

University of San Diego Academic Program Review

2021-22 Annual Report





Table of Contents

4	Message from the Vice President and Provost
5	Academic Program Review Process
6	Program Review – By the Numbers
10	Memorandum of Understanding and Long-Term Plan Follow-Up by Academic Program
10	Accountancy Programs: Accountancy BACC, Accountancy MS, and Taxation MS
11	Biology, BA
12	Business Administration, BBA
13	Business Administration, MBA
14	Communication Studies, BA
14	Computer Science, BA/BS
15	Counseling, MA (with specializations in Clinical Mental Health Counseling or School Counseling)
16	Education, MEd (online)
18	Ethnic Studies, BA
19	History, BA
20	Honors Program
21	Law Enforcement and Public Safety Leadership Program, MS (online)
22	Department of Leadership Studies: MAs in Leadership Studies, Higher Education Leadership, and Nonprofit Leadership & Management
23	Leadership Studies, PhD
24	Liberal Studies, BA
25	Marketing, BBA
26	Mathematics, BA
27	Music, BA
28	Nursing, MSN
29	Nursing, PhD
30	Doctor of Nursing Practice (BSN-DNP & MSN-DNP)
31	Peace Studies: Peace & Justice MA, Social Innovation MA, and Conflict Management and Resolution MS programs
32	Philosophy, BA
33	Physics & Biophysics, BAs
34	Psychological Sciences: Psychology and Behavioral Neuroscience, BAs
34	Sociology, BA
35	Supply Chain Management, MS
36	Teacher Credential Programs in the Department of Learning and Teaching
38	Department of Theatre: Theatre, BA and Acting, MFA
39	Theology and Religious Studies, BA
40	Women's and Gender Studies, Minor

Message from the Vice President and Provost



Dear Colleagues,

It is with great pleasure that I share with you the Academic Program Review (APR) annual report.

This annual report, for academic year 2021-22, affirms USD's commitment to academic excellence and ongoing improvement.

The APR process is an extensive undertaking and formative practice for review, requiring the comprehensive use of data, long-term planning, and memorandums of understanding to account for the full spectrum of the USD educational experience. While rigorous, the process is also collaborative and multifaceted – fostering an environment for dialogue, reflection, and constructive feedback so that we may maximize opportunities for growth, build on existing strengths, and set ideal conditions to promote the highest standards of academic excellence.

As you will read, this APR report shares not only the progress of academic programming, but also captures the significant positive momentum and accomplishment of long-term plans pursued in alignment with core, program, and institutional outcomes. These collective achievements and strategic goals towards growth are a testament to the exceptional faculty, administrators, and students that shape the educational experience at USD.

Our sincere gratitude is extended to everyone from across the university for contributing effort and expertise to the academic program review process. The imagination and resourcefulness of our community of learners is unsurpassed as we work to foster an even stronger academic curriculum through discourse, discovery, and the pursuit of knowledge.

We will continue to evaluate and learn from the wide tapestry of academic commitments and experiences of our community, and embrace the strength and rich commitments of the Catholic intellectual tradition that are the hallmark of a transformative USD education.

Sincerely,

A handwritten signature in black ink that reads "Gail F. Baker". The signature is fluid and cursive.

Gail F. Baker, PhD

Senior Vice President and Provost

Academic Program Review Process

The University of San Diego's Academic Program Review (APR) process provides a systematic and continuous means of advancing academic excellence in student learning, teaching, research, and university and community service. 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.

All programs undergo periodic review in accordance with the University Policy 6.6 *Academic Program Review*. Each academic program is reviewed every 6-10 years, coordinated with professional accreditation schedules. The Office of Institutional Effectiveness and Strategic Initiatives, in consultation with the Deans and the Program, establishes a program review timeline.

The Academic Program Review (APR) process at USD is *usually completed in six-stages:

1. Program self-study (with the utilization of institutional research and assessment data)
2. External review team on-campus site visit and recommendations
3. USD's Academic Review Committee (ARC) recommendations
4. Program's development of a long-term plan (LTP)
5. Signed administrative memorandum of understanding (MOU)
6. Annual report

*An abbreviated APR process is available for programs that are professionally accredited, with the most focus on stages 3-6. For online programs, the external visit in stage 2 is virtual.

Academic programs articulate their mission and goals, evaluate progress toward achieving those goals, and develop strategies for improvement in a self-study (stage 1). An External Review Team acting as a site visit team reviews the self-study and prepares a report that includes findings and recommendations (stage 2). The self-study, the External Review Team's report, the academic program's response to the External Review Team's report, and other appropriate materials are forwarded to the internal USD Academic Review Committee (ARC), which makes further recommendations (stage 3). The program and Dean's Office discuss all recommendations and establish program goals in the form of a long-term plan for improvement, usually 5-years in length (stage 4). The program, Dean, and Provost then discuss all steps completed thus far to write and sign a memorandum of understanding (MOU), indicating areas of improvement that do and do not require additional funding allocation (stage 5). Then, each year, the program and Dean submit progress on the LTP/MOU in the form of an annual report which is submitted to the President, Provost, and Senate. This annual report was collated by the Office of Institutional Effectiveness and Strategic Initiatives (IESI) and serves as the report for academic year 2021-2022.



Program Review – By the Numbers

This section of the report serves as a mechanism to provide comprehensive data on how all academic program reviews are functioning at the University.

Progress on WSCUC Recommendation

In 2012, our accreditor, WSCUC, recommended that USD improve its APR processes, both in terms of their effectiveness and continued scheduling. USD provided updates on our progress in 2016 and 2021. As part of USD’s reaffirmation of accreditation with WSCUC in 2022 (in which USD was successfully reaffirmed for a full 10-years), the Commission still seeks some improvements to our APR process. WSCUC’s March 2022 recommendation reads that USD should complete the following by 2031 with an update on progress made in 2025: “(1) Ensure timely and systematic program review and (2) a process for aligning core, program, and institutional outcomes, to assure continuous improvement for every program.”

(1) Timely and Systematic Review

1a) One way to ensure systematic review is to look at the progress made each year by APR stage. The first five stages typically take 1.5 years to complete. The first semester is for stage 1, the second semester is for stage 2, and the third semester is for stages 3–5. Stage 6 is done annually until the completion of the LTP. The chart below indicates USD’s progress on scheduling and completing APRs by stages since the Special Interim Report to WSCUC in 2016.

Status of Program Reviews by Stages: Fall 2016–Spring 2022

Academic Year	Self-Studies Submitted (Stage 1)	External Reviews Completed (Stage 2)	ARC Recommendations Sent (Stage 3)	LTPs Written and MOUs Signed; Annual Reporting Process Started (Stages 4–6)
2016–2017	7	6	6	4
2017–2018	8	8	5	5
2018–2019	4	5	10	9
2019–2020*	2	*2	2	3
2020–2021	7	*2	5	6
2021–2022	5	*3	7	6

*Delay occurred due to IESI vacancy.

*Delays occurred as a result of the coronavirus pandemic.

1b) Another way to look at timely review is by the number of completed APRs. In accordance with Policy 6.6 *Academic Program Review*, each academic program is reviewed every six years, with 10 years between

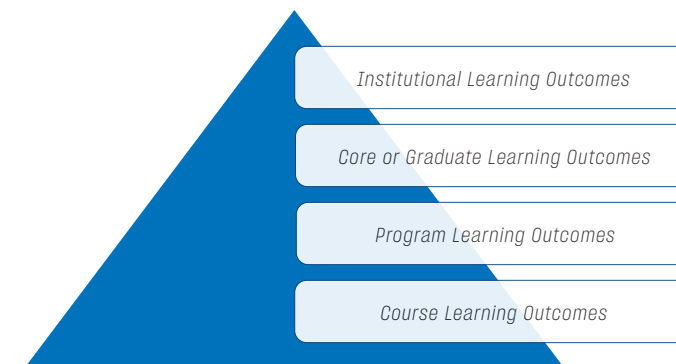
reviews being the maximum span of time. Thus, the chart below shows progress on APRs for programs 10+ years old (implemented prior to 2011). Of all programs that are more than 10 years old, 80% have had at least one fully completed APR in the last 10 years. Of that 80%, 29% are professionally accredited and 51% are not. While the APR process at USD has gained dynamic, participatory momentum over the past decade as an authentic opportunity to improve, there is still work to do—particularly for programs that are professionally accredited because 14% of them have not completed an APR within the past 10-years. All programs, regardless of professional accreditation status, are required to complete the USD APR process because of the benefits of strategic long-term improvement planning (stage #4 in the process) and the memorandum of understanding (stage #5 in the process), which details how the University administratively and financially supports programs’ improvement. As such, senior-level administration will continue to encourage both Deans and all programs to complete their APRs on schedule, and IESI stands ready to support those programs completing their APRs in alignment with their professional accreditation schedules. It is important to note that professional accreditation is an admirable and valuable assurance of a program’s quality and students’ learning, particularly because the programs are reviewed by high-achieving subject matter experts (and, in some cases, aligned to licensure requirements); however, in order to ensure educational effectiveness through the USD budget process, all programs should complete the USD APR. It is also important to note that only 6% of programs not professionally accredited have not completed an APR, and those programs are all currently being worked on for completion dates in academic year 2022–23. See detailed information below.

Progress on APRs for Programs 10+ Years Old

Programs more than 10 years old	Have they had an APR completed in the last 10 years?	Are they professionally accredited?	Percent (=100% total)
Business Administration BBA; Business Administration MBA; Supply Chain Management MS; Finance BBA; Marketing BBA; International Business BBA; Accountancy Programs; Business Economics & Economics; Paralegal; Counseling; Teacher Credential Programs; Nursing MSN; Nursing DNP; Marital & Family Therapy	Yes	Yes	14 (or 29%)
Chemistry & Biochemistry; Biology; English; History; Mathematics; Music; Philosophy; Psychological Sciences; Sociology; Theology & Religious Studies; Computer Science; Communication Studies; Interdisciplinary Humanities; Nursing PhD; Ethnic Studies; Liberal Studies; Physics & Biophysics; Languages; Leadership Studies Masters; Leadership Studies PhD; Peace Studies; Theatre; Architecture, Visual Arts, & Art; Environmental & Ocean Sciences; Political Science & International Relations	Yes	No	25 (or 51%)
Executive Leadership MS; Global Leadership MS; Real Estate BBA & MS; Law School (non-paralegal); Electrical Engineering; Industrial & Systems Engineering; Mechanical Engineering	No	Yes	7 (or 14%)
Anthropology; TESOL; Healthcare Informatics	No	No	3 (or 6%)

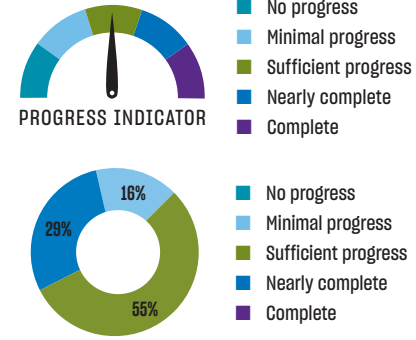
(2) Outcome Alignment

During this upcoming academic year (2022–2023), the University Assessment Committee (UAC) will determine how better to ensure the alignment of student learning outcomes as part of the APR process, such as shown in the pyramid visual.

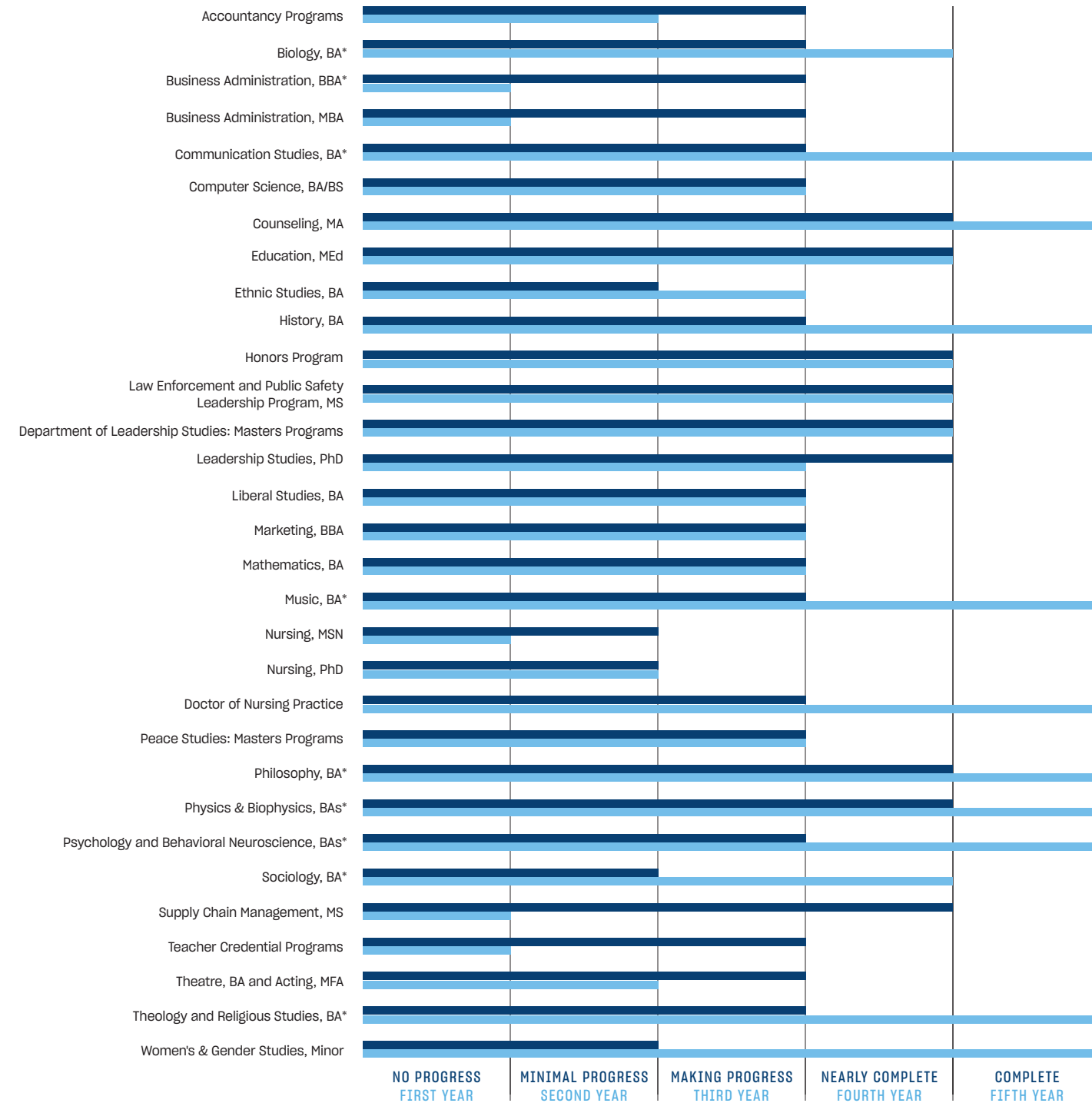


Progress on 31 Active MOUs

This bar chart shows where the 31 active MOUs are in their LTP cycle, and the status of progress made. Most LTPs/MOUs cover the length of 5-years after their program review is finalized; however, *some LTPs are created for 6-years. Programs are asked to select the status that best represents their program's progress on LTP goals: no progress, minimal progress, sufficient progress, nearly complete, or complete; see the progress indicator graphic (right). If the status differs according to the program and the Dean, an average is taken. This year, 84% of programs state that they are "making sufficient progress" or are "nearly complete" with their long-term plans; see pie chart (right).



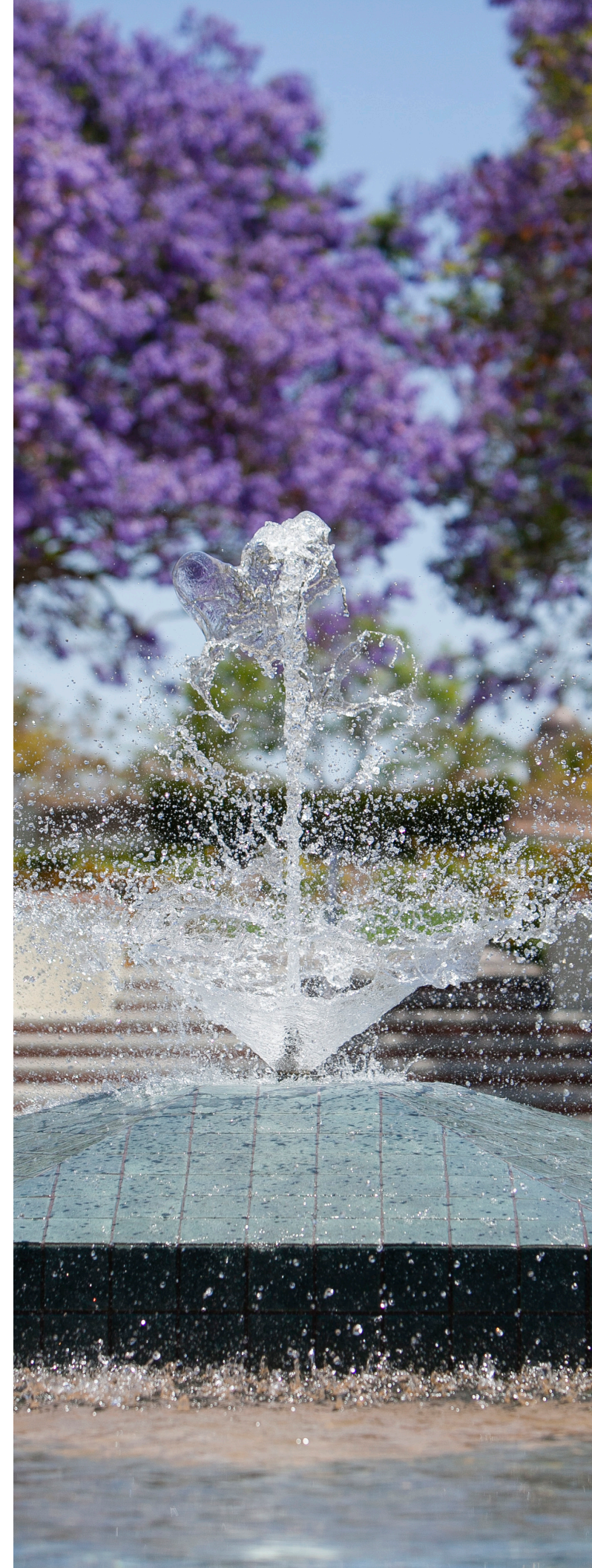
Program Status and Year in Cycle



Goals/Action Areas

Typical areas of improvement in LTPs/MOUs include:

- Faculty
- Facilities
- Equipment and supplies
- Student enrollment
- Executive assistant/administrative support
- Curriculum
- Assessment
- Diversity, equity, and inclusion
- Travel/professional development
- Student services
- Alumni
- Community
- And more!



Memorandum of Understanding and Long-Term Plan Follow-Up by Academic Program

This section of the report serves as a mechanism to provide data on how individual academic program reviews are functioning at the University. Each summer, IESI asks department chairs/program directors to provide an update on the status of the items listed in the long-term plan and memorandum of understanding. After IESI receives an update from the program, the Dean (or their representative) of the applicable academic unit is also asked to provide an update. A report on each program (with a current MOU) is included on the subsequent pages of this report summarizing the progress made on each LTP/MOU this year.

Program: Accountancy Programs: Accountancy BACC, Accountancy MS, and Taxation MS

School/College: Knauss School of Business

Program Summary: The academic program review is for the following programs: Bachelor of Accountancy (BACC), Master of Science in Accountancy (MACC), and the Master of Science in Taxation (MTAX).

Timing of Last APR: The long-term plan and MOU were developed and signed on April 8, 2021 after completing the AACSB self-study on January 15, 2019, hosting AACSB accreditors and then getting their response letter on July 31, 2019, writing the APR abbreviated self-study on September 8, 2020, and then going through the internal review process with ARC and receiving their letter on December 23, 2020.

Year in LTP Cycle: 2/5

Summary of MOU/LTP: The following components of the LTP are listed, with those requiring financial resources including an asterisk. 1a) Form an undergraduate curriculum committee with faculty membership and voting privileges. 1b) Review revisions to Core +1 CPA exam (that is scheduled to change in 2024) and make undergraduate curricular changes, as needed, which may include a smaller core and additional sub-discipline tracks. 2a) Chart undergraduate competencies and propose updates as needed. 2b) Establish objectives. 2c) Develop a curriculum map. 2d) Monitor competencies for success. 3a) Eliminate MACC 502 and MACC 503 courses. 3b) Make MACC 501 an elective. 3c) For MTAX only, make MACC 565 a required course. 3d) Cross list MACC 533 (Data Analytics) with the undergraduate program. 4a) Discuss and approve MACC curricular changes. 4b) Review revisions to CPA exam and make MACC curricular changes, as needed. 5a) Gain curricular approval for the data analytics track. 5b) Implement the data analytics track. 6a) Discuss mission in accounting area meetings. 6b) Engage in broader discussions within the Knauss School of Business Accounting faculty regarding faculty publication in quality journals (academic and professional). 7a) *As of the writing of this MOU, one assistant professor is leaving USD, two are on phased retirement, and four are over the age of 65. The department seeks to replace the two on phased

retirement and hopes to hire faculty with skills in Business Analytics. 7b) The department will create a recommended succession plan for the department chair position.



Program's Report on Progress Made This Year: In Fall 2021, the program conducted a national search for a new department chair as part of the succession plan. The search was successful and a new chair will be joining USD in August 2022. This year, we also added a new track to the MACC program that focuses on data analytics. The department curriculum committee is developing recommendations on how to update both the undergraduate and graduate curriculums in response to the new Core +1 CPA exam model and the faculty hope to approve all curriculum changes next academic year; as part of this process, a new curriculum map will be developed. The faculty have already approved changes to the MACC curriculum to eliminate MACC 502 and MACC 503 as well as move MACC 501 to elective status. The department has been able to hire one new assistant professor to start in Fall 2022. The department is actively discussing with the Business School's ARRT committee the type of journals the faculty should be trying to publish in.

Dean's Report on Progress Made This Year: 1. Regarding undergraduate curriculum, we have a curriculum committee that worked on possible changes over the last year. Several faculty meetings were used to discuss options. 2. We have not done a curriculum map yet because we need to decide on curriculum changes before a curriculum map can be considered. 3. The MACC curriculum has been updated. We might need to relook at this again depending on undergraduate major changes. 4. More details on the CPA exam changes are coming out this summer 2022; hopefully those will help bring us to closure on all curriculum changes. 5. This has been completed. Track 2 in the MACC that is the data analytics track which was approved over a year ago. This track had combined courses from the BSBA with courses from MACC. Despite interest from CPA firms, this track has had very limited interest from students over the last year. This track created no new dedicated courses, so no new resources were put into it. 6. This is ongoing. Faculty by-in-large support our existing mission which focuses on serving our student needs and the needs of the broader downtown accounting community.

Program: Biology, BA

School/College: College of Arts and Sciences

Program Summary: The Biology Department offers a comprehensive program to study the nature, structure, and function of organisms. The faculty prepare students for graduate and professional schools, teaching in the life sciences, and work in applied biology. The unifying theme of the curriculum is evolution via the mechanism of natural selection.

Timing of Last APR: The long-term plan and MOU were developed and signed on June 19, 2019 after completing the self-study in 2018, hosting external reviewers April 11-13, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 4/6

Summary of MOU/LTP: The MOU is divided into components requiring additional financial resources (A) and those that do not (B). A1) Hire a diversity post-doc. A2) Participate in a pilot workload model for supervising research students. A3) Work with Dean's office to decrease the proportion of courses taught by non-benefits-based faculty by hiring up to three new benefits-based faculty, including up to two new tenure-track faculty and 1-3 new full-time non-tenure-track faculty, if demand is supported by student credit hours and space availability. A4) Increase the supplies/replacement budget. A5) Submit MCO (minor capital outlay) to convert the mailroom (SCST 372) into an office. A6) Submit MCO for renovation to refresh labs to match disciplinary needs. A7) Host workshop for inclusive teaching practices. B1) Establish sub-committees to mentor and provide peer review to adjunct faculty. B2) Increase grant submission. B3) Revise ARRT guidelines. B4) Institute new budget practices to better track course costs. B5) Develop a department policy handbook for tenure-track faculty. B6) Revise the adjunct handbook. B7) Use tracking data to revise supply requests in budget. B8) Assess classroom lab utilization and current needs. B9) Explore ideas for creative space repurposing to accommodate more tenure-track faculty within existing space and office space for BBNTT faculty. B10) Evaluate instrument and small equipment replacement needs, and improve reflection of replacement costs in budget. B11) Host a department assessment retreat and reactivate faculty subcommittees responsible for assessing each student-learning outcome.



Program's Report on Progress Made This Year: The Biology major grew by 40 students between 2020 and 2021, totaling 229 students currently. Such a large increase is placing additional pressure on our FT to PT instructor proportions as well as our need for classroom lab space and student research supervision. A1) We hired two Diversity Post-doctoral Fellows in recent years. Janel Ortiz accepted a tenure track position at another university in 2020 and Wilnelia Recart-Gonzalez will join USD tenure-track faculty in 2023. A2) Faculty participated in the Pilot workload model for supervision of undergraduate research

students for several years. Faculty continue to shoulder the same workload of student research advising, but we do not know whether the pilot project will continue to provide compensation. A3) We had two tenured faculty retirements in academic 2021-22 and these lines were filled through the CAS Cluster Hire process. These replacements did not increase our full-time faculty. However, we were able to add one tenure track line with a former Diversity post-doctoral fellow starting as a Tenure-track instructor in September 2023. One full-time instructor replacement was hired, but with no net gain since another left. All replacements and the new hire will increase the diversity of the biology department. A4) Budgets have not been increased by the University. A5) Submission of a request to convert the mailroom to an instructor office space was completed in May 2022. A6) The renovation of lab space was postponed to receive disciplinary input from new professors and due to COVID related issues. A7) This workshop was postponed because of COVID restrictions. Several faculty participated in a variety of remote pedagogical workshops though. The department chair will attend the AACU&PKAL TIDES Institute in June 2022 and will share training with the department. B1) Peer visits of adjunct faculty are in progress, but additional coordination is needed. B2) Grant submission increased in 2021. Faculty including FT instructors submitted eight grants as a PI or Co-PI (5 NSF and 1 USDA; 1 Strategic Initiatives; and 1 Foundation). Six were awarded: 3 NSF, including 1 Career grant to Dr. Fleming-Davies, 1 USDA pending, 1 Strategic Initiative, and 1 Foundation grant. Biology and Biochemistry departments applied for and received designation as a Preferred Provider of Life Science Talent for local Biotechnology companies. B3) Revised ARRT guidelines were submitted in 2019, with further revisions in process. B4/B7) Tracking of expenses by course is underway, but patterns are still unclear because of the remote teaching during COVID response. B5/B6) Manuals need more work during Summer 2022. B8) We are continuing an assessment of classroom lab needs, especially since Biology majors have increased dramatically. B9) We are implementing creative space utilization both within the biology department and in conjunction with other departments within SCST. B10) An on-going evaluation of the instrument and equipment needs is in place. B11) The faculty are examining new instruments for assessing specific learning outcomes and plan to deploy these in the next academic year. B12) This is on-going. Groups of instructors who teach specific courses are meeting to evaluate required courses in the curriculum (BIOL 309, BIOL 240L, and BIOL 242L in particular). B13) There has been widespread adoption of human health or agricultural examples across the curriculum. Of special note: a special topics course called Cancer: Biology and Social Aspects has been offered to enhance connections between biology, health, and social justice; Biostatistics (BIOL 301) incorporated several projects analyzing public health data; and a new core course BIOL 120 Life-Changing Biology with human focus was developed and will be offered in Spring 2023. B14) Graduation rates for women and many URM groups are high in the major. We will initiate a longitudinal examination of retention among different groups in Fall 2022.

B15) Biology and Biochemistry programs received recognition as Preferred Providers of Life Sciences in 2022 and we recruited the first cohort of applicants for internships with a group of biotechnology partners. We enhanced the use of social media to advertise career opportunities and highlight students' success; for example, awards for posters presented at regional and national conferences took place.

Dean's Report on Progress Made This Year: The Dean's Office is delighted that Biology has been so successful in the diversity postdoctoral scholar program and were able to hire an excellent new biologist out of this program. We also are pleased that they participated in the cluster hire process and were able to hire two additional faculty as a result. Increased diversity in the Biology faculty will have positive effects for the College and University. Unfortunately, new budget allocations (item A4) are on hold pending recovery from funding impacts related to the pandemic and the implementation of a new budget model. We agree that space in SCST should be refurbished, and the Dean's Office will continue to advocate for funds to support these important renovations. We applaud the department's efforts to submit more proposals for external funding (B2) and are very proud of Arietta Fleming-Davies, who received a prestigious CAREER award from the National Science Foundation. The department has done good work to improve ARRT materials for tenure-track faculty, and we encourage similar attention to evaluating and providing feedback to adjunct faculty (B1).

Program: Business Administration, BBA

School/College: Knauss School of Business

Program Summary: The business administration major with a degree in BBA is more than comprehensive—it emphasizes every business topic under the sun. In addition to the broad range of concepts students will study in the classroom, students will interface with faculty from nearly every business field and will even have the chance to study abroad—all while sharpening their managerial leadership skills. From accountancy to supply chain management, the Business Administration major with a BBA degree gives students a first-hand understanding of how every business function integrates with one another to drive value. By teaming up with companies like Starbucks, Target, and U.S. Bank, the BA BBA teaches students how businesses actually operate in the real world—and how they address important issues like social responsibility, ethics, and diversity, as well as how they manage crises.

Timing of Last APR: The long-term plan and MOU were developed and signed on January 6, 2022 after the AACSB external reviewer site visit in 2019, the program's self-study for the USD APR in June 2021, and going through the internal review process with ARC in November 2021.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The program identified and prioritized twelve key issues to be addressed between 2021–2026, some of which require new

financial resources (A) and some that do not (B): A1. The major seeks to rename itself to something more modern (besides administration or management) to better reflect how the major seeks to teach students to solve world challenges of today through an interdisciplinary approach to business. Once data is gathered (via surveys, focus groups, etc.) and a decision is reached on this, financial support for marketing is needed (to be split between the Department and School). A2. Create a writing clinic or writing events specifically for students in the major, or add a writing "W" component to more courses (such as those in Passport or by perhaps working with the new i3 Department on a Business Communications course). A3. Work with the KSB Dean and Gray Associates to review course/section enrollment, net-profit in sections, and then create a hiring plan based on this data and due to the many upcoming faculty retirements within the major. Hire new/replacement faculty as needed based on the plan. A4. Hire one additional TT faculty member to begin in Fall 2023 (perhaps in Ethics/Strategic Management). B1. Create additional measures for assessing ethics in the Business environment and bring suggested changes to the KSB Ethics Assessment Committee. B2. Share faculty professional development opportunities at Department-wide meetings and encourage faculty to utilize existing annual funds. B3. Review major curriculum and make changes, as needed, such as additional course offerings in DEI and Ethical Business. Ethics may need to be both a course as well as integrated throughout the curriculum. B4. Research the creation of "ethics" certificates for industry-specific professions such as finance and sports management as many corporations are now requiring their employees to undergo continuing education in this area. B5. Working with the academic manager, continue to offer BA-specific programming to majors to increase their identity and sense of belonging in the major. Work with the new BA student club as needed as well. B6. Better place specialized faculty teaching into specialized courses instead of core courses. B7. Hire a TT faculty member in Organizational Behavior to begin in Fall 2022. B8. Hire one additional TT faculty member to begin in Fall 2023 (perhaps in Ethics/Strategic Management).



Program's Report on Progress Made This Year:

A1. Since our LTP/MOU meeting in December 2021, we have made a great deal of progress. We surveyed faculty, students, alumni, and employers about renaming the major. Though many ideas surfaced, it was clear that employers like Business Administration as the name because they know exactly what it is and that the students have a broad understanding of many business concepts. As a way to create an identity for the BA students, faculty are working with KSB marketing to finalize a new tagline/logo for the BA major: The KSBA EDGE (Ethically Driven Globally Engaged). Faculty are also working with the SPDM to create EDGE branded events, and we plan to launch all of the new branding at Homecoming 2022. A2. The SPDM is working on BA student events for next year and will be including at least one specifically on

business writing. It will likely be a clinic so that students can get hands on help. A3. We now have this data and are working to determine necessary hires. A4. We are currently determining what area needs this position the most. We will decide by the end of May 2022 with job postings up by mid-June. B1. I shared the feedback from the committee with the individual in the KSB currently responsible for assessments. B2. Starting in January 2022, I now include an item in every department meeting for sharing these opportunities. I also research opportunities faculty may not be aware of and share those. B3/B4/B6. We will begin work in these areas next year. B5. This is ongoing. Listed is a snapshot of some of the Spring 2022 programming created by our SPDM: Women's Herstory Month Career Panel, Interview Prep Workshop with Northwestern Mutual, Exploring Careers in Business Administration, Mapping your 2 Year Plan for Business Admin, Get the Scoop on HR: HR event with Salt & Straw, and Women in Business Networking Event. B7. This has been completed. Dr. Devalina Nag will join the program in August 2022 B8. Same as the update for A4.

Dean's Report on Progress Made This Year: Efforts to rebrand the major are underway. We have also hired a tenure-track faculty member to begin in Fall 2022. We are also actively promoting faculty professional development opportunities.

Program: Business Administration, MBA

School/College: Knauss School of Business

Program Summary: The concept of using business as a force for good is one that is integrated into USD's MBA curriculum. As the economy becomes increasingly global, stakeholders are demanding more sustainable business practices, which presents an unprecedented opportunity for students to develop these skills and join the next generation of socially responsible business leaders. Students have the opportunity to enroll in a full-time MBA, evening part-time MBA, or hybrid MBA, the latter of which offer flexible schedules for working professionals. There are also many concentrations to choose from: Business Analytics, Corporate Social Responsibility and Sustainable Enterprise, Entrepreneurship, Finance, International Business, Managerial Leadership, Marketing, and Supply Chain Management.

Timing of Last APR: The long-term plan and MOU were developed and signed on April 28, 2021 after the AACSB external reviewer site visit in 2019, the program's self-study for the USD APR in December 2020, and going through the internal review process with ARC in February 2021.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The program identified five key issues to be addressed as part of the LTP, none of which require an additional financial commitment: 1) enrollment strategy, 2) curriculum, 3) new programs, 4) alumni relations and advisory board, and 5) organizational structure.



Program's Report on Progress Made This Year:

1) KSB has been providing more scholarship opportunities to our MBA students in the 2021–2022 academic year. We have identified the military-connected population (including veterans, active-duty, dependent children, and spouses) as a new target market and provide resources to connect with this target market to promote our MBA program. We have redesigned the MBA program website. We reevaluated the need for the GMAT exam; now, our MBA applicants have the option to submit an MBA Math transcript in lieu of GMAT or GRE test scores. We launched a KSB mentorship program in Spring 2022 and paired full time MBA students with alumni or industry professionals as mentors for the semester. We have also started lunch-and learns seminars with local firms to promote our graduate programs (including MBA). 2) In the 2021–2022 academic year, KSB conducted a comprehensive revision of the MBA curriculum and the major changes are: a) Revise the total required units for the MBA program from the current 53 units to 44 units; b) Change four classes from 3 units to 2 units; c) Add new classes to provide more experiential learning opportunities; d) Drop two concentrations with low student interests. The new MBA curriculum will be implemented starting Fall 2022. Our student service team periodically visits the classroom to collect student feedback to ensure that curricular and co-curricular program activities meet student needs. 3) Due to the MBA curriculum revision, we have been focusing on revamping our current MBA program rather than creating new programs. In the long run, we do want to create certificate programs and programs for specific corporations and expand the collaboration with other academic units on campus. 4) We have started to further engage the Board of Advisors by pairing the Board of Advisors with academic departments to provide more specific feedback and advice regarding each academic department. We engaged alumni in the MBA curriculum revision and had interviews with alumni to collect feedback about curriculum design. We invited alumni to act as mentors in the KSB mentorship program. We also invited them to come back as speakers in our events like Seven by Seven and as judges in the V2 Pitch Competition. 5) We had a major reorganization of the MBA program and now the MBA program is housed under the Department of i3 (Innovation and Entrepreneurship, International Business, and Interdisciplinary Programs). The department chair has regular monthly/bi-weekly meetings with the Dean and Associate Dean to communicate and provide updates of program activities, resource requirements and allocation, admission progress, etc. The department chair also has bi-weekly meetings with the admissions team and the student success team to communicate about the admission status, activities and events for recruitment and student engagement, and the future direction of the MBA program. In the weekly staff meetings of the i3 department, the department chair, the SPDM supporting the MBA program, and the executive directors of the Free Enterprise Institute, Brink, and Ahlers Center for International Business communicate about the student and alumni events hosted by the i3

department, the study abroad courses for the MBA program, and MBA student engagement activities.

Dean's Report on Progress Made This Year: We have revised our enrollment strategy. We have also revised our curriculum from 53 units to 44 units. Given that we have established a new vertical structure, we are using our existing Board of Advisors (BOA) to deeply engage with each vertical. Thus, instead of a separate MBA-specific advisory board, we are using the existing BOA programs across verticals.

Program: Communication Studies, BA

School/College: College of Arts and Sciences

Program Summary: The Communication Studies Department is firmly committed to academic excellence through promoting a rigorous and relevant curriculum grounded in the liberal arts tradition. The faculty approach communication as the primary social process: the various modes of human communication forge and maintain individual identity and collective organization. Students become competent in analyzing the construction, reception, and effectiveness of messages and acquire the communication skills that equip them to live and work effectively, creatively, and responsibly in a variety of social contexts from interpersonal to public to mass communication.

Timing of Last APR: The long-term plan and MOU were developed and signed on February 23, 2018 after completing the self-study on May 27, 2016, hosting external reviewers from November 16, 2016 through November 18, 2016, and going through the internal review process with ARC.

Year in LTP Cycle: 6/6

Summary of MOU/LTP: The plan was divided among components requiring additional financial resources (A) and those that do not require additional financial resources (B). The department found that: A1) six units of additional adjunct credits for "popup courses" and alumni engagement efforts are needed; A2) an entertainment and promotion budget increase is warranted; A3) a supplies budget increase is needed; A4) a new tenure-track faculty line in public relations is needed; and that A5) faculty should explore the idea of a common classroom, lab, and research space. The department also found that they should: B1) update faculty-mentoring procedures in accordance with assessment outcomes; B2) implement a comprehensive plan for recruiting majors (recruitment, retention, send off, and alumni connections); B3) modify learning outcomes to meet national standards and facilitate annual assessments; B4) develop a plan for post-tenured faculty development; B5) integrate the department's senior survey with the university's campus-wide senior survey to increase response rates; and B6) make needed curriculum revisions.



Program's Report on Progress Made This Year: The department has not received additional funding for "pop-up courses," for entertainment and promotion, or for supplies. As such, these

objectives remain largely unmet. However, the department is currently developing an external fundraising campaign with the CAS Director of Development, and we hope to be able to self-fund the objective A2 and A5. As for A5, the common space has been assigned by the space committee and the Dean's office as Camino 125, and fundraising has started for the space. The department has completed B1, and our updated faculty mentoring procedures have been used as a guide for other departments in CAS. We have also met objectives B3 and B5. We have internal committees working on B4) developing a plan for post-tenured faculty development, and a committee working to B6) make curricular changes in an effort to also B2) recruit new majors. The department's focus this year has really been on B2) how to recruit new majors. The new recruitment strategy and plan is well underway.

Dean's Report on Progress Made This Year: The Dean's Office is impressed with the progress that the department has made on their MOU. They were able to successfully hire a new strategic communications tenure-track faculty member in Fall 2020, representing a new line, and were able to add an opportunity hire for Fall 2022. It's been a pleasure to work closely with the department to fundraise for the space in Camino Hall that will serve as a new Communication Studies laboratory. The location has been identified and is in the process of being converted. The department is to be commended for updating faculty mentoring procedures, which are being used as a model for other departments, and for updating the senior survey to be integrated with the widely distributed USD survey. As noted last year, these improvements strengthen an already exceptional department. Unfortunately, new budget allocations (items A1-A3) are on hold pending recovery from funding impacts related to the pandemic and the implementation of a new budget model. The dean's office is committed to funding "popup" courses, and we will continue to provide up to six units of salary support each year for adjunct teaching in these courses. We look forward to seeing the results of the department's efforts to complete item B2 and develop a robust post-tenure faculty development plan (B4). Both of these efforts could serve as examples for other departments in the College.

Program: Computer Science, BA/BS

School/College: Shiley-Marcos School of Engineering

Program Summary: Computer Science studies the theory and practice of software development. Software is everywhere; it runs every desktop, mobile, and web application and it is embedded in systems and devices of all kinds. In fact, nearly every company and organization relies on great software to run smoothly and efficiently. Computer

Science pulls teams of developers together, using both computational thinking and abstract reasoning, with a good dose of creative problem-solving. Together, these individuals work as teams to devise and express algorithms for particular problems that can be solved using software. They also use abstract reasoning to manage the complexity of software projects that can become quite large, sometimes totaling millions of lines of code. Students who major in Computer Science can choose from the BA or BS degree. The program's faculty are currently seeking accreditation with the Accreditation Board for Engineering and Technology (ABET) for the BS in Computer Science only. If ABET accreditation is gained for the BS, the BA and BS programs will go through a separate APR process in future years.

Timing of Last APR: The long-term plan and MOU were developed and signed on 11/26/2019 after completing the self-study in January 2019, hosting external reviewers from February 13, 2019 through February 15, 2019, and going through the internal review process with ARC.

Year in LTP Cycle: 3/5

Summary of MOU/LTP: The program identified and prioritized nine key issues to be addressed: *1) hire a new full-time tenure-track or professor of practice, and, if possible, an additional non-tenure track full-time instructor; 2) implement a new full-year senior project capstone experience; 3) complete the rollout of the revised introductory programming courses and have all students in the School of Engineering take a common introductory programming class; 4) revise the assessment plan for the BA in Computer Science and write an assessment plan for the BS degree; 5) form a computer science advisory board; 6) apply for ABET accreditation for the BS degree; 7) develop a computer science diversity plan to address the lack of diversity in both faculty and students; *8) grow the tutoring program and introduce lab assistants to lower division courses to better support a diverse student body and increase retention; and *9) continue to support computer science students in their extra-curricular activities. Those with an asterisk required additional financial resources.



Program's Report on Progress Made This Year:

1) The program successfully hired a tenure track faculty member to start in the 2022-2023 academic year. The candidate accepted our offer, but on 4/28/22 she backed out of her acceptance for another job; thus, we were unsuccessful with our tenure track hiring process this year. 2) A full-year senior project capstone experience was implemented in a previous year. 3) The rollout of our revised introductory programming courses occurred, and all students in the school of engineering now take a common introductory programming class. This was completed in a previous year. 4) The assessment plan for the BA and BS was completed in a previous year, and implementing the assessment is starting Spring 2022. 5) The advisory board has not been formed yet because COVID-19 is still impacting in person meetings. We plan to complete this in the fall

semester of 2022. 6) We have not applied for ABET accreditation for our BS degree yet. We need to complete a year or two of our assessment process first. 7) We do not have a diversity plan set up yet. 8) We have introduced lab assistants to our lower division courses, and this has been very helpful to these courses. We continue to have a tutoring program, which is also helpful. We have forgone funding for graders to fund the lab assistants and tutors. We would love to have more funding for the tutors. 9) This year, the Student Computer Science Club (the ACM club) has had some in-person events, so the club is starting to come back to life after the pandemic shutdown. We have also approved two new concentrations in the computer science program: a) a concentration in Human-Computer Interaction (HCI), taking advantage of the expertise of Dr. Jennifer Olsen, our most recent tenure track hire. Her HCI classes have been very popular with our students, filling very quickly during enrollment; and b) a concentration in Data Science/Artificial Intelligence, taking advantage of the expertise of the directors of our Masters programs in these two areas, who have developed undergraduate courses in each area.

Dean's Report on Progress Made This Year: The two most critical needs for the program are additional faculty and an assessment plan. The market for both tenure-track and part-time Computer Science faculty is very tight. Adjuncts can earn more money at other schools. SMSE will be hiring a full-time adjunct to help relieve some of the dependency on part-time faculty. This will add some consistency in the lower division courses. ABET accreditation for the BS program cannot be pursued until an assessment plan is in place. The slow progress has been the result of people working remotely and then sabbaticals. The assessment plan should be completed in AY 2022-23.

Program: Counseling, MA (with specializations in Clinical Mental Health Counseling or School Counseling)

School/College: School of Leadership and Education Sciences

Program Summary: This program is offered within the Counseling and Marital & Family Therapy department. One degree program in Counseling is offered. The degree program has two specializations: Clinical Mental Health Counseling or School Counseling. Both specializations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). With the Clinical Mental Health Counseling (CMHC) specialization, students make a difference by helping those struggling with mental health issues and, moreover, the effects of their work extend throughout families, social networks, and communities. With the School Counseling specialization, students become social justice activists in action as they learn how to help students overcome significant challenges during their most formative years. The School Counseling specialization offers two different tracks,

each of which provides fulfilling opportunities to guide diverse populations of underserved students. There is a School Counseling with Pupil Personnel Services (PPS) Credential track. There is also a School Based Clinical Counseling (SBCC) with Pupil Personnel Services (PPS) and Licensed Professional Clinical Counselor (LPCC) Eligibility track.

Timing of Last APR: The long-term plan and MOU were developed and signed on May 26, 2016 after the program's self-study and site-visit with CACREP (August 2013) and the internal USD APR self-study with ARC (Spring 2015).

Year in LTP Cycle: 5/5

Summary of MOU/LTP: The program identified an action plan with six areas for improvement: 1) curriculum, 2) assessment processes, *3) faculty professional development, 4) student satisfaction, 5) graduate success, and *6) staffing resources. Those with an asterisk require funding support.



Program's Report on Progress Made This Year: 1. Curriculum: Faculty have full-implemented 2-year Clinical Mental Health Counseling (CMHC) and School-based Clinical Counseling (SBCC) MA

programs. Response continues to be positive from students in the 2-year course of study, and applications have generally increased since moving to the 2-year course of study. We graduated our last cohort of 3-year program students in May and August of 2021. 2. Assessment Process: A program assessment calendar continues to be implemented indicating when assessments are deployed, the respondents, and which staff or administrators are responsible for the assessment. Faculty have aligned common assignments and assessments in course syllabi to CACREP and CTC standards as well as our program learning outcomes. Tevera, an online student assessment data system designed for graduate counseling programs, was implemented for the 2020-21 school year. Tevera implementation continues and has streamlined the logging, approval, and tracking of practicum hours as well as the completion and review of benchmark assessments. 3. Faculty: Multiple faculty are now active in the Western Association of Counselor Education and Supervision (WACES). In Spring 2021, Drs. Cameron (Former Dept Chair) and Callahan (Program Director) published the first issue of a WACES sponsored journal as founding co-editors, The Journal of Technology in Counselor Education and Supervision (JTCEs). Dr. Kristopher Hall (current Dept Chair) serves on the editorial board. The second issue of the journal is on track for publication in late Spring 2022. Drs. Carrie Tremble, Kris Hall, Ned Golubovic, and Sandra Tabet attended or participated in the Annual Conference of the American Counseling Association (ACA) in Fall of 2021. Dr. Martin and two graduate students in school counseling were keynote speakers at the March 2022 Annual Virtual Conference of the Bulgarian Comparative Education Society on the topic of Comparative School Counseling. In April of 2022, Dr. Carrie Tremble had a manuscript

accepted for publication in the North Atlantic Region Association for Counselor Education and Supervision's (NARACES) Journal of Counselor Education and Supervision. Drs. Catherine Griffith, Ian Martin, and Wendell Callahan (all members of the School Counseling Faculty) will be presenting papers at the Fall 2022 annual conference of the California Association for School Counseling. 4. Student satisfaction: Assessment data indicates that overall student satisfaction remains high across the counseling program. The 2021 exit survey of graduates reports an overall program satisfaction of 4.3 for the School Counseling specialty and 4.2 for the Clinical Mental Health Counseling (CMHC) specialty on a 5-point Likert scale. 5. Graduate success: Based on anecdotal feedback from recent graduates and students nearing graduation, students reported little difficulty in securing professional employment post-graduation. Several alums now hold key roles in professional organizations as well in local schools and clinical settings. Additionally, more than 50% of adjunct faculty this term are alumni from either the school counseling or CMHC program. Student requests for more career advising and planning has informed the inclusion of these activities by faculty in fieldwork and practicum courses.

Dean's Report on Progress Made This Year: The faculty in the Counseling program have continued making good progress towards their goals. This academic year, the school counseling program submitted its Transition Plan for Implementation of the 2019 Pupil Personnel Services (PPS) Program Standards and Performance Expectations for the PPS in School Counseling. They solicited feedback from stakeholders on the plan, which shows progress on goal #2. Graduating students of 2021 rated communication within the program as 3.8, slightly down from 3.9 the previous year on a 5-point Likert scale. The program desires a score of a minimum of 4. We encourage and support more efforts to increase the satisfaction with communication. The overall program satisfaction rating by graduates remains at 4.2 on a 5-point scale for two years in a row, which we consider desirable with room for improvement. SOLES contracts with the Mentor Collective to support our students, which we hope will aid in alumni success. The Dean's Office is open to hearing more about the staffing functional analysis when the study is complete.

Program: Education, MEd (online)

School/College: School of Leadership and Education Sciences

Program Summary: The innovative, online Master of Education (MEd) degree program prepares students with the knowledge and skills they need to enhance their teaching – with an emphasis on 21st century skills, equity and social justice, classroom inquiry, and a professional response to the Common Core Standards. The program is designed for practicing K-12 teachers with a minimum of two years of teaching experience from a wide variety of classroom settings, including public district, charter, independent, or non-traditional schools. This diversity

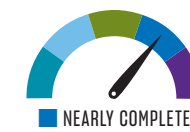
of backgrounds allows students to leverage knowledge, experience, and real-world applications from their peers to enrich learning throughout the program.

Timing of Last APR: The long-term plan was created in 2018 and the MOU was signed on March 30, 2021. These were both done after completing the self-study in August 2017, hosting external reviewers in January 2018, and going through the internal review process with ARC in May 2018.

Year in LTP Cycle: 4/5

Summary of MOU/LTP: The program has created a LTP and identified some components requiring financial resources (A) and others not (B). A1) Become institutional members of diverse organizations such as NABSE, CABSE, NAME, AERA, and ALAS. Advertise faculty job opportunities, recruit with these organizations, and attend conferences. A2) Hire additional staff or increase administrative support hours for the Professor of Practice/Director of Online Learning. A3) Hire additional full-time faculty after enrollment increases. B1 is about Student Support. B1a) Provide writing support to students. B1b) Implement e-newsletter. B1c) Host student town-halls with PCE featuring students, faculty, adjuncts, and alumni. B1d) Increase utilization of Zoom synchronous sessions and faculty office hours. B1e) Create a student orientation course and update student-service modules. B1f) Transition to Blackboard Ultra. B1g) Increase utilization of Qualtrics for indirect survey assessment. B1h) Encourage attendance at social justice, advocacy, and spiritual events. B1i) Gain increased LDC support from instructional designers, particularly for Blackboard Ultra. B1j) Increase enrollment to prior year's numbers or higher. B2 is about Curriculum. B2a) Have conversations with stakeholder partners and students about specialization development, with incorporation of real-world community-based issues related to education opportunity gaps. B2b) Introduce a new specialization in the department, including a track the provides prerequisite courses for teachers with less than 2 years teaching experience for program entry. B2c) Implement technology and innovation specialization. B2d) Offer MEd core courses each term. B2e) Refresh core courses based on data analysis, including faculty and student data. B2f) Gain increased support from DLT for course design and refreshes, as well as catalog maintenance. B2g) Revise curriculum to update and broaden the focus on diversity and inclusion. B3 is about Faculty. B3a) Implement orientation/kick-off meetings and professional development programs for online learning, specifically for Blackboard Ultra. B3b) Build a faculty teaching and resources website. B3c) Collect faculty demographic information and revise hiring practices to increase diversity. B4 is about Assessment. B4a) Complete a Quality Matters review. B4b) Create a curriculum map. B4c) Include faculty and adjuncts in screencast video. B4d) Re-evaluate program learning outcomes and their alignment with signature assignments. B4e) Administer alumni survey and make changes based on the analysis of data. B4f) Track student demographics and determine areas for growth to reach and

enroll more diverse students, and gain increased support from DLT for tracking of student demographic data.



Program's Report on Progress Made This Year:

A1. The Director participates in annual conferences for networking, recruitment, and learning. They also seek to increase participation in other USD-affiliated teaching organizations' annual conferences such as CEE & ACT. A2. The Program's Executive Asst. hours have increased to full-time status. A3. Enrollment remains under 200 FTE and hiring new faculty has been sporadic based on the need. B1a. Students are included in all communications regarding the Graduate Writing Center workshops sponsored by the SOLES Dean of Assessment and Accreditation. B1b. The program will continue to work with PCE to publish a minimum of 2 e-newsletters per year (spring & fall). B1c. We hosted our first town hall in July 2021 (35 attendees including students, faculty, & staff). We are considering choosing another month next year to promote more involvement. B1d. Currently, more than 60% of all faculty who teach online host at least one Introduction or Course final Zoom session. 100% of all instructors host instructors' hours via Zoom. B1e. We completed this and minor updates are done annually to reflect the most recent content. B1f. This is not a priority based on the needs of the program. B1g. No update. B1h. All MEd students are included and invited to all SOLES BLM and Anti-racism workshops for students. B1i. LDC support has been sufficient. We did not upgrade to BB Ultra yet and are still having discussions. B1j. We have approximately 130 students in the program. The pandemic has impacted the teaching field and we continue to address this goal through admissions, recruitment, retention, and curriculum efforts. B2a. We partnered with the PCE/HLT term Steering Committee Meetings (spring, summer, & fall) to discuss growth opportunities. B2b. We developed a new MEd with a Technology & Innovation specialization. The track for admission in less than 2 years has not been created. Students with slightly less than 2 years of experience that meet all other requirements are given the opportunity to do a Zoom interview with the Director for entry consideration based on a holistic perspective. B2c. We are offering a new MEd Technology & Innovation degree. Two new students enrolled in this track and we are continuing to advertise to the right organizations and audiences to increase enrollment. B2d. All Core Courses continue to be offered every term. B2e. The scope of work logs is received from every professor after each run to capture recommendations for revisions in preparation for the next run. B2f. At least one DLT full-time faculty member gives final approval of all revisions based on specializations. Currently, four of five specializations have full-time faculty involvement and assist the Director of the program with curriculum development (with the exception of the Literacy and Digital Learning track in which the Director works with an adjunct faculty). We are working to identify that person based on department hiring. B2g. 100% of all courses have some form of content, assignment, or topic that addresses diversity and inclusion based on our Social Justice mission statement and the nature of the program in

equitable education. B3a. All existing and new faculty are enrolled in the department Online Orientation & Resource course and all new faculty must participate in the LDC 101 training course and optional training course (LDC 102) facilitated by our PCE partners. Blackboard Ultra has not been implemented as of yet. B3b. We have completed the website and it is updated every 4–6 months with the assistance of a GA. B3c. Ethnicity data of faculty members is collected and shared at the MEd Steering Committee meeting each semester. There is a slight increase in black teaching faculty from one in Spring 2021, two in the Summer 2021 term, and three in Fall 2021. This accounts for roughly 20% of teaching faculty. Latino faculty accounted for roughly 22% of the teaching faculty (Spring 2021 = 3, Summer 2021 = 3, and Fall 2021 = 4). B4a. This is not completed as of yet. B4b. The curriculum map has been created and is currently being updated. We expect completion prior to the end of the year or sooner. B4c. All videos of meetings, workshops, and seminars are recorded and shared with all faculty. B4d. This is currently under review and being updated. We expect completion prior to the end of the year or sooner. B4e. This has not yet been completed. B4f. Ethnicity data of students is collected and shared at the MEd Steering Committee meeting each semester. There is a slight increase in ethnicity in black students from one in Spring 2021 to four Fall 2021. The Latino enrollment average was 29 students in 2021.

Dean’s Report on Progress Made This Year: The program director has made concerted efforts to meet many of the goals established as part of the long-term plan. Though enrollment in the program has not exceeded our target, we have made strides in high student satisfaction based on exit survey results (4.9 out of 5). Student satisfaction is a direct result of the efforts by the program director and faculty to create a culture of care through consistent communication via e-newsletters, emails, and e-events such as Black Lives Matters monthly events. Also of note, the program has undergone a curriculum refresh with several courses being updated, the development of a curriculum map, and realignment of signature assignments with course and program outcomes. This work is due to the collaboration of the faculty, the Learning Design Center, and the SOLES Assistant Dean of Assessment and Accreditation. Diversifying the student population and increasing enrollment are perennial issues in need of additional resources.

Program: Ethnic Studies, BA

School/College: College of Arts and Sciences

Program Summary: The Department of Ethnic Studies is a vibrant, interdisciplinary program that examines the historical, cultural, and social dynamics of race and ethnicity in the United States using comparative, intersectional, transnational, and decolonizing methods. The Ethnic Studies curriculum offers an innovative, transformative program that addresses the lives, labor, and cultures of communities of color through ethnic-specific and comparative

lenses. Students actively explore issues of equity, power, and social justice in and outside of the classroom through unique partnerships with local and grassroots organizations in San Diego. Through the department’s community-centered research, teaching, and curriculum, Ethnic Studies faculty and students bridge academic and community knowledge in order to address the needs of local and tribal communities.

Timing of Last APR: The long-term plan and MOU were developed and signed on February 1, 2019 after completing the self-study in January 2018, hosting external reviewers from March 7–9, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 3/5

Summary of MOU/LTP: The long-term plan synthesizes and organizes priorities into five key overarching goals or action areas, and identifies subgoals as the steps and resources needed to reach the overall ones. The action areas include subgoals in: curriculum, assessment, faculty and staff, students and alumni, and marketing and communications. The subgoals for each of these five areas are detailed in the LTP document and those that require funding are listed here: increase the annual entertainment and promotion budget; work with the Dean’s Office to obtain funding for and transition to a department-exclusive full-time executive assistant; explore options, in conjunction with the Dean’s Office, that will allow for a Community Liaison Faculty member; and increase funding for the Labovitz-Perez lecture.



Program’s Report on Progress Made This Year:

- A1. Budget freeze due to COVID affected this.
- A2. Unsuccessful. In fact, the EA is now being shared with two departments.
- A3. Budget freeze due to COVID affected this.
- A4. Unsuccessful, funds were raised through various departments and Turning Wheel.
- B1. This was postponed due to faculty on leave and sabbatical.
- B2. This was unsuccessful. The CAS marketing person is no longer working at USD.
- B3. This has been unsuccessful due to sabbaticals and leave of absences. We are seeking to accomplish this in 2023–2024.
- B4. No progress because our assessment specialist was on sabbatical.
- B5. Isela Reyes, assistant director for the career development center, came and spoke to our students regarding career paths in Spring 2022.
- B6. Accomplished through Ethnic Studies 343, Chicano San Diego.
- B7. Unsuccessful due to COVID-19.
- B8. This is a work in progress.
- B9. Done, see B5.
- B10. This is a work in progress.
- B11. This has been partially successful with funds from external donors.
- B12. This has been unsuccessful due to COVID-19.
- B13. We have had various success with this.
- B14. Ethnic Studies is interested in hiring a specialist in Environmental Justice and Race.
- B15. This has been unsuccessful due to COVID-19.
- B16. Our A-Team representative was on sabbatical this year.
- B17. Our A-Team representative was on sabbatical this year.
- B18. We have no control over this.

Dean’s Report on Progress Made This Year: The Dean’s Office understands the difficulties arising from the pandemic, as well as the recent transition in department leadership. Unfortunately, new budget allocations are on hold pending recovery from funding impacts related to the pandemic and the implementation of a new budget model. In the meantime, we encourage the department to work with the Dean’s Office on goals related to marketing and communication (B2, B3), assessment and planning connected to the curriculum (B1, B3, B4, B16, B17), liaising with Career Development (B5, B6), and strategic planning (B3, B10, B11, B12). We are pleased that the department has made progress on the elevation of faculty profiles (B13), and we encourage continued attention to this goal in collaboration with other offices on campus, including the Humanities Center, CCTC, and Mission Integration. We are also delighted with the continued success of the Turning Wheels project. Although the Dean’s Office is in the process of replacing personnel (e.g., the marketing director), we stand ready to support departments in the completion of their MOU goals.

Program: History, BA

School/College: College of Arts and Sciences

Program Summary: The History Department is dedicated to excellent teaching and innovative research. Students learn to work with original sources, and learn how to think and write critically about a wide variety of historical problems. History majors become good writers and effective speakers. They know how to use evidence and argument to support their point of view. They also understand the importance of placing current events into historical perspective. After graduating, USD history majors go on to work in law and business, public service (including politics, public administration, and the foreign service), college and secondary education teaching, the military, newspapers, museums, and libraries. Graduates often work as editors, archivists, administrators, curators, historic preservation specialists, writers, public policy analysts, and historians. Some work in the production of historical documentaries in television, radio, and film.

Timing of Last APR: The long-term plan and MOU were developed and signed on September 12, 2018 after completing the self-study on March 24, 2017, hosting external reviewers from April 24, 2017 through April 26, 2017, and going through the internal review process with ARC.

Year in LTP Cycle: 5/5

Summary of MOU/LTP: The long-term plan was divided among components requiring additional financial resources (A) and those that did not require additional financial resources (B). Components of the LTP requiring additional financial resources included: A1) hiring a tenure-track African Historian to replace a retiring faculty member; A2) hiring a diversity postdoc to teach African American or Native American History as well as US Women’s History; A3) work with the

Dean’s Office to explore and implement a model of support for faculty who mentor independent study students; A4) have a full-time benefits-based adjunct faculty member serve as the Internship Coordinator as part of his/her contractual duty; A5) increase the entertainment and promotion budget; A6) provide new funding for the enhancement of a Public History program; A7) begin to develop a history fund to support undergraduate research; and A8) increase the faculty travel budget. Components of the LTP that did not require additional financial resources included: B1) develop and offer courses that appeal to female and minority students; B2) charge the department curriculum committee with several directives; B3) implement faculty-approved changes to the curriculum; B4) charge the assessment committee will evaluating the deactivation of the graduate history program; B5) charge the assessment committee with examining history outcomes and adding a diversity learning outcome; B6) update the major’s assessment plan; B7) continue integrating history classes into the new core curriculum; B8) find placements for adjunct history faculty to teach in the Core’s First Year Writing classes; and B9) publicize faculty research on campus via various avenues with Marketing and Communications.



Program’s Report on Progress Made This Year:

History has complied with most of the items in the MOU. However, these are the items that History continues to address and/or which we have found no solution. The lack of financial resources, especially given the costs imposed by the pandemic, has made for tough sledding these past two years: A3, A4, A5, A6, A7, and A8. As for the items that are budget neutral, History has been inconsistent in placing adjuncts in the First Year Writing Program. This past academic year, no adjunct participated in the First Year Writing Program.

Dean’s Report on Progress Made This Year: The History department has made notable progress on their MOU over the past several years. Their work to diversify the faculty and support the Africana Studies minor has helped to diversify the College as a whole. A full-time, benefits-based adjunct faculty member now serves as the department internship coordinator (A4), and this arrangement has been very successful. Unfortunately, new budget allocations (items A5, A6, A8) are on hold pending recovery from funding impacts related to the pandemic and the implementation of a new budget model. In the meantime, the Dean’s Office is actively working to procure funds that will support undergraduate scholarly work and other initiatives. We encourage the department to continue working with the Dean’s Office to seek external funding to support undergraduate student research (A7) and to develop a model to support faculty who mentor student research (A3). Two areas to emphasize going forward are public history and developing more courses that align with requirements in the core curriculum.

Program: Honors Program (for BA programs only)

School/College: College of Arts and Sciences, Knauss School of Business, and Shiley-Marcos School of Engineering

Program Summary: The University of San Diego Honors Program (HP) emphasizes teaching excellence, small seminar-style classes, and a curriculum of innovative courses. Beyond the classroom, Honors students benefit from meaningful interactions with faculty, extracurricular programming, research opportunities, and focused academic advising. While HP serves three academic units, the MOU is maintained by the College of Arts and Sciences Dean's Office.

Timing of Last APR: The long-term plan and MOU were developed and signed on May 17, 2019 after completing the self-study in Fall 2018, hosting external reviewers from October 30–November 1, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 4/5

Summary of MOU/LTP: The LTP is divided into components requiring additional financial resources (A) and those that do not require additional financial resources (B). A1) Increase Honors Program Budget for: a) Food for Honors Program Committee Retreats to revise Mission and PLOs, b) Food for Honors Colloquium event, c) Speaker stipend and food for Honors Public Event, d) Funding for food/awards at Honors Stakeholders Appreciation Event, e) Funding for food for End-of-semester receptions, Summer Reflection Debrief event, and 4–6 small extracurricular, and f) Increased budget for HP staff and student travel to NCHC Annual conference. A2) Work with the Dean's Office to review and revise instructional and operating budgets, including additional support for team-taught and linked courses. A3) Reclassify Coordinator Position to Assistant Director Position. A4) Hire Part-time Administrative Assistant. A5) Hire designated graduate student B1) Refine Mission of Honors Program. B2) Revise website and brochures. B3) Increase stakeholder support for Honors Program: B3a) Convene personal meetings with campus stakeholders, B3b) Conduct meetings with Deans and Associate Deans, B3c) Request meetings with Deans and Provost once a semester, B3d) Expand Honors Program Committee by adding additional members, B3e) Designate a faculty member in each major to serve as Honors Program faculty liaison, B3f) Schedule annual meetings with Honors faculty liaisons, B3g) Host and personally invite stakeholders to annual Honors Colloquium event, B3h) Develop plan for integrating alumni into Honors programming, B3i) Convene Stakeholders Appreciation Event, including faculty, and B3j) Work with Alumni Relations to develop communications plan. B4) Work with IRP to develop reports comparing outcomes of Honors and non-Honors student experiences at USD. B5) Adjust and innovate Honors curriculum: B5a) Revise and secure approval for changes to program requirements to facilitate retention and progression in Honors Program, B5b) Schedule Honors linked classes

for 2019–2020 AY and facilitate student awareness of linked classes and program changes through advising meetings and HP website, B5c) Solicit Honors course offerings from schools/programs with high student enrollment and unmet Honors course needs, B5d) Pilot one linked pair of LD HNRS classes per semester, B5e) Offer one additional team-taught course per semester to meet student demand, B5f) Review requirements for HNRS 495 and Honors Thesis project for students completing theses or capstone projects in their major, and B5g) Explore options for new courses to meet revised PLOs. B6) Revise program-level outcomes to reflect revised Mission. B7) Review and revise program requirements and course offerings to address revised Mission and PLOs. B8) Work with CAS A-Team to update Honors Program assessment plan and assess program-learning outcomes on a regular cycle. B9) Support students in the areas of advising, thesis research planning, a summer reflection project, student interactions with faculty, pre-orientation, NCHC conference, second year living community, and peer-led seminars. B10) Build community with events such as an open house, a holiday party, an Honors Envoy Program, extracurricular events, Honors-identified philanthropic projects, peer mentoring, and a Director's Advisory Council. B11) Move into a new Honors space in the Learning Commons. B12) Review and revise elements of the admissions and enrollment process to appeal to a more diverse group of students: B12a) Revise admissions application and evaluate admissions procedures, B12b) Work with UA to identify diverse non-Alcala recipients who might benefit from Honors education, B12c) Explore ways to better promote mid-year Honors application, and B12d) Redesign promotional materials for prospective students. B13) Explore costs/benefits of shrinking fall admissions cohort and/or shrinking Honors Program size overall. B14) Work with University Advancement and CAS Development to develop short and long-term fundraising plan.



Program's Report on Progress Made This Year:

Regarding components of our long-term plan that required additional funding: In June 2021, the Dean's Office increased our program budget by \$2000, which has allowed us to meet two of our goals laid out in our 5-year plan including: providing food at the Honors Colloquium and at end-of-semester student receptions (A1–b; A1–e). In June 2021, the Dean's Office increased the honors budget for HP staff travel from \$1250 to \$1800 to attend to increased costs for a staff member to accompany students to the NCHC Annual Conference (A1–f). Throughout 2021–22, the Honors Director worked closely with the Dean's Office to review instructional and operating costs for the HP. The Honors Director then formed and collaborated with a 6-person Honors Advisory Council to craft a revised honors plan and accompanying budget with the goal of crafting a more scaffolded honors experience and greater innovation in program curricular and extracurricular offerings (A2). The revised budget proposal was submitted to the Dean of the College of Arts & Sciences in January 2022 for review with subsequent discussion with USD's VP of Finance. We are awaiting further word (A–2). Finally, the Honors Program

received funding to hire a designated graduate student for 10 hours a week (A–5). We did not receive a FWS undergraduate student worker as laid out in the 2021 "Dean's Report to Progress Made" last year and this should be rectified for the upcoming year. Staffing shortage is still our largest difficulty, as we have enhanced the Honors Program experience substantially by adding new components (e.g., a peer mentoring program for all first-year students, an Honors Club, increased honors events both on and off campus, increased student recruitment and admissions programming, etc.), and new requirements that necessitate additional student auditing. Having a designated graduate assistant for 2021–2022 was enormously helpful, but ten hours a week is insufficient for our needs. Another graduate assistant or designated administrative assistant is needed, and far preferable to an undergraduate FWS given the more sophisticated tasks and accessing of student records required. Regarding components of our long-term plan requiring no additional financial commitment: We have completed most of the components of our long-term plan that do not require additional financial commitment, with the exception of those for which we simply have insufficient staffing to effectuate. Most recently we: revised the website (B2); scheduled annual meetings with Honors faculty liaisons (B3f); hosted and personally invited stakeholders to the annual Honors Colloquium event (B3g); Director met monthly with Dean of CAS (B3b); expanded Honors Program Committee (B3d); and worked with alumni relations to send out an annual report and donation solicitation to alumni and other stakeholders (B3j). As mentioned earlier, we spent substantial time innovating the Honors curriculum and preparing a revised budget (B5), and continued to solicit and offer courses that students need most (B5b and c); we cannot move forward on securing approval for any new program requirements until we know the budget status (B5a). We did not receive additional funding to support an additional team-taught class per semester (B5e), but we did work with the International Center to offer a study-abroad course during intersession, with a stipend for faculty paid for by the Dean of CAS. We piloted an Honors Circle Program (referred to in the long-term plan as an Envoy program) in Fall 2021, which places each incoming student in a circle with other new and returning students as mentors (B10). We also hosted an increased number of and variety of events for students (B10). We worked closely with Undergraduate Admissions to recruit a diverse array of students by revising our admissions procedures substantially and by increasing the number of opportunities for students to learn about the honors program and its benefits (e.g., multiple correspondences, two webinars including mock classes, and two on campus events) (B12 a–b), and redesigned promotional materials (B12d). We also increased recruitment for midyear admissions and enrolled our largest-ever mid-year class in January 2022 (B12c). Of the remaining components listed in our long-term plan, we have not convened a unique stakeholders appreciation event (B3i) due to unclear COVID regulations, lack of funding, and short staffing. And, although we did engage in coordinated fundraising with University

Advancement and CAS Development, we do not yet have a long-term fundraising plan (B14). Goals for such a plan are contingent on decisions about the proposed budget revisions submitted to Dean Norton in January 2022.

Dean's Report on Progress Made This Year: The Honors Program continues to work efficiently and steadily on their long-term plan. The revised budget proposal promises to provide considerable benefits to the program across a range of activities. We are awaiting a response from the VP of Finance regarding the proposal itself. The Dean's Office is concerned that the program has not yet received a FWS student and we understand the need for this support. We encourage the program director to reach out again to our office, and we will assign an undergraduate FWS student and increase the amount of graduate FWS student support to 20 hours/week. We are delighted with the director's innovative approach to redesigning the Honors offerings; the Honors Circle Program was highly successful, as an example. We are particularly pleased with the program's work to enhance DEI in the Honors student population, and we encourage continued collaboration with Undergraduate Admissions in this area.

Program: Law Enforcement and Public Safety Leadership Program, MS (online)

School/College: Division of Professional and Continuing Education

Program Summary: Designed for current law enforcement professionals who want to grow and lead, this 100% online, leadership-focused master's degree program supports rapid career advancement by providing immediate practical skills and developing students' management acumen. Students learn organizational leadership, analytical skills, critical thinking strategies, legal awareness, financial and budgetary acumen, and superb communication abilities. Developed in collaboration with law enforcement associations, the program focuses on contemporary issues needed to address today's law enforcement challenges. A defining characteristic of the Law Enforcement and Public Safety Leadership Program (LEPSL) is the faculty who are experienced criminal justice professionals ranging from police chief to district attorney to a Lieutenant Colonel in the Marines.

Timing of Last APR: The long-term plan and MOU were developed and signed on May 16, 2019 after completing the self-study during Summer 2017 and hosting a virtual site visit February 20–23, 2018.

Year in LTP Cycle: 4/5

Summary of MOU/LTP: The following are the main goal categories found in the long-term plan: *1) Faculty, 2) Assessment, 3) Additional Assessment Goals, 4) Program Review, and 5) Related Programming. Those with an asterisk require funding.



Program's Report on Progress Made This Year:

1. Dr. Erik Fritsvold officially joined the Division of Professional and Continuing Education (PCE) full time as an Associate Professor and Academic Director for the MS LEPSL program on July 1, 2019. The attendant Memorandum of Understanding between the College of Arts & Sciences (CAS) and PCE established a three-year term for this position, until June 30th, 2022. Thereafter, CAS and PCE may agree to renew, extend, or amend the terms of the MOU. 2. The MS LEPSL assessment plan is rigorous and continues on schedule as outlined in the founding documents of the program, and as directed by IESI. As the MS LEPSL assessment plan evolves, the evidence suggests that we are assessing evidence of student learning in a depth-oriented and meaningful way. Even though all evidence suggests the assessment plan is rigorous and on schedule, this is a mission-critical process that should continue to get stronger attention and time investment from the LEPSL administrative team. 3. From 2015–2018, the MS LEPSL program assessed student learning per the protocols utilized by CAS, a more narrative-centric approach to assessment. Beginning in Spring 2019, MS LEPSL adapted to the more concise assessment protocols that we understand better reflect national best practices. We are proud to have continued regular assessment as scheduled for the duration of the program and to date have completed three calendar years of continuous assessment under the “narrative-style” approach and nine semesters of assessments utilizing this new approach. MS LEPSL is deeply appreciative of the coaching and investment provided by IESI to position us to employ cutting-edge best practices in this area that best serves our program and our students. 4. Reflecting on the challenges identified in the previous review, the MS LEPSL team remains proud of the evidence related to academic rigor, student support systems, cutting-edge curriculum, quality assurance, innovation, faculty training, and many other elements of the program. In January 2021, the Academic Program Review (APR) timeline for the MS LEPSL program was adjusted to be more in line with institutional norms. This timeline adjustment was initially suggested by the IESI Director, and thereafter supported by Associate Provost Roberts, and the MS LEPSL Administrative Team. The next APR will take place in 2025. Building on previous momentum in this area, during the last calendar year additional progress has been made on several items raised in the APR process. More specifically: A) The LEPSL 501 New Student Orientation course was overhauled in a collaborative effort from the Learning Design Center (LDC) and the Academic Director. The new version significantly improves the substance and curriculum, and better presents the services and resources available to online students. This course is likely particularly impactful because the deliverables require students to seek out and actively engage in many of the resources available to them, not just learn about them in the abstract. B) New and veteran faculty continue to take advantage of LDC training courses in both online course teaching and online course development. These courses complement the existing and robust onboarding, training, and mentoring process for incoming MS LEPSL

faculty. C) The new faculty mentoring and shadowing program has been further developed and enhanced. Spearheaded by LEPSL faculty Michael Loarie, the new iteration of the mentoring program includes regular zoom meetings between mentor and mentee, along with a course-long shadowing process. Historically, LEPSL faculty have always been well prepared to teach their first course, but they have never been more prepared than they are today. 5. Beginning in early 2020, the University has taken significant steps towards creating an online bachelor’s degree completion program. See previous LTP updates for full details. In addition, the MS LEPSL program seeks to build on its momentum and successes by exploring the viability of shorter-term certificate-type programs. The goal of these certificate-style programs would be to expose the ethics-centric curriculum to a wider population of law enforcement professionals, and to create a pathway that introduces and encourages enrollment in the full MS degree.

Dean’s Report on Progress Made This Year: No Report

Program: Department of Leadership Studies: MAs in Leadership Studies, Higher Education Leadership, and Nonprofit Leadership & Management

School/College: School of Leadership and Education Sciences (SOLES)

Program Summary: Each MA program within the Department of Leadership Studies gives students the skills, theory, and hands-on practice to lead change in organizations and communities for the better. Degree programs work across disciplines to teach listening skills, introspection, communication skills, teamwork, critical thinking, and working through feedback. Students work with seasoned faculty who are both academics and practitioners, and they gain insights on managing group dynamics, engaging in meaningful dialogue, advocating effectively, and collaborating with people who have diverse backgrounds and perspectives. Three MA programs are in the Department. The MA in Leadership Studies program helps students to see themselves in the processes of leadership. The MA in Higher Education Leadership program was created for individuals who would like to build and sustain college and university campuses that are inclusive and supportive of lifelong learners from a wide range of backgrounds. Finally, graduates of the Nonprofit Leadership and Management MA program advance their careers as directors of nonprofits and as consultants, executives, development officers, and program managers.

Timing of Last APR: The long-term plan and MOU were developed and signed on May 26, 2019 after completing the self-study in Spring 2018,

hosting external reviewers from May 7–9, 2018, and going through the internal review process with the ARC.

Year in LTP Cycle: 4/5

Summary of MOU/LTP: The following five goals are listed in the long-term plan: 1) clarify the identity of the department, ensuring that it connects all programs; 2) create intentional pathways to the programs in the department; 3) intentionally engage alumni in all of the programs in the department; 4) build a culture of sharing best practices across all programs; and 5) continue to recruit and retain students and faculty of color. Number 2 may require additional financial resources for a marketing analysis.



Program’s Report on Progress Made This Year: In order to Identify core department learning outcomes and weave them together across the various programs, faculty began a review of all

learning outcomes for each class and made adjustment decisions accordingly. We focused primarily on strategic planning for DEI and have pushed the majority of the work of learning outcomes to the Fall of 2022. Regarding the launching of any new viable programs: The MA NP approved a new online program; however, due to enrollment assessments, budget concerns were raised by the Dean's Office, and we are now pursuing other online-hybrid opportunities with PCE. All three of our certificate programs became available for students to apply for stand-alone certificates. Regarding the launch of new events based on assessment of alumni engagement: there are 1,180 DLS alumni (this does not include December 2021/January 2022 grads); 51 of these have recorded participation in one or more USD committees (advisory boards, reunion committees, regional alumni chapters, etc.); 223 have recorded volunteerism one or more times (reunion chairs, Torero Tuesday ambassadors, speaking at events, mentorship, etc.); and 496 have registered for one or more events in the past four years (including in person and Zoom events, academic, reunion, etc.). We continue to strategize ways to grow participation and capitalize on efforts that alum seem to enjoy participating in most. We know that Zoom has increased participation in our Leadership in Action series and thus we will continue to offer these events remotely. Faculty engaged in research to address some of the challenges of implementing best practices across all programs in order to determine what professional development was needed, and an in-depth discussion was held at our retreat in the fall. Faculty continued to attend CEE events and use travel funds to attend to external PD. Much of this professional development was focused on DEI and anti-racism. Throughout the year, we continued our efforts to deepen our understanding of DEI by having each faculty review their course syllabi with attention to diversity equity and inclusion, and one faculty at each faculty meeting presented the adjustments they made to their course syllabi. This opportunity allowed for some deep conversation into what and why adjustments were needed to better support our students. Our goal for spring 2022 was to begin recruitment

of additional faculty to meet the needs of the department. We, along with our colleagues in SOLES, focused our recruitment efforts on a candidate who prioritizes diversity and inclusion. We hired a BIPOC post-doctoral student who will start in fall 2022.

Dean’s Report on Progress Made This Year: In addition to engaging alumni in the programs, the department has also been responsive to the requests of students to address diversity, equity, and inclusion (DEI). DEI was not a stated goal in the MOU; however, it does fold into the goal of retaining students of color. As such, the department successfully launched a DEI committee. Additionally, the department engaged in a “de-colonization” of the program syllabi as part of best practices. In partial fulfillment of the goal of recruiting more faculty of color, the department has hired a post-doc, Tania L. Hernandez Ortiz, beginning fall 2022. Dr. Hernandez Ortiz has expertise in non-profit leadership and management.

Program: Leadership Studies, PhD

School/College: School of Leadership and Education Sciences

Program Summary: Students in the PhD in Leadership Studies program realize their fullest potential as experts in collaborative, compassionate, and effective leadership. As the nation's first doctoral program in Leadership Studies, students embark on an immersive and innovative experience, enjoying close engagement and mentorship from faculty along the way. Five specialties are available including Higher Education Leadership, Nonprofit and Philanthropic Leadership, Coaching and Organizational Consulting, Educational Leadership for Innovation and Social Justice, or Leadership for International School Leaders. Students must complete a core curriculum and an international study experience. Graduates are poised to make significant contributions in the entrepreneurial realm, academics, nonprofits, and more.

Timing of Last APR: The long-term plan and MOU were developed and signed on May 16, 2019 after completing the self-study in October 2018, hosting external reviewers from October 29–31, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 3/5

Summary of MOU/LTP: The following summarizes the LTP. Those with an asterisk may require financial resources. 1) Clarify the identity of the program. 2) Conduct a thorough analysis of similar/aspirational programs to compare core and elective elements of the curriculum. 3) Collect data on opportunities for program development to meet students’ needs. 4) Begin curriculum audit of core courses and electives across all specializations. 5) Review and revise elements of the program after completing the comparative analysis. 6) Revise learning outcomes per comparative analysis and incorporate into a new assessment plan. 7) Begin adjusting curriculum to better respond to the identity of the various specializations within the program and overall program

identity, and consult with the guidelines for leadership education programs referred to by ILA. 8) Survey students and alumni regarding the strengths and opportunities that the curriculum provided. 9) Meet to review student and alum feedback to make any necessary adjustments for the next year. 10) Re-assess the faculty load in ways that best serve the department; review advisement load, dissertation chair load, service, and average class size to plan for an equitable balance among faculty. 11) Ensure that the faculty load reallocation/rebalancing is consistent with the revised curriculum and reimagined program identity. 12) Evaluate the skills and content needed to inform future faculty hires. 13) *Consult with the dean's office to assess the financial needs of graduate students and review financial aid allocations in conjunction with merit opportunities. 14) *Seek assistance from the Dean's Office for marketing analysis support and financial assessment of student needs.



Program's Report on Progress Made This Year: In order to adjust the curriculum to better respond to the various specializations within the program and overall program identity, we added two

specializations to our program (Research Methods and Restorative Justice). We also surveyed our students regarding the strengths and opportunities that the curriculum provides in order to meet our goals. We are currently analyzing this data with the faculty. From this student survey, we had a response rate of 44%. 70% of respondents suggested that we did well or extremely well in teaching leadership theories, which is our core subject area of leadership. 60% of respondents reported that we do well or extremely well in preparing them to work with individuals from diverse backgrounds. Survey data suggested several areas of growth. Students asked for greater attention to rigor, more opportunities to learn about publishing, and more opportunities for teaching electives. These suggestions will be taken up at subsequent faculty meetings. Regarding the meeting with the Dean's Office to assess the financial needs of graduate students, we discussed with Dean Dews the process for allocating student scholarships. We made the decision to offer scholarships for three years rather than one year upon admissions to enable students to make financial arrangements. Final decisions regarding allocations are now under the purview of the Dean's Office.

Dean's Report on Progress Made This Year: The PhD in Leadership Studies has met the first half of its goals and continues to prioritize the remaining goals. Much of the work is happening in tandem with the work of the DEI committee, and the committee will help inform some of the outcomes for the remaining goals.

Program: Liberal Studies, BA

School/College: College of Arts and Sciences

Program Summary: The Liberal Studies major is designed to prepare individuals who want to become elementary school teachers. The major offers instruction in the content and pedagogy that is required

to teach in an elementary classroom. With careful planning, the Liberal Studies major allows students to graduate in nine semesters, which includes completion of a student teaching experience and one of the following teaching credentials: Preliminary Multiple Subject or Preliminary Education Specialist (mild/moderate). Concentrations are available in Art, Communication Studies, History, Life Science, Literature, Marine Biology, Mathematics, Multicultural Studies, Music, Psychology, Spanish Language/Latinx American Cultures, and Theatre.

Timing of Last APR: The long-term plan and MOU were developed and signed on August 7, 2019 after completing the self-study in 2018, hosting external reviewers from April 25-27, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 3/6

Summary of MOU/LTP: The four goal/action areas in the long-term plan focus on 1) acquisition of dedicated program space; 2) increased support for program administration; 3) curriculum and assessment; and 4) increased student and alumni engagement. The MOU is divided into those that require additional financial resources (A) and those that do not (B). A1) Increase executive assistant hours from 10 hours/week to 20 hours/week. A2) Work with the Dean's Office to identify a space to house the Liberal Studies Program Director and executive assistant, as well as a designated space for students. A3) Hire a graduate assistant for one year to assist with the EMS (Elementary Subject Matter) proposal to CTC should CAS and SOLES decide to pursue EMS approval from the State. A4) Work with the Dean's Office to develop a new annual budget for the Liberal Studies Program that includes marketing and promotion, faculty annual conference attendance and associated travel, supplies, etc. B1) Clarify the identity of the program by revisiting the mission and vision of the program with student input. B2) Revise program-learning outcomes and develop a long-term assessment plan in consultation with the CAS A-Team. B3) Create an assessment committee and implement the newly revised assessment plan. B4) Update program materials (e.g., handbook, marketing materials, etc.). B5) Revise curriculum to support EMS approval, if needed. B6) Establish a home for the program to increase campus visibility and grow the program. B7) Work with the Dean's Office, the Career Development Center, and Alumni Relations to develop strategies to track student progress through the program and build alumni relations. B8) Host events for students, alumni, and faculty.



Program's Report on Progress Made This Year: The Liberal Studies major is continuing with steady enrollment despite pandemic-related challenges experienced by all. We have the highest number of graduating students in many years with 23 graduates in 2022. We still have approximately 35 continuing majors with new students declaring. As has been mentioned throughout the APR process, additional support is required or the program growth and improvement we have planned

will not be able to take place. It is not sustainable for the program director to continue all of the duties associated with this program, plus those of an executive assistant. This is a brief summary of the items scheduled to take place in 2021-22 or earlier and their status. A1. Increase EA hours from 10 hr./week to 20 hr./week. This has not taken place. As noted previously, EA support for Liberal Studies has decreased since these documents were prepared and current EA hours are 2.5 hr./week. The program director has been receiving an additional teaching release time to perform these duties; however, this is not the long-term solution we desire. A2. Identify space to house the Liberal Studies program. This is in progress and nearly complete. The program director now has an office in Camino 105A. This has been a great move and the increased visibility to students and proximity to Dean's Office support has been very welcome. Having said this, it is not ideal in terms of providing a dedicated "home" for the program where students and faculty can gather, as the individual office does not have the room to support this. A3. Hiring of GA for support of the CTC proposal. This is no longer necessary, as the state's new education policies have designated Liberal Studies as a major whose graduates are exempt from the Multiple Subjects CSET exams. A4. Develop new annual budget. This is in progress with the status bring unknown. A proposed new annual budget was prepared with the Dean's Office; however, with the shift to the new revenue control model (RCM) budget, the labor/non-labor processes have not been taking place as usual. B1. Revisit mission and vision with affiliated faculty and student input. This is in progress, but delayed. The intended meetings were not able to be held due to the campus closure and disrupted semesters. A mechanism to continue these conversations will be addressed in 2022-23. B2. Revise program learning outcomes and long-term assessment plan. Program learning outcomes were revised, and the assessment timetable was adjusted. These will be revisited following the related mission and vision discussion addressed above. B3, B4, and B7. The timeline on these was adjusted, as mentioned above. These are in progress. B5. A major curriculum revision for the EMS is no longer necessary, but minor changes are always ongoing to support student learning and the curricula of the departments offering the courses. B6 and B8. These are in progress, see A2 above.

Dean's Report on Progress Made This Year: The Liberal Studies program continues to provide future teachers with a solid liberal arts education. We are happy to have been able to provide the director with an office in the Dean's Office suite. This has indeed increased visibility to students and College leadership, as described in the MOU. We are happy to support gatherings of program students and faculty, and we encourage the program director to utilize spaces within the Dean's Office suite and nearby shared areas to support these types of activities. Over the course of the coming year, we look forward to hearing the results of the discussions with affiliated faculty about the program's mission and vision, and how these connect to the recently revised program learning outcomes. The contours of USD's new budget model are still coming into focus, and once this happens, we will better be able to work with the

program director to develop an annual budget that formalizes staff lines and serves the program's needs.

Program: Marketing, BBA

School/College: Knauss School of Business

Program Summary: As a marketing major with a BBA degree, students discover how strategy, market research, and consumer behavior come together to make compelling campaigns. Marketing students may choose from tracks in analytics, sales, product management, and advertising/digital marketing. Students are provided with real-world experiences both inside and outside of the classroom. With globalization on the rise, faculty equip students with the necessary skills to deliver culturally relevant marketing messages.

Timing of Last APR: The long-term plan and MOU were developed and signed April 16, 2019 after completing the self-study in Fall 2017, hosting external reviewers from April 9-11, 2018, and going through the internal review process with the ARC. Although the Knauss School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the Marketing BBA program still had a 2-person external review team (not affiliated with AACSB) as part of USD's APR process.

Year in LTP Cycle: 3/5

Summary of MOU/LTP: Several LTP goals are interdependent, but the general topical areas are: 1-LTP) departmental program assistance, 2-LTP) faculty size, 3-LTP) curriculum review, 4-LTP) faculty balance, 5-LTP) faculty sufficiency, 6-LTP) stakeholder relations, and 7-LTP) plans for new building. Components of the LTP requiring additional financial resources according to the MOU are coded as A and those not requiring funding are coded as B. A1-MOU) Explore the idea of a program assistant for the Marketing Department, whose duties would include but not be limited to supporting administrative tasks, creating marketing collaterals, acting as a liaison with other organizations, (e.g., undergraduate advising, career services, the student chapter of the AMA, the local chapter of the AMA), and organizing luncheons with students and local businesspeople. The exploration should include the findings from the university's administrative review of the Knauss School of Business. A2-MOU) As the department contemplates new hires (tenure-track and/or contract), consider the department's faculty ratios (see AACSB Standards) and academic needs (e.g., Big Data, empirical modeling, and sales management). B1-MOU) Explore alternate spaces on campus to fulfill the department's contemporary classroom pedagogy needs until the new building is constructed for the Knauss School of Business. B2-MOU) Ensure departmental needs are included in the new building plans (ample faculty office space, flexible classrooms conducive to contemporary classroom pedagogy, a behavior lab, etc.). B3-MOU) Develop a Marketing Faculty task force to conduct a SWOT analysis of the existing curriculum portfolio and the external environment. Marketing

Faculty will utilize the SWOT analysis to inform curriculum modifications. B4-MOU) Work together as a department to find an appropriate balance of teaching, research, and service for all faculty members.



Program's Report on Progress Made This Year:

A1-MOU) USD Knauss School of Business has hired Maya Sykes as the marketing department Student Professional Development Manager.

Maya serves as a significant department support in advising the AMA student chapter, organizing speaker events, and helping to develop the professional competencies of our marketing students. A2-MOU) We have hired two new faculty and three new adjuncts to fulfill our curricular needs. Two tenure-track lines were extended: one to support social media marketing and one to support marketing research. Our marketing research faculty is an empirical modeler, which expands our competencies as a department. We have also brought on an adjunct to teach PR (with a background in PR), an adjunct who is a product marketing manager to teach MKTG 300, and a third adjunct who has international experience to teach MKTG 300. B1-MOU) The new building is currently being built. B2-MOU) The new building currently being built. B3-MOU) The curriculum is being refined, though a formal SWOT analysis needs to be completed. B4-MOU) Efforts have been made to distribute service expectations more evenly. Work is being done to lower the number of preps faculty are expected to take on to allow for more time to complete research.

Dean's Report on Progress Made This Year: Instead of an assistant for the Marketing Department, we have a Student Professional Development Manager (SPDM) for the marketing program. Two tenure track faculty members were also hired to start in Fall 2022.

Program: Mathematics, BA

School/College: College of Arts and Sciences

Program Summary: As academic disciplines within the liberal arts tradition, Mathematics graduates enter the workforce with tangible experiences that will help them to solve complex problems. The program provides technical mathematical preparation for any academic endeavor; liberal arts courses that showcase the impact of mathematical thought and philosophy on our culture; and the program provides courses of advanced mathematical study to prepare students for graduate work or professional employment. Students may declare an emphasis in applied mathematics.

Timing of Last APR: The long-term plan and MOU were developed and signed on June 2, 2020 after completing the self-study in February 2019, hosting external reviewers from March 26–28, 2019, and going through the internal review process with ARC.

Year in LTP Cycle: 3/5

Summary of MOU/LTP: The Long-Term Plan synthesizes and organizes recommendations into four key action areas and identifies the steps and resources needed to achieve the goals. LTP-1) Student Success: This involves immediately getting funding for the Math Placement exam (impacting every student entering USD), along with boosting the Math Learning Center, to help address DFW rates. LTP-2) Recruiting More Majors and Minors: We will focus on the learning outcomes of our major (and different tracks), re-envision Statistics at USD, incorporate alums into USD's mathematics community, and create strategic plans to grow the major. LTP-3) Service to Other Academic Units: The goal is to re-envision calculus and other courses that have a high impact across USD, as well as re-envision our courses to satisfy the CORE for students. LTP-4) Diversity: Work with the Dean's office to develop strategies for attracting a diverse student body to mathematics, as well as implement best practices for generating a diverse candidate pool for future hires. The MOU identifies which LTP goals require funding (A) and those that do not (B). MOU-A1) Move the Mathematics Learning Center from the third floor (Saints Tekakwitha and Serra Hall room 312) to the first floor (room 134) near the rest of the remodeled Mathematics department. MOU-A2) Replace the existing math placement exam with ALEKS PPL. MOU-A3) Develop strategies for attracting a diverse student body to mathematics, through common readings and speaker series. MOU-A4) Develop a peer teaching assistant program to support students in lower-division classes. MOU-B1) Fill two vacated tenure-track positions, after reviewing FTE and class enrollment data with the Dean's Office and with the Dean's support. MOU-B2) Communicate and collaborate with other units on campus regarding issues with MATH 130, in particular Business and Engineering. MOU-B3) Consider a one-unit Algebra class to be taken concurrently with Calculus for students who do not need another full year of College Algebra but are not completely ready for Calculus on its own. MOU-B4) Explore a joint major between Mathematics and Computer Science. MOU-B5) Explore creating a Statistics minor. Mathematics would offer this in collaboration with other units that offer an introductory statistics course (e.g., Business and Psychology). MOU-B6) Update learning outcomes for the major and create and approve them for the applied math concentration, and follow the assessment plan(s) as part of continuous program improvement.



Program's Report on Progress Made This Year:

MOU A1. During summer 2022, the Mathematics Learning Center will be moved from Saints 312 to Saints 134. Equipment will be installed, a privacy wall installed, and paint and carpet will be re-done. We will possibly need additional funding to complete the remodel. MOU A2. This has been completed. MOU A3. This is in progress. MOU A4. We have not been able to bring this about yet. MOU B1. The two tenure-track positions have been filled. The new faculty will start fall 2022. MOU B2. We developed a Business Calculus course as a topics course (Math 294). The course has been approved as a regular course offering and

Business Calculus (Math 133) will be a regular part of our curriculum beginning fall 2022. MOU B3. This has not been accomplished yet. MOU B4. This is in progress. A major has been proposed, but we are still working with CS to get it finalized. MOU B5. This has not been accomplished yet. MOU B6. This has been completed.

Dean's Report on Progress Made This Year: We are delighted that the Math Learning Center finally will be moved to SH 134 during summer 2022; it's about time! It's important for the department to work on strategies for attracting a diverse student body (A3), especially as USD moves toward designation as an HSI. Development of a peer teaching program should be a priority during the coming year; programs like this have been very successful, especially for students from underserved populations. Along with the department, we are excited about the two new tenure-track hires who will begin in Fall 2022. We also are excited about the new Business Calculus course (B2) that will support USD's business students. We encourage the department to focus on the exciting new curricular developments that are described in the MOU (B3–B5), which will increase integration and emphasize the importance of Mathematics to other areas across campus. We appreciate the department's strong progress to date and we look forward to supporting future collaborative efforts with other departments and schools.

Program: Music, BA

School/College: College of Arts and Sciences

Program Summary: The Department of Music offers an integrated study of music history, theory, composition, and performance in a liberal arts environment. The department's professionally active faculty, student ensembles, and guest artists contribute to a lively culture of performance and scholarly inquiry at USD. Music graduates are proven leaders and experts at making interdisciplinary connections across their multifaceted music curriculum. Classes explore music in relation to politics, art, literature, religion, and cultural studies. Students may choose to declare an emphasis in composition, history/culture, music education, performance, or theory.

Timing of Last APR: The long-term plan and MOU were developed and signed on 1/8/2018 after completing the self-study on 8/26/2016, hosting external reviewers from 9/18/16 through 9/20/16, and going through the internal review process with ARC.

Year in LTP Cycle: 5/6

Summary of MOU/LTP: Action Items from the MOU include the following and those with an asterisk require financial resources: *1) hiring a staff accompanist, *2) increasing the number of hours for the executive assistant to full-time, *3) hiring a music operations manager, 4) discussing with administration the transfer of the Shiley Theatre to the College of Arts and Sciences (CAS), *5) exploring the possibility

of creating a suite of outdoor Wenger module-based practice rooms, *6) exploring the possibility of improvements to the Shiley Theatre in conjunction with the renovation of Camino Hall, *7) increasing the operating budget to cover heightening expenses, and *8) replacing the current 5/8 faculty position with a new tenure-track line given the anticipated retirement of the person in that position. Other goals included in the LTP but not on the MOU include the following "additional items": a) submitting courses for the new Core, b) developing/ implementing new courses, c) carrying out major curricular revisions, d) revising the program's curricular map, e) updating the assessment plan, f) increasing student recruitment efforts, and g) increasing student enrollment.



Program's Report on Progress Made This Year:

The following are complete or in progress: we hired Gema Garcia Grijalva to serve as staff accompanist; we had hired a FT Operations Manager, but this person resigned so we are in the process of hiring another OM currently; the Provost has resolved the organizational ownership of Shiley Theatre; new Core courses have been developed, submitted, and implemented; new major/minor courses have been developed, submitted, and implemented; and the major had a curricular revision. The following are incomplete but are being worked on: our EA was granted FT status, but then the EA position was merged with Theatre, so we've had a reduction of hours in EA support; we have not completed a curricular map; we have not created a new assessment plan; and we have not increased recruitment and enrollment. The following have not been started: we do not have outdoor practice rooms; improvements to Shiley Theatre lighting has not been done; we have not had an increase in the Operating Budget for the Department or Choral Scholars; and we have not replaced Ron Shaheen's 5/8 position with a new tenure track line in 2020.

Dean's Report on Progress Made This Year: The Dean's Office is pleased that the department moved forward quickly on their MOU by hiring a staff accompanist and a FT operations manager. We also are delighted that the Provost has approved the new Shiley Theatre organizational structure, which will benefit the department. The department also has made considerable progress on the curricular actions outlined in the MOU. Unfortunately, the CAR process reduced the number of EAs in the College, and this impacted the department as well. We will continue to work with the department to ensure adequate administrative support. We also will continue to advocate for outdoor practice rooms and improved lighting in Shiley Theatre. USD's new budget model is still being evaluated and once its implementation is clearer, we will be better able to work with the department chair on a revised operating budget that includes consideration of converting NTT to TT lines.

Program: Nursing, MSN

School/College: Hahn School of Nursing and Health Science

Program Summary: The academic program review of the Master of Science in Nursing (MSN) Program includes the following tracks: Masters Entry Program in Nursing/Clinical Nurse Leader Track (MEPN-CNL), Master of Science in Nursing (MSN) Nursing Informatics Track, Master of Science in Nursing (MSN) Executive Nurse Leader Track, and the Master of Science in Nursing (MSN) Adult-Gerontology Clinical Nurse Specialist Track.

Timing of Last APR: The long-term plan (LTP) and memorandum of understanding (MOU) were developed and signed on June 9, 2021 after completing the CCNE accreditation self-study in Fall 2019, the CCNE site visit in September 2019 (with a re-accreditation letter in June 2020), the program's self-study for the USD APR in October 2020, and going through the internal review process with ARC in March 2021.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The MOU is divided into components of the LTP that require financial resources (A) and those that do not (B). A1) Gain funding for a staff Assistant Director of Accreditation, Assessment, and Evaluation. A2) Continue thanking clinical preceptors via gifts. Consider paying clinical preceptors if gaining placements becomes too difficult as this is becoming a national trend. A3) Gain continued financial support for faculty to attend national meetings as well as present research at national and international conferences such as the American Association of Colleges of Nursing (AACN). A4) Hire at least seven full time faculty within the SON to replace those that are leaving, and consider cluster/cohort hires when possible. B1) Work with IT and the Learning Design Center to have an additional dedicated IT person for the SON. B2) Create a faculty committee for programmatic accreditation and the assessment of student learning, and utilize the University's assessment software, TracDat, to assist with processes. Mentor younger faculty on these types of quality-enhancement processes as well. B3) Gain access to the University's TracDat training materials and ensure multiple employees are cross trained on the system for long-term understanding and sustainability of the software. B4) Create a process for tracking samples of student work as needed by accrediting agencies. B5) With the SON Faculty Affairs Committee, revise the Faculty Peer Observation document and include it in the Faculty Handbook updated annually. B6) Prepare a succession plan for SON leadership. B7) Continue to prioritize, in the entering MEPN class, for USD undergraduates and alumni to enroll in the Master's Entry Program in Nursing (MEPN) program.



Program and Dean's Report on Progress Made

This Year: A1) This position was posted, applications were reviewed, and the position was successfully filled. In June 2022, the new

Assistant Director of Accreditation, Assessment, & Evaluation started in the position. A2) The SON has been able to identify funds to continue to thank clinical preceptors with a small token of appreciation. At the current time, we do not need to pay clinical preceptors for the MSN programs; however, we have identified the Executive Nurse Leader program as a program that is in jeopardy of closing due to low enrollment. We are considering hiring clinical preceptors as faculty to increase the responsibilities of the clinical preceptor. This will be discussed at an upcoming ENL Advisory meeting. A3) Due to the current financial status of the University after the pandemic, the SON will pay for travel expenses for faculty who deliver a podium or poster presentation at a local or national meeting. The SON will no longer pay expenses for faculty who desire to attend but not present at a professional meeting out-of-town. A4) Unfortunately, the SON has not been successful in hiring seven full-time tenure track faculty. We were fortunate to have two highly qualified applicants (from outside of USD) to apply for the tenure track position. One of those applicants, one decided to accept the offer to teach in the SON at USD. The applicant will begin in academic year 2022-2023. We also had a very qualified internal applicant who applied to transition from a clinical faculty position to a tenure track position. Most recently in April 2022, we have had two additional tenure or tenure track faculty leave USD. This makes the SON in need of six tenure track faculty. Much like the School of Law or the Knauss School of Business, Nursing is a practice profession and many potential faculty currently are employed in professional practice where they earn salaries much higher than what they might earn at USD. This is definitely a consideration for applicants applying to become academics. B1) This has not been achieved. In fact, the SON has had a series of critical incidents related to IT. It is not uncommon for faculty to be unable to work the podium monitors while teaching a class because the monitors do not function properly. Another common theme is that the monitor and/or screen shuts down in the middle of the class which is also unfortunate. Additionally, the SON needs a dedicated IT person because we are increasingly offering courses in the hybrid or online format and the addition of an 'in-house' IT person would be beneficial to student success. B2) Every program is currently in TracDat and has sample rubrics, etc. Also, in fall 2022 the SON will have an Assessment Committee which will be part of the Curriculum Committee. B3) Every program/track EA is trained on TracDat and maintains it on a semester basis. B4) The SON accreditation officer has created a Blackboard site for accreditation where all materials are housed. This accreditation site includes samples of student work. B5) The Faculty Affairs Committee is in the process of updating the Faculty Peer Observation document and it will be revisited to include the Future of Nursing report and the Essentials. B6) The SON Leadership Team will be discussing a succession plan for the SON at the August 2022 Leadership Retreat. B7) Every year, the MEPN program saves three spots for qualified MEPN students that are USD undergraduate and alumni.

Program: Nursing, PhD

School/College: Hahn School of Nursing and Health Science

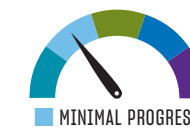
Program Summary: The Doctor of Philosophy in Nursing (PhD) program is designed for working professionals with a passion for solving the issues nurses encounter daily. To achieve expertise as nurse scientists, students are educated and socialized for their roles both didactically through course work, seminars, and tutorials—and experientially through research assistantships, collaboration with faculty mentors, and independent research. Students receive a strong foundation in scientific inquiry with a focus on a clinically relevant area for scholarship and research. Students are encouraged to prepare three publishable articles related to their dissertation focus, research process and findings, or a substantive grant application and two publishable articles in lieu of the traditional dissertation format.

Timing of Last APR: The long-term plan and MOU were developed and signed on September 25, 2020 after completing the self-study on July 7, 2019, hosting external reviewers October 7-9, 2019, and going through the internal review process with ARC.

Year in LTP Cycle: 2/5

Summary of MOU/LTP: The long-term plan is organized into three action areas, and identifies strategies and resources needed to achieve goals by 2024. Components of the LTP requiring additional financial resources are indicated with an asterisk next to it. The first action area "A" is about "Program Excellence" and it has subgoals 1-3. A1) The PhD program will continue to respond to the needs of the working professional with annual reflection of program successes and need for refinement including the following. A1a) The class schedule will continue to be held on-site 1 day/week including on-site emphasis versus NEXus courses. A1b) We will continue the distributed integration of ethics across courses to benefit students. A2) The program will maintain the extensive collaborations with the existing community, healthcare systems, and academic medical centers and continue annual evaluation check-ins. A3) *An annual program evaluation will continue and be refined to include scalable metrics and annual evaluations. A3a) *An initial structure for TracDat linking courses to program outcomes will be completed. A3b) *The program will migrate to a university wide Course Evaluation System (with annual evaluation). The second action area "B" is about "Student Success" and it has subgoals 4-9. B4) The program will continue its current admissions and progression process. B4a) The program will have an enrollment target equal to 12-15 per year to balance graduation rates, while maintaining program excellence. B4b) Initiate a resequencing of courses with annual evaluation. B5) *Implement a migration of individual development plans (IDPs) to the SON electronic database. B6) Continue to tailor student's academic experience to achieve student goals, while maintaining program integrity and excellence. B7) Continue to expand students' use and

knowledge in the intricacies of the manipulation of big data available in electronic health records. B8) Continue to teach the multiple scientific approaches to data collection and analysis (quantitative and qualitative). B9) *Continue to support traditional dissertations in concert with the 3-paper option. B9a) *Employ a full-time staff member to help with the logistics of manuscript preparation and editing. B9b) *Employ a full-time data analyst to assist students and faculty. The third action area "C" is about Sustainability & Support and Diversity and it has subgoals 10-13. C10) *Develop a faculty workload model for service on dissertation committees, to include information about compensation or release time. C10a) *Examine workload models throughout the University. C10b) *Examine workload models in other PhD Nursing Programs. C11) *Develop written faculty succession plans to plan for and accommodate future needs. C11a) *Evaluate and update plans annually. C12) Review funding for faculty professional development and grant submissions. C12a) Develop and implement updated funding streams. C13) *Increase the number of tenure track faculty to teach in the PhD program (3-4) and advance faculty diversity and inclusion. C13a) *Ensure a Diversity and Health Disparities Fellow will advance to tenure track status. C13b) *Bridge two seasoned clinical faculty of color to tenure track positions. C13c) *Initiate a national search for 1-2 new tenure track faculty.



Program and Dean's Report on Progress Made

This Year: The LTP's implementation was severely curtailed resulting from the unprecedented COVID-19 Pandemic from 2020-2022.

Nonetheless, we continue to excel in generating the next generation of nurse scientists. A. Program Excellence: We continue to respond to A1. the needs of the working professional, A2. maintain the extensive collaborations with the existing community, healthcare systems, and academic medical centers, and A3. annual program evaluation. A1a. We are offering classes 1 day/week. On September 1, 2021, we resumed onsite course offerings. At the return from Winter break, COVID required a pivot to remote classes. Thus, student and faculty participation occurred in "real time" (not recorded) and engaged, productive processes were achieved. We pivoted back to onsite classes on February 10, 2022. Final dissertation presentations were presented via three options: in person only (limited to 15 attendees), remotely, and in-person/remotely. These were unequivocally well attended by families, students, and colleagues. A2. This is ongoing. A3a. During our annual program evaluation, we added fields specific to the PhD program (scientific publications, internal/external funding, scientific presentations, professional affiliations, Board Service, and Policy Service). A3b. This is on hold. Resources Needed for all of A: A skilled and dedicated administrative associate hired at 100% time will facilitate data entry, tracking, and the ability to extract data in a timely manner. B. Student Success: B4a. The data indicate 40 full time students, 16 2021-2022 graduates (3 in August 2021, 1 in January 2022, and 1 in May 2022), 20 applicants (13 offered admission, 1 had to switch to the DNP

due to a sponsor mandate, and 2 deferred specifying for family commitments), and the anticipated incoming class is 10 PhD students. B4b. A resequencing of courses was initiated with the annual evaluation. B5. The design phase continues. B6-8. These are ongoing. B9. We support traditional dissertations in concert with the 3-paper option. B9a. The full-time PhD Administrative Associate with seminal data manager/analyst and editorial skills was hired in April 2022. We continue to have a per diem editor to facilitate logistics of manuscript preparation and editing dissertations. B9b. The posting for the data analyst position was finally authorized in March 2022. C. Sustainability, Support, and Diversity: C10. This is in process. The pilot was initiated and we are assigning release time for dissertation mentoring. C10a. The Director received input from Duke, UMASS-Worcester, and Yale. C11. We developed written faculty succession plans to plan for and accommodate our future needs. However, another senior faculty resigned to take a position of a Dean at another institution. Also, one junior faculty, the Diversity and Health Disparities Fellow with tenure-track status, relocated and resigned. C12. We are reviewing funding for faculty professional development and grant submissions. C12a. This is on hold due to COVID-19 fund restrictions. C13a. The Diversity and Health Disparities Fellow advanced to tenure-track status in September 2020, but then resigned in April 2022. C13b. A seasoned tenure-track faculty of color was mentored in Spring 2021 and transitioned to the course lead for Theoretical Perspectives in Spring 2022. A junior faculty, who is also the recent Robert Wood Johnson Future of Nursing Scholar, was selected to advance to tenure-track status in September 2022. C13c. The search was initiated in June 2021 with 35 applicants. Interviews were held via Zoom with six highly qualified applicants, four of which were invited to interview and provide a scholarly presentation to faculty. Two were offered and accepted positions to commence on September 2022. We advanced our faculty diversity and inclusion as well with a nationally known nurse scientist of color. Resources Needed for all of C: As stated earlier, the Diversity and Health Disparities Fellow relocated and resigned as of April 2022. Thus, we must continue the national search to address the latest faculty variances with our goal of increasing faculty diversity and inclusion.

Program: Doctor of Nursing Practice (BSN-DNP & MSN-DNP)

School/College: Hahn School of Nursing and Health Science

Program Summary: The Doctor of Nursing Practice (DNP) program prepares nurses at the highest level of proficiency as they learn to translate science into clinical practice. Students develop the skills to lead collaboratively, integrate research into care, and design better healthcare delivery systems. Some DNP students focus their studies on delivering complex care over the lifespan of one population. Others scale up their impact to shape entire systems, organizations, and

policies through executive or administrative roles. The program is available to BSN or MSN applicants. Many certifications are available with the DNP program.

Timing of Last APR: A self-study of the DNP program was prepared and submitted to the Commission on Collegiate Nursing Education (CCNE) in August of 2014. A full accreditation onsite evaluation occurred on October 6, 2014. On April 28th, 2015, the CCNE Board of Commissioners granted accreditation to the DNP program extending to 2025. An abbreviated self-study was completed as part of the USD APR process on May 2, 2015 and it was submitted to the ARC for internal review. Afterward, a long-term plan and MOU were created and signed on January 8, 2018.

Year in LTP Cycle: 5/5

Summary of MOU/LTP: Action Items of the LTP/MOU include the following, with those that require funding including an asterisk: 1) Roll out the BSN to DNP Family Nurse Practitioner (FNP) in Emergency Care (FENP) and Post Master's Certificate Program Family Nurse Practitioner in Emergency Care; *2) Purchase Emergency Nurse Practitioner (ENP) equipment; 3) Phase out the MSN NP programs; 4) Combine CCNE Accreditation visits for all SON programs to one visit; 5) Increase diversity in the DNP program; *6) Explore database software options for SON and implement new software system; *7) Replace temporary part-time clerical staff member with a full-time permanent position; and *8) Increase the number of clinical and tenure-track faculty lines to accommodate additional DNP and SON students.



Program and Dean's Report on Progress Made

This Year: 1. The School of Nursing (SON) started the BSN to DNP Family Nurse Practitioner in Emergency Care (FENP) and Post Master's Certificate Program Family Nurse Practitioner in Emergency Care Programs in the Fall of 2018. This is complete. 2. The ENP program and SON Sim Lab continue to work together to purchase equipment that assists in educating NP students. The funds for new equipment are mainly secured through grants. 3. The SON phased out the MSN NP programs in Fall 2020 and the last MSN NP students will graduate in Spring 2022. This is complete. 4. We currently do not have plans to combine the CCNE site visits. 5. The SON is continuously working to increase diversity in the NP program through the admissions process, outreach, and grants. 6. The SON is in the process of implementing Sales Force and Project Concert to assist with student information, clinical placements, and accreditation. 7. The SON was able to replace the temporary part-time clerical staff member who assisted with clinical placements, and make a full-time permanent position to assist all of the Clinical Placement Coordinators. This is complete. 8. Hiring additional clinical and tenure-track faculty lines is ongoing in the SON and DNP Program.

Program: Peace Studies: Peace & Justice MA, Social Innovation MA, and Conflict Management and Resolution MS programs

School/College: Joan B. Kroc School of Peace Studies

Program Summary: The MA in Peace and Justice is a 2-year interdisciplinary program designed for individuals seeking knowledge and experience to address a wide range of peace and social justice challenges; it equips them as practitioners with the theoretical grounding, skills, and tools to promote and advance peace. The MA in Social Innovation is a 9-month program where students gain practical skills and experience to develop social innovations for good, thereby empowering them to advance their purpose-driven careers by either creating their own social impact startup or leading innovative programs in an established organization. The MS in Conflict Management and Resolution is a 15-month program where students learn how to anticipate conflicts, engage with conflict actors constructively, and develop effective approaches to navigating the intra-societal conflicts that all humans are experiencing.

Timing of Last APR: The long-term plan and MOU were developed and signed on 11/14/2019 after completing the self-study in January 2019, hosting external reviewers from March 11-13, 2019, and going through the internal review process with ARC.

Year in LTP Cycle: 3/5

Summary of MOU/LTP: The LTP includes 10 goals and those that require funding have an asterisk: *1) increase scholarship and financial aid to support enrollment, 2) develop a scheduling plan for non-traditional students, 3) collaborate across campus, 4) increase diversity and inclusion efforts, 5) consider the creation of a Foundations course, 6) develop a staff hiring and retention plan, 7) implement budget processes, 8) develop and implement assessment plans, 9) cyclically review assessment data to close the loop, and 10) participate in the Catholic Peacebuilding Network.



Program and Dean's Report on Progress Made This

Year: 1) The focus this year has been on the implementation of partnership agreements between the Kroc School and Soka University of America, as well as combined degree programs with the undergraduate divisions in the Shiley-Marcos School of Engineering and the Knauss School of Business for its MA in Peace and Justice and MA in Social Innovation programs. For the Fall 2022 cohort, Kroc accepted its first SOKA University student into the Master of Arts in Peace and Justice (MAPJ) program. The Kroc school held meetings with faculty and academic advisors at the Shiley-Marcos School of Engineering and the

Knauss School of Business. We also hosted several information sessions to bring awareness of the combined degree to undergraduate students in Business and Engineering. These efforts will continue into the next academic year. The Kroc School continues to seek external funding sources to provide scholarships for admitted students; despite not having a development director for several months, the Kroc School was able to raise \$74,967.93 for scholarships. The advancement team continues to focus on individual scholarships as a top priority for the 2021-2022 year. 2) The Kroc School recognizes the challenges faced by professional and non-traditional students, and is committed to finding ways to support all members of our community. The first phase involved redesigning the degree requirements for all three master's programs to increase flexibility and offer a robust set of evening course options that makes academic progression feasible for part-time students. We recognize that the pandemic has impacted the lives of students in many ways, and we are hearing from students the desire for more remote course options. In Spring 2022, the academic programs surveyed students to gauge their level of interest in having more flexible course formats. Based on feedback from students, starting in Fall 2022, Kroc will begin offering synchronous remote instruction for KROC-597 Professional Portfolio. As we advance, we plan to offer more remote courses to meet the needs of students and making our degree more accessible for a wider audience. Building on the need for more accessibility and flexible degree formats, the Kroc School will launch in Fall 2022 the Master of Science in Humanitarian Action (MS-HA), a 30-credit Master's degree designed as an online (asynchronous) program for working professionals from around the world in, or with aspirations to enter, the humanitarian field. Kroc will also launch in May 2022 its flexible and potentially stackable online, asynchronous Social Entrepreneurship in Action Certificate. The Kroc School recognizes the need to support non-traditional students, first-generation college students, students of color, and students who identify with historically marginalized communities. Last year, the Kroc School encouraged all incoming students to participate in the University of San Diego's inaugural Graduate Summer Bridge Program. This year we plan to make participation a requirement for incoming students. The Graduate Summer Bridge Program is "an opportunity for students to unpack the hidden curriculum of graduate school, connect with other graduate students across the university, and feel empowered to step into the new identity of being a graduate student and scholar." 3) The Kroc School worked with the Military Connected Hub at USD to develop an MOU with the Marines Corps Distance Education Program, to accept 6 units of coursework from their online distance education curriculum into all three of our master's programs. 4) This is an excerpt from Kroc School DEI Statement: "The Kroc School of Peace Studies at the University of San Diego strives to foster a community that: promotes respect among our students, faculty, staff, and administrators; cultivates a deep-rooted sense of belonging; and creates a container for the productive exploration of heterodox and challenging ideas." The full DEI statement

and dashboard can be accessed on our website. A Diversity, Equity, and Inclusion Working Group composed of alumni, board members, students, staff, and faculty held listening sessions in Fall 2021 and made recommendations in the following areas: curricular, recruitment, student affairs, culture, communication, decision making, and resources. The Kroc School is committed to and is making progress on many of the recommendations put forth by the Diversity, Equity, and Inclusion Working Group. In the spring of 2022, the Kroc School will engage the help of the Center for Educational Excellence (CEE) and Center for Inclusion and Diversity (CID) to conduct a syllabi audit. In addition, Kroc's Program Assessment Committee is assessing Learning Outcome 2: Diverse Perspectives in this academic cycle. In Fall 2021, the Kroc School hosted its first Activist-in-Residence, Jasmine Sankofa. The Activist-in-Residence program was created to pursue a dual goal of promoting the careers of activists at the vanguard of addressing systemic injustices and entrenched inequalities in the United States, and to enable the USD community to learn more about the practice of changemaking. Sankofa engaged with Kroc and USD students in a variety of ways, including teaching workshops and one-on-one mentoring. The program also offered Sankofa the space to engage in her own reflections and to advance her writing about decarceration and community investment. The Kroc School is hosting its inaugural Postdoctoral Fellow, Dr. Lan Nguy'n. Dr. Nguy'n teaches courses in urban planning and social justice in the context of global development, climate change, and disasters. Dr. Nguy'n earned her Ph.D. from the University of Washington and taught courses as a lead instructor and teaching assistant on humanitarian action related to resettlement and camp infrastructure, community development, community engagement, urban planning, disaster management, urban form, and urban planning studio. Her current research is focused on Black, Indigenous, People of Color (BIPOC)-led organizing and advocacy organizations related to public health and urban development. She is interested in the tactics deployed by grassroots organizations to influence disaster response and recovery. 5) The Kroc School launched the KROC 500 Foundations: Peace, Justice, and Social Change course in Fall 2020, a mandatory requirement for all new students. In Fall 2021, the school offered three sections of the course, each taught by individual professors with a coordinated syllabus. The course received generally positive feedback and, as with any new course, the process of fine-tuning is ongoing. 6) Two members of the academic programs--Marissa Newman, Coordinator of Student Success, and Emily Keehn, Assistant Dean of Academic Affairs--transitioned to opportunities at the Law School. Fortunately for the Kroc School, Robert Valiente-Neighbours, an alumnus of the MAPJ program, has been serving as the temporary Coordinator of Student Success. In October of 2021, Frances Laviscount joined the Kroc School as Assistant Dean of Academic Affairs, having spent the last ten years at Columbia University in various roles in academic program administration. Kroc is currently recruiting for an Associate Director of Experiential Learning and Student Success.

7) There is ongoing implementation of new budget systems. 8) For the 2020-2021 academic year, the Kroc School undertook a review of Learning Outcome 5: Communication. Each committee member was assigned to review 5-6 students for Portfolio submissions for oral and written communication. The purposes of this activity were to: collect baseline data on LO5, determine the appropriateness of the scoring rubric, begin gathering information to consider for possible programmatic revisions, and, after a baseline score was established, share the results and scoring rubrics with faculty as a guide for evaluating students' written and oral communication going forward. 9) The Program Assessment Committee meets monthly, and faculty members on the committee meet regularly with their peers in each degree program to discuss learning outcomes within their courses and align learning outcomes across the courses. 10) Associate Professor Dustin Sharp is now serving on USD's All Faith Service Committee, as well as continuing to regularly teach his KROC 590 Peace and Spirituality course. We do not currently have a professor serving on the Catholic Peacebuilding Network Steering Committee and are focusing on working within USD with Professor Sharp.

Program: Philosophy, BA

School/College: College of Arts and Sciences

Program Summary: The Philosophy Department is pluralistic, which means it covers all significant historical periods and most major philosophical methods. It has a deep and special concern for the study of ethics, values, and the moral life. Students in philosophy learn about perennial epistemological, metaphysical, and theological issues and theories in philosophy. The Philosophy Department offers a major while also offering a broad range of courses as part of the University's Core Curriculum.

Timing of Last APR: The long-term plan and MOU were developed and signed on August 1, 2017 after completing the self-study on April 4, 2016, hosting external reviewers from April 27, 2016 through April 29, 2016, and going through the internal review process with ARC.

Year in LTP Cycle: 6/6

Summary of MOU/LTP: The department's main six needs as indicated on the MOU include the following, with those that require funding having an asterisk next to them: *MOU1) faculty: increasing stability by converting two part-time adjunct positions to 8/8s; *MOU2) space: enlarging the space for faculty offices and reconfiguring the Logic Center; MOU3) ensuring assessment drives curricular changes; MOU4) ARRT: review the department's guidelines for appointment, reappointment, rank, and tenure; MOU5) building: assure the department's voice in the Founders Hall renovation; and *MOU6) entertainment: increase the annual entertainment budget. The department's other needs as indicated on the LTP include the following eight goals, some of which

overlap with those listed in the MOU: LTP1) curriculum; LTP2) grow major and minor; LTP3) space; LTP4) ARRT; LTP5) community building; LTP6) assessment; LTP7) contingent faculty; and LTP8) faculty development.



Program's Report on Progress Made This Year:

This report covers Year 6 Items from the Six-Year Action Plan only. 1. ARRT Review item a) is "continue annual discussion of ARRT procedures and practices." This has been accomplished. The Department completed an overhaul rewriting of its Departmental ARRT procedures and practices. 2. Community Building item a) is "solicit feedback from all parties as to how to continue to develop community" and item b) is "develop plans accordingly." This has been accomplished. After 17 months of being remote due to COVID, the Department returned to the USD campus (and to the renovated Founders Hall) and relearned how to function as an in-person, on-campus Philosophy Department. 3. Assessment item b) is "return to LO#2 and assess." This is in process. The Department will assess learning outcome #2 "problem solving" at the end of this academic year in May and June 2022. The Department is also currently evaluating the efficacy of the four philosophy learning outcomes. 4. Contingent Faculty item a) is "evaluate needs for contingent faculty under new core based on enrollment needs." This has not been accomplished. This item will be addressed in the next academic year. 5. Contingent Faculty item b) is "continue to create inclusive environment for contingent faculty through invitations to all events in department." This is neither accomplished nor not accomplished. While contingent faculty are invited to all Brown Bag, speaker, and colloquia events on their own free will, because they now must be paid an hourly wage over and above their base salary and because of uncertainties about the Departmental budget to pay for these hourly wages, contingent faculty are not invited to all events in the department. This Year 6 goal was written before California State law changed regarding hourly wages for contingent faculty over and above their normal teaching duties. 6. Faculty Development item a) is "assess faculty needs and how initiatives in previous years are working, develop new strategies where needed." This has been accomplished. The Department is ready to move beyond this current Six Year Plan for a Departmental Program Review for the next academic year (2022-23).

Dean's Report on Progress Made This Year: The department has made excellent progress on its MOU over the past two years. The Dean's Office is especially pleased with the significant improvements to the department's ARRT procedures and practices, and curricular assessment seems to be on track. Work on faculty development has been successful as well. We look forward to seeing the department's evaluation of contingent faculty demand in relation to enrollment needs, and we encourage continued efforts to build an inclusive community environment for both contingent and tenured/tenure-track faculty.

Program: Physics & Biophysics, BAs

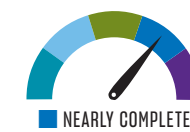
School/College: College of Arts and Sciences

Program Summary: The Department of Physics and Biophysics at the University of San Diego is deeply committed to offering first-rate undergraduate physics education in a liberal arts environment including small class sizes, individualized attention, and the ability to do one-on-one research with faculty. Courses in physics and biophysics allow students to explore the interactions of matter and energy from the simplicity of a molecule or a swinging pendulum to the complexity of nuclear fusion, galaxy formation, cell signaling, and the human brain. A bachelor's degree in either physics or biophysics can provide students with robust quantitative problem solving and reasoning skills. Students also gain invaluable research experience that trains them in cutting-edge experimental techniques. These two powerful majors are essential to not only scientists and engineers, but to every member of society as humans move towards a more technological world.

Timing of Last APR: The long-term plan and MOU were developed and signed on July 28, 2017 after completing the self-study on October 28, 2016, hosting external reviewers from December 14, 2016 through December 16, 2016, and going through the internal review process with ARC.

Year in LTP Cycle: 5/6

Summary of MOU/LTP: The MOU Items from the LTP are listed. Those with an asterisk require funding. 1a) As part of the Faculty Workload Model, evaluate measures needed to achieve a more balanced and revenue-neutral shift. 1b) Explore alternative ways to provide a rich research experience for students besides the current Physics and Biophysics model. *2a) Convert 8/8's to one tenure-track line for computational physics. *2b) Gain a Clare Boothe Luce tenure-track line. *2c) Gain a tenure-track faculty line for applied physics. *2d) Convert adjunct positions to another full-time adjunct. *2e) Convert the half-time EA to a full-time EA to manage increased load on department. *3a) Gain an EA office area. *3b) Use adjunct space for tenure-track hire and use current EA space for adjuncts. *4) Purchase new lab equipment needed for new hires.



Program's Report on Progress Made This Year: 1.

This has been completed and was very successful. The number of mentored research students increased from <30 to >60 and we are doing a formal assessment. 2. We still need to complete 2c. We submitted a proposal for hire in AY 2022-23. 3. We need MCO to convert rooms 290 and 291 into two faculty labs and one faculty office.

Dean's Report on Progress Made This Year: The Dean's Office thinks the department has done an excellent job of implementing the provisions in their MOU. They have adopted a successful faculty workload model

and hired two new tenure-track faculty members, both of whom have become integral members of the department. The department submitted a proposal for an additional tenure-track hire in Fall 2023, but they have been asked to postpone that search until space needs can be addressed. We look forward to the next APR in 2023-24 from a department that has grown tremendously in size and stature over the past seven years.

Program: Psychological Sciences: Psychology and Behavioral Neuroscience, BAs

School/College: College of Arts and Sciences

Program Summary: The objective of USD's Department of Psychological Sciences is to advance student understanding of psychology and behavioral neuroscience as a science, a profession, and a means of promoting human welfare. The department offers two majors. The psychology major is designed to help students prepare for admission into graduate or professional school in psychology and provide a background for other career possibilities. The Behavioral Neuroscience (BN) major is an interdisciplinary major that emphasizes the interaction of behavior with biological systems including brain pathways, nervous systems, and hormonal systems; career opportunities include jobs in healthcare, academia, government, and the private sector.

Timing of Last APR: The long-term plan and MOU were developed and signed on July 31, 2017 after completing the self-study on September 22, 2015, hosting external reviewers from November 12, 2015 through November 13, 2015, and going through the internal review process with ARC.

Year in LTP Cycle: 6/6

Summary of MOU/LTP: The department identified and prioritized several key issues to be addressed as part of the LTP: 1) sustainability and growth of faculty, 2) space and resources including supplies, 3) departmental vision, and 4) committee work on assessment, advising, student & faculty development, curriculum, scheduling, and faculty review & support. The department identified and prioritized several key issues to be addressed as part of the MOU. Those with an asterisk require funding. *MOU-1) faculty, *MOU-2) space and supplies, MOU-3) curriculum, and MOU-4) assessment.



Program's Report on Progress Made This Year:

MOU-1) During this reporting period, one new BN TT faculty member (Monique Smith) joined us in the fall. We were also given approval to replace a FT BB adjunct slot who left USD in mid-semester of the fall term. We have recently gained approval to pursue a potential TT faculty position via the USD Diversity Post-Doc Program (our current post-doc is Dr. Steven

Berkley). We have also submitted an Authorization to Hire for a TT Quantitative Psychologist position that was unfunded from an MOU from our previous APR/Self-Study. Additional faculty lines will be requested based on the outcome or our in-progress self-study (due Spring 2022). MOU-2) The renovation of the teaching lab (Saints 116) was completed with some equipment needs still pending. The request for an increase in our annual supplies line budget has not been awarded (and is much needed to address the teaching and research needs of our new faculty and the unprecedented growth of our department majors). MOU-3) Our department is currently in the throes of completing our next APR self-study which will include curricular modification proposals germane to both our Psychology and Behavioral Neuroscience major curricula. MOU-4) Our assessment committee submitted their annual report that provided the results from the oral presentation rubric assessment, based on our capstone student sample.

Dean's Report on Progress Made This Year: The Dean's Office is pleased to have approved two new tenure-track faculty lines in the department, one in Behavioral Neuroscience and one in Psychology. One of these was filled in Fall 2021 and the other will be filled in Fall 2022. We agree that the department needs another tenure-track position, but we have recommended that curricular needs be clarified in light of the upcoming APR and potential major changes to the department structure. To address item #2, the Dean's Office added \$20,000 to the department's operating budget. Unfortunately, additional budget allocations are on hold pending recovery from funding impacts related to the pandemic and the implementation of a new RCM budget model. We are pleased that the department is engaging in important discussions regarding the curriculum and the assessment process, and we are encouraged by all the progress made on items in their current MOU.

Program: Sociology, BA

School/College: College of Arts and Sciences

Program Summary: Sociology is a vibrant discipline dedicated to examining relationships between individuals and the justice system, between the economy and a particular city, or between school districts. With a degree in sociology, students gain valuable insights into the structures, policies, and practices that can foster or inhibit group success. Students are prepared to enter any career or profession that involves complex group dynamics, communication, and data analysis. Students can declare a concentration in either law, crime, and justice or social justice.

Timing of Last APR: The long-term plan and MOU were developed and signed on November 6, 2018 after completing the self-study on November 1, 2017, hosting external reviewers from November 27, 2017 through November 29, 2017, and going through the internal review process with ARC.

Year in LTP Cycle: 4/6

Summary of MOU/LTP: The MOU was divided among components requiring additional financial resources (A) and those that do not require additional financial resources (B). The goals are as follows: A1) increase the entertainment and promotion budget; A2) increase the faculty travel budget; A3) increase the supply budget; A4) increase the paper copy budget; A5) hire a postdoctoral fellow as an assistant professor to replace a retiring tenured faculty member; A6) consider a quantitative methodologist tenure-line for a future faculty hire; B1) renew the sociology mission statement; B2) increase core curriculum offerings; B3) revise the curriculum to attract more majors and minors, with special attention to students whose interests lie in promoting social change; B4) pilot a social psychology course; B5) promote the sociology major and minor, and develop a relationship with alumni; B6) integrate career development throughout the program; B7) enhance the department's visual presence; B8) strengthen partnerships with entities on campus; B9) form a capstone subcommittee; B10) develop and pilot a capstone course and consider an advanced integration capstone option; B11) strengthen the special internship program; B12) develop more effective departmental protocols; B13) create a four-year course-offering schedule to aid students with course planning and detail how students can plan for study-abroad courses; B14) assess student-learning outcomes; and B15) assess the effectiveness of curricular and departmental changes.



Program's Report on Progress Made This Year:

The entertainment and promotion budget was made a line-item and increased during the 2021-22 academic year. \$1800 per TT faculty was budgeted and utilized for resources. Supplies were fully covered. Copy costs were covered. Odilka Santiago was hired and successfully completed her first and second year. Sociology did not hire a methodologist, per se. The last two hires are strong in methodology, but have not taught SOCI 201 or SOCI 202.

Dean's Report on Progress Made This Year: As noted in the Dean's Office review from 2019-2020 and 2020-2021, the MOU includes a number of items not requiring additional financial commitment that still seem to need attention. The Dean's Office understands that the department has not had an external chair for the past three years, and we know how difficult it can be to make progress under these circumstances. The incoming department chair will need to lead faculty in addressing the as-yet incomplete items in the MOU. Items still to be addressed include: forming a subcommittee and revising the curriculum to attract more majors and minors, developing classes that satisfy core requirements, enhancing the department's visual presence, strengthening campus partnerships, discussing a capstone requirement, and assessing program learning outcomes. We remain ready to assist the department as they pursue these and other goals from their MOU. The department has considerable potential to assume a more prominent role in the

College and University, and we encourage them to work with our office as they consider how best to proceed. Please reach out directly to the associate deans for faculty and curriculum for assistance with specific MOU objectives.

Program: Supply Chain Management, MS

School/College: Knauss School of Business

Program Summary: With a master's in supply chain management, students do more than just learn about the latest best practices. A case-based curriculum with simulations improves students' existing skills in negotiations, cost management, and sustainability. The flexible online format means students can learn at their own pace and still work regular hours. Students are able to immediately apply every innovative strategy they learn at USD directly to their job. While classes are web-based, they also get face-to-face time with faculty and classmates during three interactive, on-campus sessions. As a graduate student at the Knauss School of Business, they also have access to USD's Supply Chain Management Institute, where they can further their professional development by networking at supply-chain specific job fairs and attending workshops that expose students to the latest trends in transportation strategies, strategic sourcing, risk management, and more.

Timing of Last APR: The long-term plan and MOU were developed and signed on July 20, 2021 after the AACSB external reviewer site visit in 2019, the program's self-study for USD's APR in January 2021, and going through the internal review process with ARC in April 2021.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The program identified the following issues to be addressed between 2021 and 2026, some of which require financial resources (A) and some that do not (B). A1. Recruit (in August 2021) and hire (for AY 2022-2023) three replacement tenure-track/scholar faculty and one clinical faculty member to strengthen the program's faculty bandwidth, increase enrollment, and allow for the offering of a fully online program for international students. Increase diversity of faculty, if possible, during the hiring process. A2. Hire adjuncts as needed, including from Alumni and the Board. A3. Hire a staff Assistant Director of Outreach and Recruitment, and have that person lead (with faculty involvement) in company outreach efforts to increase enrollment. A4. Fix ownership and authority issues by hiring a Program Director. Align with the NEXUS planning process as well (including common job descriptions for School of Business). B1. Whether formally or informally, review program's online materials utilizing LDC, PCE, IESI, and/or SB expertise. B2. Increase enrollment. Ex: Recruit prospective students from BLITZ Marketing Campaign and have a stronger pipeline from USD undergraduates. B3. Increase diversity of students and work with the marketing team to identify ways to target marketing efforts

toward minority students. Position the program as an opportunity for corporate sponsors to enhance their support for diversity and inclusion as well. B4. Discuss with the faculty and potentially utilize the GRE/GMAT instead of two-years of experience as an admissions requirement. B5. Lower the number of residencies, but have the duration for longer. B6. Implement curricular revisions in Fall 2021 and monitor it for continuous improvement. Continue to engage SCMI board, alumni, and faculty for changes to the curriculum. Move the program's fourth and fifth learning outcomes from MSCM 599 (which is becoming an elective) to MSCM 515 (which is a capstone course). B7. Continue to explore the opportunity and assess market demand to offering a fully online cohort thereby allowing for international student enrollment and design appropriate curriculum for it. B8. Continue to focus on alumni engagement. B9. Begin discussion with faculty about a non-degree stand-alone certificate in supply chain management. Consider more certificates in the future and utilize these as enrollment funnel opportunities. Work with PCE to ensure no duplication of efforts. B10. Grow Supply Chain Management Institute.



Program's Report on Progress Made This Year:

A1. In progress. We have completed the hiring for two out of the three positions. One clinical professor just joined in spring 2022, an assistant professor will join in fall 2022, and we are on track to recruit another assistant professor in 22-23 (to join in fall 2023). A2. Done. We hired one adjunct in 21-22, and three more adjuncts will join in fall 2022. A3. Done. Juan Saldana joined us in summer 2022 for that position. A4. Done. The NEXUS process is implemented. Particularly, every MS program is housed under a department. Our department houses MS in SCM and MSBA. B1. In progress. We are scheduling a meeting with Ashley Kovacs to explore this route. KSB also has a learning design team who can do this. B2. Working on it. As Juan Saldana, our Assistant Director for Outreach & Recruitment, joined last summer, we have reached out to alumni and various employers to promote our program. We are on track to meet our enrollment goal of this year by the end of this month. B3. Working on it. We will bring up this opportunity to the SCMI board meeting in April 2022. B4. Last year, we approved to allow candidates to use the UG degree in supply chain management or industrial engineering in lieu of a two-year work experience. We decided not to use GRE/GMAT instead of a two-year experience because the program is geared toward working professionals with extensive work experience (average 9+ years' experience in the current cohort). As such, we are hesitant to admit students with no relevant work experience nor relevant degree since that will generate a very different cohort dynamic and require different curriculum design. B5. Done. The number of residencies is reduced from five to three with longer duration each (5-7 days). B6. Done. B7. We continue to monitor and assess the possibility to offer a fully online cohort. To achieve that, we first need to build up our faculty capacity (see A1). Over the next two years, our goal is to ramp up enrollment for the current hybrid cohort and resume the spring cohort. B8. We continue to reach out to alumni. We reached out to alumni at several companies, such as Solar Turbines,

Collins Aerospace, Northrop Grumman, and Thermo Fisher. B9. Done. We just launched a supply chain certificate program with Solar Turbines. B10. We continue to work on it.

Dean's Report on Progress Made This Year: We have hired one tenured-track faculty member and one clinical faculty member who belong from diverse backgrounds given our emphasis on D2024. We have also hired an Assistant Director of Outreach and Recruitment to enhance enrollment. Efforts are on to grow the Supply Chain Management Institute, and to offer a non-degree standalone certificate in supply chain management.

Program: Teacher Credential Programs in the Department of Learning and Teaching

School/College: School of Leadership and Education Sciences

Program Summary: At USD, becoming an educator means more than it does in the traditional sense. Those who earn a graduate degree in education are equipped to be catalysts for change in their communities and beyond. They will be the first teacher candidates in the United States to graduate from a Changemaker teacher preparation program. USD graduates are well prepared for a lifelong teaching career focused on the many social-justice issues that come with teaching diverse populations. Students master the academic foundation and theory behind teaching and learning—and, through hands-on experience in SD community schools, students study inclusivity, personalized learning, and leadership development. Teacher candidates develop strategies for differentiated learning as they work with students in local, underserved populations and embark on an international experience that enriches their cross-cultural understanding. Along the way, an academic cohort environment helps USD students learn from each other and build lasting relationships. This is the APR for the following teacher credential programs in the Department of Learning and Teaching at USD: Curriculum and Instruction MEd, Special Education MEd, Multiple Subject Credentials (non-degree), Single Subject Credentials (non-degree), and Preliminary Education Specialist Mild/Moderate Disabilities Credential (non-degree).

Timing of Last APR: The long-term plan and MOU were developed and signed on February 15, 2022 after completing the CCTC self-study in 2019, hosting external visitors in October 2020, writing the APR self-study in August 2021, and going through an internal review with ARC in November 2021.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The program has identified key components to be addressed between 2021 and 2026. Some of those components require new financial resources (A) and others do not (B). A1. Request two new faculty to decrease the employment of adjuncts in all programs (PhD., Credential and Masters, MEd-Online, TESOL, and MEd-Curriculum

& Instruction). A2. Request a Professor of Practice to teach a 2/2 load and serve as the Assistant Director of Field Experiences, the California Teacher Performance Assessment (CalTPA) Coordinator (as required by the state), the Liberal Studies Coordinator, as well as support the Field Placement Office and TESOL Field Placement. A3. Request DLT faculty (Professors of Practice) to supplement any faculty position that is moved to administrative roles to cover courses lost per year. This will help meet our goal to decrease reliance on adjuncts. A4. The DLT will review the use of video software to supervise student teachers and may, if found to be helpful post-pandemic, request funds for purchase. A5. The DLT will require funds commensurate with multiple programs (PhD., Credential and Masters, MEd-Online, TESOL, and MEd-Curriculum & Instruction) faculty release time to coordinate/lead and support adjuncts and other DLT specific program components. A6. The DLT will seek funding for increased professional development of its faculty, particularly as it relates to technology utilization in the classroom and technology/pedagogy integration. A7. The DLT will continue to invite its community (and others) to participate in monthly DEI/social justice activities such as the Speaker Series. These activities will also become a curriculum repository for use in the classroom. Financial resources may be needed to continue programming. A8. The DLT faculty will recruit diverse students in all programs by attending conferences, as an example. Funds for attending conferences will be needed. (Ideas for recruiting: Support HSI Initiative, Black Student Recruitment, and other underrepresented Students of Color, Black Lives Matter Speaker-Series, etc.). The DLT will continue to work to diversify its teacher candidates to mirror the population of K-12 students in California. A9. The DLT will seek membership in a national accreditation organization, the Association for Advancing Quality in Educator Preparation. Funds for dues will be needed. A10. The DLT will create a Credential Program Success Advisory Team (with key stakeholders including employers and community partners) to make improvements to the programs as needed. B1. The DLT will hire one science-based STEAM faculty as a replacement line from a prior retirement. B2. The DLT will hire one literacy faculty as a replacement line from a prior retirement. B3. The DLT will continue to explore the feasibility of adding a fully online credential offering. B4. The DLT will increase student enrollment by offering multiple types of single-subject credentials. B5. The DLT will expand the Academy of Catholic Teachers (ACT) program. B6. The DLT will adopt an anti-racism statement and a fifth core meta-value. B7. The DLT will work with Admissions to create a recruitment plan for all programs in the Department. B8. The DLT will create a student teaching seminar that examines classroom management through a social justice, equity, and inclusion lenses as well as information related to CalTPA Cycles 1 and 2. B9. The DLT will create a community of practice with Master Teachers at USD. B10. The DLT will revise its strategic plan and continue to revise it each year at the faculty retreat. B11. The DLT will conduct syllabi audits to ensure faculty (particularly adjuncts) are effectively supporting their marginalized students. B12. The DLT will begin an annual review by the faculty of the

CCTC standards in all credential programs. B13. The DLT will conduct focus groups with teacher candidates and make changes to improve the program/handbook based on their feedback, as needed.



Program's Report on Progress Made This Year:

Categories A1, A2, and A3 will be addressed in the 2022-23 academic year. A4) The DLT will review the use of video software to supervise student teachers and may, if found to be helpful post-pandemic, request funds for purchase (A TAVERA MOU was signed in April 2022 to manage all credential systems as well as video capability for student clinical teaching observations). A5) The DLT will require funds commensurate with multiple programs (PhD., Credential and Masters, MEd-Online, TESOL, and MEd-Curriculum & Instruction) and faculty release time to coordinate/lead support adjuncts and other DLT specific program components (a budget has been submitted to start in Summer of 2022 to review the configuration to have Lead Faculty instead of one program director to support DLT programming). A6) The DLT will seek funding for increased professional development for its faculty, particularly as it relates to technology utilization in the classroom and technology/pedagogy integration (a budget has been submitted to start in summer of 2022). A7) The DLT will continue to invite its community (and others) to participate in monthly DEI/social justice activities such as the Speaker Series. These activities will also become a curriculum repository for use in the classroom. Financial resources may be needed to continue programming. DLT has sponsored multiple speakers throughout the academic year and a budget has been allocated to continue in 2022-23. A8) The DLT faculty will recruit diverse students in all programs by attending conferences, as an example. Funds for attending conferences will be needed. Ideas for recruiting include supporting the HSI initiative, Black Student Recruitment, and other underrepresented Students of Color through the Black Lives Matter Speaker-Series, etc. The DLT will continue to work to diversify its teacher candidates to mirror the population of K-12 students in California. Many DLT program students have attended and presented at local, national and international conferences as a result of an \$8,000 student travel fund. A9) The DLT will seek membership in a national accreditation organization, the Association for Advancing Quality in Educator Preparation (AAQEP). Funds for dues will be needed. Th DLT signed an MOU in April 2022 with AAQEP as an affiliate member for the last quarter of 2022 and into the 2022-23 year. A10) The DLT will create a Credential Program Success Advisory Team (with key stakeholders including employers and community partners) to make improvements to the programs as needed. A Program Success Advisory was created in Fall of 2021 as well as a meeting held, and a Spring 2022 meeting is scheduled for late May. Categories B1, B2, B3, B4, and B5 will be addressed in the 2022-23 academic year. B6) The DLT will adopt an anti-racism statement and a fifth core meta-value. DLT adopted an antiracism statement for its fifth core meta-value, and it will be embedded in all course syllabi, on the website, and in marketing materials. B7) The DLT will work with Admissions to create a recruitment

plan for all programs in the Department. Meetings have been held with the Director of SOLES Admissions to discuss multiple strategies to enhance recruitment practices, but a written strategic plan is being further developed. B8) The DLT will create a student teaching seminar that examines classroom management through a social justice, equity, and inclusion lense as well as information related to CalTPA Cycles 1 and 2. The new Student Teaching Seminar was implemented this Spring of 2022 with two sections, and will continue as part of the student teaching. B9) The DLT will create a community of practice with Master Teachers at USD. The Field Placement Office continues to enhance its support for Master Teachers through the Field Placement website by providing webinars and the required orientation and trainings. B10) The DLT will revise its strategic plan and continue to revise it each year at the faculty retreat. The August 2022 Faculty Retreat will focus on setting the goals of the 2022-23 Academic Year. B11) The DLT will conduct syllabi audits to ensure faculty (particularly adjuncts) are effectively supporting their marginalized students. The August 2022 Faculty Retreat will include adjunct faculty to address and review course syllabi based on student course evaluations. B12) The DLT will begin an annual review by the faculty of the CCTC standards in all credential programs. As stated above, the August 2022 Faculty Retreat will include adjunct faculty to address and review course syllabi based on student course evaluations. B13) The DLT will conduct focus groups with teacher candidates and make changes to improve the program/handbook based on their feedback as needed. A meeting with teacher credential students will be held in May 2022 where they will have an opportunity to discuss program effectiveness, as well as recommendations for improvement re: coursework, field placement, and program support.

Dean’s Report on Progress Made This Year: The department was re-accredited for the maximum length (7 years) by the California Commission on Teacher Credentialing (CCTC). The department has followed through on adopting an anti-racism statement and bringing on literacy faculty by way of hiring a post-doc, Dr. Reka Barton, who starts in fall 2022. The department has also supported DEI efforts through the monthly Black Lives Matter Speaker-Series. A major accomplishment was the establishment of a Success Advisory Team comprised of school district stakeholders, faculty, supervisors, and alumni. The goals which are of highest priority include: securing faculty lines to replace those retired faculty; serving the needs of the increased enrollment of students in the PhD in Education in Social Justice; and increasing and diversifying the enrollment of the teacher credential programs. The faculty recently secured CCTC funding in partnership with San Diego Unified School District to develop a teacher residency program, which, if scaled, could increase enrollment and diversity USD students. The goal of the CCTC funding is to address the teacher shortage, make teacher credentials affordable, and to diversify the teacher workforce.

Program: Department of Theatre: Theatre, BA and Acting, MFA

School/College: College of Arts and Sciences

Program Summary: The Department of Theatre at USD offers both a major and minor in theatre, as well as Core curriculum courses, and a MFA in Acting. Our program frames theatre within the liberal arts environment as a holistic educational experience, through integrated practical and theoretical study. We offer broad-based theatre training and learning in the following areas: design, playwriting, performance, and theatrical production. We encourage students to explore the relationship of performance to social and cultural practices, both viscerally and intellectually. Seizing the opportunity to explore interdisciplinary and multidisciplinary collaborations—with other departments, colleges, schools, centers, and institutes in the USD community—is a hallmark of our pedagogical approach. In addition to our professionally active faculty, we engage renowned theatre practitioners who mentor our students by serving as directors, designers, guest speakers, and/or special topic workshop leaders throughout the academic year. Through a typical course of study at USD, a theatre student will cultivate a broad range of skills—which empower and inspire critical thinking, creative engagement, effective communication, and generous collaboration—enhancing life options and diversifying employability.

Timing of Last APR: The LTP and MOU were developed and signed on February 10, 2021 after completing the self-study in Fall 2019, hosting external reviewers March 10-12, 2020, and going through the internal review process with ARC.

Year in LTP Cycle: 2/5

Summary of MOU/LTP: The department has identified and prioritized five key issues (facilities, staff and operations, faculty, curriculum and assessment, and student support) with multiple sub issues to be addressed as part of the LTP. Some require financial resources (A) and others do not (B). Those with an asterisk are the highest priority. A1) Following the Renaissance Plan, complete an evaluation study in collaboration with University Planning to determine tiered and phased options for upgrading/improving existing facilities. Also, work with the CAS Dean’s Office and Provost’s Office to see whether some improvements can be made as part of the Renaissance Plan (ex: shower by ROTC). A2) Work with the University and CAS Development to create a fundraising strategy to cover conversion of spaces to better function, as well as upgrades/improvements. A3) Work with the CAS Dean’s Office to fund short term, aesthetic facility costs such as carpeting, paint, etc. A4) Determine location allocated for Scene Shop in Sacred Heart Hall. A5) Determine off-site location allocated for storage of props, large scenery, and costumes (ideally in Metro). A6) Work with University Operations to designate two parking spaces behind Sacred Heart Hall to allow for unloading of scenery and costumes as well as

transportation to/from Scene Shop. A7) * Find or create a location for a MFA performance classroom/rehearsal space and MFA lounge within the spaces allocated to Theatre. A8) *Hire a tenure-track BIPOC Playmaker (with or without Diversity Postdoc contract awarded). A9) *Hire a full-time Technical Director (funding from USD). A10) Expand role of MFA Stage Manager with monetary raise (funding from Old Globe). B1) Convert Costume Shop Manager to full-time. B2) Hire replacement MFA Movement Head. B3) Revise Departmental Organizational Chart by researching peer/aspirational institutions, particularly where training programs have affiliations with professional theatres. B4) Determine production calendar and perhaps change to one play per year for undergraduate majors. B5) Move toward anti-racist curriculum. B6) Revise training curriculum after hire of MFA Movement Head. B7) Develop undergraduate LLC “Playlab” course for the Core. B8) Revise PLOs to focus on Changemaking for the undergraduate program, revise PLOs for the graduate program, shift assessment responsibilities to a committee rather than one individual, create rubrics, and design assessment projects for a larger sample size. B9) Designate one-third of annual undergraduate scholarship to support BIPOC students. B10) Work with the development team at USD and the Old Globe to make the MFA program once again debt-free for all graduates. B11) Work with CAS Development to increase undergraduate student scholarship support.



Program’s Report on Progress Made This Year:

A1. We look forward to meeting with University Planning, CAS, and the Provost to discuss this. A4. This has been completed. A5. The temporary storage facility has been located and move in is scheduled for May 2022. A6. The Department now has one full time reserved parking space in MRH garage, thanks to Facilities. A7. This has been completed. A8. We respectfully request a meeting with CAS and the Provost to determine the feasibility of converting the current Diversity Postdoc contract to a tenure-track line. A9. This is in progress and is our highest priority. Establishing a staff position for our lab is a liability/health/safety concern for our students and faculty. A10. This is in progress. B1. This has been completed. B2. This is delayed due to a failed search. B3. This is in progress and is a critical priority. We must reorganize the department structure and budgeting. A meeting with CAS is pending. B4. This is in progress. B5. This is in progress. Under the expert and meticulous guidance of Dr. Monica Stuftt, the Undergraduate Curriculum Committee is currently revising PLOs, the assessment process, the ARRT guidelines and procedures, and the peer review process. B6. This is delayed due to a failed search. B7. This is in progress. B8. This is in progress. B9. This has been completed. B10. This is in progress. A new endowment was established from a single donor via the Horizon Project, thanks to CAS and USD Development.

Dean’s Report on Progress Made This Year: The Dean’s Office thinks the department has made tremendous progress in adjusting to new and renovated facilities (A3–A5), including a reserved parking space in the

MRH garage and a loading zone. Both of these will facilitate on-campus productions. We are pleased to continue working with the department on three major initiatives: larger conversations about facilities (A1); department structure and budgeting (A9, A10, B3); and curriculum (B5–B8). Although the search for an MFA Movement Head failed (B2), we are absolutely delighted that we were able to hire a BIPOC Playmaker into a tenure-track position by converting the diversity postdoctoral scholar (A8). We look forward to working with the department on hiring plans for Theatre operations staff (A9–A10), and we commend the department for their attention to DEI: hiring the diversity postdoc into a tenure-track position, securing undergraduate scholarships for underrepresented students and progressing nicely toward a more anti-racist curriculum.

Program: Theology and Religious Studies, BA

School/College: College of Arts and Sciences

Program Summary: The Department of Theology and Religious Studies (THRS) is a diverse community of scholars who advance the teaching and study of religion with particular attention to fostering the understanding of Catholic traditions. The program includes a faculty that is multidisciplinary in both training and outlook, and brings a spirit of creativity and dialogue to bear on the exploration of religious meaning. The faculty are dedicated to their role in fulfilling the liberal arts goals of the core curriculum, and are equally committed to fostering a vibrant cohort of majors and minors. By providing an intellectually rigorous program, the faculty create opportunities for students to explore religion as a constitutive element of human experience and values, and to acquire skills for engaging diverse dimensions of religion with openness and respect.

Timing of Last APR: The long-term plan and MOU were developed and signed on June 4, 2018 after completing the self-study on April 24, 2017, hosting external reviewers from May 9, 2017 through May 11, 2017, and going through the internal review process with ARC.

Year in LTP Cycle: 5/6

Summary of MOU/LTP: The MOU was divided among components requiring additional financial resources (A) and those that do not require additional financial resources (B). The department found that they needed to: A1) increase the faculty travel budget; A2) increase the supplies budget; A3) increase the entertainment and promotion budget; A4) develop an internal strategy for funding High Impact Practices (HIPs); A5) plan for a departmental leadership transition; A6) implement a model of support for faculty who mentor research students; A7) continue the implementation of a diversity hiring plan; A8) retain highly qualified non tenure-track faculty; A9) monitor the effects of the new Core Curriculum when making part-time adjunct hires; A10) work towards acquiring additional designated spaces; B1) support the

new Core Curriculum and continue to update course offerings; B2) evaluate lower-division core course offerings and update them as needed; B3) revise the capstone course to align with the new core; B4) update course titles and descriptions to encourage student interest and enthusiasm; B5) revise program-learning outcomes; B6) assess program learning outcomes using a three-year cycle; B7) increase HIPs that include engaged research and immersion/community learning; B8) expand community engagement; B9) implement (and assess the effectiveness of) a process to pre-register declared majors, minors, and seminary students in THRS courses; B10) begin a needs-assessment regarding combined degree programs and seek approval for a master's degree program; B11) update the department handbook; B12) revise curriculum as necessary based on assessment results; B13) update the appointment, reappointment, rank, and tenure (ARRT) document to include a description of expectations for promotion to full professor; B14) work closely with the Dean's Office when addressing faculty hires; B15) implement an expanded review for benefits-based non-tenure track faculty and discuss counting diversity and inclusion efforts in the faculty's service component; B16) invite stakeholders to department meetings to discuss undergraduate research and external grants; B17) build transition plans for department chair leadership; B18) amplify student outreach including surveys; and B19) build alumni relations.



Program's Report on Progress Made This Year: The

THRS Department has been making progress where possible on the LTP/MOU. For those components requiring additional financial

resources, A1 faculty travel budget, A2 supplies budget, and A3 entertainment and promotions budget have not been increased. A5, a stipend for leadership transition, has been implemented. THRS has continued A7, implementation of the diversity hiring plan, by participating in the CAS cluster hire process. A10 has not been possible because we have not acquired additional THRS faculty offices, a conference room, or a lounge. Of the components requiring no additional financial commitment, THRS has updated course titles and descriptions to encourage student interest (B4) and we continue to assess SLO's on a three-year cycle in THRS 301 and 452 (B6). For B10, we have been unable to make any progress on the proposal for a Master's program. As for B11, updating the department handbook is an ongoing project. For B18 and B19, we continue to attempt to improve outreach to students and to build alumni relations.

Dean's Report on Progress Made This Year: The Dean's Office is delighted that the department is participating in the cluster hiring process. They have just hired a new tenure-track faculty member who will begin in Fall 2022, and THRS will participate in a second cluster hire during the coming year (AY 2022-23). We encourage the department to continue its efforts to attract faculty from underrepresented populations. The Dean's Office is committed to supporting the department by continuing to hire full-time faculty to fill their teaching needs. The department

has done an excellent job of moving instructors to benefits-based positions and this aligns with the ethos of the College. We are eager to work with the department to support the expansion of student outreach and alumni engagement (B18, B19), and we encourage the department to invite external stakeholders to department meetings to discuss undergraduate research and external grants (B16). We also would like to see the department make progress on discussion regarding a new master's degree program and/or a combined BA/MA degree program. For assistance with updating the department handbook (B11), please reach out to the Dean's Office and to CEE. Unfortunately, new budget allocations (A1-A3) are on hold pending recovery from the funding impacts related to the pandemic and the implementation of a new RCM budget model.

Program: Women's and Gender Studies, Minor

School/College: College of Arts and Sciences

Program Summary: The Women's and Gender Studies minor teaches students to understand the history, development, and consequences of culturally acquired gender and sexual identities in the context of the intersectionalities of these identities with other identities including: race, ethnicity, religion, socio-economic status, ability, and age. Students learn about the intersectionality of identities for the purposes of advocating for greater equality, diversity, and inclusion of all persons at the local, national, and global levels.

Timing of Last APR: The long-term plan and MOU were developed and signed on July 24, 2018 after completing the self-study on 2/10/2017, hosting external reviewers from 3/13/2017 through 3/15/2017, and going through the ARC internal review process.

Year in LTP Cycle: 5/5

Summary of MOU/LTP: The MOU was divided among components requiring additional financial resources (A) and those that do not require additional financial resources (B). The department found that they needed to: A1) increase the number of GNDS 101 Introduction to Gender Studies offerings to two sections per semester; A2) arrange for 2-3 hours per week of administrative support; A3) schedule the Program Director to teach GNDS 495 Advanced Women's and Gender Studies as part of their faculty-teaching load, in addition to the reassigned time received for serving as the Program Director; A4) allocate funds annually to the program for an entertainment and promotion budget; B1) expand and review program curricular offerings; B2) develop a timeline for reviewing and identifying program-eligible courses to ensure alignment of course content with program goals and outcomes; B3) visit all GNDS 101 sections to promote the minor; B4) collaborate with the Career Development Center, Alumni Relations, and the Humanities Center to create events to promote the minor; B5) assess the program

learning outcomes for GNDS 101 and 495 students and have faculty members and an advisory board review the assessment results; B6) create and administer a student exit survey and an alumni survey; B7&8) explore the possibility of offering a graduate certificate in Gender and Sexuality Studies; B9) participate in the formation of a new Gender and Identity Commons in the Students Affairs Division; B10) work with the CAS Marketing and Communications Director to develop a comprehensive marketing plan; B11) recruit a diverse group of minors from all the undergraduate academic units; B12) work with affiliated faculty to develop Diversity, Inclusion, and Social Justice (DISJ) courses for the Core Curriculum and the minor; B13) create a program Google Drive as a repository for syllabi and resources; and B14) revive the Program Advisory Board and delegate duties to members to ensure University collaboration.



Program's Report on Progress Made This Year: In

terms of the sections of the LTP requiring additional financial resources, we have successfully increased the number of GNDS 101

offerings per semester to two sections, scheduled the GNDS 495 for the director and granted them course release, and allocated a \$2000 budget. However, we still require 2-3 hours per week of administrative work. The lack of administrative help has seriously interfered with the Director's ability to follow-up with the list of goals on the LTP. This year has proven especially difficult to make progress with our long-term planning given the difficulties of teaching during the pandemic. With the exception of B12, which was completed before the pandemic, and B3 (visiting the 101 sections), we have not made progress on any of these LTP components: B1-B11 and B13-B14.

Dean's Report on Progress Made This Year: Although the program reported no progress during the past year, they have made some progress based on the LTP. The program director should have access to 2-3 hours/week of administrative support through the Dean's Office, and we encourage her to reach out when administrative assistance is needed. Visiting GNDS 101 sections is a noteworthy improvement over past practice. The components of the long-term plan requiring additional financial resources largely seem to have been accomplished, and the Dean's Office looks forward to progress in the coming year on components not requiring additional financial commitments. For example, promotion of the minor through collaboration with the Career Development Center, Alumni Relations, and the Humanities Center (B4) could help to enhance the program's visibility very quickly. The Dean's Office would also be happy to provide support for the creation of a graduate certificate in Gender and Sexuality Studies (B7), if the program faculty want to pursue this possibility. Many of these efforts will require deeper engagement by the Program Advisory Board (B14).





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