

University of San Diego Academic Program Review

2022-23 Annual Report





Table of Contents

4	Message from the Senior 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
10	Biology, BA
12	Business Administration, BBA
13	Business Administration, MBA
14	Computer Science, BA/BS
14	Cyber Security Operations and Leadership, MS
15	Education, MEd (online)
16	Environmental and Ocean Sciences Department (BA and MS)
18	Ethnic Studies, BA
18	Honors Program (for BA programs only)
20	Interdisciplinary Humanities, BA
21	International Business, BBA
22	Law Enforcement and Public Safety Leadership Program, MS (online)
23	Leadership Studies Department: MAs in Leadership Studies, Higher Education Leadership, and Nonprofit Leadership and Management
24	Leadership Studies, PhD
25	Liberal Studies, BA
26	Marketing, BBA
27	Mathematics, BA
28	Music, BA
28	Nursing, MSN
29	Nursing, PhD
30	Paralegal Certificate
31	Peace Studies: Peace & Justice MA, Social Innovation MA, and Conflict Management and Resolution MS programs
32	Physics & Biophysics, BAs
33	Sociology, BA
34	Supply Chain Management, MS
35	Teacher Credential Programs in the Department of Learning and Teaching
38	Department of Theatre: Theatre, BA and Acting, MFA
40	Theology and Religious Studies, BA

Message from the Senior 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 2022-23, 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,



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 six to 10 years, coordinated with programmatic 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 five 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 allocations (stage 5). Then, each year, the program and Dean submit progress on the LTP/MOU in the form of an annual report (stage 6), 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 2022-2023.

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 2032 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

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. Specifically, it shows the status of program reviews by stage from Fall 2016 to Spring 2023.

Status of Program Reviews by Stages: Fall 2016–Spring 2023

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
2022-2023	7	5	3	3

*Delay occurred due to IESI vacancy.
*Delays occurred as a result of the coronavirus pandemic.

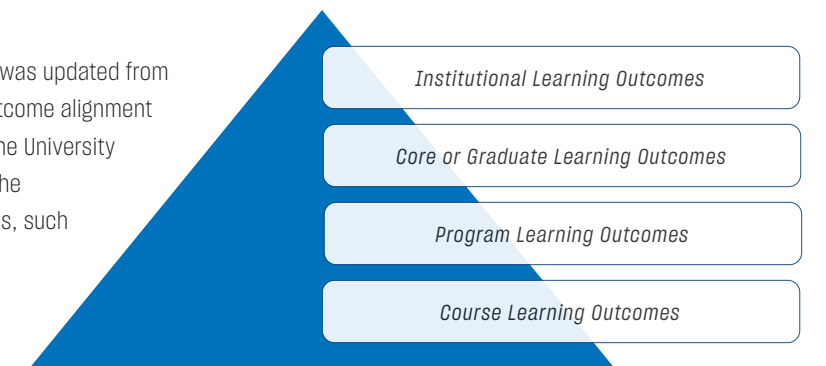
Another way to look at timely review is by the number of completed APRs. In accordance with Policy 6.6 *Academic Program Review*, each academic program is reviewed every six years, with 10 years between reviews being the maximum span of time. Thus, the chart below shows progress on APRs for programs 10+ years old (implemented prior to 2012). 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 programmatically 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 (with, again, 80% of programs in compliance with the APR policy), there is still work to do – particularly for programs that are programmatically accredited because 14% of them have not completed an APR within the past 10 years. All programs, regardless of programmatic accreditation status, are required to complete the USD APR process because of the benefits of strategic long-term 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 programmatic accreditation schedules. It is important to note that programmatic accreditation is an admirable and valuable assurance of a program’s quality and students’ learning, particularly as 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 programmatically accredited have not completed an APR. Of these, Healthcare Informatics will complete its in early Fall 2023. Anthropology will complete its in AY 2023-24. And, TESOL is currently in abeyance and thus not working on an APR until the future of the program is determined. 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 and Economics; Paralegal; Counseling; Teacher Credential Programs; Nursing MSN; Nursing DNP; Marital and Family Therapy	Yes	Yes	14 (or 29%)
Chemistry and Biochemistry; Biology; English; History; Mathematics; Music; Philosophy; Psychological Sciences; Sociology; Theology and Religious Studies; Computer Science; Communication Studies; Interdisciplinary Humanities; Nursing PhD; Ethnic Studies; Liberal Studies; Physics and Biophysics; Languages; Leadership Studies Masters; Leadership Studies PhD; Peace Studies; Theatre; Architecture, Visual Arts, and Art; Environmental and Ocean Sciences; Political Science and International Relations	Yes	No	25 (or 51%)
Executive Leadership MS; Global Leadership MS; Real Estate BBA and MS; Law School (non-paralegal); Electrical Engineering; Industrial and Systems Engineering; Mechanical Engineering	No	Yes	7 (or 14%)
Anthropology; TESOL; Healthcare Informatics	No	No	3 (or 6%)

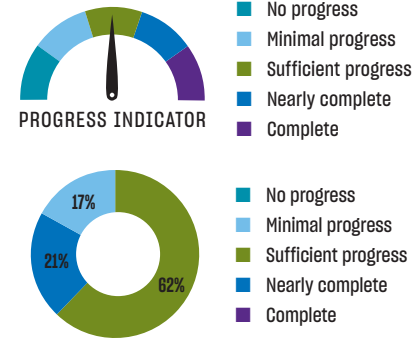
(2) Outcome Alignment

During AY 2022-23, the university’s assessment software system was updated from TracDat V5 to Nuventive Improve. With this upgrade came new outcome alignment functionality. During this upcoming academic year (2023-2024), the University Assessment Committee (UAC) will determine how best to ensure the alignment of student learning outcomes as part of the APR process, such as shown in the pyramid visual.

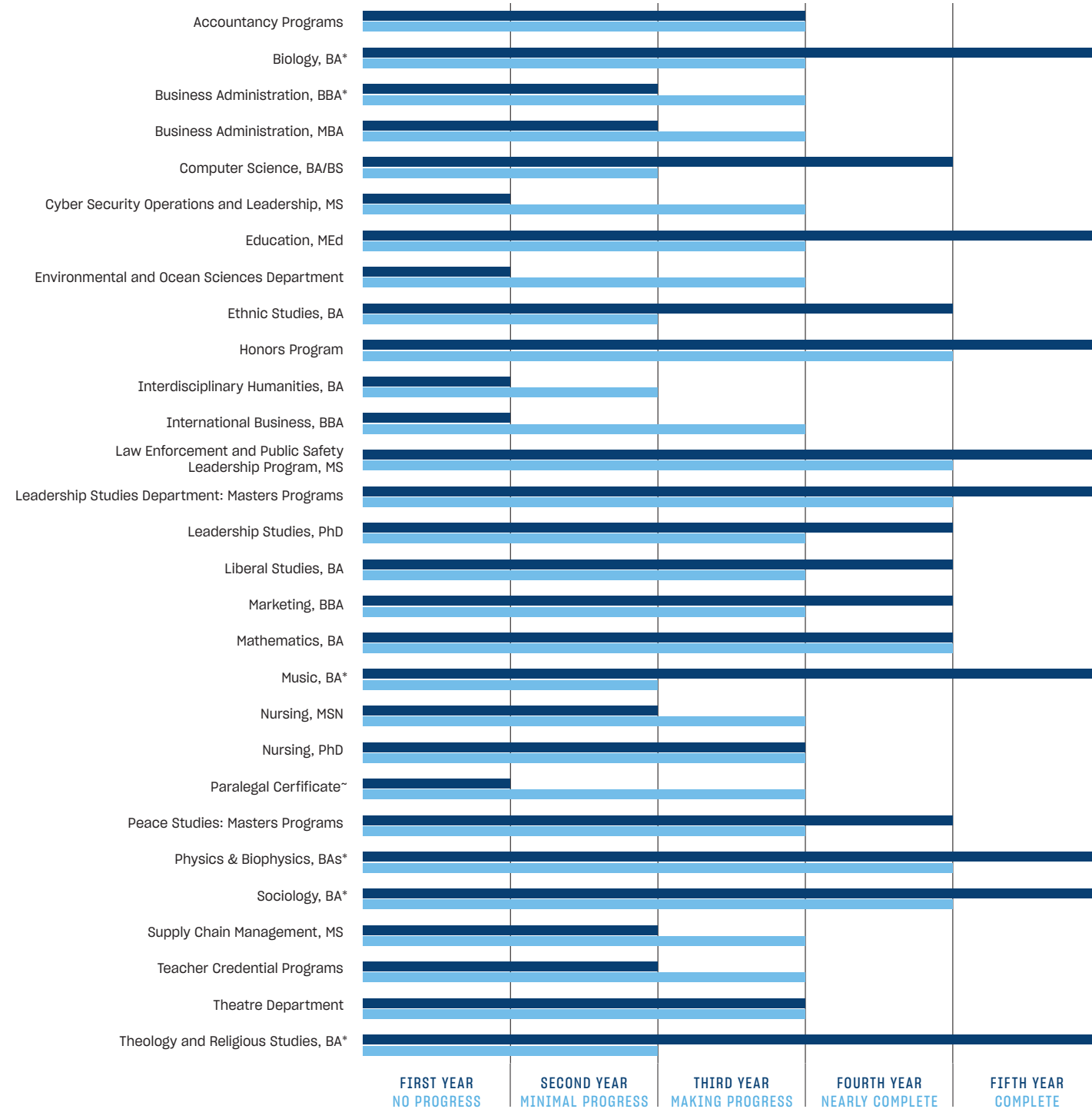


Progress on 29 Active MOUs

This bar chart shows where the 29 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 and ~ one is 4 years in length. 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. If the status differs according to the program and the Dean, an average is taken. This year, 83% of programs state that they are "making sufficient progress" or are "nearly complete" with their long-term plans; see pie chart.



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 a 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 Jan. 15, 2019, hosting AACSB accreditors and then getting their response letter on July 31, 2019, writing the APR abbreviated self-study on Sept. 8, 2020, and then going through the internal review process with ARC and receiving their letter on Dec. 23, 2020.

Year in LTP Cycle: 3/5

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 members 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: For the 2022-2023 year, the following progress was made toward accomplishing our long-term goals. The department hired two new faculty members, a full professor (and department chair) and a new assistant professor. The department mapped the existing undergraduate curriculum into the new CPA Exam ("CPA Evolution"). The department voted to create a smaller core of required classes and one track, which will become effective Fall 2024 pending school approval. The department voted to start a new major (BBA-Business Accounting) effective Fall 2023 in order to better serve students' needs. The department eliminated unnecessary classes in the MTAX curriculum, and we started developing new appealing electives for our students. The two biggest challenges to the department include a significant decline in enrollment over the past 10 years and the unwillingness of senior faculty to make curricular changes that affect them.

Dean's Report on Progress Made This Year: Accounting has made a lot of progress in updating their curriculum. Most recently, the department has initiated processes internally to revise their curriculum as proposed in the LTP. In line with the plans stated here, a new department chair was hired at the full professor level with tenure in 2022. The department also hired a new tenure-track faculty member. The department continues to make progress with curricular changes and building competencies within the faculty ranks to address the challenges of declining enrollment across the country in accounting.

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: 5/6

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 benefits-based non-tenure-track 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: General Comments: Biology remains a large department with 208 majors and 85 minors. Two new faculty members started teaching in Fall 2022 (retirement replacements). Faculty members received NSF Career Award and several other grants. A1. Our Diversity Post-doctoral fellow transitioned to an NSF Post-doctoral fellowship (completion in Summer 2023) and will be joining our faculty in Fall 2023 as a tenure-track faculty member. A2. Faculty have participated in the pilot workload model for supervision of undergraduate research students for several years. In the last academic year, 85 student credit hours of research were supervised. Faculty members are also active in the summer research programs. A3. Two tenured faculty retirement lines were filled through the CAS Cluster Hire process with these faculty members starting in Fall 2022. We will add one tenure-track line with teaching to start in September 2023. This instructor was formerly a USD Diversity Post-doctoral fellow. A5. The mailroom is in the process of conversion for use as the department office with completion expected in July 2023. This frees up an office for the new faculty member. A6. Submission of request for renovation of

labs has been postponed in order to receive disciplinary input from the new professors. A7. The Department Chair Chair attended the AAC&U/ PKAL TIDES workshop on inclusive teaching in STEM in Summer 2022 and reported out to the USD community. The department participated in Courageous Conversations/Empathetic Listening workshops presented by Dr. Regina Dixon-Reeves, Vice Provost for DEI. B1. Peer visits of adjunct faculty are in progress. B2. Grant submissions in 2022-23 was robust (6), including an NSF Career Grant awarded (second in our department), three other grants awarded, and two pending. B3. We added COVID-19 modifications to our ARRT documents and revised expectations for promotion to full professor. B4/B7. A tracking system is in place for supplies allocated to different classes; it is in the beginning use in the planning process. B5/B6. Handbook updates are not completed. B8. We are continuing an assessment of classroom lab needs. B9. The creative space utilization is ongoing, e.g., the conversion of the mailroom to an office. B10. There is an ongoing evaluation of instrument and equipment replacement and maintenance plans. B11. We are piloting new assessment tools in Spring 2023 and we have a regular review of the SLO Science Communication. B12. Ongoing. 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 a widespread adoption of human health or agricultural examples across the curriculum to align traditional topics with student and society interests. Biostatistics (BIOL 301) incorporated several projects analyzing public health data and Microbiology was taught with a One Health perspective. BIOL 120 Life-Changing Biology with human focus was offered for the first time in Spring 2023. The course approved for FDD2 core attribute flag was Cancer Biology and Sociological Perspectives. B14. Graduation rates for women and many URM groups remain high in the major. We are planning to initiate a review of performance on the math placement exam and success in the introductory sequence. A new course, Quantitative Methods in Biology, piloted in Spring 2023 should provide additional support for students as they transition to upper-division courses. B15. We increased coordination with the Career Development Center for outreach to students.

Dean's Report on Progress Made This Year: We commend the Biology department for its success in hiring several exceptional new faculty members through the diversity postdoctoral scholar program (A1) and the cluster hire initiative (A3). These new hires have led the department to repurpose existing space to serve the new faculty members' needs (A5, A6). We are also pleased that the department continues to support DEI, as demonstrated by the chair's attendance at the TIDES workshop and the dissemination of information resulting from that experience (A7). The department has done good work to improve ARRT materials for tenure-track faculty (B3), and we encourage continued attention to evaluating and providing feedback to adjunct faculty (B1). We applaud the department's efforts to submit more proposals for external funding (B2) and are very proud of Dr. Nicole Danos, who received a prestigious

CAREER award from the National Science Foundation (NSF). However, the department still needs to work on incentives for faculty to pursue external research funding. Completion of handbooks for the department (B5) and adjunct faculty (B6) should be priorities during the coming year. Curricular assessment is also important, and this is an area that should also be prioritized in the near future (B11, B12). We are pleased that the department has incorporated more human and public health examples in the curriculum, and we encourage more efforts in this direction (B13).

Program: Business Administration, BBA

School/College: Knauss School of Business

Program Summary: The business administration major with a BBA degree 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 Jan. 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: 2/5

Summary of MOU/LTP: The program identified and prioritized 12 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 tenure-track 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 tenure-track faculty member in Organizational Behavior to begin in Fall 2022. B8. Hire one additional tenure-track faculty member to begin in Fall 2023 (perhaps in Ethics/Strategic Management).



Program’s Report on Progress Made This Year:

A1. Complete: After completing a great deal of research, we are keeping Business Administration as the name of the major because that is what employers prefer. A2. We planned to offer a writing clinic in Spring YEAR, but did not find a suitable speaker. This will happen next year. A3. Complete: A 5-year hiring plan was presented to the Associate Dean. A4. There was a hiring freeze this year, but we will be recruiting a new tenure-track next year. B1. In progress. B2. Complete: This happens in departmental meetings now. B3. Complete/in progress: We are offering a new DEI course in the fall, as well as a Certificate in Sustainability. B4. This will happen after we see the interest in the Sustainability certificate. We are limited by insufficient numbers of faculty/support staff to be able to roll out a completely new program. B5. Complete: Our SPDP (April Cash) has offered many workshops, networking opportunities and development events for BA students this year. Her work is truly exceptional, but her compensation is not commensurate with her abilities, education or performance. I am concerned that a better opportunity will arise, and we will lose steam with the programming and our two student clubs (Women in Business and Business Administration Society). B6. I am moving faculty members into these classes as scheduling allows, but am hindered by curriculum changes in the MBA program. Courses formerly worth 3 credits are now only worth 2. Scheduling these and credit management are becoming increasingly challenging. B7. Complete. B8. Currently recruiting for a clinical faculty member in Business Ethics/Leadership.

Dean’s Report on Progress Made This Year: The program is now referred to as management with relevant marketing collateral to enhance brand awareness. The department faculty along with the Student Professional

Development Manager is working closely with the students and student clubs to enhance and increase their identity and sense of belonging in the major. They have also won a few prestigious recognitions this year for their efforts. This department has launched a new minor in sustainability and is also focusing on offering a course on DEI. They have also hired a new tenure-track member in OB, as indicated in the previous plan. Additional lines are being planned in management for both clinical and TT lines.

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 from which to choose: 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: 2/5

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. We have increased the Dean Merit Scholarship to provide more scholarship access to students. We have identified new target markets such as the military population (active or retired) and launched a new program (Flex MBA) to meet the need of this group of students. We have significantly improved the diversity of students by adopting new recruiting techniques, providing additional scholarship support, and reaching out to a broader range of potential markets. In the most recent Flex MBA cohort, the diversity percentile is: 14% Black; 22% Hispanic; 14% Asian; and 50% White. We significantly increased the amount of experiential learning activities in the MBA program by incorporating the

international consulting project (changed from an elective course to be a core required course) and the social impact consulting project in the MBA core. MBA applicants now can submit GMAT, GRE, or MBA Math score to demonstrate their qualification to the MBA program. We have an MBA mentorship program for the MBA students to work with alumni and industry professionals. 2. The MBA program adopted a new MBA curriculum in Fall 2022. This new curriculum is welcomed by our students and provides more experiential learning opportunities to our students. We also included more industry speakers and more recent business trends in our courses to provide the most up-to-date knowledge to our students. 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. Based on the existing Hybrid MBA program, we started a new MBA program, called Flex MBA, to provide more flexibility to our students and meet more student needs. 4. We now have an advisory board for the i3 Department. This advisory board also services the MBA program by providing feedback and advice for the development and improvement of the MBA program. We invited alumni to act as mentors in the KSB mentorship program. We also invited them to come back as speakers at our events, such as Seven by Seven, and as judges at the Fowler Business Concept Challenge event. 5. Currently, the MBA program is housed under the i3 (Innovation and Entrepreneurship, International Business, and Interdisciplinary Programs) Department. We have 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. We also have 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.

Dean’s Report on Progress Made This Year: The key change in the MBA program is the successful execution of our proposed enrollment strategy. We have successfully reversed the decline in enrollment. Our team identified new target markets and increased the diversity of students. The GMAT exam is now optional. We convened a faculty task force and revised the curriculum significantly. Experiential learning and the international consulting project are now the core components of the MBA program. We are still in the process of working closer with the student success team to review the integration of curricular and co-curricular activities. We are in the process of exploring different pre-experience master’s with other schools on campus. The school’s advisory board is integrated with each vertical (department), as mentioned in our previous report. The MBA program is housed in the i3 department and has advisors from the board who are specifically assigned to the i3 department.

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 rely 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 members 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 Nov. 26, 2019, after completing the self-study in January 2019, hosting external reviewers from Feb. 13, 2019, through Feb. 15, 2019, and going through the internal review process with ARC.

Year in LTP Cycle: 4/5

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 extracurricular activities. Those with an asterisk required additional financial resources.



MINIMAL PROGRESS

Program's Report on Progress Made This Year: No report

Dean's Report on Progress Made This Year: No report

Program: Cyber Security Operations and Leadership, MS

School/College: Professional and Continuing Education

Program Summary: The online MS in Cyber Security Operations and Leadership (CSOL) program is ideal for bachelor-prepared students who are currently working in a wide range of cybersecurity roles, as well as those interested in pursuing a career in cybersecurity, including: professionals with a background in information technology; information systems, and/or computer science; those who have technology or cybersecurity industry experience; those in a variety of private business sectors, government, military, and law enforcement; and anyone interested in gaining a deep understanding of cybersecurity concepts, topics, and theories, along with leadership skills.

Timing of Last APR: The long-term plan and MOU were developed and signed after completing the self-study in January 2021, hosting external visitors virtually in March 2021, and going through the internal review process with ARC in December 2021.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The program identified five goals to work on. Goal 1) Faculty Orientation: Mandate attendance at all faculty orientation courses every semester. Create a detailed faculty handbook to complement orientation to include verbiage reminding faculty/guest speakers not to disclose trade secrets or other confidential information. Goal 2) Student Feedback: The program needs to create strategies to increase student feedback. Goal 3) Prior Knowledge: Consider requiring pre-program coursework or adding an additional prerequisite course. Goal 4) Student Discussion Board Participation: Consider decreasing reliance on discussion boards; explore other creative ways to ensure participation and student engagement. Goal 5) Leadership Topics: Consider including more leadership content in the curriculum. Consider renaming courses that already include leadership-based content to reflect it more deliberately.



SUFFICIENT PROGRESS

Program's Report on Progress Made This Year:

Goal 1) We are continuously working to maintain that all instructors attend orientation courses and are currently at a 95% attendance rate. Creating a faculty handbook is partially complete, but all requirements are discussed during every pre-course instructor meeting. Goal 2) Student feedback has improved in some courses and is about the same or somewhat worse in others. We are still working on ways to improve this. We have tried incentives and that didn't provide a great deal of improvement. Goal 3) We have updated and added additional information/specific knowledge to the Orientation course to help students coming into the program. We have continued to provide students with sources to obtain pre-program knowledge, when necessary. Goal 4) In progress. We have changed a few ways of

administering discussion boards in the courses to include taking out the discussions in a module or two per course. We have also provided options in discussions where the student can choose one or two discussion prompts from a list of three or four. This allows more opportunity for engagement multiple knowledge areas. Goal 5) Complete.

Dean's Report on Progress Made This Year: No report

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: 5/5

Summary of MOU/LTP: The program has created an 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 members after enrollment increases. B1 is about Student Support. B1a) Provide writing support to students. B1b) Implement an e-newsletter. B1c) Host student town halls events with PCE, featuring students, faculty members, 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 that provides prerequisite courses for teachers with less than two years of 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 members and adjuncts in screencast video. B4d) Re-evaluate program learning outcomes and their alignment with signature assignments. B4e) Administer an alumni survey and make changes based on analysis of the 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.



SUFFICIENT PROGRESS

Program's Report on Progress Made This Year:

A1. Making sufficient progress. A2. Enrollment numbers for the program have been static and current hours for program support have been sufficient; thus, making sufficient progress. A3. Enrollment has remained static; thus, no progress. B1a. We have advertised and promoted the Graduate Writing Center; thus, we are making sufficient progress. B1b. The newsletter has been released two to three times per year; thus, nearly complete. B1c. An annual town hall event (student/faculty and prospective students) has been implemented; thus, complete. B1d. 80% of faculty members now hold a minimum of one Zoom session per term; thus, making sufficient progress. B1e. Nearly Complete. B1f. No progress as we plan to move to Canvas as opposed to BB Ultra. B1g. Making sufficient progress. B1h. Making sufficient progress. B1i. No progress, as we will not adopt BB Ultra as the university's LMS. B1j. Making minimal progress. B2a. Making minimal progress. B2b. Making minimal progress. B2c. Complete. B2d. Complete. B2e. Making sufficient progress. B2f. Making sufficient progress. B2g. Making sufficient progress. B3a. We will not be migrating to Blackboard Ultra. We are making progress on orientation/kick-off meetings and professional development programs B3b. Complete. B3c. Making sufficient progress. B4a. Making sufficient progress. B4b. Making sufficient progress. B4c. Making sufficient progress. B4d. Making sufficient progress. B4e. Making minimal progress. B4f. Making minimal progress.

Dean's Report on Progress Made This Year: The MEd Online has made sufficient progress in many key areas such as student support and curriculum. The goals for 2023-2024 should focus on increasing enrollment (B1j) and should leverage completion of components A1 (professional membership and outreach) and B2a and B2b (working with

stakeholder partners and a track that provides prerequisite courses for teachers with less than two years of teaching experience for program entry). Further, we recommend that curriculum expand on B2g and include neurodiversity, trauma informed practices and restorative justice. Finally, we advise the program to work with the Office of Assessment and Accreditation toward completion of B4a–B4f.

Program: Environmental and Ocean Sciences Department (BA and MS)

School/College: College of Arts and Sciences

Program Summary: Environmental and Ocean Sciences (EOSC) at USD is a research-oriented department, offering undergraduate and graduate programs, with numerous opportunities in the field alongside passionate and engaged faculty in San Diego and across the globe. Committed to advanced research, the department’s undergraduate and graduate students gain the benefit of a well-rounded, comprehensive education that is bolstered by applicable field work and lab experience.

Timing of Last APR: The LTP and MOU were developed and signed after the Department completed a self-study in 2020 (with final submission in March 2021), hosted external reviewers virtually in April 2021, and had an internal review by USD’s Academic Review Committee in March 2022.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The MOU is divided into components requiring new financial resources (A) and those that do not require additional financial resources (B). A1. Administrative and financial support for the graduate program, including a \$1,000 budget increase beginning in AY 2022–23. Additional support should be requested using the Events Form. A2. An increase in the current GA budget, based on a written proposal from the department. This proposal should include a multi-year plan with justification for changes in the GA budget over time. A3. Three units of reassigned time for one faculty member during AY 2023–24 to: write proposals for graduate program support; work with Graduate Admissions to increase visibility of the program; create programming to build synergy between the undergraduate and graduate programs; and work with other units across campus to identify potential funding opportunities to support BIPOC and underrepresented students. A4. Work with the Dean’s Office to procure funds for faculty mentorship lunches and to invite BIPOC guest speakers to campus. A5. Search/hire two (possibly diverse) new tenure-track faculty members in “Applications in GIS” and “Interdisciplinary Environmental Sciences” to start in Fall 2023, and longer-term planning for a tenure-track environmental scientist in “Big Data.” At the time of this writing, the “Applications in GIS” position has been approved. The “Interdisciplinary Environmental Sciences” and “Big Data” positions must be approved by the College Academic Priorities Committee, which oversees the recommendation of faculty hires. A6. Maintain high-impact practices

and research mentorship that make the EOSC department distinctive and prepare students for success. To do so will require an increase of \$14–17K/year in the permanent budget for supplies and field trips. Work with the Dean’s Office to develop a plan for this funding, including consideration of the effects of RCM on budgets within the college. A7. Financial support for SCST space conversion to accommodate new faculty members and increase lab space (ex: SCST 171, SCST 106, and SCST 242). Work with the Dean’s Office and the university’s CFO to acquire building funds, as CAS does not have a building fund. A8. Either hire or train a dedicated and specialized IT technical support person for GIS. Work with the Dean’s Office to either collaborate with ITS for this hire or to fund professional development training for faculty. A9. In collaboration with the Provost’s Office, create a data storage infrastructure commensurate with EOSC needs. A10. Gain permanent support for undergraduate and graduate mentorship workload models (about \$30K/year), subject to the effects of RCM on budgets within the college. A11. Provide the GIS Certificate Director with 3 units of reassigned time during the first year of the new certificate program, and have this count as major service for ARRT purposes. B1. Develop standardized expectations for graduate-level class assignments in cross-listed UG/GR courses. Assess these. B2. Develop a mentoring unit in the Graduate Core Seminar (EOSC 500 and EOSC 501). B3. Strategize the development of EOSC courses that are available to students in other graduate programs on campus. If there is interest, work with program directors to develop specific courses. As an example, explore the development of a proposal for a joint JD/MS degree program with the Law School. B4. Maintain and expand commitment to the Core by offering courses for non-science majors (including a course on climate change and sustainability), continuing participation in the LLCs, and adding the CINT core attribute to an EOSC course. B5. Gain administrative support in the area of budgeting and procurement with the new Department Coordinator already hired by CAS. B6. Develop a plan to maximize teaching lab space (ex: new scheduling patterns and under-utilized space in other departments or the Learning Commons). Work with the Dean’s Office to facilitate coordination between the science departments. B7. Improve the undergraduate capstone experience through the new Advanced Research Synthesis course (EOSC 492), revised Senior Seminar (EOSC 495) format, and updated learning outcomes. B8. Submit the GIS Certificate program for curricular approval. B9. Investigate potential outside funding opportunities in collaboration with the Dean’s Office, the Office of Foundation Relations, and the Office of Sponsored Programs. B10. Launch the EOSC BS program (Fall 2022). B11. Increase the number of non-lab sections of UD EOSC electives. This will especially impact students in the Environmental Studies pathway. B12. Work with the Dean’s Office to advocate for restoration of the Dean’s Graduate Merit Scholarship allocation to pre-pandemic levels and for future increases to this funding, which is important to the recruitment of graduate students.



Program’s Report on Progress Made This Year:

A1. We have not seen a budget increase in financial support for the graduate program. For future events, we will request additional support using the Events Form. A2. We are working on it. A proposal to increase the current GA budget is currently being developed. A3. We are working on it. We plan to have the Graduate Program Director, Dr. Drew Talley, take the three 3 units of reassigned time in AY 2023–2024 when he returns from sabbatical. A4. The Dean’s Office provided the department with funding for faculty engagement lunches in AY 2022–2023, but we will work to invite BIPOC guest speaker in AY 2023–2024. A5. Done. We ran two tenure-track searches in AY 2022–2023 and filled the Applied GIS and Interdisciplinary Environmental Sciences positions. Our Interdisciplinary Environmental scientist is a Latina scholar and will enhance representation for our Hispanic students. Both of the faculty members will begin in Fall 2023. A6. This is in progress. In Spring 2023, we implemented lab fees. We will review how this impacted our AY 2022–2023 budget at the end of the fiscal year and evaluate whether we need to develop a plan for funding with the Dean’s Office. A7. This is in progress. The Dean’s Office was instrumental in negotiating with ITS to vacate the SCST 171 lab; this space will become the new lab space for the faculty member in Applied GIS. The Dean’s Office has also provided financial support to convert SCST 106 into an office and prep space for our two EOSC laboratory technicians and their lab prep materials. The SCST 106 space conversion is to occur during Summer 2023. A8. We have not yet worked on hiring and training a dedicated GIS specialist with ITS. The plan is to focus on this in AY 2023–2024. This is especially important as we need to ensure that we support our new Applied GIS faculty members. A9. We have not yet worked with the Provost’s Office to create a data storage infrastructure. The plan is to focus on this in AY 2023–2024. This is especially important as we need to ensure that we support the data needs of our new Applied GIS faculty members. A10. The program currently remains in place, but we have not moved forward with it becoming a permanent program. A11. This is planned for AY 2023–2024 when the GIS certificate program will be launched. Dr. Suzanné Walther will take over the GIS Graduate Director position. B1. We are still working on developing standardized expectations for graduate-level class assignments in cross-listed UG/GR courses and assessing them (Graduate Program Director Dr. Drew Talley has been on sabbatical). B2. We have not yet developed a mentoring unit in the Graduate Core Seminar series (Graduate Program Director Dr. Drew Talley has been on sabbatical). B3. We have not yet strategized developing EOSC courses for students in other USD graduate programs (Graduate Program Director Dr. Drew Talley has been on sabbatical). B4. This is ongoing. In Spring 2024, we offered EOSC 175: Global Sustainability Climate Change for the first time as part of the spring LLC. Our new Interdisciplinary Sciences faculty will take the lead on teaching this course, and we plan to offer it every semester. We also plan to have it be a regular offering in the spring LLC program. In AY

2022–2023, we had two fall LLC courses and two spring LLC courses. We plan to continue this level of involvement in the Core Curriculum. We have been regularly teaching EOSC 300: Environmental Issues as a CINT course (each semester in AY 2022–2023) and this is planned for Fall 2023 as well. We also developed a new CINT course (INST 358: Dealing with Disasters) that will be taught in Fall 2023 and EOSC 440: Math Modeling will be taught in spring 2024 (has CINT). B5. There is ongoing progress with getting administrative support from the Department Coordinator. B6. We have not yet had these discussions, but we will discuss space needs with the Science Chairs group and the Dean’s Office as they arise. B7. This is done. In AY 2022–2023 we taught EOSC 492: Advanced Research Synthesis and revised the EOSC 495: Senior Seminar class to make the capstone more integrated across semesters. So far, students have been better prepared with their data and analyses prior to taking Senior Seminar, allowing faculty to focus on teaching scientific communication and students to present their capstone more thoroughly. B8. This is done. The GIS Certificate program was submitted in Fall 2022. We will begin in AY 2023–2024. B9. Faculty members continue to submit proposals seeking outside funding, and they have worked collaboratively to search for more funding opportunities. B10. This is done. The BS degrees were launched in AY 2022–2023. B11. This is ongoing. Between Spring 2023 and Fall 2023, we have planned more non-lab options for EOSC UD courses than we usually offer. B12. This is ongoing. The Interim Graduate Program Director, Dr. Ron Kaufmann, has been working with the Dean’s Office to increase the Dean’s Graduate Merit Scholarships.

Dean’s Report on Progress Made This Year: This MOU was signed in August 2022, and the dean’s office is just beginning to work with the department on new budget allocations (A1). The program has worked with our office successfully on space allocations (A7) and a more realistic budget for graduate assistant support (A2). We have provided support for various activities (A4), and the graduate program director will receive reassigned time in 2023–24 to work on a proposal to help fund graduate students in the program (A3). We will work with the department to evaluate the budgetary impacts of course fees (A6) going forward. Support for the GIS program (A8, A9) will be a focus of the department’s efforts during the coming year. We are delighted that the department will welcome two new tenure-track faculty members in Fall 2023 (A5). With the return from sabbatical of the graduate program director, Dr. Talley, we look forward to progress on a number of items (B1–B3). The department has made substantial progress on a number of curricular revisions at both the undergraduate and graduate levels (B4, B7, B8, B10, B11). We are especially excited to see the launch of new academic programs, including a BS degree option and a GIS certificate program.

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 Feb. 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: 4/5

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:

There has been some progress on our MOU/long term plan –but due to COVID, faculty sabbaticals and the restructuring of the college – the expected path has been modified: 1) Budget has not been increased, however, we will be celebrating our 20th anniversary and will be conducting several fundraising initiative next semester. 2) It is not in the cards for us to get a full-time EA since the college is going through a restructuring process that will impact on our plans. 3) We have not had monies to move forward with a community liaison – our best advocates at the moment are our students. 4. Labovitz-Perez will increase this year due to the 20th anniversary celebration. 5. We have not had the opportunity to review other programs since two of our faculty members are on sabbatical. 6. Assessment is ongoing and the chair will consult

with Professor Jesse Mills about the assessment plan. 7. An Affinity Group will be explored as we welcome back alumni next semester for our 20th anniversary celebration. 8. We are working on a scholarship endowment at the time that does not include Labovitz-Perez at the moment. 9. We are waiting for all faculty to return in the fall to assess faculty service load. 10. The faculty profile will be addressed upon the return of faculty. In the past, our relations with college liaisons have not been the strongest. 11. The work of Turning Wheels continues to thrive. 12. There is not much we can do with our spatial needs as it is controlled by the college administration.

Dean's Report on Progress Made This Year: Now that the effects of the pandemic are diminishing, we look forward to more progress from the department on initiatives from the MOU. We are pleased that the Turning Wheels project continues to thrive (B15). A Community Liaison (A3, B10) for the department could be beneficial as well, and we hope that the department will partner with the dean's office to pursue this goal. We know that the marketing and communication plan is a priority for the department (B2). The department should work with the dean's marketing and communication personnel to develop this plan. We also believe that exploring how similar departments at other institutions design their programs and recruit students (B1) will be beneficial. Many of the other items in the MOU will help in this effort: attention to curriculum and assessment (B4, B16, B17), career options for students (B6, B9), and surveying graduating seniors to gather important student perspectives on the program (B8). Results from these efforts will help in the formulation of a comprehensive strategic plan (B3) that will lead to long-term benefits for the department.

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 Oct. 30-Nov. 1, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 5/5

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 the Honors Program Budget for: a) Food for Honors Program Committee Retreats to revise Mission and PLOs, b) Food for the Honors Colloquium event, c) Speaker stipend and food for the Honors Program Public Event, d) Funding for food/awards at the Honors Program Stakeholders Appreciation Event, e) Funding for food for End-of-semester receptions, Summer Reflection Debrief event, and four to six small extracurricular events, and f) Increased budget for HP staff and student travel to the 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 the Coordinator Position to Assistant Director Position. A4) Hire part-time Administrative Assistant. A5) Hire a designated graduate student B1) Refine Mission of Honors Program. B2) Revise the 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 the Honors Program Committee by adding additional members, B3e) Designate a faculty member in each major to serve as the Honors Program faculty liaison, B3f) Schedule annual meetings with Honors Program faculty liaisons, B3g) Host and personally invite stakeholders to the annual Honors Colloquium event, B3h) Develop a plan for integrating alumni into honors programming, B3i) Convene a Stakeholders Appreciation Event, including faculty, and B3j) Work with Alumni Relations to develop a 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 the 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 the admissions application and evaluate admissions procedures, B12b) Work with University Advancement to identify diverse non-Alcalá recipients who might benefit from Honors an honors education, B12c) Explore ways to better promote the mid-year Honors application, and B12d) Redesign promotional materials for prospective students. B13) Explore the costs/benefits of shrinking the fall admissions cohort and/or shrinking the size of the 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 Long-Term Plan Requiring Additional Financial Resources: The Honors Director worked collaboratively with the

College of Arts and Sciences (CAS) Dean's Office in 2022-2023 to review and modify compensation for honors interdisciplinary instructors. The Dean approved an increased stipend for faculty members teaching new honors team-taught courses (from \$2,000 to \$3,000) and linked courses (from \$500 to \$1,000) effective January 2023. The Dean also approved a proposal for faculty members who team-teach abroad to receive a stipend of \$3,000. These changes should incentivize more faculty members to craft new, strong proposals and to teach internationally. Lastly, in response to the addition of a required course (HNRS 295) added to the Honors curriculum, the Dean approved a stipend and instructional support to create and pilot a Fall 2024 and Spring 2025 section of the class prior to its full rollout in Fall 2025 (A2). AY 2022-2023 was our first year with the support of both a Graduate Assistant (20 hours/week) and an Undergraduate Assistant (10 hours/week). This support was invaluable, enabling our operations to run more smoothly and comprehensively (A5). Regarding Components of Long-Term Plan Requiring No Additional Financial Commitment: We have largely completed the goals for our Long-Term Plan. In addition to other accomplishments over the past 5 five years, during the past year, the Honors Director met with all of the department chairs of CAS KSB to share updates about the Honors Program and to address concerns and questions (B3a), and she met monthly with the CAS Dean to discuss developments and problem-solve (B3c). The Honors Program secured faculty liaisons for all CAS departments and increased the number of liaisons for KSB and the Shiley-Marcos School of Engineering (SMSE) in 2022-2023; training was also provided for all liaisons (B3e-f). All honors instructors, USD faculty, and administrators were invited to the bi-annual Honors Colloquium; personal invitations were sent via email, as well as posted in campus media and social media (B3g). A Stakeholders Appreciation event (B3i) is greatly desired, but is currently beyond our budget. We met twice with IRP during 2022-23 to discuss how to better track honors students during and after USD. We also made a request for information to be shared based on the undergraduate senior exit survey for all USD graduates so we may begin comparing outcomes of Honors

and non-Honors student experiences at USD (B4). The Honors Program revised our curriculum to add a required course for sophomores (HNRS 295, mentioned above) and the option for a 1-unit Honors Leadership course. These changes were approved by the Honors Program Committee and the Undergraduate Curriculum Committee (B5). The HP is assessing L03, Written Communication, for the 2022-2023 Annual Assessment Review (B8). We expanded the number of community events for students in 2022-2023, and offered greater structure to our Honors Circle Program, as well as the opportunity for student leaders to earn a unit (B10). Although we have made concerted attempts to work with the Office of Alumni Relations (B3h, B3j), Alumni Relations indicated that our office needed to designate resources that are beyond our capacity. It would be wonderful to have more direct and concerted support from Alumni Relations since we do not have the staff or the expertise to coordinate. Honors students would be well-served with more alumni engagement and connections.

Dean’s Report on Progress Made This Year: The Honors Program has largely completed work on their long-term plan. We were happy to support an increased instructional budget (A2) and additional administrative support from undergraduate and graduate FWS students (A5). We are especially impressed with the successful efforts to engage with more campus stakeholders (B3). This elevated level of involvement should be beneficial to the program in the long run. The program director has been both diligent and creative in updating the curriculum to reflect the changing demands of our student body (B5-B8) and to streamline and strengthen student progress through the program. We understand that the program needs more support from Alumni Relations (B3) and more opportunities to fundraise (B14), and we encourage the program director to work with our office to engage more closely with Alumni Relations and Advancement. This is a well-run program and we’re very proud of it!

Program: Interdisciplinary Humanities, BA

School/College: College of Arts and Sciences

Program Summary: Interdisciplinary Humanities at USD is a unique major that allows students to design a program of study from courses in art, English, history, languages and literature, music, philosophy, theology and religious studies, theatre arts and performance studies.

Timing of Last APR: The long-term plan and MOU were developed and signed after the completion of the self-study in Fall 2020, hosting external reviewers in April 2021, and going through the internal review process with ARC in November 2021.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The long-term plan for this program is divided into four areas: curriculum and assessment, faculty, students and

marketing. Within those four areas are some plans requiring financial resources (A) and some not (B). A1. Three units of reassigned time from the Dean’s Office in AY 2022-23 for the Program Director to support their efforts in researching, creating, and implementing the new lower division “gateway” course for the major as well as the digital humanities or critical technology track. A2. Assistance from the Dean’s office in AY 2022-23 to work with the Director on developing funding models for the new 200-level gateway HUMN course that will be offered beginning in AY 2023-24. A3. Provide funding in the amount of \$1,200 a year during AYS 2022-23 and 2023-24 for the Director to attend conferences specific to humanities. A4. Organize and formalize semi-annual student gatherings beginning in AY 2022-23. A5. Have a budget of \$2,000 annually under the direct supervision of the program director for the program to host events and increase the visibility of the program to attract more students to the major. B1. Revise website beginning in AY 2022-23 with additional edits being made as the program develops and changes. Link program website to the Humanities Center website. B2. Assess the new gateway course beginning in AY 2024-25 and the new track, if approved, beginning in AY 2026-27. B3. Recruit new members to the faculty advisory board beginning in AY 2022-23. B4. Create a student board in AY 2023-24. B5. The program will continue to receive administrative support from the dean’s office. B6. The Dean’s Office, as well as the college’s Director of Development/Alumni Relations should assist the program with alumni tracking. B7. The program should collaborate further with the Honors Program and the Career Development Center. B8. The program should work with the Dean’s Office to increase enrollment through targeted marketing to first- and second-year USD students. B9. In AY 2026-27, the program should consider possibly changing the name of the major to modernize it. B10. The program should further collaborate with the Humanities Center (HC) in terms of resources, programming, website, marketing and structural and space support.



Program’s Report on Progress Made This Year:

This year was primarily a transition year from the previous director to a new director. Because of the transition and the associated learning curve, many of the long-term goals were put on hold. However, the program did take steps to increase visibility by being present at the usual on-campus events aimed at attracting students to the major, as well as by co-sponsoring an event that helped bring a screening of a film for the on-campus series, “Race, Activism, and Culture in the Black Mediterranean.” Edits to the website have been made. New faculty members were added to the board. The program director will work with the board to move toward more of the long-term goals established in the MOU in the coming year.

Dean’s Report on Progress Made This Year: We are pleased that the program has added faculty to the advisory board and has taken some initial steps to increase the visibility of the program on campus. Increasing the number of board members helps to keep the humanities

vibrant on campus. Co-sponsoring events similarly brings attention to Interdisciplinary Humanities. The MOU includes specific actions to further build the program and to strengthen connections to the Humanities Center and the Career Development Center. We look forward to seeing progress on building those relationships in the near future. We have already provided initial support for some of these measures (e.g., researching and developing a gateway course in the major), but have yet to see the results. It is important to pay close attention to the Interdisciplinary Humanities curriculum – and especially to contemporary developments in areas such as artificial intelligence and critical technology studies.

Program: International Business, BBA

School/College: Knauss School of Business

Program Summary: Imagine learning about Japan’s infrastructure while eating sashimi in Tokyo. Or studying foreign trade with China before doing karaoke in Shanghai. The International Business BBA experience is exciting – and it is growing in demand. In the international business major at USD’s Knauss School of Business, students study a globally diverse curriculum on campus and abroad while developing an international mindset. Through experiential learning opportunities, students execute real-world projects for local companies that conduct business internationally. And to deepen students’ cultural understanding, they can choose from a variety of international business major electives, including pre-approved regional classes outside of the Knauss School of Business. From Austria to Uruguay, students can live and study in more than 30 different countries while earning USD credit as they take advantage of internships, international consulting projects and student teaching opportunities. By seeing new parts of the world, students gain a deeper appreciation for other people and cultures – a deeper understanding of how they can affect change on a global scale. This MOU document contains ways in which the program plans to improve its curriculum and operations, based on their thorough academic program review.

Timing of Last APR: The LTP and MOU were developed and signed after the program completed the AACSB self-study and external review (with re-accreditation in July 2019), went through the APR self-study process in December 2021 and had an internal review by USD’s Academic Review Committee in May 2022.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: Some components of the LTP/MOU require financial resources (A) while others do not (B). A1. Create a steering committee. Work with the i3 department to develop a steering committee (and then eventually an advisory board) focused on cultivating strong relationships between internal stakeholders (faculty, staff and Centers) and external stakeholders. Funding for meals, meetings, etc., will likely be needed. KSB discretionary funds should be utilized. A2. Hire new

and replacement faculty members (due to retirements). Implement an incremental hiring approach to be adopted to support the IB major, starting with the hiring of a tenure-track faculty member for the 2024-2025 academic year to teach future international business and global strategy courses. The search should begin in 2023-2024. It may be possible that the new TT faculty member also serves as the Director of the Ahlers Center, but that is to be determined based on the candidate pool. These hires should come from the KSB salary fund. A3. Create a database for alumni, multicultural service, and internship opportunities. The existing student professional development manager (SPDM) should create a database of international/multicultural service and internship opportunities, which will be shared with all IB students, and these opportunities should be eligible for Passport points. In addition, the database should include alumni records. Once the database is running, funding for student workers to maintain the database will be needed. This funding should come from KSB. B1. Update curriculum. Potential updates related to the IB program curriculum will be reviewed by the IB faculty members who teach the core and required IB courses, as well as the faculty members of the i3 department where the program resides. One such update may include submitting the BUSN 361: Introduction to International Business course syllabus to the Core Curriculum committee in 2023 for consideration for the ESBI Social and Behavioral Inquiry designation. Another update may be an IB-designated section of MGMT 497: Strategic Management (the capstone class), which could be offered starting in Fall 2024. Yet another update may be adding the following two courses to the list of required IB core courses: ETLW 313 International Business Law and Ethics and BSCM 300 Global Supply and Purchasing Management. B2. Recruit more students. The program should work to recruit more students by informing more current USD students of the program so they may be made aware of the program’s unique characteristics and/or recruiting a greater number of prospective USD students whose profile and interests match the program. The director should work with admissions and advising on this. B3. Continue to increase the diversity of students. The program should recruit an Eboard for minorities in the current KSB student organization. The program should also track the percentage of graduating students who participate in the IB mentoring program to measure its effectiveness. B4. Add student-writing professional development to IB programming. The SPDM should add writing to future professional development workshops as it is a readiness-related skill. B5. Implement customized career pathways. The SPDM should survey current students on their professional interests and needs to develop customized career pathways profiles and plans for IB students.



Program’s Report on Progress Made This Year: A1)

This is in progress. The advisory committee for the Ahlers Center was created and includes representation of international business faculty. There is no external stakeholder participation yet. A2) This is in progress. We have completed the search process for a new Ahlers Center Director

who will be a tenured international business faculty member. A3) This is in progress. The alumni database was created, but we still need an internship database. B1) This is in progress. The curriculum was updated to include ETLW 313 and BSCM 300. We still need to create a global strategy section of MGMT 497. B2) This was completed. The international business faculty director, SPDM, and peer advisor attend all admissions events. B3) This was completed. A successful mentorship program was created with 20+ participants per year. B4) This has not been started. We need to create a professional communication workshop (writing and speaking). B5) This is nearly complete. Career pathways have been developed and related job titles identified. We next need to identify industry contacts for each.

Dean’s Report on Progress Made This Year: The IB major is housed in the i3 department. During this year, two advisors from the Knauss Board of Advisors have been allocated to i3. Furthermore, the Ahlers Center has also reconstituted its faculty board to form a steering committee to create strong relationships internally. We are in the process of hiring a full-time TT faculty member at a senior level to teach future international business and global strategy courses and to direct the center. The SPDMs are working with students to develop customized career pathway profiles and plans for IB students.

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 (LEPSL) program is the faculty members who are experienced criminal justice professionals, ranging from a police chief to a district attorney to a lieutenant colonel in the U.S. 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: 5/5

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:

Response Item 1: Faculty. 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 and Sciences (CAS) and Professional and Continuing Education (PCE) established a three-year term for this position, until June 30, 2022. Thereafter, in 2022, CAS and PCE extended this appointment. Response Item 2: Assessment. The MS LEPSL assessment plan is rigorous and continues on schedule as outlined in the founding documents of the program, and as directed by the Office of Institutional Effectiveness and Strategic Initiatives (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 strong attention and time investment from the LEPSL administrative team. Response Item 3: Assessment II. 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 12 continuous 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. Response Item 4: Program Review. 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 related to several items raised in the APR process. More specifically, LEPSL now proudly showcases a Faculty Handbook, titled the “LEPSL Brainbook.” This is a comprehensive training manual and reference for new and experienced faculty members. Totaling 67 pages in length, it is designed to outline both cultural

elements (pedagogy, mentoring, etc.) and mechanical elements (timelines, policies, and procedures) for all things LEPSL faculty. This was a faculty-driven project that eventually incorporated nearly a half-dozen faculty members and administrators and is invaluable for the program’s future. New and veteran faculty members continue to take advantage of Learning Design Center (LDC) training courses in both online course teaching and online course development. These courses complement the existing robust onboarding, training, and mentoring processes for incoming MS LEPSL faculty members. The new faculty mentoring and shadowing program has been further developed and enhanced. Spearheaded by LEPSL faculty member Michael Loarie, the new iteration of the mentoring program includes regular Zoom meetings between mentors and mentees, along with a course-long shadowing process. Historically, LEPSL faculty members have always been well prepared to teach their first courses, but they have never been more prepared than they are today. Response Item 5: Related Programming. Beginning in early 2020, the university took significant steps toward creating an online bachelor’s degree completion program (BPS). To date, four separate committees have been involved in the creation of a BPS proposal. The LEPSL Academic Director is currently chairing the committee that finalized a formal BPS degree model proposal in January of 2023. At present, this proposal has been presented to the Dean’s Council and is awaiting feedback before submitting it to the University Faculty Senate. See previous LTP updates for full details. In addition, the MS LEPSL program has built on its momentum and successes by creating a shorter-term certificate-type offering, called an “intensive.” The goal of these certificate-style programs is to expose a wider population of law enforcement professionals to the ethics-centric curriculum, and to create a pathway that introduces and encourages enrollment in the full MS degree. The first leadership skills intensive is intended to be launched in the summer or fall of 2023.

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

Program: Leadership Studies Department: MAs in Leadership Studies, Higher Education Leadership, and Nonprofit Leadership and 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 members 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 housed within 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 MA in Nonprofit Leadership and Management 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: 5/5

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:

Our MA programs continue to be well received by students, according to faculty evaluations and surveys. Enrollment numbers have fallen from 83

MA students in 2020–2021 to 38 MA students in 2022–2023. Due to changes in the higher education landscape, applications to the MA programs have declined and students are coming to our program with varying needs. Therefore, we continue to work to clarify our the identity of our MA programs and look toward the future of MA studies. This topic was the focus of our faculty retreat and was a continued point of discussion throughout the year. The Department Chair has also partnered with the Dean’s Office and leadership team to participate in a study with Gray Associates to determine program demand and new trends in higher education and MA programs. The results of the approximately six months of work over the past year provided vital data to our faculty as we consider next steps. The DLS faculty members participated in focus groups and studied the results compiled by Gray Associates. We are in the process of exploring new program designs, conducting student and alumni focus groups and conducting faculty self-studies to learn more about potential new programs and student demand. Currently, the department is in the final stages of cementing a MOU with CETYS University to provide our MA LS program to their

students as a joint-degree program with their MBA. In response to national trends and thanks to the hard work of our faculty over the past several years, we have launched a new MS NP online program that will enroll its first cohort in Fall 2023. We have also designed a new hybrid MA in Restorative Justice Leadership that is before the Dean's Leadership team for consideration with a proposed launch date of Fall 2024. We continue to work to recruit and retain faculty of color. Our faculty members have all engaged in professional development as faculty development funds have continued to be responsive to faculty needs. All of our tenure-line faculty members have received faculty research grants.

Dean's Report on Progress Made This Year: We applaud the efforts of the Leadership MA programs to participate in a study with Gray Associates to examine program demand for its MA programs. We also commend the faculty for establishing an MOU with CETYS University to provide the Leadership Studies program to their students as a joint-degree program with their MBA. We are also pleased that the faculty will offer a new online MS in Nonprofit Management starting in Fall 2023, as well as the faculty's efforts to launch a new hybrid MA in Restorative Justice Leadership in Fall 2024. In light of the dramatic drop in enrollment in the master's programs, we support and encourage the faculty to act with urgency on the insights gained from Gray Associates to adjust their curriculum and recruit more students into all the master's programs with an eye to cultivating a diverse student body.

Program: Leadership Studies, PhD

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

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 members 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: 4/5

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 alumni 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: Our PhD program continues to be well received by students, according to faculty evaluations and surveys. Enrollment numbers remain steady, with approximately 21 students on average per cohort over the past three years. However, due to changes in the higher education landscape, applications to the PhD program have declined and students are coming to our program with various needs. Therefore, we continue to work to clarify our identity of the program and look toward the future of PhD studies. This topic was the focus of our faculty retreat and was a continued point of discussion throughout the year. As it relates to the evaluation of faculty load, dissertation load and service, and average class size, DLS has collaborated with DLT to discuss an equitable balance among faculty. We are also having internal departmental discussions and have established a PhD committee to review our handbook and policies to ensure that we are aligned with other PhD programs on campus, and we are implementing best practices that are responsive to student and faculty needs. We have also established an Executive Doctorate Committee, which is looking at alternative dissertation models and other program designs that are more aligned with practice-based programs that would, in part, lessen the faculty dissertation load and provide a high-quality product to students seeking a doctorate with a strong practical application. The Department Chair has also partnered

with the Dean's Office and leadership team to participate in a study with Gray Associates to determine program demand and new trends in higher education and doctoral programs. The results of the approximately six months of work over the past year provided vital data to our faculty as we consider next steps. The DLS faculty participated in focus groups and studied the results compiled by Gray Associates. We are in the process of exploring new program designs, conducting student and alumni focus groups, and conducting faculty self-studies to learn more about potential new programs and student demand.

Dean's Report on Progress Made This Year: The Leadership Studies PhD program has engaged in ongoing self-assessment and continues to work on several key areas identified in the MOU of 2019. We encourage and support the department in making greater strides in fortifying its identity and realigning its curriculum to a revamped identity based on market demand and student needs. Specifically, over the coming academic year, we encourage the faculty to take advantage of the market analysis provided by Gray Associates and to act on developing alternative program offerings that include program design options for practitioners and for working adults looking for more online learning opportunities.

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 Aug. 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: 4/6

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 (EMS)) 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 to 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. First-year student major declarations and interest from incoming admitted students has been robust and encouraging. 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. Here is a brief summary of the items scheduled to take place in 2022-23 or earlier, as well as their status: A1. Increase EA hours from 10 hours/week to 20 hours/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 hours/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. In progress, nearly complete. The program director now has an office in Founders Hall, Room 117, with the undergraduate studies side of the Dean's office. This has been an excellent move and has brought increased visibility to students and the proximity to the Dean's office support has been very welcome. The only thing that is really missing is that it is not ideal in terms of providing a dedicated "home" for the program, where students and faculty can gather, although the new space has more capacity for this to be facilitated. A3. Hiring of a Graduate Assistant to provide support for the CTC proposal. Not applicable, as described last year. A4. Develop new annual budget. In progress, status unknown. A proposed new annual budget was prepared with the Dean's office. However, with the shift to the new revenue control model budget, the labor/non-labor processes have not been taking place as usual. B1. Revisit mission and

vision with affiliated faculty and student input. In progress, delayed. Meetings to continue these conversations will be addressed in 2023-24. B2. Revise program learning outcomes and long-term assessment plan. Program learning outcomes will be revised again in 2023-24, as we shift from five to three main areas to assess based on feedback. The assessment timetable will be adjusted accordingly. B3. and B7. Timeline adjusted as described last year. Still in progress. B4. Updated program materials are housed in a Blackboard Organization for majors, this will have to be transitioned to Canvas when the LMS platform changes. Marketing will be revisited with the college's new marketing and communications director. B5. Complete – no longer applicable, as described last year. B6. and B8. Establish a home for the program to increase campus visibility and grow the program. Host events for students, alumni and faculty. In progress, see A2 above.

Dean's Report on Progress Made This Year: We are happy that the director's office in the dean's office suite is working out so well. This has indeed increased visibility to students and to college leadership, as described in the MOU. We continue to encourage the program to invite Liberal Studies students into this space. Although hiring new EAs is not possible at the moment, the dean's office does have the ability to provide administrative support for the program through FWS graduate and undergraduate students. It is very important that the program is clear about its mission and vision, and we are delighted that discussions about these concepts will continue next year. Delays in implementation of the revenue control model suggest that the program should work with the dean's office to develop an interim budget that can be implemented next year.

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 members 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 two-person external review team (not affiliated with AACSB) as part of USD's APR process.

Year in LTP Cycle: 4/5

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 members 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) With the creation of the Student Success Center and student professional development managers, we have support in this area. Our SPDM

is a liaison with other organizations, advises the AMA student chapter, and organizes collaboration with industry partners. This person is not supposed to help with administrative tasks or creating marketing collaterals. A2-MOU) We hired two new tenure track faculty members starting in September 2022. With a growing major, it appears that we are still in need of hiring 1-2 new faculty members, especially as two of our faculty members retire. B1-MOU) The new building is open. B2-MOU) The building is suitable for our department's needs. B3-MOU) We have done an analysis of the market and recognized the growing demand for digital-content classes. We need more faculty members with these competencies. B4-MOU) Improvement has been made on a more equal distribution of service work.

Dean's Report on Progress Made This Year: The Student Success Center and student professional development managers (SPDMs) have strengthened the marketing department quite significantly. The SPDM

for marketing has created liaisons with other organizations, advised the AMA student chapter, and organized collaborations with industry partners. The newly hired tenure track faculty members have integrated well into the department. We will be hiring additional faculty members in the coming years to replace retiring faculty members. Given our strategy, we will focus on digital content as a part of our future hiring. Students and faculty have had good learning and teaching experience in the new building. For the service work, we are in the process of documenting the service done by our faculty across departments and designing incentives to encourage service and institution building.

Program: Mathematics, BA

School/College: College of Arts and Sciences

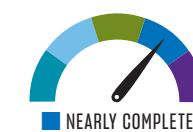
Program Summary: As academic disciplines within the liberal arts tradition, Mathematics graduates enter the workforce with tangible experiences that will help them to solve complex problems. The program provides technical mathematical preparation for any academic endeavor; liberal arts courses that showcase 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: 4/5

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 alumni 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 to 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 the Knauss School of Business and the Shiley-Marcos School of Engineering. MOU-B3) Consider a 1-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: LTP-1. The Math Learning Center was relocated and remodeled in Fall 2022. LTP-2. The new Applied Mathematics concentration was approved

in Fall 2022. Math 90 is now Math 100 as of Fall 2022 so students can receive college credit. LTP-3. The Calculus Committee was established. The department is working with computer science on a shared numerical analysis course. LTP-4. In progress as of Spring 2023. MOU-A1. The MLC was moved as of Fall 2022. It has been remodeled. MOU-A2. Aleks has been in place for a couple of years now, but we still need funding to keep it going. MOU-A3. We still need funding. MOU-A4. The peer teaching assistant program is in place. MOU-B1. Two vacated tenure-track positions are now filled. Two new faculty members began in Fall 2022. MOU-B2. There is an ongoing collaboration in regard to Math 130. MOU-B3. A 1-unit algebra course is in place. MOU-B4. A committee formed to enhance the relationship between computer science and math in Spring 2023. A joint major proposal is to be discussed. MOU-B5. There has been no progress made on a statistics minor to date. MOU-B6. A committee has been formed to assess and update the learning outcomes for the major. This was done in Spring 2023.

Dean's Report on Progress Made This Year: The Department of Mathematics has made remarkable progress on the items in their MOU, and there is little left to complete. It's important for the department to work on strategies for attracting a diverse student body (A3), and we request a brief proposal to the dean's office for specific funding. This should be a priority next year. We look forward to progress on the joint mathematics-computer science major (B4) and statistics minor (B5) next year, and both of these have the strong potential to benefit the department and the college. We are pleased that the department continues to communicate with colleagues in business and engineering

(B2), and strong connections with those units are important in the future to make them feel supported.

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 members, 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 Jan. 8, 2018, after completing the self-study on Aug. 26, 2016, hosting external reviewers from Sept. 18-20, 2016, and going through the internal review process with ARC.

Year in LTP Cycle: 6/6

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: We completed 1, 3, and 4. None are in progress. Those that are incomplete are 2, 5, 6, 7 and 8.

Dean's Report on Progress Made This Year:

Many of the key actions that were specified in the MOU and under the department's control have been completed. A staff accompanist and a full-time operations manager were hired, and the provost approved the new Shiley Theatre organizational structure. If the department still

wants to pursue outdoor practice rooms, the team should collaborate with the dean's office to develop a written proposal. Unfortunately, the CAR process reduced the number of executive assistants in the college, and this impacted the department, with no immediate prospects for increased executive assistant support. However, we will continue to work with the department to ensure adequate administrative resources. We're also happy to work with the department to evaluate the budgetary implications of converting a 5/8 faculty line to tenure-track.

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: Master's 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: 2/5

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 members 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 members within the School of Nursing (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 members 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 2021, the new Assistant Director of

Accreditation, Assessment and 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. A3) The SON will pay for travel expenses for faculty members who deliver a podium or poster presentation at a local or national meeting. A4) This is in-process. As faculty members leave the SON, work to hire faculty members and/or bridge adjunct faculty members into full-time positions happens. B1) This has not been achieved. Many executive assistants have been trained to assist when podiums do not function properly though. B2) The Faculty Affairs Committee is working to create a course for incoming faculty members regarding assessment. Nursing schools are undergoing a transition due to the new AACN Essentials (nursing education standards). The School of Nursing is currently undergoing a gap analysis of every program down to each assessment. Once this is complete, each executive assistant will update Nuventive (previously TracDat). Also, in Fall 2023, the SON will have an Assessment Team, which will review assessments as they change to ensure they are still assessing student learning outcomes. B3) Every program/track executive assistant is trained on Nuventive. 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) This is ongoing. B7) Every year the MEPN program continues to save spots for qualified MEPN students who 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 coursework, 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 Sept. 25, 2020, after completing the self-study on July 7, 2019, hosting external reviewers Oct. 7-9, 2019, and going through the internal review process with ARC.

Year in LTP Cycle: 3/5

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 one 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, health care 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 students' 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 three-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 members. The third action area "C" is about Sustainability and 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 members 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 members of color to tenure-track positions. C13c) *Initiate a national search for one to two new tenure-track faculty members.



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.1) We are offering classes one day/week. Final dissertation presentations were presented via two options: in-person only and in-person/remotely. They were unequivocally well attended by families, students and colleagues. A.2) This is ongoing. A.3.a) The annual program evaluation added fields specific to the PhD program (scientific publications, internal/external funding, scientific presentations, professional affiliations, board service, and policy service). A.3.b) Implementation of the Salesforce database is in progress. B.4.a) We have 42 full-time students. We had 12 2022-2023 graduates (two in August 2022, two in January 2023, and eight in May 2023). We had 10 candidates. We had 40 applicants: 12 were admitted, one switched to the HCI DNP program due to their employer not supporting on-site class attendance without taking PTO, and two deferred specifying family commitments. Our anticipated incoming class is nine PhD students. B.4.b) Courses have an annual evaluation. B.5) The design phase continues. B.6-B.8) These are ongoing. B.9) We are supporting traditional dissertations in concert with the three-paper option. B.9.a-b) The posting for the data analyst position was authorized in March 2022 and a full-time PhD Administrative Associate (with seminal data manager/analyst and editorial skills) was hired in April 2022. We no longer have a per diem editor to facilitate logistics of manuscript preparation and editing dissertations. Our data analyst has stepped up and into addressing this critical need, but we need to continue to seek editorial support for dissertations. C.10) This is in process. A pilot was initiated, assigning release time for dissertation mentoring. C.10.a) The director received input from Duke, UMASS-Worcester, and Yale. C.10.b) The junior faculty members were mentored in the chair role with a candidate positioned to defend. For August 2023 degree conferral, faculty agreed to chair two more dissertations with less rigorous mentoring, and they received three units of release time in Spring 2023. C.11.a) One junior faculty member is transitioning to a Diversity and Health Disparities tenure-track status, as of September 2023. C.12.a) This is on hold due to COVID 19-fund restrictions. C. 13.a) A seasoned tenure-track faculty member of color was mentored in Spring 2021 and transitioned to the course lead for Theoretical Perspectives, as of Spring 2022. A junior faculty member, Robert Wood Johnson (Future of Nursing

Scholar), was selected to advance to tenure-track status as of September 2022. C.13.b) The search was initiated in November 2022 and there were 16 applicants. Two were invited to interview and provide a scholarly presentation to faculty. Two were offered and accepted positions to commence in September 2023. We also advanced our faculty diversity and inclusion with a retired veteran (a junior faculty member advanced to the Diversity and Health Disparities tenure-track status) and a junior nurse scientist of color is scheduled to start in September 2023.

Program: Paralegal Certificate

School/College: School of Law

Program Summary: Graduates of the ABA-approved Paralegal Certificate Program are well prepared to assist in the effective delivery of legal services in both the private and public sectors of our society. Paralegals are trained members of a legal team who work under the supervision of attorneys. A team concept approach to legal matters ensures professional representation of clients and reduces the cost of legal services. Paralegals may not provide legal services directly to the public, except as permitted by law. There are day and evening program options.

Timing of Last APR: The long-term plan and MOU were developed and signed after completing the ABA reaffirmation process in August 2019 (with an external review visit), an APR self-study in December 2021, an internal review by ARC in February 2022, and an ABA interim report in March 2022.

Year in LTP Cycle: 1/4

Summary of MOU/LTP: The Paralegal certificate program is approved by the American Bar Association (ABA) and was reapproved in August 2019 for a period of seven years. As part of that reapproval process, an interim report was due to the ABA in March 2022. The interim report required the Paralegal program to improve in several ways, all of which were implemented successfully (see ABA documents for more information). Thus, the LTP/MOU resulting from this USD APR process largely focuses on areas of improvement identified by USD's Academic Review Committee (ARC) only. These goals are for the time period from Fall 2022 to Spring 2026, at which time the program will again apply for ABA reapproval and go through the APR process immediately thereafter to include both ABA and ARC recommendations in future LTPs/MOUs. Some areas of the LTP require no additional financial commitment (A), while others do require a financial commitment (B). A1. Monitor online format quality by A1.1) ensuring alignment with USD's upcoming strategic plan on distance education and A1.2) working with the Learning Design Center (LDC) on best practices. A2. Track competitor rates of tuition to determine potential per unit tuition adjustments. B1. Work with the School of Law office on the development of additional degrees (non-JD), certificates, and courses for Paralegal program graduates. And, also work with them on the promotion of said programs. Before this can be

done, a replacement program coordinator position is needed as the program recently lost support staff.



Program's Report on Progress Made This Year: A1. In progress. A1.1) We await the updated strategic plan on distance education to ensure alignment. A1.2) We continuously monitor online format

quality using the Learning Design Center (LDC) resources that are currently available and look forward to the migration to the Canvas LMS in Spring 2024 to continue that process. A2. In progress. We continue to track our competitor's tuition rates annually. For the 23-24 year, no adjustments to our tuition rates are warranted. B1. We await funding for our vacant Program Coordinator position before we can develop new programs without sacrificing support for the current program. We do promote other law school programs when appropriate and within our capabilities.

Dean's Report on Progress Made This Year: As described in the response submitted by the program, we are making progress in achieving the goals. We are also identifying a staffing plan to support our continued progress.

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 Nov. 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: 4/5

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 Kroc School raised \$114,325 for scholarships, with \$34,325 from committed giving. The Aspiration Fund -- The Rosemary and Michael

Perimeter Scholarship awarded \$50,000 to three students, with two receiving \$20,000 each and one receiving \$10,000. This scholarship was introduced for the first time in FY23. Rotary San Diego also contributed \$30,000 toward scholarships, demonstrating their continued commitment to international scholars. In AY 2022-2023, the Kroc School also forged successful academic partnerships with the State Department, the County of San Diego, and Teach for America. The school also maintains strong relationships with Fulbright and Soka University. It is actively seeking partnerships with military and law enforcement departments, HBCUs and Ashoka Changemaker schools to expand the educational partnership network further. 2) The Kroc School recognizes the importance of supporting non-traditional students, including first-generation college students, students of color, and those who identify with historically marginalized communities. The school recently hired an Associate Director of Student Success and Career Development to enhance student success initiatives further. This new role will focus on providing valuable support and guidance to students, helping them thrive academically and professionally. In line with Kroc's dedication to preparing students for the ever-changing labor market, the Kroc School will pilot a new course in Fall 2023. This course will incorporate design thinking principles to empower students in designing and navigating their career paths. To meet the growing demand for flexible and stackable degrees, the Kroc School took a significant step in January 2023 by introducing the Mediation and Conflict Resolution graduate certificate. The U.S. State Department generously funded this program's inaugural cohort of eight students. This initiative aimed to provide students in conflict zones with an opportunity to enhance their mediation and conflict resolution skills. In Fall 2023, the MS in Conflict Management and Resolution program will move to a hybrid format. This move will enable students, particularly working professionals, to have greater flexibility in their studies and allow the program to expand its reach beyond residential programs. Hybrid learning will provide students with a convenient option to pursue their education while balancing their professional commitments. Finally, the Kroc School has experienced solid enrollment growth in the online Master of Science in Humanitarian Action (MS-HA) program, which launched in Fall 2022. 3) The Kroc School

remains committed to actively pursuing partnerships with military and law enforcement departments. In the current year, the school engaged in productive meetings with several police and law enforcement departments to promote the Master's in Conflict Management and Resolution program. These efforts reflect the school's dedication to fostering collaboration and providing valuable education and training in conflict management to professionals in these sectors. 4) As the Kroc School went from one graduate program in 2014 to a growing portfolio of academic programs and certificates, we have developed a plan to ensure student success. In 2016, we hired the first Coordinator of Student Success. In 2022, the position evolved to that of an Associate Director as we recognized the complexity and variety of needs and expectations of our diverse student body. Over the past nine years, we have created programs that are Kroc-specific, while tapping extensively into everything the university ecosystem has to offer. We have dedicated resources to expand student advising in academic and professional areas and that includes assigning faculty advisors. We have also created a career success plan that offers many opportunities for students. In AY 2022-2023, the school prioritized fostering a sense of belonging by implementing enhancements. Orientation programming was redesigned to involve continuing students who led workshops and other initiatives for new students. Additionally, new belonging initiatives were introduced to promote community, inclusivity, and student well-being. 5) This action has been achieved. The Kroc School launched the KROC 500: Foundations of Peace, Justice, and Social Change course in Fall 2020, a mandatory requirement for all new students. 6) This academic year brought new talent to the Kroc School. We are delighted the following faculty and staff members joined our community: Dr. Sarah Federman (Associate Professor), Bianca Morales-Egan (Associate Director of Student Success and Career Development), and Tony Campos (Product Marketing Specialist). 7) There is ongoing implementation of new budget systems. Working closely with the Dean's office, the Assistant Dean of Academic Affairs manages the budget for academic programs (the MaSHA budget is managed through PCE); this includes driving revenues, allocating resources effectively and monitoring expenditures to ensure financial sustainability. 8) Over the past years, several important assessments have taken place. In 2020, the Kroc School completed the curricula mapping process for its core courses. This involved reviewing and aligning the learning objectives and content of these courses to ensure coherence and effectiveness in delivering the desired educational outcomes. Building on these efforts, the committee's focus for FY23 was to review the applied learning aspect of the program's learning outcomes. This assessment examined how effectively students were able to apply the knowledge and skills acquired through their coursework to real-world contexts. Looking ahead to FY23, the Program Assessment Committee has recommended updating the curriculum map to include elective courses. 9) The Program Assessment Committee collaborates with the Curriculum

Committee, program advisors, and faculty members to discuss assessment outcomes and ensure alignment of learning outcomes across courses. 10) Associate Professor Dr. Dustin Sharp continues to regularly teach his KROC 590 Peace and Spirituality course, and to publish in the area of spirituality and peace practice. 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: 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 members. 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 Oct. 28, 2016, hosting external reviewers from Dec. 14-16, 2016, and going through the internal review process with ARC.

Year in LTP Cycle: 6/6

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 alternate 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 the 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 is complete. This is our third year under the workload model. Over the three academic years 2017-18, 2018-19, and 2019-20, we averaged just

over 12 students enrolled in the independent research course (PHYS 496) per year. Over the most recent three academic years, that number is just over 27 students. A more formal assessment of our workload model is being done and will be part of our next APR self-study. 2. This has been completed except for part (c). We have requested authorization to hire a new tenure-track faculty member and we hope to conduct a search in Fall 2023. 3. This is nearly complete. The remaining space renovation needed is to find space for a new faculty lab and office. We would need to convert rooms 291 and 290 in SCST to a lab and office if a current faculty member's lab is not vacated by Fall 2024. 4. This is nearly complete. The two new faculty members hired since 2017 have received start-up packages for new equipment. The start-up package for the proposed hire has not been negotiated yet.

Dean's Report on Progress Made This Year: The department has done an excellent job of supporting undergraduate research through the ongoing pilot workload model. We are happy to continue this pilot, knowing the department will keep working to engage more students in undergraduate research. Since the MOU was signed, the College has revised the process by which faculty lines are allocated. The College Academic Priorities committee will most likely approve a tenure-track line in applied physics (2c) for a search in 2023-24, but future hires will need to be justified to the CAP and will need to include available space for the new faculty member. It is our understanding that space concerns have been addressed and that a faculty lab will be vacated by Fall 2024. We are delighted that the department continues to be a shining beacon of excellence in the college.

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 Nov. 6, 2018, after completing the self-study on Nov. 1, 2017, hosting external reviewers from Nov. 27-29, 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 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: A1. Completed. A2. Nearly complete. The faculty travel budget is currently \$1,800 per faculty member. A3. Complete. The supplies budget has

been increased. A4. Making satisfactory progress. We have implemented a policy to minimize the use of color copying, which has resulted in savings. There are no current concerns about copying costs. A5. Completed. Dr. Angela Nurse was hired as a tenure-track professor in Fall 2019. A6. Making progress. The department recently requested approval to search for a new faculty member to replace Dr. Michelle Camacho, who left USD in Fall 2022. The new hire would ideally specialize in medical sociology and be an expert in quantitative methods. B1. Nearly completed. The Sociology department continues to prioritize social justice and social change in its mission and curricular offerings. We are in the process of adding DISJ core attributes to six additional courses. We expect these proposals to be completed and submitted to the CCC in Fall 2023. B2. Nearly complete. Currently, 11 of our courses, including all of our required lower-division gateway courses, include the DISJ flag. Six more DISJ courses are being added. In addition to this, we are working on adding Advanced Writing attributes to two more classes and the Oral Communication flag to one class. Currently we have two courses with the CINT flag permanently attached. One of them is taught yearly. The other is the capstone, which we have piloted and are assessing. We also encourage faculty to offer linked CINT courses. Linked courses are offered at least once a year. B3. Nearly complete. In 2023, we added SOCI 316 (Social Psychology) to the curriculum. We have also requested approval to hire a medical sociologist who will develop courses in this growing area. B4. Completed: This course was piloted as

a 494 and then converted into a formal course this year. B5. Making minimal progress. Last AY Dr. Camacho taught the capstone course and brought alumni in for professional development. Since her departure, these efforts have lost some steam. We will prioritize this for next year. B6. Making minimal progress; see answer to B5. B7. Making some progress. We continue to highlight faculty and student achievements on our website, but could be more consistent about this. Some faculty bios need to be revised. This will be a priority for next year. B8. Making progress. Individual faculty members continue to forge key partnerships on campus (e.g. Dr. Santiago with the Urgent Challenges Collective; Dr. Cantzler with the Changemaker Hub and the Nonprofit Institute in her capacity as co-Director of the Environmental Integration Lab; Dr. Prieto with the Mulvaney Center re. support for undocumented students). B9. Completed. B10. Completed. This course has been created and piloted with a CINT flag. It was taught by Dr. Michelle Camacho in Spring 2022 and we are currently discussing the future of the course. B11. Making some progress. We have discussed the possibility of creating a formal internship program and hiring an internship coordinator. This year, I approached one of our long-term NTT faculty members to discuss their interest in taking on the role. These discussions are ongoing. B12. Making some progress. Most faculty members have developed multi-year teaching schedules that ensure that all classes on the books are taught on a regular basis. This spring, we also removed several courses from the curriculum that did not fit into this rotation. We also revised our ARRT document last year, which includes expectations for promotion to full professor. We will continue discussions about a chair rotation in the fall. B13. Making minimal progress/incomplete. We will prioritize this for next year. B14. Ongoing. We continue to assess all of our learning outcomes on a regular schedule. In AY 2022-2023, we assessed the Quantitative Methods SLOs. B15. Ongoing.

Dean’s Report on Progress Made This Year: We are pleased that we were able to provide additional resources to support many of the department’s outstanding budgetary needs, and most of those items in the MOU have now been completed. The dean’s office will continue to advocate for increased travel budgets. In the meantime, if faculty members have travel needs that exceed the current allocation, please reach out to us for supplemental assistance. Since the MOU was signed, the college has revised the process by which faculty lines are allocated. The College Academic Priorities committee will most likely approve a tenure-track line in Sociology (A6) for a search within the next two years, subject to evidence of demand. We are delighted to see that the department is thinking about a focus for this line that will integrate well with other departments in the college to support interdisciplinary teaching. We are happy that the department is making substantial progress on curricular development. Continued attention to recruiting majors and minors, enhancing visibility of the department and its faculty, and strengthening connections with alumni (including partnerships with the Career Development Center) is encouraged (B5, B6, B7), and we are pleased that the department will prioritize these action items

for next year. We applaud the department for its progress in addressing numerous MOU items under the current chair.

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: 2/5

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 members 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 the 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 the 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 the 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 increase the duration. 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 there’s no duplication of efforts. B10. Grow Supply Chain Management Institute.



Program’s Report on Progress Made This Year:

1. We successfully increased enrollment from 11 in 2011-22 to 28+ for 2023-24 and are still enrolling for the year. 2. Student diversity increased. About 40% students are Hispanic or with a minority background. 3. We successfully established a combined degree program allowing USD undergrad students (in the supply chain or industrial engineering majors) to apply to our program without the 2-year work experience admission requirement. 4. We reduced the number of residents to four. 5. We completed another round of curriculum revisions for the cohort entering in fall 2023 based on feedback over the last two years. 6. We revised the program to potentially allow fully online students.

Dean’s Report on Progress Made This Year: MSCM has successfully achieved many goals in 2022-23. Most notably, the enrollment almost doubled due to the effectiveness of the new recruiter (Assistant Director of Outreach and Recruitment). A new managing director was also hired to support the supply chain management institute. The curriculum was revised again to ensure its currency. The department is in the process of recruiting another clinical professor as well.

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

San Diego 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 Feb. 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: 2/5

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 members to decrease the employment of adjuncts in all programs (PhD., Credential and Masters, MEd-Online, TESOL, and MEd-Curriculum and 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 and 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 member as a replacement line from a prior retirement. B2. The DLT will hire one literacy faculty member 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 members (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: The Department of Learning and Teaching has made significant progress in the many goals it has set. Most of the indicators have either been

completed, are nearly completed, or have made sufficient progress. In A1-A9, there were only two indicators that made minimal progress while three indicators made sufficient progress, one is nearly complete, and four are completed. In the B1-B13 most of the indicator goals were met as only two were minimally met, one sufficiently met, two nearly complete, and eight were completed. Therefore, the Department of Learning and Teaching rates its progress on average as nearly complete. More details follow. As for A1-A10, one new faculty member was hired for the 2022-2024 to support the master's Credential Program. The faculty position is a two-year Post-Doctoral (Post-Doc) position. A Post-Doc position whose two terms ends this 2023 academic year was rehired as a Professor of Practice (PoP) to support all three Department of Learning and Teaching programs (DLT) (MED-Credential, MED Online, and PhD). A full-time tenure-track professor has also been hired to start in the 2023 academic year. The new positions will support the department's needs as more students enroll in our math and science courses. Science education faculty will be needed since we had science faculty retire and a math education faculty member took a new position at another

university, and the current associate dean is from the DLT Department. Therefore, this goal has not been fully attained as the DLT department does not have tenure line faculty in science, math, educational psychology and literacy. There are faculty members in the other subject areas: social science, English, and world languages. Although a Professor of Practice (POP) has been hired for 2023-2025, this POP position does not support what was requested – a POP to support the Field Placement Office. The added duties have been added to the Director of Field Placement, such as coordination of the CalTPA, added student teaching in the summer, and Internship Programming. We have placed the TESOL program on hold and therefore a few more placements will not be needed. The master's Credential Program teacher candidate numbers for the summer and fall start have decreased and therefore at this point less field placements will be required. What has increased are the number of summer placements to support the Education Specialist credentials candidates in special education settings. A Bilingual Authorization-Spanish credential was approved in 2021 and therefore may also impact the field placements in the future. A new Senior Credential Analyst has been hired which will support the Field Placement Office in streamlining and speeding the credential application process as well as support the MOU process with field sites. A post-doc and POP will be part of the faculty for the next two years. These positions are only supplementing the need we already had prior to their hires because of losing two full-time tenure track positions to the Dean's office, one served as interim Dean with no teaching load and the second position has a one course teaching load (and one science faculty member retired). The use of technology to support teacher candidates has been fully met. Two platforms were used (EDThena), one for two years and a second platform has recently been adopted and purchased (Tevera). This platform is also aligned to what other SOLES departments are using as management tools. University supervisors have been trained in its use. The Director of Field Placement will evaluate its yearly progress. Although there are faculty members who support the different DLT programs, no department funds or course releases have been provided to the department and therefore the time and support has been under faculty service. There are tenure-track faculty members who support department adjunct faculty in program assessment, but no compensation has been provided. A program director has also not been provided (or alternative personnel support) as requested by the department chair. The DLT chair has served in the capacity as the leader of all the programs. Support has been added to the Academy of Catholic Teachers (ACT) program, which was led by a faculty member under faculty service and now resides with the new Assistant Dean of Community Outreach. The DLT was awarded a \$300,000 partnership grant with Chula Vista Elementary School District (CVESD) from Branch Education Alliance Diversity to support the department's teacher candidate diversity, as well as for program improvement, in January of 2023. A USD liaison has been employed to support the grant and funding from the grant will be reviewed to support the department, specifically

to support the partner district needs. A new department and teacher credential re-organization will be sought for program improvement to be supported by the Branch Education Alliance Diversity. Funds will also be used to provide professional development in many areas to faculty, university supervisors, and K-12 CVESD teachers. The planning and implementation phase is currently in progress. The DLT has had the opportunity to provide different activities throughout the year to support faculty and students through the Black Lives Matter Initiative Grant for \$25,000 that was secured by a DLT faculty member. It is a collaboration between SOLES and other USD units. Its focus is to continue the original mission of the Black Lives Matter programming, which supports the speaker series. The speaker series can be accessed virtually and in person, and it is open to the entire USD community. The Branch Education Alliance grant will also target more specific speakers the following two years where the CVESD educators and other K-12 partners will also be invited. One DLT-sponsored speaker is a renowned expert on critical race theory, Dr. Daniel Solorzano, professor at UCLA, who spoke on campus. The DLT will continue to work to diversify its teacher candidates to mirror the population of K-12 students in California. The DLT is in its initial planning on diversifying the teacher ranks through the support of the Branch Education Alliance for Diversity Grant. The partnership with CVESD is part of the initiative. SOLES itself is also involved in similar initiatives through the funding of the BIGI grant, as well as partnering with the local community colleges. The Department of Learning and Teaching has also received two new grants (a planning grant and an implementation grant) funding in partnership with San Diego Unified School District to develop a Teacher Residence Program to support all of our credential candidates. An Early Childhood Education Planning grant has also been awarded as well as a grant to develop an online Bachelor of Arts in Professional Studies, tied to the credential program. The hope is to attract a more diverse teacher candidate pool. There is also similar work being planned to submit a planning grant to support a Teacher Residency Program with a focus on the Bilingual Authorization (Spanish) teacher candidates with the CVESD. Funds were provided and the DLT has joined the Association for Advancing Quality Educator Preparation (AAQEP) to possibly seek future national accreditation. The DLT Chair is a member of the AAQEP Board of Directors and a Committee member on the Standards Committee that is planning the next generation of National Accreditation that will be implemented nationally in 2025. The Assistant Dean of Assessment and Accreditation participates at AAQEP's yearly conference so we may be prepared to initiate conversations in the department. 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. The DLT created a Credential Program Success Advisory group and had one meeting in Spring of 2022. The hope is to be more intentional in the 2023-24 academic year now that we have a new SOLES Dean, so the stakeholders are not the same, in case of a possible new SOLES Advisory group. As for B1-B13, three new faculty hires include

two Post-Doctoral faculty members, Dr. Cecilia Valenzuela and Dr. Reka Barton (one in 2021-22 and one in 2022-23). One full-time tenure-track faculty member to support the doctoral program and the department will start in Fall of 2023, Dr. Cheryl Matias. This goal is in-progress as a Post-Doctoral faculty member has been hired who has a literacy background while a second Post-Doctoral faculty member also has a Multimodal Literacy background, but with no K-12 teacher certification. The DLT faculty has not had the opportunity to focus on developing an online credential program due to the lack of personnel. DLT has two online programs (PhD and master's online) and, therefore, has the knowledge, but does not have the bandwidth as the focus this past three years has been on the PhD program. More field support and personnel would be needed, as well as funds, to transition the 30-48 units of coursework into an online format. A possible model would be to begin the planning and focus on Southern California counties, where driving to school sites would be 1 to 3-hour drive. This would allow us to have quality checks in practicum and student teaching placements. Therefore, this goal has not been met, but conversations can begin in the Fall 2023 semester. The DLT is in the process of adopting a policy to restructure the credential program to allow teacher credential students with more opportunities to add a second credential by completing a content methods course in the subject they wish to earn the second credential. One possible option is to see if there might be 1-2 credentials of interest that can attract enough students to make a methods class. One program, the Academy for Catholic Teachers, has the potential to now be expanded as there are closer ties with the San Diego Diocese. SOLES has hired an Assistant Dean for Community Outreach. That person is now responsible for overseeing the ACT program and will provide more attention to it. The hope is to increase its recruitment and coordination of the program. Prior to the hire, a DLT faculty member was coordinating the program as part of service and the Department Chair coordinated the program the past year and a half. The DLT faculty met for over one year in rich and deep discussions to define what Anti-racism is and how it would manifest in the program course competency. The DLT did adopt Anti-racism as its fifth core meta-value in Fall of 2022 and its implementation in each of the course syllabi started in Spring 2023. All the five core meta-values have been revisited. Since January of 2023, each monthly DLT meeting has focused on one of the DLT core meta-values. Teams of faculty members met prior to the DLT monthly meetings to plan and strategize and all faculty, including adjuncts, would further discuss each core meta-value. The process was completed in the May 2023 meeting, but will be ongoing. The hope is to integrate the new meta value with the summer 2023 master's Dual Credential teacher candidates and to be fully implemented with the Fall 2023 master's Dual Credential teacher candidate start. This goal was met. The DLT Chair meets bimonthly with the admissions team to discuss different admissions recruitment strategies, as well as with the Director of Marketing. The DLT websites have been updated to be more user-friendly and promote the key components of each of our master's dual

credential programs. A clear strategic plan is needed with a market analysis to support new programming. SOLES has contracted with Gray Associates, a marketing firm, that has met with each of the departments to review each of the department’s programs to compare them at the local, state and national level to assess its competitiveness and feasibility of building new programs. DLT created a student teaching seminar that examines classroom management through social justice, equity, and inclusion lenses, as well as information related to CalTPA Cycles 1 and 2. This goal was met as the Director of Field Placement now teaches the student teaching seminar as part of the faculty’s teaching load. The course now has the CalTPA Cycles 1 and 2 embedded as part of the competencies, as well as addressing classroom management and career development (mock interviewing techniques, resume writing, and other teacher professional development skills) to assist teacher candidates in the employment process. A review of the student teaching seminar will be conducted to assess its effectiveness and to see if more teacher candidates pass the CalTPA as compared to before when a workshop model was provided. Although the Director of Field Placements is involved in the placements of teacher candidates and communicates with the master/cooperation teacher, a more strategic focus is needed. The Branch Education grant will be utilized to facilitate this process as well as the funded residency grants. The grants will allow us to invite local school district teachers to professional development activities and meetings where they can inform the DLT on how to align our credential courses to support the district curricular needs. Each August the faculty meets for its annual retreat to review new program initiatives, review program data, and make necessary adjustments to improve all our credential programs. With the many new initiatives that were funded by the Commission on Teacher Credentialing, a new strategic plan will be needed to set the direction of the department for the next five years. The DLT faculty has now completed the work on updating the five DLT core-meta values. All address and are aligned to the California Teacher Performance Expectations and, therefore, competencies, concepts, strategies, readings, signature assignments, and many other resources are included in each syllabus to support marginalized students in our K-12 schools. In May 2023, the DLT submitted to the Commission on Teacher Credentialing program the required preconditions for all our credential programs (multiple subjects, single subject, bilingual authorization, and the education specialist). It outlined the current courses required for each of the credential programs. DLT faculty will also be updating and conducting an audit as the five DLT core-meta values and the competencies will need to be included in each of the credential courses (as well as in the MEd Online and PhD programs). Transition plans were also submitted for the Bilingual Authorization credential in January of 2023 which are aligned with the new Bilingual Authorization credential program standards. The DLT has met with students in May of 2023 to provide feedback on the DLT Core Meta Values. During this session, questions on program improvement have also been discussed. It was evident that reviewing the handbook itself was too

narrow of a view. Program improvement is also done by the Chair in the reading of the faculty course evaluations and, therefore, program improvement is done by communicating themes during the department meetings, which also include discussion of exit and alumni surveys.

Dean’s Report on Progress Made This Year: We are pleased with the strides the department has made in the previous year on numerous components of its long-term MOU, namely: hiring one new faculty member starting Fall 2023 (A1); ongoing BLM work and securing USD initiative funding for that work (A7 and A8); receiving more than \$500,000 from multiple grants from the California Commission on Teacher Credentialing to diversify the teacher workforce; receiving a \$350,000 grant from Branch Ed Alliance to support program improvement and community partnerships; completion or partial completion of components A5; and the purchase of software (A4). Over AY 2022-23, the Dean’s office has supported the progress of other components of the MOU including converting a post-doc position to professor of practice (A3), providing funding to join AAQEP (A9), and providing staffing for the ACT program (A5). We have not hired an assistant director of field placement (A2); however, we have hired a senior credential analyst who will support processing MOUs with the field placement sites thus reducing the workload of the director of field placement. We agree that the hiring of a math and science full-time faculty member (B1) when the department enrolls a minimum of 10 students in those credential areas (in tandem with receiving a NOYCE grant) is critical. Not mentioned, but what we believe will be critical, is the support of the hiring of a childhood education specialist when the early childhood education credential/program is proposed. The consideration of both hires is contingent on the health of the department’s overall enrollment though. We also agree to support the department’s efforts to develop an online credential program (B3) and the development of additional methods sections to support students looking to earn more than one single subject credential (B4), as well as establishing a community of practice for master teachers (B9). Further, we agree that supporting faculty’s use of technology and the teaching of emerging technologies to teacher candidates is a priority, and we will work with the department on strategies to support this (A6). To achieve many of these goals, we want to refocus the Branch Ed work to prioritize enrollment and accessibility. Upon satisfactory progress with these aforementioned priorities, we would support the department’s efforts to seek national accreditation and will then reconsider additional hires to support the anticipated growth, such as a literacy specialist (B2).

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 Feb. 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: 3/5

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 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 the 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 a Scene Shop in Sacred Heart Hall. A5) Determine an 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 an 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 Post-doc contract awarded). A9) *Hire a full-time Technical Director (funding from USD). A10) Expand role of MFA Stage Manager with monetary raise (funding from The Old Globe). B1) Convert Costume Shop Manager to full-time. B2) Hire replacement

MFA Movement Head. B3) Revise the 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 staff to increase undergraduate student scholarship support.



Program’s Report on Progress Made This Year: A1-A3: These items have not changed, but there is some movement toward a substantive renovation of Sacred Heart, which would address these

issues. A4-A6: These are either completed or resolved. During the Camino-Founders renovation, the scene shop was relocated into Sacred Heart Hall, Room 126, which is adequate for our current needs although it does not provide any room for growth. We were also able to obtain space in the Witherow building off campus and are currently using that space to store properties, costumes and scenery. Having that space has relieved, to a large degree, our storage needs on the mesa. The need for two parking spaces has been resolved by access into the Camino-Founders courtyard and the purchase of a departmental space under Mother Rosalie Hill Hall. A7: We have identified and allocated an MFA lounge in Sacred Heart Hall, which has provided much needed space for students spending long hours on campus each day. There is not currently a room in our inventory that is large enough to function as a rehearsal or classroom space. In order to meet this need, either the existing space will need to be re-imagined or a new space identified. A8: Our most recent hire, Jersten Seraille, is a BIPOC playmaker who has proven to be an invaluable addition to the faculty. A9: The process is underway to hire a full-time technical position akin to the work done by a Technical Director. We hope that hire is complete by the end of this semester. A10: There has been some restructuring in this position since Nicole Ries was hired as the MFA Coordinator. It may well be that additional hours or an additional person is needed, but this is still being assessed. B1: This is in discussion, but will not happen until our current Costume Manager (Corey Johnston) retires. No timeline exists for this change. B2: After careful consideration, the department has chosen to restructure and not to seek a head of movement. Instead, a search is currently underway for a head of voice and speech, which we believe will better augment the skills of those already teaching within the MFA program. B3: This still needs to be done. With the departure of Scott

Ripley, on leave, the role of Chair was filled by Nate Parde. There has been a significant period of adjustment and we are hoping for a larger conversation about structure in the coming year. B4: The number and type of shows produced by both programs is an evolving question and one which will likely never be fully fixed. The undergraduate program adopted a different model of producing starting in Spring 2023, which seeks to more fairly credit both students and faculty who take on the lengthy commitment of producing a show. Although no final conclusions can be drawn, this model seems to be beneficial and will continue to be refined in the coming years. B5: The undergraduate faculty met at the start of the Spring 2023 semester to discuss departmental curriculum. One of the major takeaways from that retreat was that Changemaking and social justice ought to be primarily positioned within the curriculum of the department. There are ongoing conversations regarding the curriculum, which will not be complete by the end of this semester, but there is a strong desire throughout the faculty to make these changes and to move forward in tangible ways. B6: A review of the curriculum within the MFA program is currently underway. It is anticipated that this process will take some time given that the program is short-staffed at the moment; however, the program is excited by the opportunities such a review creates. B7: Developing a “playlab” course is important to this faculty, but the timing has so far been sub-optimal. At the moment, the thinking is that we might add this to the curriculum beginning in Fall 2024. B8: The undergraduate program revised their PLOs in the Spring of 2023 and is in process developing an assessment plan. Given how short-handed the MFA program currently is, taking on strategic work of this kind has not been possible for them. B9–B11: No work has been done on scholarships for undergraduates. Work is needed to identify funding for this purpose. There is work being done to increase support for MFA students although that work is also in process.

Dean’s Report on Progress Made This Year: The Theatre department is making good progress on its MOU. Conversations about upgrading facilities continue to move forward (A1–A3, A7). We are working closely with the department, Facilities, and University Advancement to identify funding to support these important developments as well as student scholarships (B9–B11). We also have partnered with the department to finalize the job description for the Operations Manager position (A9), with the expectation that someone will be hired in the near future. The MFA Stage Manager (A10) has been working productively with the department. The department hired a BIPOC playwright (A8) in Fall 2022, and we are pleased that he already has integrated well into the department. The Voice and Speech faculty hire has been approved for Fall 2024 (B2), and the search for this person should take place during the coming year. Work on a revised production calendar seems to be progressing nicely, and this should have considerable benefits for the department and for students (B4). Continued work on the department organizational chart (B3) is a high priority, and we strongly encourage the department to dedicate time and energy to this goal during 2023–24. We also encourage the department to continue its attention to curricular

development (B5–B8), even if this means working on these issues in stages due to the competing demands of faculty time. We congratulate the department for its progress thus far, despite the challenges over the past several years presented by COVID and various personnel changes.

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 member who 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 members 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 members 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 9–11, 2017, and going through the internal review process with ARC.

Year in LTP Cycle: 6/6

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 members who mentor research students; A7) continue the implementation of a diversity hiring plan; A8) retain highly qualified non-tenure-track faculty members; A9) monitor the effects of the new Core Curriculum when making part-time adjunct hires; A10) work toward 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: A1) Not accomplished. A2) Not accomplished. A3) Not accomplished. A4) Not accomplished. A5) Accomplished. A6) Not accomplished. A7) Accomplished. A8) Partially accomplished. A9) In process. A10) Not accomplished. B1) In process. B2) In process. B3) Not accomplished. B4) In process/partially accomplished. B5) In process. B6) In process. B7) Not accomplished. B8) Not accomplished. B9) Not accomplished. B10) In process. B11) In process. B12) In process. B13) Accomplished. B14) Ongoing. B15) In process. B16) Not accomplished. B17) Ongoing. B18) Not accomplished. B19) In process.

Dean’s Report on Progress Made This Year: The dean’s office recognizes the significant challenges the department has faced as a result of faculty retirements and departures. Still, we are ready to assist the department in pursuing budgetary increases in line with the MOU (A2, A3, A4). We also are ready to work with the department on a model to better support faculty members who engage with students in undergraduate research (A6). The department’s space needs should also be pursued in collaboration with our office (A10). Curricular updates described in the MOU (B3, B7, B8) should be a priority, and the Associate Dean for Programs and Curriculum can assist with these efforts. As we noted last year, 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 are happy to see the department doing such an excellent job in supporting non-tenure-track faculty (A8) and developing a leadership succession plan (B17). As we have stated in past MOU summaries, we stand ready to help the department to progress toward successful completion of the action items described in the MOU.





OFFICE OF INSTITUTIONAL EFFECTIVENESS
AND STRATEGIC INITIATIVES

Elizabeth O. Giddens, PhD, WSCUC ALO