Evaluation of Institutional Effectiveness - Review the diversity, equity, and inclusion programs in academic units, Office for Diversity, Equity, and Inclusion, and Student Affairs with a goal to reduce redundancy and increase support designed to close equity gaps. DEI, equitable treatment questions.

Recommendation 5: Fall 2022 Evaluation of Institutional Effectiveness - In its catalog provide information verifying required course sequences, and projected timelines to completion based on normal student progress and frequency of course offerings.
Curriculum/course offerings, student enrollment, faculty sufficiency to meet needs of program questions

President's Address Convocation
Video: https://www.ewu.edu/about/leadership/president/,
 Transcript: https://docs.google.com/document/d/1AyytP0UbBubjeDQ8YGuunSA99BpzDr5/edit?rtpof=true

President's Welcome Address – Key Points:
- EWU is in the community (7:40) – Diversity, Wheelchair Basketball, STEM van.
- EWU's 140-year legacy is alive and thriving. (8:14)
- Establish partnerships in communities – collaboration and connectedness (9:07)
- Impact on Students, faculty and region – (9:15)
- EWU shows up – not just for students, but invests in community.
- EWU is rebuilding (10:14)
- Staff has taken on more work and hasn't been included in timely communication (12:00)
- Communication has been fractured – and there is a need for more transparent decision making (13:00)
- We can overcome our challenges and have long-term operational sustainability and success. We will rebuild the EWU experience. (13:50)
  - ○ Have to address Enrollment/Retention
  - ○ Have to address Budgets -- Need to prioritize investments to maximize value
  - ○ Have to address Morale (14:45)
- Forget about perfection – focus on progression (17:08)
- Grit, Grace, Greatness, and Gratitude – (18:35)
- New strategic plan creation in 2023 – Collaborative process
- Improvement of campus culture – and eliminate communication silos – (19:50)
- Build trust, increase morale
- Need Bold and innovated plans in multiple departments (20:50)
- Nursing is a priority (22:00)
- As of state legislature are strategic and asking to support faculty and staff needs along with investments in student success – while examining wants vs. needs (23:00)
- Our one goal – the Eastern Student experience is cohesive, connected, and impactful. This means bolstering and providing a diverse welcoming campus for all. Increasing access for traditional college bound students, non-traditional students, and those from underrepresented populations. (23:42)
- EWU has been recognized as being a top school for diversity in WA state. (24:10)
- Together, we work toward positive social change (24:40).
- Celebrating various cultural events throughout the year and demonstrating inclusivity and lifting up diverse voices (25:00)
- EWU is continuing to work to become a Hispanic Serving Institution (26:00)
- EWU will continue to invest in STEM programing (26:26)
- EWU is a national center for cyber defense – (27:00)

- Office of Sustainability is building on community goals
- School of Ed is key contributor to region's education (27:39)
- Being an Eagle is about social mobility – Marketable degrees for high paying jobs (28:30)
- High level of education at a low price – (29:00)
- Emersion in experiential learning – student/faculty/community collaboration (29:30)

President's Welcome Address - Key Points (summary)
- Three areas that need to be addressed immediately:
  - Enrollment is down. Enrollment is not just about the recruitment of students, but their retention from year to year until they graduate.
  - Budgets are tight. We will need to prioritize our investment to maximize value.
  - We can improve morale.
- Theory of marginal gains: If you keep your foundation but make incremental shifts in behavior, environment, and processes, the end result is monumental success. Forget about perfection; focus on progression and where we can make marginal gains to achieve lasting success.
- EWU's creed: grit, grace, greatness, and gratitude.
- Through continuous collaboration, we will identify where we need to be and how we will get there together.
- Ultimately, our work is focused on one goal and that is to make sure the Eastern student experience is cohesive, connected, and impactful. To that end, EWU is bolstering our focus on providing a diverse and welcoming campus for all and enhancing access to higher education for traditional college-bound students, non-traditional students, and those from underserved populations.
- Being an eagle means:
  - Getting a high-quality education at an affordable price
  - Immersion in experiential learning

RCW Regional Universities Charter
Specifically 28B.35.050 https://app.leg.wa.gov/rcw/default.aspx?cite=28B.35

The RCW describes the legal purpose of Washington's regional universities. The bullets below break out the purpose of a regional university. The most important aspects are the requirement to have both practical and applied undergraduate and graduate programs that meet both educational and professional needs of the region (for us that is the needs of Eastern Washington). The integration with the region's community colleges may also be relevant for criteria for meeting external demand.
- offer undergraduate and graduate education programs
- programs of a practical and applied nature
- directed to the educational and professional needs of the residents of the regions they serve
- act as receiving institutions for transferring community college students
- provide extended occupational and complementary studies programs that continue or are otherwise integrated with the educational services of the region's community colleges

EWU Climate Action Plan
https://cdn.ewu.edu/sustainability/wp-content/uploads/sites/28/2022/11/OS-Climate-Action-Plan3.pdf

Eastern Washington University is committed to becoming a carbon neutral institution and a leader in sustainable practices.

Greenhouse Gas (GHG) Reduction Targets:
- 2030: 45% reduction of scope 1 & 2 GHG emissions below 2005 levels
- 2040: 70% reduction of scope 1 & 2 GHG emissions below 2005 levels
- 2050: 95% reduction of scope 1 & 2 GHG emissions below 2005 levels and support collective goal of net zero emissions across all state agencies

Definitions of emissions scope categories:
- Scope 1 emissions: The main source of scope 1 emissions come from the burning of fossil fuels to provide heating for campus buildings. At EWU the largest category of GHG emissions are scope 1.
- Scope 2 emissions: At EWU scope 2 emissions result from the use of electricity to provide campus cooling, Heating Ventilation and Air Conditioning (HVAC), lighting, and plug load.
- Scope 3 emissions: These are the most difficult to quantify and can vary widely depending on the choices of individuals. Primary sources for scope 3 emissions include commuting, university related travel, purchasing, and waste generation.

University Catalog
https://catalog.ewu.edu/

The Catalog contains department specific information that programs may reference in their answers.

Catalog lists Mission and Vision (same as listed in #1 above).

History of EWU – A History of Eastern Washington University The campus grew rapidly in size and program offerings in the decades following World War II. In 1961, the name was again changed, this time to Eastern Washington State College. It was increasingly evident that the region needed professionals in many fields; in response, Eastern added a wide range of undergraduate and graduate degree programs. Finally, in 1977, the state Legislature changed the school's name to Eastern Washington University. We remain steadfastly committed to academic excellence, collaboration, critical thinking, and innovation. EWU is here to inspire.

APPENDIX B: SECTION DESCRIPTIONS

I. History, Development, and Expectations of the Program (5%)

Explanation

Use this section to describe the history and current situation of the program so we can understand the role of the program in the university over time. You may focus on recent or older history as best provides context for the program. Most programs have faced challenges in recent years; this is a place to address those as well. If there are recent or historical factors that affect ANY of the criteria in this template, it is appropriate to address those here.

For example, you may use this section to answer some of the following questions: What is the historical context of why the program was established and how it has evolved? What were the original expectations and origins of the initial support of the program, and have these evolved or changed over the life of the program? How has your program adapted to the changing demographics and needs of our student population? What is the overall level of maturity of the program? Is this program new, and what progress is it making so far? What's changed over the years that affects the program's ability to operate, and does it meet the current expectations of the institution?

II. External Demand (10%)

Explanation

This section evaluates the need and demand for the program outside of the university and the program's involvement with the surrounding community. General education or service programs may be primarily serving internal demand and may have less detailed responses here, which is fine. Use any published national or regional statistics that represent your program and highlight demand for professionals from your program. You should also discuss enrollment trends in your program and how the university is meeting the demand for your program, now and in the future. If students in the program typically go into specific professions, please highlight that in your answers. If the program has community-based learning experiences or community engagement activities, please discuss those also. We want to know all the ways your work affects the area and all the things that bring students to your program.

III. Internal Demand (10%)

Explanation

In this section, we want to understand the independence and interdependence of programs at EWU. A high degree of interdependence exists among some academic disciplines, especially because programs are designed to develop well-rounded graduates. Many academic programs are necessary primarily because they are required to support other programs. Some disciplines perform extraordinary service beyond taking care of their own majors and minors and should be given appropriate credit for doing so. It is this internal demand feature that is the focus of this criterion. All general education programs do important work in supporting other programs.

To evaluate every program on the number of its degree candidates or workforce demand for its graduates would be shortsighted. Some departments are vital primarily because of the internal demand they generate.

The following questions, in particular, would help us understand the program's impact:
- What are the enrollments in courses required for other programs?
- What programs would suffer, or possibly fail, without the service courses offered by this program?
- We understand that different disciplines have a variety of pedagogical reasons for limiting class sizes.

- ○ What factors, including student demand, accreditation or other disciplinary requirements, or service to other programs drive class size patterns in this program?
- Does the program produce services needed by other parts of the campus?
- Looking to the future, is there potential for internal demand because this program may have pioneered new approaches to collaborative learning or uses of technology likely to be emulated by other programs?
- Could a closer partnership between interdependent programs serve students better?

IV. Quality Inputs and Processes (5%)

Explanation of the Main Question
There are many different approaches to try to understand the program and its ability to help a student navigate it. In this section we want to understand the various mechanisms in place the program utilizes to ensure that students receive the best education the program can provide. We recognize that in many cases there are external factors that limit or enhance what we can do in the classroom; this statement provides an opportunity for you to let us know what they are.

It would be disingenuous of the committee to assume that EWU programs have not been affected by various recent challenges. We would like to know: how have you adjusted to these challenges? Have you made recent changes that will generate improved outcomes or larger enrollments based on these challenges? Conversely, have any changes been implemented as a result of newfound opportunities?

Explanation of University Provided Data
With these data, we want to understand the program's composition of the faculty, the students it serves, and the ease with which students can navigate the curriculum

The data provided by the university will show the split between adjuncts and full-time faculty as well as the proportion of student credit hours taught by each subgroup. We realize that many times expertise in a given subject is not available among the faculty in the program, and adjuncts are the best way to provide the student with the necessary learning outcomes. On the same token, a program that is largely taught by adjuncts may have a disconnect with the student population, could result in large variations in course content, and in a potential lack of stability. We would like to identify programs that would benefit from additional resources to convert adjunct lines into full-time faculty with the needed expertise.

The amount of coursework taught by someone with a terminal degree is another measure of the split between different kinds of faculty. A terminal degree is not necessary to teach; however, the proportion of faculty without terminal degrees would help us to identify programs that would benefit from additional resources. Curricular bottlenecks are another measure of where we need to increase course offerings. It's defined for this purpose as classes with a fill rate over 90% and a DFW rate of over 20%.

University-provided data will also show the GPA of students coming into the program. EWU serves a generally underprivileged group of students, and we know that all faculty work hard to ensure that students leave their program with the desired learning skills and outcomes so they have the tools they need to either continue on their academic journey or are ready to enter the workforce. These data could help the program explain high levels of attrition or potential long times to graduation. Conversely, if students with high GPAs are attracted to your program, it could be demonstrative of the program's image and positive perception by the community.

Explanation of the additional questions
We are asking for the number of credits in this program to allow us to better understand how students navigate your curriculum. We know that some programs must be larger and others smaller because of pedagogic or accreditation reasons. In this section, programs with very large or very small numbers of credits might help us to understand how that structure serves students well.

The question about faculty retention is not expected to have a numerical answer. Rather, we want to understand the ease or difficulty your program may have retaining qualified faculty, and the reasons that could explain it. Should the program be identified as needing more faculty, what are the potential personnel resources? Are the market conditions set for EWU to retain them?

V. Quality Outcomes (10%)

Explanation
This section seeks to measure the impact that a program has on its students and the community. The University provided data are only a few measures of how this impact can be measured. Some programs will judge the outcome of the program by the number of papers published, others by their engagement with the community, while for others by student placement in their respective fields.

Explanation of University Data
The University-provided data comments upon how successful the students are within the program as well as commenting on the rigor of the program.

Explanation of Data Provided by Program
The success of programs that require a GPA above the typical 2.0 minimum will have a higher percentage of graduates that are above 3.0 and 3.7 GPA by the nature of the requirement.

VI. Size, Scope, and Productivity (15%)

Explanation
We know that programs and departments have different obligations that impact class sizes, the number of students served, and amounts of release time. This section allows us to understand how this program works: what are its constraints (and opportunities) and how does your program work within them? You should be sure to address things like release time that contributes to other programs or the university as a whole. We also know that the changes over the last few years have affected many programs; you should feel free to address them.

Explanation of University-Provided Data
With these data, we want to understand the size of your program and how faculty time is allocated within it. Some programs are small and others are large. Faculty time data will be reported both as percentages (that is equalling 100%) and in terms of how many FTEFs they represent. Note that we can't compare these directly as the student data is at the program level and the faculty data at the department level.

Explanation of Advising Question
We are asking you to provide information about advising loads. We're allowing a short statement because we realize that advising loads may be unevenly distributed in ways that make a simple answer difficult. You may use a metric appropriate to your program, such as but not limited to, minimum/maximum range, average or median numbers, etc.

VII. Revenues and Resources Generated (10%)

Explanation
With these data, we want to understand how much income this program generates for the university. Some programs are small and others are large, so we will also look at the revenue generated per student credit hour. We are aware that some programs produce more revenue than others because of pedagogy and that some programs cost more than others. While cost is the topic of the next section, this section includes costs and net revenue per student credit hour, which compares revenue and costs. For that

data point, a positive value means that a program produces more revenue than it costs, while a negative value means that its costs are greater than the revenue it generates.

This section is an opportunity for you to show efforts you've made to increase revenue and bring in other kinds of revenue. You should also feel free to address reasons that the revenue or revenue per student credit hour produced by your program might be lower than for some other programs. For example, smaller class sizes would lead to lower revenues, but might reflect pedagogical or accreditation limitations.

VIII. Expenses and Costs Incurred (10%)

Explanation
This is a chance for you to show the ways in which costs affect your program. This is also a time to talk about the relationship between costs (the program's total budget) and the revenue reported above. You should also feel free to address reasons that the cost or cost per student credit hour produced by your program might be higher than for some other programs. That might include faculty salaries, operating expenses, accreditation, or pedagogic expenses or limitations.

With these data, we want to understand the costs of the program for the university. Some programs are small and others are large; so, we will also look at the cost per student credit hour. We are aware that some programs cost more than others because of faculty salaries, student-faculty ratios, and operating expenses. This is used to calculate net costs per student credit hour, which compares revenue and costs; for that reason, revenue and expense costs are repeated here.

IX. Impact, Justification, and Overall Essentiality (15%)

Explanation of Main Question
This criterion is where holistic considerations fit, as well as things of relevance about your program that we haven't asked about yet. These are some questions to ponder as you complete this section: What impact has this program had or does it promise to have as part of a regional comprehensive university? What are the benefits to the institution of offering this program? What is the connecting relationship between this program and achievement of the institution's mission? How essential is this program to the institution? How does this program support the success of other programs?

In particular, this criterion is a place for key programs that have faced obstacles due to large-scale structural changes in academia, the job market, and public opinion about higher education to shine: Does this program serve people in ways that no other program does? Does it respond to a unique societal need that the institution values? To what extent does this program help the institution differentiate itself from the crowd of other colleges and universities?

Second Question Explanation
We should be dedicated to the success of every student. Questions regarding our general student population are posed in other criteria. Given the importance of recruiting and retaining students from underserved populations (see "Our Commitment to Diversity") and our [Hispanic Serving Institution Initiative](), the Academic Task Force considers the questions above important enough to stand on their own. We acknowledge that university-provided data are limited in the kinds of diversity they recognize and invite you to talk about other kinds of diverse populations your program shares.

X. Opportunity Analysis (10%)

Explanation
This section is future-oriented and allows programs to make a case for potential changes and further investment.

In the opportunity analysis, you should address how this program has the potential to be revised to enhance or strengthen it. We are looking for information from programs about planned changes or potential opportunities for the program in the future if it

were better resourced. In this section, you can address possible changes anticipated for the program, such as plans for expansion, significant changes in curriculum, or anticipated changes in accreditation requirements. Potential ideas for changes might include opportunities for program restructuring, different modes of delivery, greater collaboration in the community, or ways that the program could be connected with an existing program to bring about greater collaboration or less duplication. We ask that you provide specific information about potential needed resources and how those resources would be used.

XI. Open-ended Questions

Explanation
These answers are not considered as a percentage of a program's evaluation. Instead, it is for you to address discrepancies or spotlight facts about programs we did not ask in previous categories. We expect these answers to be diverse and raise issues we haven't contemplated.

APPENDIX C: DATA DESCRIPTIONS / GLOSSARY OF TERMS

Year: Each fiscal year (and hence each academic year) is recorded based on its ending date, so 2021-22 means from July 1, 2021 until June 30, 2022; that means that summer revenues and costs are split between fiscal years.

Program: In the SRA process, each group of students and courses that have a particular purpose is considered a separate program, so each major is a program, each concentration is a program, each graduate degree is a program, each minor or certificate is a program, and general education and service respectively within a subject or department/school is considered a program. A few general education programs will not have any majors/minors/certificate students (e.g. Core Behavioral and Science Course). Assigning Students and Credits to Programs: Major, graduate degree, minor, and certificate programs are defined by student characteristics (that is, a student who has declared that program counts as part of that program). Undergraduate students will be assigned to majors first, then to minors and certificates. A student who has a major and a minor or certificate in the same department will be assigned only to that major, as there is often extensive overlap in the coursework. For students who are assigned to a department as majors or minors/certificate students, any course a declared student takes within the department will be assigned to that program. Coursework that is required for that major but delivered by other departments will be credited as service SCH for those other departments. General education and service programs include those students taking courses within a program that are not declared within the department in which that program resides.

Department: In the SRA process, a department is the same thing that EWU means by a department more broadly: a group of programs that share an administrative structure. A school or independent program is synonymous with a department in this process. Some data are recorded at the program level, some at the department level. In general, data that deal with classes as a whole cannot be analyzed at the program level because students from multiple programs may take them. The SCH are presented at the department level and allocated to the array of programs within the department. Generally speaking, department expenditures are allocated accordingly at the program level.

Institutional Quintile: This places the individual data point for the most recent complete year (AY21-22) into quintiles compared to all programs being evaluated in the SRA. Its purpose is to help programs to interpret the data they are seeing. One is the highest quintile, five is the lowest, for any given value - depending on the data item, a rating of one (which means a high value) may be desirable or not. Programs should expect their quintile to vary greatly on different data items.

SCH: Student Credit Hours attempted by students; the count includes withdrawals and those who did not pass the class, but not drops during drop-add.

FTEF: Full-Time Equivalent Faculty, that is, 45 hours of workload credit for quarter faculty or 30 hours of workload credit for semester faculty. For tenure-track/tenured faculty, some of their FTEF is assigned to service and scholarship.

DFW: The percentage of students who received a grade of D, a grade of F, or withdrew from a class as a percentage of all students who received a grade (including a withdrawal) from that course on their transcript.

Operationalization of Specific Data

II. External Demand

This criterion assesses the need for and attractiveness of the program. It represents, for example, incoming student interest in programs. The university only has data for undergraduate majors, not for graduate or postgraduate programs or for minors and general education/service courses.

Incoming Student Declared Area of Interest: Each year in the fall we survey newly enrolled students for their areas of interest and expected major. This gives the number of newly enrolled students who expressed interest in this program. Not all majors are included in this survey. The survey data are compiled in Slate via the application process and then moved into Banner.

First Time Major Declarations: The number of students who formally declared this major program during the indicated academic year; it only includes those who declare a major for the first time, not those who add or change a major. The data come from Banner.

III. Internal Demand

Many academic programs are needed because they support other programs. This criterion includes data for departments and for programs, because some measures can only be reported at the department level (like class size).

Program-Level

SCH in the Program: This includes all SCH (student credit hours) taken by students in this program within the department for the academic year. The data are from Banner.

Department-Level

Course Fill Rate: This is the median and average (mean) fill rate of classes in this department. It will include all undergraduate (100-400 level) or all graduate (500-600 level) classes – depending on 3 whether the program is undergraduate or graduate – offered in that department during that academic year. This calculation excludes one-on-one courses, like independent studies, thesis credits, internships, music lessons, practicums, etc. The data are from Banner.

Class Size: This is the median and average (mean) size of classes in this department. This measure will include all undergraduate (100-400 level) or all graduate (500-600 level) classes, depending on whether the program is undergraduate or graduate. This calculation excludes one-on-one courses, like independent studies, thesis credits, internships, music lessons, practicums, etc. The data are from Banner

IV. Quality Inputs and Processes

Some of these data are reported at the department level, others at the program level.

Program-Level

Average incoming HS GPA: The high school GPA of undergraduate students in that program that year. This will include transfer students unless we do not have their high school GPA. The data are from Banner

The next two items are grouped together in a category, but a program will only have one:

Average incoming transfer GPA: The GPA of transfer students from their previous institution(s) for all undergraduate students in that program that year. The data are from Banner.

Average incoming undergrad GPA: The undergraduate GPA of graduate students in that program that year. The data are from Banner.

Department-Level

(Number of) FTEF (Full-Time Equivalent Faculty): This is the number of full-time equivalent faculty in the department. It is calculated by adding up all the time that any faculty, full time or part time, worked and dividing it by 45 credits, the workload for 100% effort of a full-time faculty member. This item is reported at the department level. The data are from the effort survey and are only reported for 2021-22.

(Number of) FTEF Instructional: This is the number of those FTEFs in the previous category that were spent on instruction. All these items are reported at the department level. The data are from the effort survey and are only reported for 2021-22.

(Number of) FTEF Non-Instructional: This is the number of FTEFs reported above that were spent on non-instructional activities like scholarship, service, and administrative duties. FTEF Instructional and FETF Non-Instructional should total the number reported as FTEF. All these items are reported at the department level. The data are from the effort survey and are only reported for 2021-22.

(Number of) FTEF T/TT+L/SL: This is the number of FTEFs reported above that were performed by people in ongoing contracts or similar contracts, including tenured and tenure-track faculty (T/TT) and lecturers, senior lecturers, and visiting professors of all ranks (L/SL). Any work that is done by these people is counted here, even if it is paid as quarterly faculty or PTOL. All these items are reported at the department level. The data are from the effort survey and are only reported for 2021-22.

(Number of) FTEF Other: This is the number of FTEFs reported above that were performed by people like adjuncts and GSAs. FTEF T/TT+L/SL and FETF Other should total the number reported as FTEF. All these items are reported at the department level. The data are from the effort survey and are only reported for 2021-22. Percent of Instructional

FTEF with Terminal Degree: This is the % of Instructional FTEF reported above that were performed by people who have terminal degrees. All these items are reported at the department level. The data are from the effort survey and are only reported for 2021-22.

Percent of SCH by Faculty Type: This gives, within the department, the percentage of student credit hours delivered by people broken down by category;
- Tenured and tenure track faculty (T/TT)
- Lecturers, senior lecturers, and visiting professors of all ranks (L/SL)
- The total of the two previous categories: T/TT and L/SL (all faculty with ongoing contracts and similar arrangements)
- Adjunct instructors
- GSAs (graduate student assistants). The data are from Banner.

Curricular bottlenecks: A class with a fill rate over 90% and a DFW rate over 20% represents a bottleneck. DFW is the percentage of students who received a grade of D, a grade of F, or withdrew from a class as a percentage of all students who received a grade (including a withdrawal) from that course on their transcript. The data are from Banner.

V. Quality Outcomes
Some of these data are reported at the department level, others at the program level.

Program-Level

Graduation rate: The percentage of students who declared/entered in the program in the indicated academic year and went on to graduate at any time through winter 2023 with that program on their transcript. Students who changed majors before they graduated would not be included in the graduation rate. The years this starts with end in 2016 to allow students six years to graduate, which is the standard Department of Education time for bachelors level graduation rate reporting. Students who declared in more recent years are not included as their graduation rate could be sensitive to the point in their academic career that

students declare their major. The data are from Banner.

Percent of graduates with at least a 3.7 GPA: The percentage of those students who declared/entered in that year and graduated at any time with this program on their transcript who had a cumulative GPA of 3.7 or higher. The data are from Banner.

Percent of graduates with at least a 3.0 GPA: The percentage of those students who declared/entered in that year and graduated at any time with this program on their transcript who had a cumulative GPA of 3.0 or higher; this includes the students who have a GPA above 3.7 as well. The data are from Banner.

Department-Level
DFW Rates: Percentage of students who attempted a class in this department and received a grade of D, a grade of F, or withdrew from a class. Attempted includes all students who received a grade (including a withdrawal) from that course on their transcript. Each class/student combination counts as one, so a single student could be counted in the DFW rate more than once if they earned a D/F or withdrew more than once from a class (whether the same class twice or two different classes in that department) in an academic year. The data are from Banner.

VI. Size, Scope, and Productivity
Some of these data are reported at the department level, others at the program level.

Program-Level
Number of Declared Students: The number of distinct students who were declared or enrolled in this program at any point during the academic year. The data are from Banner. 6

Number of Graduates: The number of students who graduated in that academic year with that program listed on their transcript. The data are from Banner.

Attempted SCH (Student Credit Hours) in the Program : This includes all SCH attempted by students in this program that were taken within this department for the academic year. The data are from Banner.

Department-Level
SCH/FTEF - This is calculated by taking the total attempted student credit hours for the department and dividing it by the total FTEF to give a sense of the student/faculty ratio.

Declared students/FTEF - This is calculated by taking the total number of declared students for all SRA programs in the department and dividing it by the total FTEF to give a sense of the student/ faculty ratio.

Graduates/FTEF - This is calculated by taking the total number of graduates for all SRA programs in the department and dividing it by the total FTEF to give a sense of the student/ faculty ratio.

Percent of faculty time in this department: The data are from the chair faculty effort worksheet. It is reported as the percent of all faculty time dedicated to the indicated activity:

- Percent of time dedicated to teaching
- Percent of time dedicated to service
- Percent of time dedicated to scholarship
- Percent of release time dedicated to service
- Percent of release time dedicated to scholarship
- Percent of release time dedicated to advising
- Percent of time released for other

It should total 100%. The data are taken from the effort survey and are only reported for the 2021-22 academic year.

VII. Revenue and Resources Generated

The revenue and resources and expenses data source is Banner Finance combined with Student Credit Hours for allocation from Banner Student. The data is provided for fiscal year 2022 (July 1, 2021, thru June 30, 2022).

Total SCH: This gives the total number of student credit hours generated by the department. The program level SCH is allocated to each program by Institutional Research. This information is used to allocate expenses at the program level. The five categories below break these SCH down by type.

F011 Index 1 SCH: This gives the number of student credit hours that are "state support" or Index 1 produced by our regular students (F011) generated by the department and by the program from Banner. This information is used to calculate revenues at the program level.

F011 Running Start SCH: This gives the number of student credit hours that are running start students under F011 generated by the department and by the program from Banner. This information is used to calculate revenues allocated to the academic program.

F015 Index 2 SCH: This gives the number of student credit hours that are index 2 generated by the department and by the program from Banner. This information is used to calculate revenues assigned to the program.

F015 College in the High School SCH: This gives the number of college in the high school student credit hours generated by the department and by the program from Banner. This information is used to calculate program revenue.

Summer Session SCH: This gives the total number of student credit hours from summer sessions generated by the department and by the program from Banner. This information is used to calculate program revenue and allocate expenses.

Total Revenue and Resources/SCH: Total revenue for the department and program divided by the number of SCH for the department and program respectively.

Total Cost/SCH: Total expense for the department and program divided by the number of SCH for the department and program respectively.

Total Net Revenue/SCH: Total revenues for the department and program less total expenses for the department and program divided by SCH for the department and program (or you can think of this as total revenue/SCH minus total cost/SCH).

Revenues

F011 Net Operating Fee per SCH: This number includes a calculation of the net tuition rate per SCH multiplied by the actual number of SCH in the department and program respectively. The net operating fee revenue for 2021-22 is $145.04/SCH.

Allocated State Operating Appropriation based on SCH: This number is a calculation that allocates the state operating appropriation to the academic programs based on SCH. This takes the State Operating Appropriations for departments/org codes for the programs divided by total F011 SCH, which calculates to $88.67 per SCH. That number is then multiplied by the actual number of SCH in the department and program respectively.

Index 2 Revenue: Some index 2 revenues are assigned to the department level; these are allocated to the program based on allocated SCH. Others are directly related to an academic program. Where an index 2 is directly related to an academic program (example is accelerated online graduate programs) the revenue is directly allocated to the program.

F011 Running Start Revenue: Running start revenue is assigned to the department and program based on $170 per SCH.

College in the High School Revenue: College in the High School revenue is assigned to the department and program based on $65 per SCH.

Summer Session Revenue from SCH: Summer session revenue is allocated to departments and programs by allocating all revenue from summer school based on the percentage of summer session credits they produced.

Grants and Contracts: Index 5 - grant revenues for each department is shown as one program. Revenues and expenses are presented at the program level for the grant programs and are not associated with SCH.

Transfers In: Transfers In at the department level are from Banner Finance and are allocated to the programs based on SCH.

Total Revenues and Resources: This is a total of the types of resources as calculated for the department and program respectively.

Expenses

Salary and Benefits: Salary and benefits costs are reported at the department level and allocated to programs based on SCH.

Operating Expenses: Operating expenses are generally reported at the departmental level; all are allocated to programs based on SCH.

Transfers Out: Transfers Out at the department are from Banner Finance and are allocated to the programs based on SCH.

Total Expenses: This total of the types of expenses as calculated for the department and program respectively.

Expenses and Costs Allocation: Banner Finance transactions are generally recorded at a department level. For those departments with multiple programs, the expenses are allocated to programs based on department SCH which are allocated to the programs based on the on estimates using the following algorithm:

- Compare average section size for non general education classes to the average section size for general education classes.
- Use that ratio to modify the number of the cost-based SCH for the general education classes, which will normally make general education "cheaper" with a smaller number of cost-based SCH.
- For graduate programs, increase the number of cost-based SCH by 133% to reflect the generally smaller class sizes.
- Then allocate costs based on the cost-based SCH in each program.

Example: if a program had 2000 credits of general education with classes twice as big as the other classes, 500 credits in a major program, 100 credits in a minor program, and 300 credits in a graduate program, the costs would be attributed as if there were 1000 credits of general education (because there are more students and SCH in each class, the cost of delivering each SCH is less), 400 credits in the graduate program (because there are fewer students and SCH in each class, the cost of delivering them is

greater), 500 credits in the major, and 100 credits in the minor. That means that the general education program would only be assigned half the costs instead of over two-thirds of them. On the other hand, if a department had two majors with 500 credits each and two minors with 100 credits each, the costs would simply be allocated in proportion to those credits.

VIII. Expenses and Costs Incurred
All data in this section are identical to the data in Section VII above. Refer to the descriptions in that section.

IX. Impact, Justification, and Overall Essentiality
Proportion of Hispanic Students: The percentage of declared students in the program who self identified as Hispanic/Latinx. The data are taken from Banner.

Proportion of Non-Hispanic Students of Color: The percentage of declared students in the program who self identified as Black, Native American, AAPI, and other categories not represented above. To get the total proportion of students of color, add the first two numbers together. The data are taken from Banner.

Proportion of First-Generation College Students: The percentage of declared students in the program who self-identify as first-generation college students. The data are taken from Banner.

APPENDIX D: ACADEMIC PROGRAMS TEMPLATE

<div align="center">

EWU Strategic Resource Allocation
Academic Review Template

</div>

The following document has been created to allow faculty and staff to work collaboratively on completing the templates for their respective programs. This document matches the template that has been created for the **WordPress online form**. WordPress is limited in its capacity for collaboration among individuals and does not easily allow you to save your progress. Therefore, this document may be useful as you draft your template. The final template must be submitted through WordPress, no documents will be accepted via email or otherwise.

Template Instructions

1. Please answer all the questions to the best of your ability. If you choose not to answer a particular question, please type "N/A" so that the task force knows you have intentionally skipped it.

2. Please answer in a way that people unfamiliar with your work can understand your responses; please avoid the use of field/discipline/specialty jargon and acronyms that are not defined the first time they are used.

3. The Strategic Resource Allocation (SRA) Template is being distributed to chairs/directors for the sake of efficiency and accountability. However, another person, other than the chair/director, may complete the template if decided upon by the department/program. Respondents are strongly encouraged to seek the input of other program/department faculty while preparing their responses.

4. WordPress is the platform that will be used for the final submission. However, the way in which WordPress operates is not conducive to collaborative work or saving progress. Therefore, we recommend that each program uses the **fillable document provided here** so that collaboration within the program may occur. Once complete, the information must be transferred to WordPress, the online form, for final submission.

5. Each request for a response has a displayed word count that is distributed across the related questions. Since the template was designed for a broad variety of programs, we expect that some units will not have detailed responses or will not have information applicable to all questions. For example, many programs may have strong internal demand (e.g., for General Education) but little external demand, and vice versa. The Task Force will take into account that units have different levels of internal and external demand.

6. Data for the SRA project will be shared with the appropriate chairs/directors via an emailed link. Please use this data to address quantitative criteria requested in the template questions. **Descriptions of how each data item was created can be found here**.

7. Unless specified, the university-provided data focuses on the 2021-22 academic year. This means that your responses that utilize this data should be tailored to that timeframe. Exceptions to this include questions that involve university-provided data outside of that year (e.g., graduation rates) as well as the History, Development, & Expectations and

Opportunity Analysis sections. Program provided data has no limitation on the timeframe used, but the most recent data should be used whenever possible.

8. In many questions we ask for university-provided data and, sometimes, program-provided data. Most of this data is provided for you although you can supplement it with additional data, where applicable. You do not need to summarize the university-provided data as the Task Force will have access to the same data you are provided. It is suggested that respondents use the data within their response to the questions. For example, when asked to review university-provided diversity, equity, and inclusion (DEI) information, a program could highlight their DEI accomplishments as part of the associated questions. There is a designated section, which is not part of the overall word count, for programs to post references for their data.

9. Once a program submits their completed template, it will be stored for later retrieval by the Academic Task Force. A copy of the submission will be sent to the submitter. The Dean overseeing the program will be emailed the submission contents but will not be able to make any modifications.

College & Department/Program Information *(Required)*	
College:	
Department:	
Program:	
Program Type:	

Note. These are available as dropdowns in the online template for ease of use; however, this could not easily be replicated in this document.

Alternate Contact Email:

I. History, Development, and Expectations (5%)

Was the program in the EWU catalog and available to students in the 2020-21 academic year?

Grants and general education programs should select 'No' for this question. *(Required)*

Is this program planned to be discontinued? *(Required)*

> **Note.** Selecting "Yes" would take you to the end of the template.

In 150 words or less, please address the following issues/questions. *(Required)*

- Briefly describe the history of the program and its significance to the university.
- How has the program adapted to meet changing university mission and goals over time?
- Has the program undergone recent changes in enrollment, number of faculty, or other important quantitative variables listed in the rest of the template?

References

Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).

II. External Demand (10%)

In 200 words or less, please address the following issues/questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. Feel free to highlight your successes.
(Required)

- What makes the program unique in serving regional needs relative to other regional universities?
- What community engagement activities does the program participate in? (e.g., internships, volunteerism, service learning, community-based learning, community-engaged research, etc.)
- Describe financial support from the community, such as funds for student scholarships.
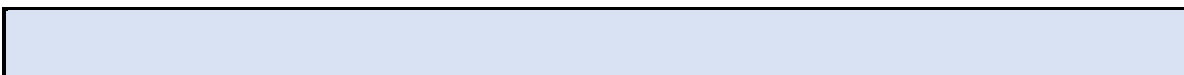
University Provided Data associated with this section *(for undergraduate majors only)*

- Number of incoming students who identify the program as an area of interest.
- Number of first-time major declarations in the program.

What proportion of applicants does the program accept?

If the program does not have a selection process, enter 100% here (this will be true for most majors and certificates).

For majors, minors, certificates, and graduate programs, in 50 words or less, please address the following issues/questions. *(Required)*

- What is the projected number of positions in the field or related fields that students from the program might pursue?
- What is the projected % change in employment in the field or related fields that students from the program might pursue?
- What is the median salary of workers in the field or related fields that students from the program might pursue?

We provided links to the Bureau of Labor Statistics (BLS) and WA State data that you can use below, but other data sources are also acceptable.

https://www.bls.gov/ooh/

https://erdc.wa.gov/data-dashboards/earnings-for-graduates

References

Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).
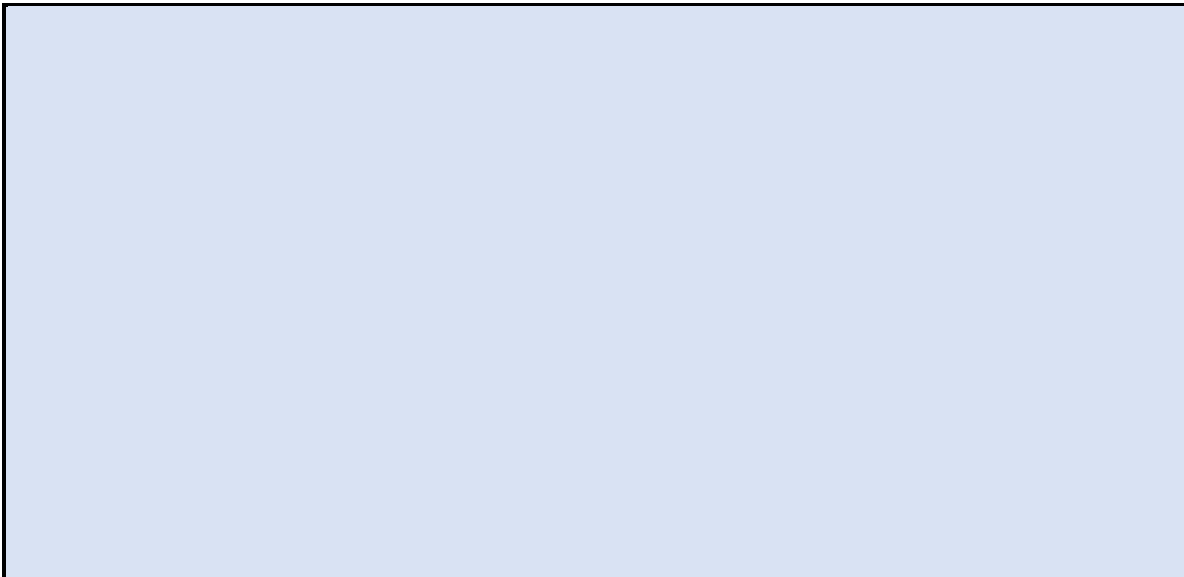
III. Internal Demand (10%)

In 200 words or less, please address the following questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. Feel free to highlight your successes. *(Required)*

- Does the program provide services required by other programs on campus?
- What other academic programs depend on the program and how?
- Describe the program's collaboration with other programs on campus, say, cross-listed courses, co-taught courses, etc.
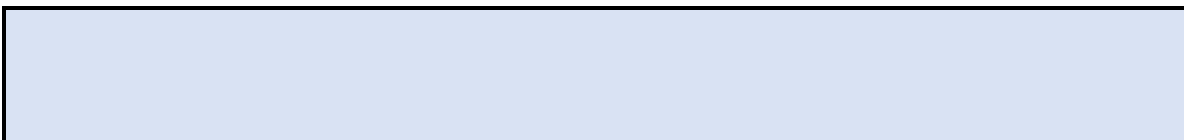- Are there pedagogical, accreditation, or other limitations on class sizes?

University Provided Data associated with this section.

- Number of student credit hours (SCH) generated in the program.
- Average and median course fill rate for the department.
- Average and median class size for the department.

References

Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).

In 150 words or less, please address the following questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. Feel free to highlight your successes. *(Required)*

- What national and/or professional (beyond the NWCCU) accreditations or licensing standards are in place?
- What curricular and/or instructional strategies does the program use to ensure quality education?
- How has the program adapted to recent challenges and opportunities related to quality inputs and processes?

University Provided Data associated with this section.

- Percentage of SCH in the department generated by the different faculty types (e.g., tenured/tenure-track, lecturers/senior lecturers/visiting professors, adjuncts, and graduate service appointments).
- Number of full-time equivalent faculty (FTEF) in the department and amount of time that goes into instruction.
- Distribution of FTEF by faculty type.
- Percentage of instructional FTEF in the department with a terminal degree.
- Number of curricular bottleneck courses in the department.
- Mean grade point average (GPA) of incoming students for the program.

In 50 words or less, please address the following question. *(Required)*

- What is the faculty retention rate? If needed, please use this space to also discuss problems there may be with retaining faculty.

What is the number of credits required in the program? *(Required)*

For all programs that are not major, minor, certificate, or graduate programs, the answer should be "0".

References

Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).

V. Quality Outcomes (10%)

In 200 words or less, please address the following questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. Feel free to highlight your successes. *(Required)*

- Describe the recent significant scholarly, creative and/or professional contributions of the program's faculty/staff/students.
- Describe the contributions of the program's recent graduates to the region and/or their professional field, including (further) graduate study.
- Provide quantitative data, if available

University Provided Data associated with this section.

- Percentage of students in the department that received a D, F, or withdrew without credit (DFW rate).

For all programs that appear on transcripts (e.g., majors, minors, certificates, and graduate programs).

- Graduation rates.
- Percentage of students that graduated with a GPA of at least (i) 3.0 or (ii) 3.7.

Does the program have a minimum GPA above the university-set 2.0 for undergraduate or 3.0 for graduate? *(Required)*
Grants and general education programs should select 'No' for this question.

References
Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).
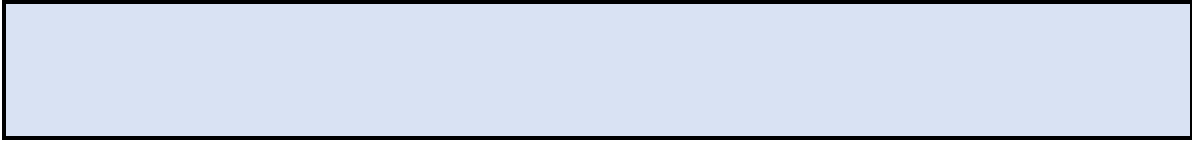
VI. Size, Scope, and Productivity (15%)

In 200 words or less, please address the following questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. Feel free to highlight your successes. *(Required)*

- Discuss the release time for research, service, and/or administrative duties/activities in the program, including non-departmental/programmatic service such as Faculty Organization.
- Does accreditation, licensing, or a similar factor affect student-to-faculty ratios? If so, how?
- Describe any challenges that affects the output or productivity of the program.

University Provided Data associated with this section.

- Number of students in the program and number of students who graduate.
- Number of SCH generated in the program.
- Adjusting for faculty size: number of SCH, students, and graduates per FTEF in the department.
- Department distribution of faculty time across teaching, research, and service.
  - Percentage of release time for research, service, advising, or other duties.

In 50 words or less, please address the following issues/questions. You should provide data from the program to support where necessary.

- Information about advising loads.
- Average number of students advised by the faculty.

References

Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).

VII. Revenues and Resources Generated (10%)

In 200 words or less, please address the following issues/questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. Feel free to highlight your successes.
(Required)

- What steps has the program taken to bring in additional funds beyond SCH?
- Describe other sources of revenue that may not have been captured by the data. We are particularly interested in external funds that directly support operations.
- Has revenue from the program changed substantially over the past 5 years, and if so, why? Use data to support your response, if available.

University Provided Data associated with this section.

- Total revenue of the program.
- Total program expenses.
- Net total (revenue - expenses) of the program.

References

Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).

VIII. Expenses and Costs Incurred (10%)

In 250 words or less, please address the following issues/questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. Feel free to highlight your successes.
(Required)

- Do these costs reflect what the program needs to be successful? Please explain.
- Has financial support for the program changed substantially over the past 5 years? If so, how has this affected the program? Use data to support your response, if available.
- Please explain any significant discrepancy between cost and revenue (positive or negative).

University Provided Data associated with this section.

- Total revenue of the program.
- Total program expenses.
- Net total (revenue - expenses) of the program.

OPTIONAL: In 100 words or less, please explain a recalculation of costs.

The costs data for the program are allocated from department costs based on a formula (see the data descriptions for details). Only provide a recalculation if you feel that costs have not been correctly allocated to the program. **You may skip this section if this does not apply to you.**

References

Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).

IX. Impact, Justification, and Overall Essentiality (15%)

In 300 words or less, please address the following issues/questions. Impact and essentiality have many components, and these are not always highlighted in quantitative data. Feel free to highlight your successes. *(Required)*

- How is the program essential to the current and future success of the institution?
- How is the program essential to the current and future success of the region?
- How would elimination of the program affect EWU as an institution?

In 150 words or less, please address the following issues/questions. Use the associated data provided in the emailed link as needed. The Task Force will have access to the data so there is no need to repeat it, but it can be used to support your responses. *We acknowledge that university provided data are limited in the kinds of diversity they recognize and invite you to discuss any contributions the program makes to address diversity, equity, and inclusion (DEI).* Feel free to highlight your successes. *(Required)*

- How does the program address DEI?

University Provided Data associated with this section.

- Proportion of Hispanic students within the program.
- Proportion of non-Hispanic students of color within the program.
- Proportion of first-generation college students within the program.

References

Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).

X. Opportunity Analysis (10%)

In 200 words or less, please address the following issues/questions. *(Required)*

- What changes, if any, are already planned for the program?
- How could the program be revised to enhance or strengthen it?
- What could the program accomplish if more resources were invested? Be specific about what and how many resources would be required.

References

Enter your references below. If you are entering website URLs, enter each link **on a new line** (press enter after each reference).
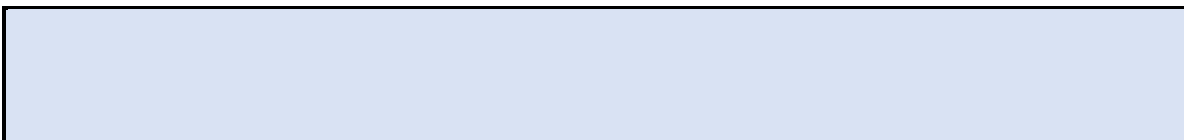
This section is not considered as a percentage of a program's evaluation. Instead, it is for you to address discrepancies or spotlight facts about the program that we did not ask in previous categories.

In 100 words or less, please address the following question. *This question is optional.*

- Are there any discrepancies in the data that were provided? If so, please explain and provide references.

In 200 words or less, please address the following question. *This question is optional.*

- Is there anything this template did not allow you to express or is there something that is important to the review of the program?

List of references for data, etc.

Confirmation
By checking this box, you are agreeing to the data submitted with this form to be true to the best of your knowledge. This response will be stored with the template as consent of submission. ☐   **I agree and confirm the accuracy of this data.**

APPENDIX E: CURRICULAR BOTTLENECK AND DFW RATE AMENDMENTS

Curricular Bottleneck Quintile Amendments

Quality Inputs & Processes						
Curricular Bottlenecks						
Department	2017-18	2018-19	2019-20	2020-21	2021-22	2022 Institutional Quintile
Africana Studies	11	6	6	9	6	4
American Indian Studies	1	1	0	0	1	5
Biology	13	11	11	13	18	1
Chemistry and Biochemistry	37	31	21	19	23	1
Chicana/o/x Studies	0	2	0	2	0	5
Communication Sciences and Disorders			1	1	1	5
Communication Studies	9	13	13	9	16	1
Computer Science & Electrical Engineering	26	15	14	19	10	2
Core Behavioral and Science Courses	2	6	9	4	4	4
Dental Hygiene	0	0	0	0	0	5
Design	4	2	5	2	8	3
Economics	17	7	11	10	7	3
English & Philosophy	72	55	56	57	45	1
Fine and Performing Arts	7	27	10	15	9	2
Gender, Women's & Sexuality Studies	0	0	0	2	4	4
Geosciences	10	10	7	8	3	5
History, Anthropology, and Modern Languages and Literature	22	21	24	31	14	2
Mathematics	74	66	53	34	36	1
Mechanical Engineering & Technology	16	34	20	15	5	4
Military Science (CAHSS)	0	0	0	0	0	5
Occupational Therapy	1	0	0	0	0	5
Office of the Dean (CHSPH)	0	0	0	0	0	5
Office of the Dean (CPP)	0	0	0	0	1	5
Physical Therapy	0	0	0	0	0	5
Political Science and Public Policy	9	16	10	8	8	3

Public Health Programs	0	0	0	0	0	5
School of Accounting	17	6	5	6	3	5
School of Business	21	23	9	9	7	3
School of Education	2		3	8	8	3
School of Psychology	17	28	26	32	36	1
School of Social Work	12	8	9	11	15	2
Sociology and Justice Studies	6	9	8	15	10	2
Wellness and Movement Sciences	7	4	2	17	8	3

DFW Rate Quintile Amendments

Quality Outcomes					
Student Success (DFW Rate)					
Department	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022 Institutional Quintile**
Africana Studies	17.79%	17.03%	16.07%	14.77%	14.65%	1
American Indian Studies	13.11%	12.93%	20.21%	29.71%	25.23%	1
Biology	9.36%	10.16%	7.51%	5.23%	6.05%	4
Chemistry and Biochemistry	24.23%	27.47%	21.32%	21.74%	26.10%	1
Chicana/o/x Studies	15.02%	19.24%	17.46%	30.46%	13.72%	2
Communication Sciences and Disorders	2.35%	2.34%	2.43%	1.27%	1.56%	5
Communication Studies	8.93%	11.56%	9.76%	7.44%	8.57%	3
Computer Science & Electrical Engineering	15.52%	16.29%	16.90%	15.16%	10.38%	2
Core Behavioral and Science Courses	20.58%	17.15%	13.63%	13.52%	16.92%	1
Dental Hygiene	2.00%	0.90%	0.52%	2.04%	0.99%	5
Design	7.32%	6.80%	6.78%	7.51%	9.41%	2
Economics	22.00%	18.17%	18.20%	19.52%	16.08%	1
English & Philosophy	12.86%	13.10%	11.89%	11.20%	10.10%	2
Fine and Performing Arts	4.07%	6.05%	6.37%	6.23%	5.18%	4
Gender, Women's & Sexuality Studies				10.13%	16.83%	1
Geosciences	12.81%	12.33%	11.02%	10.26%	9.19%	3
History, Anthropology, and Modern Languages and Literature	13.10%	12.81%	10.69%	11.27%	12.28%	2
Mathematics	21.74%	22.39%	20.61%	21.07%	24.67%	1
Mechanical Engineering & Technology	8.86%	11.34%	9.76%	11.88%	8.72%	3
Military Science (CAHSS)	3.14%	1.52%	3.29%	5.45%	6.89%	4
Occupational Therapy	0.95%	1.88%	1.22%	1.87%	1.53%	5
Office of the Dean (CHSPH)	0.00%	0.18%	0.33%	0.00%	0.60%	5
Office of the Dean (CPP)					8.18%	3
Physical Therapy	0.00%	0.18%	0.33%	0.00%	0.00%	5
Political Science and Public Policy	8.00%	11.16%	8.80%	9.26%	7.12%	3

Public Health Programs	5.83%	7.36%	4.79%	5.48%	6.31%	4
School of Accounting	15.20%	14.64%	11.73%	10.64%	8.76%	3
School of Business	9.38%	9.74%	8.76%	8.77%	8.42%	3
School of Education	2.71%	3.24%	2.20%	3.39%	4.13%	5
School of Psychology	8.01%	7.77%	7.00%	8.44%	9.33%	2
School of Social Work	4.38%	4.29%	3.30%	4.88%	5.56%	4
Sociology and Justice Studies	12.35%	12.63%	10.21%	14.60%	17.18%	1
Wellness and Movement Sciences	6.89%	8.42%	6.32%	7.15%	6.51%	4

APPENDIX F: REFINED DATA RESPONSE INFORMATION

Dear Colleagues,

In producing data sets for the SRA process, one objective was to create a model for programs that is generally representative of student credit hours (SCH) produced and associated revenue and expenses.

As programs filled out templates, they began to report discrepancies in data presented to those programs. In response, our committee began to look at how the data was generated. As we did that, we found issues with the data provided to the campus community. We shared those concerns with the facilitation team and they have worked to revise the financial data sheets, which are being distributed now. A description of each issue and how it was addressed is outlined below.

We want to thank you for your patience with this complex process and the hard work you've put into your responses. We have asked the facilitation team to provide you with an additional opportunity to respond to this revised data. If you choose to submit a response, the committee will use this new information while evaluating your program.

Because of the importance of our task, we're first and foremost committed to allowing you to see, discuss, and respond to this new information. We want to make the most informed decisions possible in this process.

— The SRA Academic Task Force

Below is a list of changes that were made to the SRA data:

- In Sections VII and VIII, the student credit hours (SCH) used for the revenue model were modified to match the data definitions shared on the SRA website – this affects all programs. For these sections the weighted SCH were reported on the original data sheets. Inadvertently the weighted SCH were used to calculate both revenue and costs for programs. In the new data sheets the unweighted SCH are reported and used to calculate revenue for programs while the weighted SCH are still used to calculate costs. For example, this has resulted in increases in the revenue assigned to general education, which therefore reduces the revenue assigned to other programs in that department. This significantly impacted undergraduate, graduate, and general education/service programs and therefore most categories of revenues. This process is explained in more detail in the data descriptions on the SRA website.
- In Sections VII and VIII, departmental and program SCH have been updated to match updated 2021-22 values (reflecting changes due to things like exceptional withdrawals) – this affects many programs but the changes should be small.
- In Sections VII and VIII, Index Two SCH for online accelerated graduate programs (Academic Partnerships – AP) from the summer were inadvertently assigned to summer SCH instead of to the online accelerated programs they should have been part of; this has been rectified – this only affects programs with Index Two credits taken during the summer term.
- In Sections VII and VIII, Index Two online accelerated graduate program (AP) revenue has been revised to match it to Index Two (F015) SCH more completely – this affects most departments with multiple programs with Index Two SCH.
- In Sections VII and VIII, some Index Two SCH remain in programs that don't match them with the appropriate revenue – this is mostly true of Index Two SCH in general education/service as the revenue is distributed to the core program rather than general education/service program. The task force is going to take this into account.
- The task force is aware that costs associated with online accelerated graduate programs (AP) are allocated across the respective departments (e.g., 50% tuition that is paid from EWU to AP), not limited to those programs in Sections VII and VIII; the task force will take this into account.

- Semester programs with state support (F011) revenue were revised to reflect semester SCH equivalency of 1.5 quarter credits; that change only affects programs that are on semesters.
- Graduate program revenue per SCH was modified to reflect the increased amount of tuition revenue generated by graduate students compared to undergraduate students. The rate was not modified for undergraduate programs.
- Differential tuition for state support (F011) programs is not assigned directly to the programs that charge it – it is included in the overall tuition revenue from which the general revenue per graduate SCH is derived; programs with differential tuition should describe it in their responses.
- No costs were assigned to College in the High School programs in Section VII and VIII. Those costs were distributed across all other programs in that department or school. The task force will take this into account.
- A few individual data issues were rectified; the biggest changes affect Social Work and Physical Therapy.
- These changes may result in changes to assigned quintiles for data points for all programs.

In addition, you may recall that revised DFW (the percentage of students who earned D's or F's and withdrew) and bottleneck data were sent to all of you during the initial template completion period. The original numbers inadvertently included grades of 2.0 in the DFW rate calculation. Semester programs will find the revised data in their data sheets.