

University of San Diego

2016 Interim Report

Submitted to

WASC Senior College and University Commission

Interim Report

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC. and such reviews should be indicated in this statement.

Name of Institution: University of San Diego

Person Submitting the Report: Carole Huston, PhD USD's Accreditation Liaison Officer (ALO), Associate Provost and Chair of USD WSCUC Special Interim Report Steering Committee

Report Submission Date: November 1, 2016

Statement on Report Preparation: To prepare for the Special Interim Report, the USD - Accreditation Liaison Officer (ALO) - also the associate provost for review and accreditation - convened the WSCUC Special Interim Report Committee in Spring 2015. Tasked with three areas of analysis identified by the Commission, the eleven member committee was divided into three sub-committees.

	USD WSCUC Special Interim Report Steering Committee				
Topic Area	Committee Member	Title			
	Kristin Moran	Special Assistant to the Dean and Core Curriculum Director			
Core Curriculum	Stephen Conroy	Associate Dean, School of Business			
Cur	Mike Williams	Changemaker Hub Director, College of Arts and Sciences faculty			
Core	Michael Mayer	Core Curriculum Planning Committee, College of Arts and Sciences faculty			
	Jesse Mills	College of Arts and Sciences faculty, Ethnic Studies			
sity	Esteban del Rio	Associate Provost and Director of the Center for Inclusion and Diversity			
Diversity	Margaret Leary	Assistant Vice President of Strategic Initiatives and Programs			
	Sandra Sgoutas-Emch	Director of the Center for Educational Excellence			
eview	Carole Huston	USD-ALO and committee chair, Associate Provost			
E R	Paula Krist	Director of Institutional Research and Planning			
Program Review	Karen Lee	Assistant Dean, School of Leadership and Education Sciences			

Members met to understand the charges of the Commission,

gather relevant data and analyses, and construct narrative to report on institutional progress in each of the key areas since the accreditation visit and Commission Action Letter in 2012. Upon completion, the full *WSCUC Special Interim Report* was shared with President James Harris, Vice President and Provost Andrew Allen, and Vice President for Student Affairs - Carmen Vasquez. An executive summary of the report was shared with the Academic Affairs Committee of the Board of Trustees and with Deans' Council.

List of Topics Addressed in this Report

Please list the topics identified in the action letter(s) and that are addressed in this report. The University of San Diego addresses three topics and associated subtopics identified in the 2012 WSCUC Commission letter.

Topic I. Revising the Undergraduate Core Curriculum

Core Curriculum Revision Process Core Curriculum Philosophy Core Curriculum Learning Outcomes Associated Core Curriculum Core Curriculum Implementation and Next Steps

Topic II. Coordination and Assessment of Diversity Initiatives

Cohesion of Diversity Initiatives Assessment and Effectiveness of Diversity Initiatives Diversity in the Core Curriculum Recruitment of Diverse Faculty and Staff Analysis of Recruitment & Success of Black Students Diversity, Equity, and Inclusion Continuous Efforts

Topic III. Improving the Effectiveness of Program Review

Academic Program Review Progress Crosswalks and Accredited Programs in Program Review Library Services and Information Literacy Evidence Based Decision Making Academic Program Review Next Steps

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report. **The University of San Diego** is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service. Known for its commitment to teaching, liberal arts, ethical values, and community service, USD received international recognition in Fall 2011 when it was recognized as an *Ashoka Changemaker* campus for its innovative, socially minded curriculum and programs. USD also has earned the Carnegie Classification designation of Community Engagement.

USD is a private, non-profit, residential institution of higher education enrolling more than 8,500 undergraduate,

graduate, and law students, taught by 589 full-time equivalent faculty. The most recent 6-year first year cohort graduation rate is 79%. In 2015-16, USD's unrestricted operating budget was \$380 million and a total endowment of \$450 million.

USD is composed of seven academic divisions: the College of Arts and Sciences; the School of Law; the School of Business; the Shiley-Marcos School of Engineering; the School of Leadership and Education Sciences; the Hahn School of Nursing and Health Science; and the Joan B. Kroc School of Peace Studies. In addition, the division of Professional and Continuing Education collaborates with some of the academic areas to facilitate on-line master's degree programs. Together these academic divisions offer nearly 80 bachelors, masters, and doctoral degree programs. Most programs in the professional schools are subject to specialized accreditation requirements.

Initially accredited by WSCUC in 1956, USD's institutional accreditation was most recently reaffirmed in July 2012. Since that time, there have been several important changes in leadership, including the president, provost, and several academic deans. The significance of these changes is discussed at a later point.

Response to Issues Identified by the Commission: Topic I

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed?

Topic I

Revising the Undergraduate Core Curriculum

Introduction

The WSCU-Commission Action Letter of July, 2012 identified revision of the core curriculum as one of three issues USD is required to address. The WSCUC visiting team reported that although the institution had made substantial progress, the Core Action Plan lacked "an agreed-upon articulation of specific philosophy, outcomes, or associated curriculum." The expectation of WSCUC is that by the time of the Interim Report, "USD will have completed its revision of the undergraduate core curriculum and will be in the process of implementation."

Brief Overview of USD's Core Curriculum Revision Process

Revision of the core curriculum at the University of San Diego was a five-year process that began in June of 2011, and culminated with an adopted core curriculum by faculty and the Senate in April and May of 2016 (Appendix I.A. Core Curriculum Revision Timeline). The Board of Trustees granted its final approval during its September 2016 meeting. Faculty continue to work on the core curriculum with partial implementation during the 2016-2017 academic year and full implementation during the 2017-2018 academic year.

The process was in the early stage during WASC's site visit in March, 2012 and receipt of the Commission Letter in July, 2012. The core revision process was lengthy, arduous, but deliberate, reflecting the vigorous engagement and deep commitment by faculty to upholding the highest standards for academic excellence in creating the new core curriculum. With faculty representatives from each of the undergraduate degree-granting areas (College of Arts and Sciences, School of Business, and Shiley-Marcos School of Engineering), the Core Planning Committee succeeded in creating a core curriculum that is the full realization of USD's mission and values [CFR 2.4], evidenced by its philosophy, outcomes, and associated curriculum.

Core Curriculum Philosophy

Topic I Continued: Revising the Undergraduate Core Curriculum

Core Curriculum Philosophy

The philosophy of USD's new core curriculum is contained in section one of the Undergraduate Core Curriculum document (Appendix I.B. Undergraduate Core Curriculum, pages 2-3) and reads as follows:

"The Catholic intellectual tradition centers on the belief that serious sustained intellectual reflection is essential to our lives. In higher education, the Catholic intellectual tradition embodies and embraces the work of those who

seek to push forward the boundaries of knowledge. First and foremost, the faculty must be committed to the rigorous pursuit of excellence in teaching, learning, and research. Accomplishing intellectual rigor in a liberal arts curriculum includes, but is not limited to, exposing students to rich and relevant coursework and engaging discussions that stimulate intellectual inquiry. The faculty imposes high academic standards that sharpen critical thinking and analytical reasoning, and increase advanced competency skills in writing, oral communication, cognitive reasoning and information literacy. Students will be well equipped to creatively envision, articulate and apply new solutions to the problems of today and prepared to address the unscripted issues of our future. A rigorous and purposeful curriculum aims to challenge students to evaluate their existing assumptions by exposing them to new ideas. Courses necessarily must be intense and demanding, both in breadth and depth of coverage of topics. A rigorous curriculum awakens and stimulates in the student a desire to explore, to experiment, to reason, and to transform not only themselves but also the world around them as they discern their own place in it."

Topic I Continued: Revising the Undergraduate Core Curriculum

Core Curriculum Learning Outcomes

Core Curriculum Learning Outcomes

The University of San Diego is committed to the intellectual, spiritual, and overall development of its student body. Student outcomes reveal how students emerge from their academic and social experiences at USD, and enter a world filled with opportunities and challenges. Faculty working on the core curriculum used the outcomes framework shared by the Degree Qualifications Profile and the Association of American Colleges and Universities VALUE initiative. The twelve undergraduate learning outcomes undergird the core curriculum:

Knowledge: Students will be able to identify and explain major vocabularies and conceptual, theoretical and methodological foundations of sciences, social sciences, humanities and the arts. Students engage contemporary and enduring questions from these disciplines.

Information Literacy: Students will be able to determine the appropriate scope of information needed for a task, know how to access the information, critically evaluate the information and its sources, apply the information accurately to accomplish a specific purpose and use the information ethically and legally.

Creative Thinking: Students will be able to evaluate creative process and product, actively incorporate risk-taking into task approaches, apply and critique logically consistent solutions, integrate divergent or contradictory perspectives, extend creative application to new knowledge and transform ideas into new forms.

Critical Thinking: Students will be able to consider held assumptions when investigating issues or problems, ask questions and formulate ideas in explaining issues or problems, use relevant and adequate support to reach conclusions, and construct a clearly-articulated thesis.

Analytical Inquiry: Students will be able to differentiate and evaluate theories and approaches to selected complex problems within a field of study and at least one other field as modes of inquiry.

Quantitative Reasoning: Students will be able to explain and convert information presented into mathematical forms, to form critical judgments and draw appropriate conclusions based on the quantitative analysis of data, and express quantitative evidence in support of an argument or decision.

Oral Communication: Students will be able to construct presentations with clear organizational patterns, choose language that is compelling and appropriate, master delivery techniques with confidence, apply a variety of relevant supporting materials and deliver a central message that is precisely stated, appropriately repeated and strongly supported.

Written Communication: Students will be able to demonstrate mastery in written communication skills, apply and critically evaluate context and purpose for writing, develop appropriate and relevant content, execute the appropriate conventions particular to a specific discipline and writing task, skillfully integrate credible and relevant sources as evidence, and demonstrate fluency, clarity and stylistic accuracy in their writing style.

Second Language: Students will be able to demonstrate proficiency in interpersonal skills, interpretive skills and presentational skills, and develop the ability to interact appropriately and effectively within diverse social settings and cultural contexts.

Diversity-Inclusion-Social Justice: Students will be able to become critically self-aware, recognize and respect difference, conceptualize and critically articulate the complexities of difference and experience and define difference through the work of social justice.

Civic Engagement: Students will be able to adjust personal perspectives by engaging diverse communities, connect fields of study to community life, develop a sense of civic identity, tailor communication in working with others to promote civic action, demonstrate team leadership through civic engagement activities and commit to work with communities to achieve a civic aim.

Integrative Learning: Students will be able to connect relevant experience and academic knowledge, make connections across disciplines and perspectives and adapt and apply skills, abilities, theories or methodologies gained in one situation to new situations.

The faculty utilized the twelve undergraduate outcomes as the basis for the new core curriculum.

Topic I Continued: Revising the Undergraduate Core Curriculum

Core Curriculum Learning Outcomes **Figure I.A. shows the Core Curriculum Framework** consisting of four curricular goals and corresponding curricular areas. The *integrative learning goal* starts with the first-year living learning community and ends with an integrative core project. During the fall semester of the first year, students are placed into first-year themed living learning communities that are linked by the same theme to a second core course offered in the spring semester of the first year. In the second course, all students complete assignments that demonstrate levels of learning identified by the integrative learning outcomes (Appendix I.B.

Undergraduate Core Curriculum, pages 5-6). These integrative learning outcomes are again embedded in the Core Projects that are completed in the third or fourth year.

Across the integrative learning goal of the curriculum students engage in the other three curricular goals: competencies, foundations, and explorations. Students demonstrate levels of achievement across seven basic *competencies*: written communication, oral communication, mathematical reasoning and problem solving, second language, critical thinking, information literacy, and quantitative reasoning. Outcomes listed under each curricular area are used in evaluative rubrics (Appendix I.B. Undergraduate Core Curriculum, pages 6-11.)

Highlighting knowledge and analytic inquiry, the *foundations* in the core provide curricular cornerstones of student learning that embody the Catholic intellectual tradition of theological, philosophical and ethical inquiry; and diversity, inclusion and social justice (Appendix I.B. Undergraduate Core Curriculum, pages 11-15). The *explorations* goal of the core curriculum includes the following areas of inquiry: scientific and technological, historical, social and behavioral, literary, and artistic (Appendix I.B. Undergraduate Core Curriculum, pages 15-19).

The undergraduate core curriculum demonstrates faculty commitment to an agreed upon philosophy that ensures USD graduates experience the best of a liberal arts tradition [CFR 2.2a]. Faculty have committed to an inquiry model grounded in the values of academic excellence, free inquiry, and ethical decision-making. The integrative learning experiences at the first and final year serve as bookends to a core curriculum that empowers students to engage in stimulating intellectual inquiry as they concentrate on their major field of study [CFR 2.2a]. Faculty's purposeful attention to the organization of the curriculum ensures students have strong writing skills; increased access to course content on diversity, inclusion, and social justice; and an assortment of inquiry frameworks. The core curriculum has been updated to respond to the expectations of a twenty-first century education focusing on the "big five" core competencies and is a recommitment to the value of a liberal arts education for all undergraduates, spanning all majors.



Figure I.A. The Core Curriculum Framework consists of four curricular goals: **Integrative Learning**, **Competencies**, **Foundations**, and **Explorations**. The four curricular goals are divided into curricular areas. **Integrative Learning** has two curricular areas: the First-Year Living Learning Community and the Core Project. **Competencies** fall into six curricular areas: Writing, Oral Communication, Mathematical Reasoning and Problem Solving, Second Language, Critical Thinking and Information Literacy, and Quantitative Reasoning. **Foundations** are distributed among four curricular areas: Theological and Religious Inquiry; Philosophical Inquiry; Ethical Inquiry; and Diversity, Inclusion and Social Justice. **Explorations** branch into five curricular areas: Scientific and Technological Inquiry, Historical Inquiry, Social and Behavioral Inquiry, Literary Inquiry, and Artistic Inquiry.

Topic I Continued: Revising the Undergraduate Core Curriculum

Associated Core Curriculum

Associated Core Curriculum

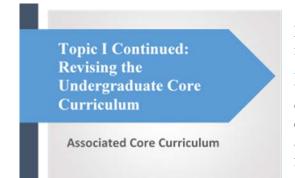
The structural organization of the core curriculum (see Table I.A) shows the relationship between the four curricular goals (integrative learning, competencies, foundations, and explorations), their associated curricular areas, and the corresponding curricular requirements. For example, the curricular goal - Foundations - has *Theological and Religious Inquiry* as one of its curricular areas and is associated with the requirement that undergraduate students take two approved courses (six semester units). Contrast this with another Foundations curricular area – *Diversity*,

Inclusion, and Social Justice – that is associated with the requirement for undergraduate students to take any two approved flagged courses that have the curricular content embedded in the course for that area. Overall, the new core curriculum totals 33 - 43 units.

Table I.A	USD	Core	Curriculum
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Integrative Living Learning Community	1 course in Fall, 1 in Spring;	
(First-Year)	count toward other Core requirements	
Competencies		
First-Year Writing	1 course (3 units)	
Advanced Writing	1 flagged course	
Mathematical Reasoning & Problem Solving	1 course (3 units)	
Second Language	0-3 courses (0-9 units)	
Oral Communication	1 flagged course	
Quantitative Reasoning	1 flagged course	
Critical Thinking and Information Literacy	embedded in course	
Foundations		
Theological and Religious Inquiry	2 course (6 units)	
Philosophical Inquiry	1 course (3 units)	
Ethical Inquiry	1 course (3 units)	
Diversity, Inclusion, and Social Justice	2 flagged courses	
Explorations	· ·	
Scientific and Technological Inquiry	1 course including lab (3-4 units)	
Historical Inquiry	1 course (3 units)	
Social and Behavioral Inquiry	1 course (3 units)	
Literary Inquiry	1 course (3 units)	
Artistic Inquiry	1 course (3 units)	
	1 course (variable units);	
Integrative Core Project	may count toward other Core requirements	
	or other undergraduate requirements	
TOTAL NUMBER OF UNITS	33 - 43 units	
	5 Flags and Core Project are intended to be	
	double counted, but may add units	

The Core Curriculum consists of four curricular goals: Integrative Learning, Competencies, Foundations, and Explorations. The four curricular goals are divided into curricular areas. Integrative Learning has two curricular areas: the First-Year Living Learning Community and the Core Project. Competencies fall into six curricular areas: Writing, Oral Communication, Mathematical Reasoning and Problem Solving, Second Language, Critical Thinking and Information Literacy, and Quantitative Reasoning. Foundations are distributed among four curricular areas: Theological and Religious Inquiry; Philosophical Inquiry; Ethical Inquiry; and Diversity, Inclusion and Social Justice. Explorations branch into five curricular areas: Scientific and Technological Inquiry, Historical Inquiry, Social and Behavioral Inquiry, Literary Inquiry, and Artistic Inquiry.



During the 2015-2016 academic year, the Core Logistics Task Force provided oversight of the implementation process (Appendix I.C. Core Revision Action Plan) with the formation of 16 Area Task Forces, whose responsibilities included developing criteria outcomes for their respective curricular area, evaluating new course proposals for inclusion as a core curriculum course, and reviewing previously approved core curriculum courses for continued core curriculum approval [CFR 2.3]. Each Area Task Force (ATF) generated a report outlining criteria outcomes for their respective core curricular area (Appendix

I.D. Sample ATF Report). Figure I.B shows the core curriculum course approval process that was finalized in fall 2015 [CFR 2.3]. A sample Core Course Proposal and a list of ATF approved courses are shared as appendences (Appendix I.E. Core Course Proposal and Appendix I.F. Approved Core Curriculum Courses by ATFs). Approved core courses are added to USD's Course Management System and the *Undergraduate Bulletin* to ensure the Registrar's Office and supporting technological structures are prepared for a full launch of the new core curriculum.

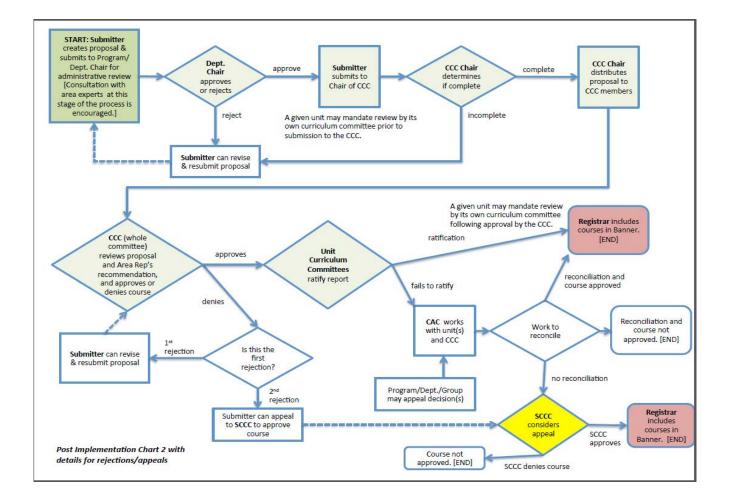


Figure I.B USD Undergraduate Core Curriculum Course Approval Process

Topic I Continued: Revising the Undergraduate Core Curriculum

Core Curriculum Implementation and Next Steps

Core Curriculum Implementation and Next Steps

In summer 2015 a group of faculty attended the AAC&U conference on General Education to write the implementation plan that outlined the process for faculty approval of the learning outcomes and curriculum in each area of the core curriculum (Appendix I.C. Core Revision Action Plan). The ATF process of constructing outcomes, assessment criteria, and approving course syllabi has proven successful. In addition to building the core curriculum, several important pilots were conducted to test various models: several

explored the interdisciplinary cluster course model that contained assignments that would all serve as core projects at more advanced levels while one pilot explored how the first year writing course might be integrated with the LLC themes. Both types of pilots were designed to provide evidence of integrative learning. Brief descriptions of these studies and their recommendations have been used to inform further decisions regarding integrative learning for faculty development and administrative support.

For academic program review, the core curriculum is considered an academic program and will be evaluated following the University's Academic Program Review guidelines [CFR 2.7]. Briefly, this means that the core will undergo a self-study, internal and external reviews, and the development of a long-range plan through the identification of existing and needed resources. Assessment data and programmatic information can facilitate evidence-based decisions regarding resource allocation and program development. Faculty, students and staff who participate in the core will be involved in this level of periodic program evaluation.

Faculty have taken full responsibility for the approval of new core courses and the development of student learning outcomes for the new core [CFR 2.3, 2.4]. The core revision process has been an iterative, evolutionary and collaborative process with opportunities for feedback and mechanism that allowed for compromise [CFR 2.4].

According to the initial Core Revision Action Plan in Appendix I.C and the action steps listed in the table below, tasks are on schedule to launch the new core curriculum in Fall 2017. Table I.B shows the next and final steps for core implementation. Additionally, the core curriculum will be assessed using the schedule found in Appendix I.G. Core Assessment Schedule.

Table I.B. Core Implementation Plan				
Timeline	Action Steps	Unit Responsible		
Spring 2016	New core curriculum is approved by the undergraduate faculty and faculty senate	Core Curriculum Director and Logistics Task Force		
Summer 2016	Faculty representing the Integration ATF attend AAC&U institute on integrative learning and create action plan (Appendix I.H Integration Action Plan)	Core Curriculum Director, Student Affairs, and Integration ATF		

Table I.B. Core Implementation Plan 2016 – 2017 (continued)				
Timeline	Action Steps	Unit Responsible Core Curriculum Director, Integration ATF, LLC program coordinators		
Fall 2016	Finalize details related to Integration. Propose revisions to LLC program to align with integration outcomes. Create criteria for "advanced" integration.			
Fall 2016	Work with marketing and admissions to update external communication about core curriculum	Core Curriculum Director, Marketing Team, Admissions		
Spring 2017	Finalize core curriculum offerings for incoming students	Core Curriculum Director, College of Arts and Sciences, School of Business, and Shiley-Marcos School of Engineering		
Spring 2017	Emphasize faculty workshops for DISJ, Writing, and Oral Communication	Core Curriculum Director, Center for Educational Excellence, Writing Program Director, and ATF members,		
Spring 2017	Launch new training for LLC instructors and student leaders in relation to integration learning outcomes.	Core Curriculum Director, Integration ATF, LLC program coordinators, Center for Educational Excellence		
Fall 2015 - Spring 2017	Interdisciplinary Pilot Studies of Core Curriculum Models	Provost Office College of Arts and Sciences, Mulvaney Center for Community, Awareness, and Social Action; Changemaker Hub		
Spring 2017	Area Task Force Chairs Form Core Curriculum Committee	Core Curriculum Chair		
Fall 2017	Full Implementation of Core Curriculum	College of Arts and Sciences, School of Business, and Shiley-Marcos School of Engineering		
Fall 2017	Redesign First Year LLC program including Transfer Learning Communities (TLC)	Core Curriculum Director, TLC/LLC program coordinators		
Spring 2018	Second semester LLC courses offered with integration outcomes	Core Curriculum Director, Integration ATF, LLC program coordinators		
Ongoing	Assessment of core learning outcomes. data collection, analysis, and communication	Provost Office, Core Curriculum Director, Core Curriculum Committee		
Ongoing	Ensuring core courses are created, reviewed and added to the curriculum	College of Arts and Sciences, School of Business, and Shiley-Marcos School of Engineering		
Ongoing	Maintain Core Curriculum Website	Core Curriculum Chair		

Response to Issues Identified by the Commission: Topic II

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues. Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

Topic II

Coordination and Assessment of Diversity Initiatives

Introduction

In its 2012 Commission Action Letter, WSCUC identified the coordination and assessment of diversity initiatives as an issue for USD to address and expected USD to demonstrate definitive gains in various aspects of diversity and to provide evidence of the effectiveness of its many diversity initiatives by the time of its next interaction with WSCUC. Specifically, WSCUC noted that USD needs to: identify clear goals for and bring cohesion to diversity initiatives, assess the effectiveness of diversity initiatives, determine how diversity should be addressed in the core curriculum, strengthen the recruitment process to attract a diverse faculty and staff, and improve recruitment and success of African American students.

Goals and Cohesion of Diversity Initiatives

In an effort to bring cohesion to the various diversity initiatives being carried out on campus, the vice president and provost, and the vice president for student affairs charged the Center for Inclusion and Diversity with developing a diversity strategic plan that would provide a for the various diversity initiatives framework implemented on campus [CFR 1.5]. Emanating from USD's Catholic mission and values, the University of San Diego Strategic Plan for Diversity and Inclusive Excellence was developed in 2012 and adopted in 2014 (Appendix II.A. Diversity Strategic Plan). The plan builds upon the prior work of the Committee on Inclusion and Diversity and the President's Advisory Board on Inclusion and Diversity. It consists of six terrains that explicate USD's institutional goals toward diversity, inclusion, and social justice: Access and Recruitment of Students; Student Success, Retention, and Integration; Faculty, Staff, and Administrator Access, Recruitment, and Development; *Campus Climate; Curricular and Co-curricular Learning;* and Community Relationships and Engagement. Each terrain is defined and supported by at least two goals. The full strategic plan is available on the Center for Inclusion and Diversity website.

In 2015-16, the new president initiated a university strategic planning process (Appendix II.B USD Envisioning 2024: Strategic Plan) and appointed the associate provost for inclusion and diversity, who also serves as the director of the Center for Inclusion and Diversity, as co-chair of the university strategic planning steering committee. This appointment ensures the coordination of the two strategic plans.

To keep attention focused on diversity efforts while the university strategic planning process moved from conception to board approval in fall 2016, the president charged four task forces for diversity and inclusion with assessing USD's current data and processes, identifying best practices, and creating priority action steps related to faculty and staff recruitment, hiring, and orientation as well as the first and second year experience. The Executive Council and Strategic Planning Steering Committee accepted the task force recommendations and directed the University Task Force for Diversity, Inclusion and Social Justice Implementation to carry them out (Appendix II.C President's Update - Four Taskforces: Diversity and Inclusion). The associate provost will oversee these efforts to ensure coordination among the units involved, the university strategic plan, and work related to the diversity strategic plan (see Figure II).

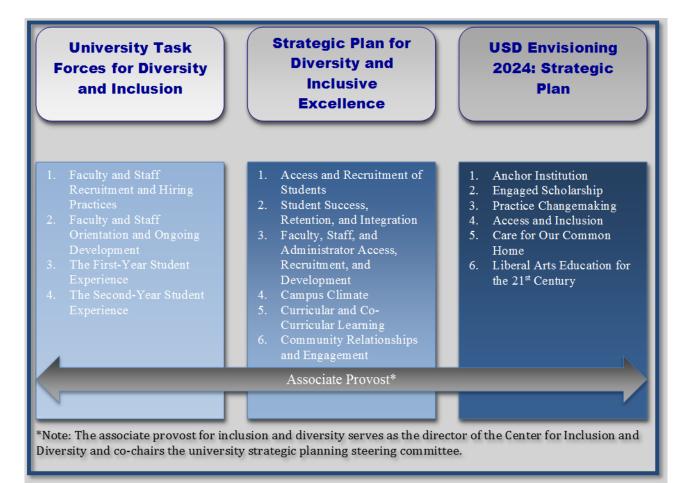


Figure II. Coordination of Diversity Initiatives

Topic II Continued: Coordination and Assessment of Diversity Initiatives

Assessment and Effectiveness of Diversity Initiatives

Assessment and Effectiveness of Diversity Initiatives

With clearly defined goals explicated in the *University of San Diego Strategic Plan for Diversity and Inclusive Excellence*, the Center for Inclusion and Diversity (CID) is connecting the various diversity initiatives across the institution to the terrains and related goals. The associate provost facilitates the assessment of the goals associated with the six terrains. These assessments serve as evaluative measures of the various diversity initiatives on campus. Each vice president has identified representatives from their division to work with

the associate provost to map diversity initiatives to the terrains. The CID is using the university-wide assessment management system – TRACDAT - to collect, map, and evaluate outcomes, measures, and results. Excerpts from a TRACDAT report are provided to show assessment results of diversity initiatives across campus that have been mapped to the terrains (Appendix II.D. Assessment of Diversity Initiatives). When data entry is completed, CID staff will conduct a gap analysis of the information provided, which will identify duplication of efforts and areas in need of strengthening. They will also review and revise initiatives and assessments to ensure alignment with the university's new strategic plan.

Topic II Continued: Coordination and Assessment of Diversity Initiatives

Diversity in the Core Curriculum

Diversity in the Core Curriculum

In drafting the 2016 Core Curriculum Proposal, sixteen area task forces were formed to examine the various elements of the core curriculum [CFR 2.2]; Diversity, Inclusion, and Social Justice (DISJ) is one of them (Appendix II.E. Core Curriculum Area Task Forces). Each task force prepared a report containing a description of the core curriculum area goals, a list of student learning outcomes, a set of assessment criteria [CFR 1.5], and a summary to aid faculty in identifying courses to include in the core curriculum. Building on the work of the Diversity Curriculum Committee, the DISJ Task Force articulated

three student learning outcomes, related assessment criteria, and course guidelines for the two course requirements (Appendix II.F. DISJ Task Force Report). Their work is reflected in the 2016 Core Curriculum Proposal (Appendix II.G. Diversity Excerpt from Core Proposal). Faculty engaged in robust discussions about how diversity should be addressed in the redesign of the undergraduate core curriculum and the meeting minutes of the Core Planning Committee are shared as an example of one such discussion (Appendix II.H. Core Meeting Notes Regarding Diversity).

To increase the number of faculty prepared to teach courses that fulfill the DISJ core requirement, the Center for Educational Excellence supports faculty learning communities that facilitate the design of such courses. One example involves a group of faculty who developed and taught a set of cluster courses focused on DISJ and prepared a summary report to share the results (Appendix II.I. Diversity Cluster Course Summary Report).

Topic II Continued: Coordination and Assessment of Diversity Initiatives

Recruitment of Diverse Faculty and Staff

Recruitment of Diverse Faculty and Staff

In 2012, the executive vice president and provost charged a committee to develop and implement the *Faculty Recruitment and Retention Toolkit* (Appendix II.J. Faculty Recruitment and Retention Toolkit) to serve as a guide for deans, department chairs, and search committees in conducting proactive, inclusive faculty searches. The toolkit focuses on ensuring inclusive processes before, during, and after a search, such as widening the applicant pool, overcoming implicit bias, and developing a supportive climate. The associate

provost meets with the hiring department prior to the search process to train them on the toolkit. In addition, the Division of Student Affairs utilizes a comprehensive recruitment and hiring toolkit similar to the resource used by faculty. Hiring staff in other divisions utilize recruitment tools such as USD's *Employment Advertising Plan* that includes a list of sites targeting diverse applicants and USD's *Interviewing Tools for Successful Hiring* that include a list of acceptable and unacceptable questions that can be asked during the hiring process.

Additional efforts to diversify faculty include USD's National Science Foundation ADVANCE Grant intended to increase the representation and advancement of women in academic science and engineering careers and a post-doctoral fellows program attracting candidates from underrepresented groups to teach in various departments in the College of Arts and Sciences. These efforts have contributed to USD's success in attracting qualified faculty from underrepresented groups in recent years [CFR 3.2]. The proportion of female tenure track engineering professors has increased from 20% in 2010 to 28% in 2015. The proportion of female tenure track professors in the College of Arts and Sciences has increased from 46% in 2010 to 47% in 2015, while the proportion of tenure track faculty of color has increased from 20% to 24% over the same period. The proportion of part time faculty of color throughout the university has increased from 18% in 2010 to 19% in 2015, while that of full time faculty of color throughout the university has increased from 18% in 2010 to 21% in 2015. These increases in underrepresented groups are an indication that efforts to recruit and retain women faculty and faculty of color are working [CFR 3.1, 3.2]. The 2015 NSF Report, prepared by an External Advisory Board, is included as an appendix to highlight USD's commitment to recruiting and retaining a diverse faculty (Appendix II.K. NSF Report).

People of color are represented in non-faculty employee positions at 41% for full time employees and 43% for part-time employees. These proportions are reflective of the ratio of students of color (36%) in the undergraduate and graduate populations and have remained stable over the past several years. For more in depth data regarding USD demographic trends, see the report prepared by USD's Office of Institutional Research and Planning (Appendix II.L. USD Demographic Trend Report).

Topic II Continued: Coordination and Assessment of Diversity Initiatives

Analysis of Recruitment and Success of African American Students

Analysis of Recruitment and Success of African American/Black Students

The visiting team noted a gap in the six-year graduation rates for USD Black students when compared to other entering cohort groups. In response to the team's findings, USD continues to analyze how best to support Black students in the areas of recruitment and graduation [CFR 2.10]. Building on previous analyses, a research team conducted a focus group study of the Black student experience in 2012-13 to help USD understand the gap in

retention and six-year graduation rates. The research team's report (Appendix II.M. Report on USD

Black Student Experience) raised awareness about the experience of Black students in the university community, catalyzing the shift from ad hoc efforts to a more institutionalized approach through the establishment of the Black Student Resource Center (BSRC) and the hiring of its director. The center opened in December of 2013 and supports all aspects of Black students' collegiate experiences through purposeful programs and services that honor diversity. Programs include leadership development opportunities, co-curricular programming, campus engagement opportunities, and Black culture exploration. The research team that conducted the initial focus group study also conducted a follow up study in 2015-2016, examining the impact of the Black Student Resource Center on recruitment, retention, and graduation rates of Black students. The team presented their preliminary findings to the provost and deans (Appendix II.N BSE Follow-up Study Presentation).

Table II shows increases in entering cohort size and stronger retention rates for first year Black students from 2010 to 2015. The increase in cohort size is the result of focused recruitment efforts (e.g., multicultural recruiter and a targeted earlier outreach). The number of Black first year students for fall 2016 is 72. The one-year retention rate has fluctuated during this period with overall improvements that are closer to, and even higher in some years, than the overall first year cohort. Data from the Black student focus group have increased awareness of the challenges faced by Black students in the campus community and USD has allocated additional resources toward these efforts. The Committee for Undergraduate Student Success is currently examining retention and persistence trends in the context of overall recommendations from the President's task forces.

Table II Retention and Persistence for USD Full-Time First Year Black Students							
Fall	First Year Black Students*	Retention	Return 3rd Fall	Return 4th Fall	Grad in 4 Years	Grad in 5 Years	Grad in 6 Years
2015	68	81%					
2014	64	91%	78%				
2013	64	89%	98%	84%			
2012	63	86%	80%	73%	43%		
2011	43	86%	95%	77%	44%	67%	
2010	44	73%	91%	64%	36%	61%	64%

*Students included in the counts in this table include any student who identified as Black/African American only or Black/African American with one or more other ethnicities.

(N. B. Small numbers may exaggerate percentage changes.)

Source: Institutional Research & Planning

Similarly, USD tracks the cohort size, retention, and persistence of part-time and full-time Black transfer students, most of whom enter USD with less than 30 units. The number of Black transfer students has remained fairly consistent (n<35). One-year retention rates have been at or above 80%. USD has been increasing support for transfer students over time, such as earlier course registration, enhanced orientation, and a preceptorial program similar to that of first year students. Participation in these activities is voluntary and transfer students tend to participate less than other students. With the new core curriculum, USD will implement the Transfer Learning Community program: It will involve all new transfer students in a preceptorial course that provides additional support as transfer students enter the USD community. We will continue to monitor success of both Black transfer and Black first year students.

Summary of University's Coordination and Assessment of Diversity Initiatives

USD has made progress in creating an environment that lives out the institution's values with respect to diversity, inclusion, and social justice and has addressed the concerns outlined by WSCUC. The 2020 Strategic Plan for Diversity and Inclusive Excellence sets forth clear goals that serve to anchor and guide USD's diversity initiatives. The institution's assessment management system - TRACDAT - provides the Center for Inclusion and Diversity with a medium to track outcomes, measures, and results; supports cohesion of initiatives; exposes duplication of efforts; and allows for the examination of effectiveness of these efforts. USD faculty have facilitated discussions and embedded diversity in the newly revised core curriculum via two required courses stemming from three diversity learning outcomes. USD has increased the proportion of qualified faculty from underrepresented groups and maintained a strong number of employees of color through targeted efforts in recruitment and hiring practices. USD has conducted an in depth study of the experience of USD's African American/Black students and responded to the results of the study by implementing data-informed practices to enhance student success.

Topic II Continued: Coordination and Assessment of Diversity Initiatives

Diversity, Equity, and Inclusion Continuous Efforts

Diversity, Equity, and Inclusion Continuous Efforts

Reflective of USD's core values, the 2020 Strategic Plan for Diversity and Inclusive Excellence states, "The University of San Diego is a learning community and foundational to our Catholic character is the conviction that all human beings are created by God. This guides our consequent commitment to recognize, respect, reverence, and promote the inherent human dignity of all people -regardless of any and all differences". While we have made progress in our efforts, our values will continue to emphasize diversity as an essential element of the USD experience. The specific steps we are taking in this regard include the following:

Timeline	Action Step	Unit Responsible		
Spring 2017	Review alignment of <i>Strategic Plan</i> for Diversity and Inclusive Excellence with recommendations from presidential task forces and the USD Envisioning 2024: Strategic Plan.	Associate Provost for Inclusion and Diversity		
Spring 2017	Analyze data collected via TRACDAT for duplication and gaps; work with units to reduce duplication and/or fill gaps	Center for Inclusion and Diversity		
Spring 2017 Complete analysis of the 2015-16 Black student focus group study and implement associated recommendations		Black student focus group study research team and units associated with recommendations		
Fall 2017	Implement the Transfer Learning Community program; continue to review disaggregated data by race/ethnicity to monitor changes	Office of the Provost		
Annually	Assess the diversity, inclusion, and social justice core curriculum outcomes.	All relevant units		
Ongoing	Continue to monitor recruitment, retention, and graduate dates disaggregated by relevant characteristics with a specific focus on Black students.	Institutional Research and Planning Committee for Undergraduate Student Success Undergraduate Student success Network		
Ongoing Continue to monitor faculty and staff employees disaggregated by relevant characteristics with a focus on improving the proportion of women faculty and faculty and staff of color.		Institutional Research and Planning Center for Inclusion and Diversity		

Response to Issues Identified by the Commission: Topic III

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

Topic III

Improving the Effectiveness Of Program Review

Introduction

At the time of the WASC accreditation visit, USD was in its early stages of implementing the senate approved Academic Program Review Guidelines and was considering an alternative academic review process for accredited programs, which would include the development of crosswalks used to identify dissimilarities that could be captured in an appended form of the academic program review guidelines. The 2012 Commission Action Letter noted that only one undergraduate program had completed the new academic program review process and that the development of crosswalks for accredited programs would be useful. The Commission expects USD to continue improving the effectiveness of program review by "making refinements to address the relationship between student outcomes assessment and academic program reviews so that results can be used to inform evidence-based decision making about curriculum resources and program governance." The Commission also expects "program reviews to continue as scheduled" and for USD to "consider including findings on the use of library services and results of assessment of information literacy in program review or a related quality assurance process."

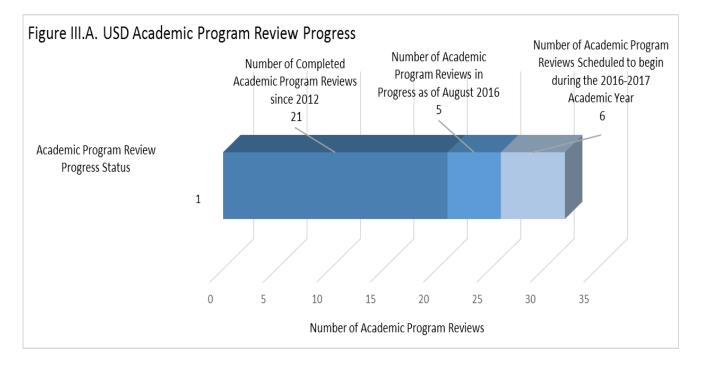
Topic III Continued: Improving the Effectiveness of Program Review

Academic Program Review Progress

Academic Program Review Progress

At the time of the WSCUC accreditation visit, only one undergraduate program had completed a full review under the new process. Figure III.A shows the tremendous progress USD has made since the 2012 accreditation letter: 21 academic program reviews have been completed, 5 reviews are in progress at the time of this submission, and 6 reviews are scheduled to begin during the 2016-2017 academic year [CFR 2.7]. All academic program reviews have been scheduled through the 2022-2023 academic

year, including the new core curriculum [CFR 2.2a.]. The University of San Diego's academic program review process (APR) provides a systematic and continuous means of assuring academic excellence in student learning (Appendix III.A. Program Review Webpage Screenshot). It is designed to encourage accountability and dialogue among members within the program under review as a self-reflective, continuous process within the broader institutional and discipline-based contexts. The process is meant to assist programs in understanding their distinctive and collaborative roles within the university community and with relevant external constituents. It provides the foundation for assessing student learning and for making evidence-based plans and decisions to foster improvements at all levels of the institution. Program reviews are integral to planning, resource allocation, and other decision-making within the university. Program review components consist of four sections: Introduction and Context, Evidence of Program Excellence, Program Sustainability and Support, and Program Goals and Planning for Improvement (Appendix III.B. USD APR Guidelines). As shown in Figure III.A, the university is making substantial progress in the area of facilitation and completion of program reviews, with more attention now being given to the timeliness of reviews, the development of memorandums of understanding (MOUs) resulting from reviews, and the establishment of a specified timeframe for follow-up actions. An electronic management system is being considered that will allow electronic tracking of MOUs and follow-up actions.



Topic III Continued: Improving the Effectiveness of Program Review

Crosswalks and Accredited Programs in Program Review Crosswalks and Accredited Programs in Program Review

The WSCUC accreditation visiting team commented about the usefulness of the various crosswalks developed by accredited programs to map program accreditation standards to USD's Academic Program Review requirements. USD used the crosswalks to examine overlaps between the two processes and to develop a formal review process specific to each accredited program at the University. This process was

piloted by faculty and administrators in the MA Counseling Program in spring 2015 and resulted in slightly customized versions of the *Academic Program Review Guidelines for Accredited Programs* for each accredited program at USD (Appendix III.C. USD APR Guidelines for Accredited Programs). USD expects that these documents will evolve somewhat as accredited programs complete their next academic program review at USD, which are aligned with review cycles of the accrediting bodies.

Because USD has developed on-line programs since 2013, faculty and administrators recognized the need for a third set of academic program review guidelines. The guidelines factor in the unique characteristics of on-line programs and assess the on-line medium, both in terms of delivery and support for students and faculty. The process permits asynchronous and synchronous review by external reviewers (Appendix III.D. USD APR Guidelines for Online Programs).

Topic III Continued: Improving the Effectiveness of Program Review

Library Services and Information Literacy

Library Services and Information Literacy

At the suggestion of the Commission, USD has increased its focus on programs' responses to library service utilization and information literacy assessment results reported on in the academic program review selfstudy [CFR 3.6]. USD's academic program review template addresses these areas in Section III: *Program Sustainability and Support*. In sub-section III.B.3: *Information and Technology Services*, program faculty respond to the following set of questions:

What information technology resources does the program currently use? Are there adequate IT resources for sustaining the program? Data in this section might include library print and electronic holdings in the teaching and research areas of the program, development and achievement of information literacy outcomes, technology resources available to support pedagogy and research in the program, and technology resources available to support students' program needs.

USD's academic program review template specifically addresses outcomes assessment in Section II: *Evidence of Program Excellence*, sub-section II.C. *Student Learning and Effectiveness*, where program faculty share assessment results regarding all outcomes [CFR 2.3]. Faculty are encouraged to use data from TRAC DAT program assessment reports, including annual results of direct and indirect assessments of student learning (qualitative and/or quantitative); the degree to which students achieve the program's desired outcomes and standards; and ongoing efforts by the program to respond to assessment results [CFR 4.4]. A sample of how information literacy was assessed in one of our programs

is included as an appendix (Appendix III.E. Sample Excerpt: Information Literacy). Samples of how library services were reported on in academic program review self-studies are included in an appendix (Appendix III.F. Sample Excerpts: Library Services). These data have been used to ensure sufficient resource allocation to programs regarding information technology resources.

Student learning outcomes assessment data are supported by USD's recent National Survey of Student Engagement - *Information Literacy* - results that show the USD senior student mean ratings at or above the means of the comparison group, despite USD first year student mean ratings at or lower than the means of the comparison group (Appendix III.G. NSSE Information Literacy Data). With the approval of the Core Curriculum, USD expects to have more programs assessing information literacy.

Topic III Continued: Improving the Effectiveness of Program Review

Evidence Based Decision Making

Evidence Based Decision Making

In response to the Commission's comments regarding refinements needed to address "the relationship between student outcomes assessment and academic program review" so that results can be used to inform "evidence-based decision making about curriculum resources and program governance", USD has been reviewing its academic program review process to address these issues. As noted earlier, our academic program review process includes a section on *Student Learning and Effectiveness* that addresses student learning outcomes

assessment. Information reported on in the self-study portion of the review are used by faculty to develop a long term plan for the program, which leads to the issuance of a Memorandum of Understanding (MOU).

USD's academic program review process is still evolving and adjustments to the process are being made as more reviews are completed. The process has been revised to reduce the timeframe between receiving the Academic Program Review Committee recommendations and finalizing the Memorandum of Understanding (MOU). Stage 4: *Administrative Response and Five-Year Plan* is the final stage of the academic program review process and is the blueprint for evidence based decision-making that impacts strategic planning at all levels of the institution. It describes the steps that take place just prior to and after the MOU is issued by the dean and provost, acknowledging the program's five-year plan with commitments from the dean and provost to provide identified resources to the program during the stipulated timeline. USD's revised MOU process has led to rich discussions concerning program planning and the allocation of resources. An example of evidence-based decision-making using the Academic Program Review Five Year Plan for the BA in Chemistry and BA in Biochemistry programs is provided as an appendix (Appendix III.H. Sample Five Year Action Plan) and the corresponding MOU (Appendix III.I. Sample MOU).

At the present time, MOUs and action plans are being recorded with the rest of program review documents on a secure server. Follow up to action plans is conducted by the Provost's Office and UAC representatives. Academic Program Review will be migrated to USD's Assessment Management System - TRACDAT- during the 2016-2017 academic year, permitting scheduled follow-up on action plan items by the Dean and the program administrator.

Summary of Effectiveness of Program Review

From the time of the USD's 2012 WSCUC accreditation until now, USD has completed a substantial number of program reviews and developed integrated program review guidelines for accredited programs and for online programs. USD has also incorporated library services and

information literacy into the self-study portion of program review, with future expectations of increased reporting of student learning in the area of information literacy, with the passing of the new core curriculum. USD has also revised the "closing of loop" process in program review by developing a new template for the Memorandum of Understandings used to capture the results of reviews and evidence based decisions resulting from them.

Topic III Continued: Improving the Effectiveness of Program Review

Academic Program Review Next Steps

Academic Program Review – Next Steps

USD will continue to conduct academic program reviews to monitor program efficacy and academic excellence in student learning. The table below shows the future next steps for academic program review at USD.

Next Steps for Academic Program Review Process				
Date	Action Step	Unit Responsible		
2016-2017 Academic Year	Continue with scheduled program reviews	Associate Provost Office University Assessment Committee Academic Review Committee		
2016-2017 Academic Year	Continue with exploration, migration, and implementation of TRAC DAT usage to monitor action plans of program reviews	Associate Provost Office University Assessment Committee		
2017-2018 Academic Year	Evaluate effectiveness of the program review process	Associate Provost Office University Assessment Committee		

Identification of Other Changes and Issues Currently Facing the Institution

This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

Identification of Other Changes and Issues Currently Facing the Institution

USD's efforts to address the three issues raised by the Commission have been facilitated by positive changes in executive leadership. Three leadership positions changed in 2013. First, the associate provost and accreditation liaison officer (ALO) was asked to serve as the interim provost after the executive vice president and provost accepted a position at another university. Later, following a failed search, the interim provost was appointed vice president and provost for three years through the presidential transition. Second, one of the associate deans for the College of Arts and Sciences was hired as the dean of the College of Arts and Sciences when a vacancy arose. Third, the founding dean of the Shiley-Marcos School of Engineering was hired. Additional leadership changes took place at the dean's level in subsequent years: the Joan B. Kroc School of Peace Studies dean in 2014, the School of Business dean in 2015, and the School of Leadership and Education Sciences dean in 2015. Also in 2015, USD welcomed a new president after the president of 12 years retired. We are currently in a search for a new Provost. This team of new leaders, anchored by continued leadership of several key vice presidents, has recognized opportunities for growth and has been diligently working toward improving the educational experience of students at the University of San Diego.

Concluding Statement

Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

Concluding Statement

The WSCUC Special Interim Report Committee members represented several areas of the university community and were able to facilitate numerous discussions about revision of the core curriculum, coordination and assessment of diversity initiatives, and effectiveness of program review. These discussions aided in the identification of strengths and opportunities for growth, revealed institutional commitment by vested stakeholders, and resulted in thinking that includes the complexities of the institution that have manifested as key components of the strategic plan.

The Vice President and Provost maintains a dedication to moving forward in the areas addressed in the interim report. During 2015-2016, he worked very closely with the core curriculum director to present the core

curriculum in various phases to the Board of Trustees, which resulted in a unanimous approval and the development of a comprehensive core budget to support all phases of the new curriculum. On issues and concerns of diversity, he has prioritized strategic planning in all phases, working closely with the associate provost for inclusion and diversity. As the chief academic executive officer, he is a fundamental contributor to program review, helping to ensure that planning and budgeting are integrated with the evidence-based decision-making process.

Through her continued support, the dean of the College of Arts and Sciences spearheaded the core curriculum revision process by: chairing several critical committees; appointing and working closely with the core curriculum director as her Special Assistant; conducting multiple faculty meetings and forums to discuss the core; reaching "across the aisle" to involve the other undergraduate units in the revision process; providing the provost with frequent appraisals of progress; and by encouraging faculty to vote on the Core Curriculum Proposal.

As shared earlier, the university is moving forward with new leadership and a board approved strategic plan that incorporates the three central issues identified in this report. USD's academic program review process is now well established and nimble enough to adapt to future program accreditor expectations and the changing educational environment. The newly approved core curriculum transforms students' educational experiences and makes possible more comprehensive assessment of student learning. USD has made great strides addressing our diversity issues and, as part of the institution's Catholic mission and values, USD will remain committed to this effort.