**California State University, San Marcos**

**Long-range Academic Master Plan Task Force**

**Report AY 2017-18**

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1. **Introduction**

The Long-range Academic Master Plan (LAMP) Task Force was established by the Provost, in consultation with the Academic Senate, for the purpose of examining CSUSM’s Long-range Academic Master Plan (LAMP), and guide CSUSM’s curricular and program development into the near future (the next three to five years), as well as over the longer term. The Provost gave the LAMP Task Force the following charge on October 31, 2014.

Charge received from the Provost:

*The Task Force was directed to use information from the University Academic Master Plan, the Colleges’ strategic planning processes, unit three-year rolling plans, and regional economic and employment data, to examine and make recommendations about the prioritization of future degree programs, options, minors, and certificates, from across all of CSUSM's colleges.*

*Recommendations in the Task Force report are intended to be independent of resource implications. Although CSUSM’s Budget and Long Range Planning Committee (BLP) and the University Curriculum Committee (UCC) might recommend the adoption of proposals for programs not considered by the Task Force, recommendations must be taken into account by BLP and UCC in the evaluation of new proposals.*

*In considering program proposals and making its recommendations, LAMP should take into account, among other things, the following considerations:*

*• CSUSM's mission, vision and values*

*• The University Academic Master Plan*

*• Three year-rolling plans and College strategic plans*

*• State and regional needs (including but not limited to economic trends)*

*• Likely student demand*

*• Collaborations among CSUSM's colleges*

*• Potential collaborations with community partners and other campuses*

1. **Charge Interpretation**

The 2017-18 Task Force focused on available data pertaining to state and regional needs and economic trends as a way to inform colleges and units regarding the new programs they might want to consider proposing as well as existing programs they may want to modify, update, and/or enhance. Colleges and units may also consider the Task Force findings when adding to and modifying 3-year rolling plans as well as considering which of their new programs from the University Academic Master Plan (UAMP) should be prioritized. Some of the regional needs identified were already addressed by existing programs, or by programs that are already being proposed at CSUSM, and minor modifications may better align campus programs with regional workforce needs.

The Task Force did not consider programs or majors already initiated programmatically on campus via a P-form.

It is important to note that future program proposals linked to majors or employment areas on the prioritized list in this report should not necessarily be considered or implemented before programs that do not appear on the list. Rather, it is the intention of the Task Force to communicate that Colleges are encouraged to use the list to guide development of programs that best align with regional needs. Given this interpretation of the charge relegated to the Task Force, it would be more appropriate to refer to the rankings in this report as a Long-range Academic Prioritization, rather than a Long-range Academic Master Plan.

1. **Process**

The LAMP Task Force met 11 times during the academic year 2017/18.

The Task Force examined the previous LAMP report from 2014/15 at its first meeting and collected ideas about the process and the objectives of the Task Force’s work. These ideas were ranked by a vote and it was decided to start working on the highest ranked items first, with the intent to work as far as possible down the list. As expected, the Task Force was not able to work on all possible topics, for example the Task Force did not look at the demand from feeder high schools. It was also decided that a meeting with the Chambers of Commerce of the cities in North County might not bring substantially more information than that received from the meeting with the Economic Development Managers.

The Task Force looked at programs at nearby institutions, such as San Diego State University and University of California San Diego, and feeder colleges, like Palomar College. It was observed that other institutions have different structures, for example UCSD has several Biology majors, whereas CSUSM has implemented some of the same areas as options. It was also noted that the majors that are currently offered at CSUSM account for about 75% of the majors at SDSU. Many majors at SDSU that are missing from the CSUSM list are in the area of engineering.

On November 21, 2017, the Task Force met with the Economic Development Managers of Carlsbad, Escondido, San Marcos, and Vista. Each manager presented on the specific industries in their communities and the demand for degrees and skills. After their presentation, the managers were available for an extended question and answer session. The outcome of the meeting was a better understanding of the diversity in the different communities along the 78 corridor and many specific ideas about needed degrees and skills emerged.

On January 25, 2018, several members of the LAMP Task Force gave presentations on job sectors in San Diego County. The sectors were Non-Profit and Public Sector, Life Sciences, Information and Communications, Tourism, Healthcare, Advanced Manufacturing, Clean Energy, and one presentation focused on available data from the Employment Development Department of California (EDD). The presentations were based on sector descriptions available from the San Diego Workforce Partnership (SDWP). Vice-Provost Haddad had visited a workforce conference of SDWP on October 26, and brought back material that inspired interest of the Task Force in reports provided by SDWP.

On January 30, 2018, Sarah Burns, the Director of Research and Evaluation of the SDWP, visited CSUSM to give a presentation to the Task Force about the local demand and supply of four year degrees. The presentation and the following discussion provided new insight into available online tools and data that are available to study workforce demand, supply, and development predictions. The discussion also clearly showed the limitations of these tools and indicated that care has to be taken when using these data.

Based on the acquired information the Task Force started in February to compile a list of possible programs and to collect available information about current employment, projected demand, and existing programs at neighboring institutions. After the information had been assembled, the Task Force voted on a ranking of the programs and decided on of how this information should be presented in a final report.

1. **Prioritized List**

Our report identifies two lists. The first list, List A, includes areas that the Task Force deems of highest importance. List A is broken down into 3 clusters of equal importance. Areas in each cluster are ranked in descending order. The second list, List B, includes the other areas discussed by the Task Force. These areas carry some importance given that they were relevant enough to be discussed by the Task Force. Areas in List B are ranked in descending order. To maintain uniformity, all areas appear in the form of an occupation rather than a major or program. The Task Force leaves it up to the proposers to decide whether a major, a minor, an option, or a certificate is best suited for a program submission.

The Task Force notes that the mechanism by which rankings were reached carries a degree of subjectivity, based on the following points:

* Data elements considered come with some uncertainty.
* The question of how to weigh data elements relative to each other was left to the discretion of each Task Force member.

Consequently, all rankings are offered as suggestive rather than absolute.

In comparison to the prioritized list from the 2014-15 report, the Task Force notes the following:

* Several areas appearing in the list from the 2014-15 report, such as Software Engineering, Theatre Arts, and others, have already been developed at CSUSM.
* Of the foundational undergraduate programs, only Geology remains inexistent at CSUSM.
* There is a good degree of overlap between the areas from the previous report that are not yet developed, and the areas in this report.

In either list, entries marked with (g) denote areas that are at the postgraduate level, and entries marked with an asterisk denote areas for which our data set of parameters was incomplete.

**List A**

* *Engineering Cluster*
	+ Biomedical or Biological Engineer
	+ Civil Engineer
	+ Aerospace Engineer
	+ Mechanical Engineer
	+ Environmental Engineer
	+ Industrial Engineer
* *Health Sciences Cluster*
	+ Physician’s Assistant (g)
	+ Dietician or Nutritionist
	+ Occupational Therapist
	+ Health Educator
* *Business and Statistics Cluster*
	+ Construction Manager
	+ Data Scientist or Statistician

**List B**

* + Genetics Counselor\* (g)
	+ Pharmacist (g)
	+ Doctor of Nurse Practice\* (g)
	+ Bioinformatics Scientist\*
	+ Robotics Engineer
	+ Geoscientist
	+ Biochemical Engineer\*
	+ Biostatistician\*
	+ Quality Control Analyst\*
	+ Quality Assurance Engineer or Tester\*
1. **Additional Recommendation**

Whether in garnering feedback from community partners, or in listening to speakers at economic, city, or county meetings, the topics of soft skills, problem solving, critical thinking, and interpersonal communication were identified repeatedly as attributes employers look for in considering job candidates. While these topics are not specific degree program recommendations, the Task Force determines that they warrant continued campus discussion.

1. **Data Sources**
2. The [San Diego Workforce Partnership](http://workforce.org/) provides periodic [reports](http://workforce.org/reports) on various employment sectors.
3. The [California Employment Development Department](http://www.edd.ca.gov/) publishes yearly [reports](http://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html) on momentary employment and salaries and [projections](http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html) for future employments. These data are available for California as well as for local districts such as San Diego/Carlsbad.
4. [O\*NET Code Connector](https://www.onetcodeconnector.org/) was developed by the U.S. Department of Labor and allows to search for occupations, standard occupational classification (SOC) codes, as well as job outlooks.
5. The Chancellor’s office provides enrollment numbers for all campuses by major on their [website](http://www.calstate.edu/as/stats.shtml). Furthermore one can find information about [impacted majors](https://www2.calstate.edu/attend/degrees-certificates-credentials/Pages/impacted-degrees.aspx) across the CSU system.
6. [Glasdoor](https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0%2C20.htm) is a website that allows free searches for job postings for given counties and occupations.
7. [DATA USA](https://datausa.io/) is a website that allows to find majors that are offered across the US. For every major it provides graduation numbers. Furthermore it provides employment numbers by profession down to a county level. The use of the website is free. It was created by Deloitte, Datawheel, and Cesar Hidalgo, Professor at MIT.
8. [Emsi](http://www.economicmodeling.com/) is a labor market analytics website, for which access was purchased by CSUSM. It allows for even more detailed data requests about job postings, job postings over time, and how many positions were filled.
9. The [LAMP](http://www.csusm.edu/lamp/documents.html) website has links to all minutes.