

# University of San Diego Academic Program Review

2020-21 ANNUAL REPORT





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## Message from the Vice President and Provost



Dear Colleagues,

I am pleased to share the Academic Program Review (APR) Annual Report for 2020-21. This annual report highlights the progress of long-term plans and memorandum of understandings since the program's last review.

During this unprecedented year, our faculty, administrators, staff, and students undertook an extraordinary effort to engage in teaching and learning in a remote format, without any clear timeline of when it would be safe to resume regular operations. Although University life looked very different, our community continued to carry USD's rich academic mission forward and delivered a high quality, liberal arts education within the Catholic intellectual tradition.

Our faculty embarked on teaching collaborations, such as the interdisciplinary course, "Pandemic Times, Human Experience and Response." They re-envisioned lab classes by creating intentional hands-on experiences outside of the classroom and mailing lab kits to students. Our team of academic advisors, student affairs, and the International Center, reached out to every single international student, a USD community that consists of more than 700 students and scholars, to connect and provide any necessary support. USD established new methods for teaching students remotely and swiftly adapted core campus academic functions to support our students in deeply committed and innovative ways. The Fall 2020 to Spring 2021 retention of first year students was 98%, the highest it has ever been at USD, indicating that, despite the pandemic, innovative retention efforts had a positive impact on the experience of Torero students.

USD takes pride in the many contributions and outstanding accomplishments documented throughout our academic program review process. We will continue to build on our strengths and explore innovative ways to align our mission with the best practices of higher education. And we will continue to set the standard for delivering high-impact teaching and learning.

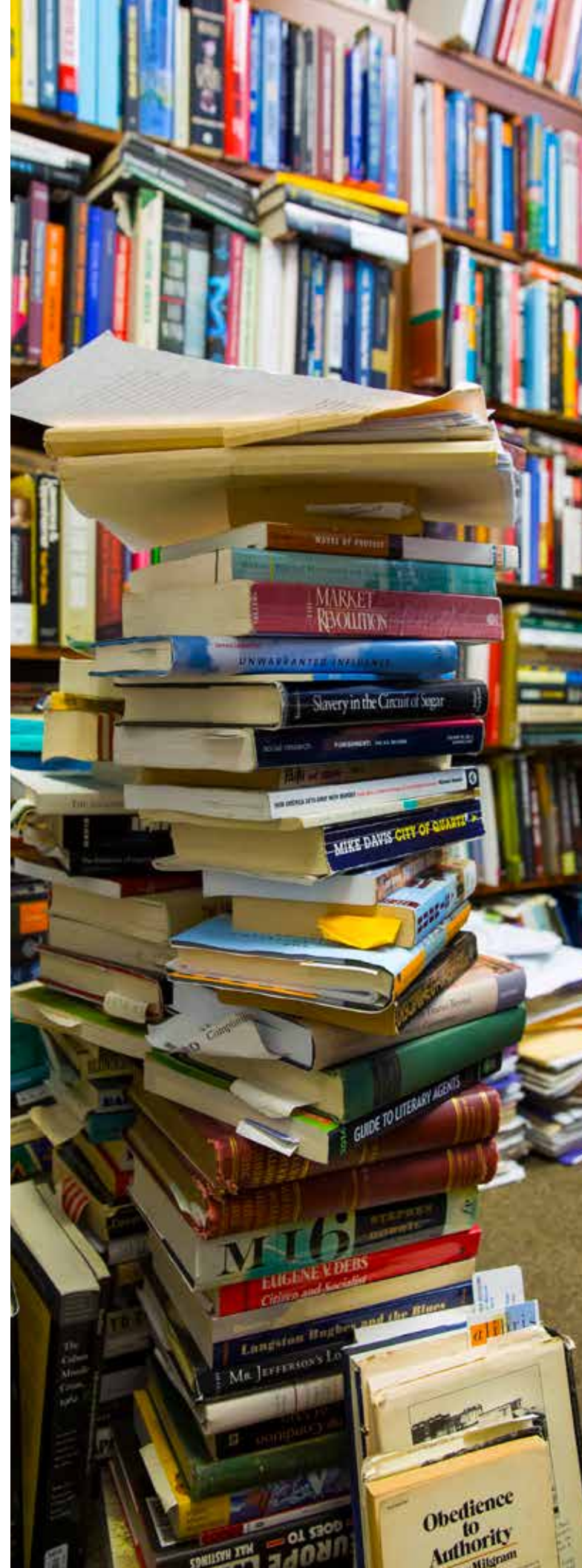
Thank you to all who actively participate in academic program review including faculty members, staff, students, alumni, administrators, community partners, deans, external reviewers, members of the Academic Review Committee, the Center for Educational Excellence, the Office of Institutional Research and Planning, and the Office of Institutional Effectiveness and Strategic Initiatives.

Sincerely,

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

Gail F. Baker, PhD

Vice President and Provost



## Academic Program Review Process

The University of San Diego's Academic Program Review (APR) process provides a systematic and continuous means of advancing academic excellence in student learning, teaching, research, and university and community service. It is designed to encourage accountability and dialogue among members within the program under review as a self-reflective, continuous process within the broader institutional and discipline-based contexts. The process is meant to assist programs in understanding their distinctive and collaborative roles within the university community and with relevant external constituents. It provides the foundation for assessing student learning and for making evidence-based plans and decisions to foster improvements at all levels of the institution. Program reviews are integral to planning, resource allocation, and other decision-making within the university.

All programs undergo periodic review in accordance with the University Policy 6.6 Academic Program Review. Each academic program is reviewed every 6-10 years, coordinated with 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) is a four-stage process:

1. Program self-study
2. External review team site visit and report
3. Academic Review Committee (ARC) recommendations
4. Program's long-term plan and administrative memorandum of understanding (MOU)

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 recommendations to the Provost (stage 3). The Provost, Dean, and program administrator discuss all recommendations and establish program goals in the form of a long-term plan (usually 5-years in length) with a memorandum of understanding (MOU) (stage 4). The four 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 and 4. The program and Dean signatories of the MOU report annually to the University Senate, the Academic Review Committee, and the faculty as a whole regarding progress made in the implementation of the program's MOU/LTP; this report was collated by the Office of Institutional Effectiveness and Strategic Initiatives and serves as their report for academic year 2020-21.

# 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 since USD's Special Interim Report to WSCUC in 2016

Twenty-eight programs began stage 1 of the academic program review process in the last five academic years (2016-17, 2017-18, 2018-19, 2019-20, and 2020-21) since USD's Special Interim Report to WSCUC in 2016. Of these 28 programs, 23 (or 82%) have completed all four stages of the APR and already have their next APR scheduled.

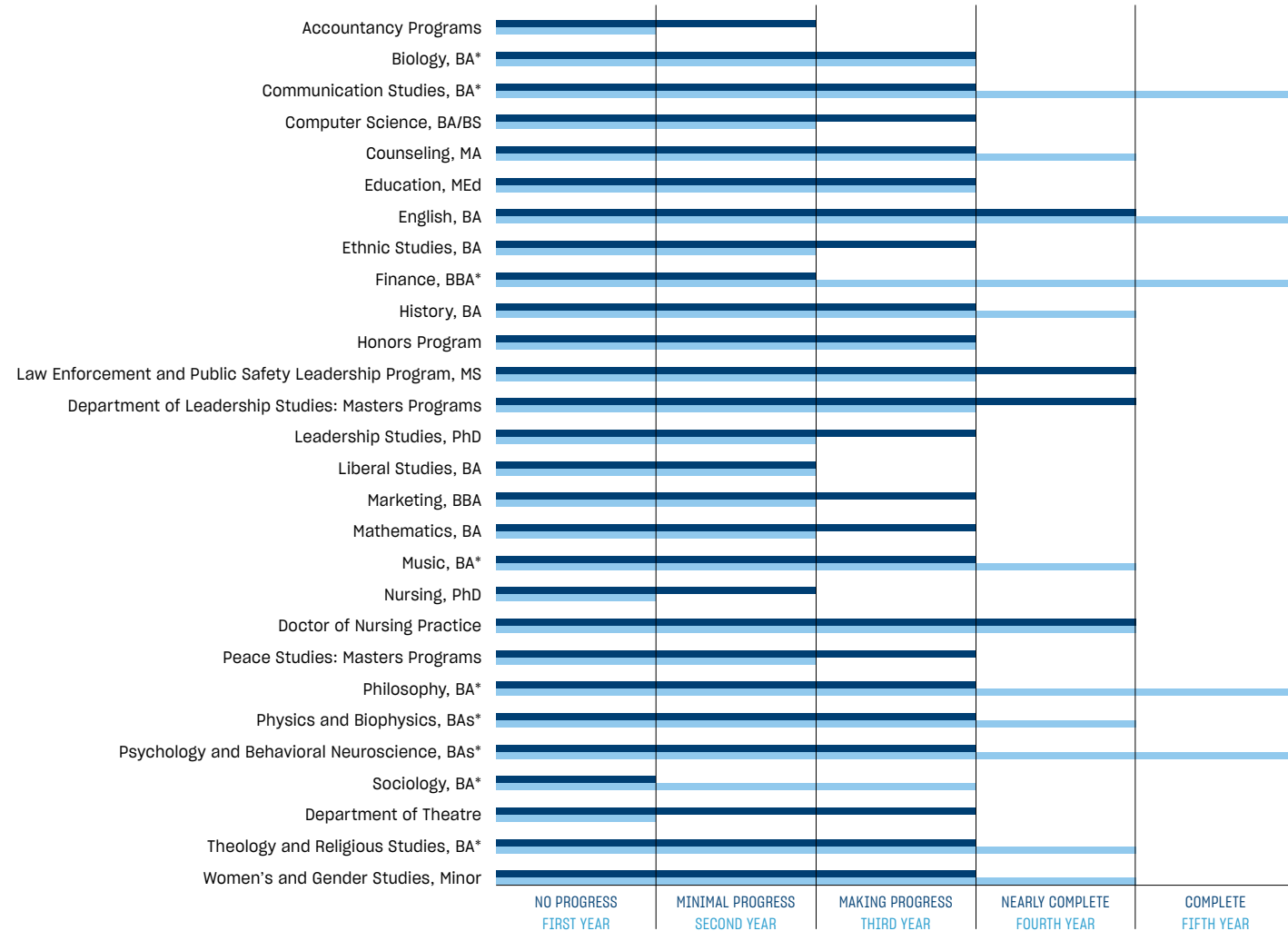
Status of Program Reviews by Stages: Fall 2016–Spring 2021

Academic Year	Program/ Departmental Self-Studies (STAGE 1)	External Reviews (STAGE 2)	Academic Review Committee Recommendations (STAGE 3)	Long-Term Plans/MOUs (STAGE 4)
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	3	5	6

## Progress on Current MOUs

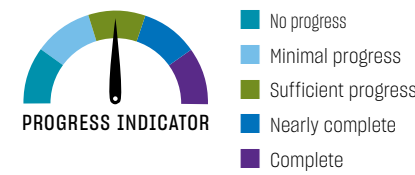
The graph shows where the active MOUs are in their LTP cycle and the status of progress made. Most LTPs/MOUs cover the length of 5-years after their program review is finalized; however, \*some LTPs are created for 6-years. Programs are asked to select the status that best represents their program's progress on LTP goals: no progress, minimal progress, sufficient progress, nearly complete, or complete. See the Progress Indicator graphic on the next page and throughout the report. If the status differs according to the program and the dean, an average is taken.

Program Status and Year in Cycle



## Progress for Individual Programs

Each summer, the Office of Institutional Effectiveness and Strategic Initiatives (IESI) asks department chairs/program directors to provide an update on the status of the items listed in the long-term plan and memorandum of understanding. After IESI receives an update from the program, the Dean (or their representative) of the applicable academic unit is also asked to provide an update. A report on each program is included on the subsequent pages of this report summarizing the progress made on each LTP/MOU.

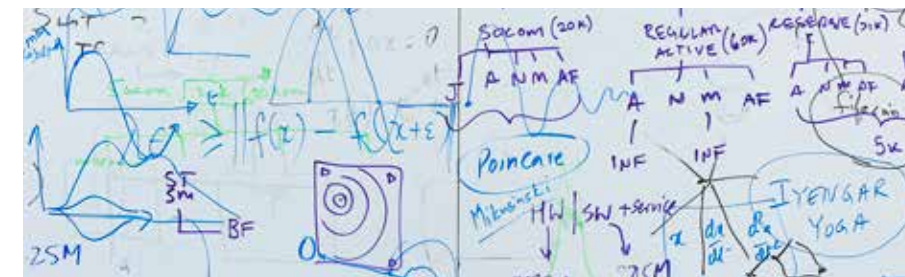
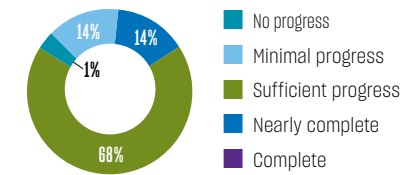


## Impact of COVID-19 on LTPs

AY 2020-21 was a tumultuous time prompted by the coronavirus. In March 2020, USD shifted to a remote learning environment and remained that way for all of AY 2020-21. 100% of programs were impacted by the pandemic and stated that the coronavirus caused stagnation on progress made toward some of their long-term plan goals.

## There Are Currently 30 Active MOUs

82% of programs state that they are making sufficient progress or are nearly complete with their long-term plans.



## Goals/Action Areas

Typical categories of goals/action areas in the LTP/MOU include faculty, facilities, supplies, equipment, student enrollment, administrative support, curriculum and assessment, and more. The most often cited goals for recent MOUs on file are shown in the word cloud; those in larger font are indicated more often than those in smaller font.



## HIGHLIGHTED STATISTICS

Of all programs that are more than 10 years old (implemented prior to 2011), **70%** have had at least one fully-completed APR in the last 10 years.

Since USD's last special interim report to WSCUC in 2016,

**28** programs have been through the APR process; **23** (82%) of those programs have completed all four stages of the APR and already have their next APR scheduled.

Of the programs going through the APR process at USD,

**42%** of them are programmatically accredited by either AACSB, ABA, ABET, CACREP, CAEP, CCNE, COAMFTE, etc. and thus follow USD's abbreviated APR Guidelines for accredited programs (as opposed to the regular APR Guidelines or the APR Guidelines for online programs).

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

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

**School/College:** School of Business

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

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

**Year in LTP Cycle:** 1/5

**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 School of Business Accounting faculty regarding faculty publication in quality journals (academic and professional). 7a)

\*As of the writing of this MOU, one assistant professor is leaving USD, two are on phased retirement, and four are over the age of 65. The department seeks to replace the two on phased retirement and hopes to hire faculty with skills in Business Analytics. 7b) The department will create a recommended succession plan for the department chair position.



**Program's Report on Progress Made:** We have been working on curriculum for the undergraduate degree. The AICPA will publish a model curriculum this summer to match the proposed new CPA format. We will review that model once it comes out. We have completed the redesign of the MACC program including a new analytics tract and we are working to implement it in the Fall. We are awaiting approval to open up faculty recruiting which would begin at the American Accounting Association in August 2021.

**Dean's Report on Progress Made:** The department chair's summary of the progress on the long-term plan is accurate, but it understates the progress on the MACC program revisions. Faculty approved the proposed curricular revisions to the MACC program, including the new business analytics track in time for implementation in Fall 2021. Regarding faculty hiring, the current plan is to begin recruiting in August 2021 and the program is waiting for approval to proceed from the Provost's Office. The revisions to the undergraduate curriculum are pending until after the AICPA shares its new curriculum model which is scheduled to occur in June 2021.

## 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:** 3/6

**Summary of MOU/LTP:** The MOU is divided into components requiring additional financial resources (A) and those that do not (B). A1) Hire a diversity post-doc. A2) Participate in a pilot workload model for supervising research students. A3) Work with Dean's office to decrease the proportion of courses taught by non-benefits-based faculty by hiring up to three new benefits-based faculty, including up to two new tenure-track faculty and 1-3 new full-time non-tenure-track faculty,

if demand is supported by student credit hours and space availability. A4) Increase the supplies/replacement budget. A5) Submit MCO (minor capital outlay) to convert the mailroom (SCST 372) into an office. A6) Submit MCO for renovation to refresh labs to match disciplinary needs. A7) Host workshop for inclusive teaching practices. B1) Establish sub-committees to mentor and provide peer review to adjunct faculty. B2) Increase grant submission. B3) Revise ARRT guidelines. B4) Institute new budget practices to better track course costs. B5) Develop a department policy handbook for tenure-track faculty. B6) Revise the adjunct handbook. B7) Use tracking data to revise supply requests in budget. B8) Assess classroom lab utilization and current needs. B9) Explore ideas for creative space repurposing to accommodate more tenure-track faculty within existing space and office space for BBNTT faculty. B10) Evaluate instrument and small equipment replacement needs, and improve reflection of replacement costs in budget. B11) Host a department assessment retreat and reactivate faculty subcommittees responsible for assessing each student-learning outcome.



**Program's Report on Progress Made:** Our department, like all other units at USD, has been consumed with the work required to effectively pivot our hands-on biology curriculum to the remote instructional setting required by the COVID-19 pandemic. Several initiatives in our MOU have been placed on hold or severely limited because of the restrictions of social distancing, the freeze on hiring and budgets, and the diversion of considerable mental energy to more pressing needs of the students and a remote curriculum. Despite the disruptions, we have retained the large number of students declaring biology as a major and the large service curriculum we provide to other science majors and pre-health students. Faculty continued to mentor research students (largely on remote research projects) and continued participation in the pilot workload model. One silver lining in the Zoom cloud was the ability of family members, international or other distant research mentors, and disciplinary colleagues to participate in the highly effective senior capstone research presentations. Although we offered a tenure-track position in Spring 2020 to one of our diversity post-doctoral faculty, she elected to take a position at a university closer to her hometown, and no one else was hired during that tumultuous semester. One professor elected to take the voluntary separation package and there was another planned separation for the end of the 2020-21 academic year. Thus, we will have two vacancies for retirement replacements, but no new additional faculty positions in response to our MOU. Two one-year replacement faculty will be hired for 2021-22 which will help us fill the instructional gap temporarily and in the long term facilitate an improved number of offerings in the non-majors core curriculum and in service courses for our pre-health

students. Diversity, equity, and inclusion were addressed in multiple ways within the restrictions of the pandemic. The department held meetings with students to talk about DEI issues and enhance channels of communication, while many members were active on various committees addressing DEI concerns. Biology and other science departments were funded through the Humanities Center to host a seminar series 'The Human Side of Science' which invited diverse speakers to present both their science and their pathway to their present career, addressing impediments and advocating alternative frameworks for increased representation. The remaining Biology diversity post-doctoral fellow has been actively engaged in the department culture, working with numerous research students and was mentored in the expansion of her teaching and scholarly portfolio. Biology will be working with advisors to ensure that all future job ads are effective in recruiting a more diverse pool. Biology continued to offer more courses with human health topics in response to student interest. Due to the budgetary implications of the COVID-19 pandemic, we have not been able to increase our supply budget, submit a MCO to convert a space to an office, or refresh lab spaces. During this time, new capital equipment was used to enhance the flexibility of one lab, and we continue reviewing lab usage and tracking supply costs by course in preparation for future budgets.

**Dean's Report on Progress Made:** With the return to campus in Fall 2021, we look forward to renewed progress on MOU priorities that were difficult to pursue in a remote environment. We understand the particular challenges faced by STEM departments during the pandemic, given the limitations on in-person lab and field classes and on student and faculty research. The Dean's Office is working with the department to address the vacancies created by the two retirements as part of a cluster hiring process in the College that is designed to attract faculty from underserved populations. Until this happens, we will continue to help the department hire full-time faculty to fill their teaching needs, as outlined in the MOU. We are pleased with the department's DEI efforts, the development of departmental committees, and efforts to bring speakers that address issues related to DEI in STEM. The department has made effective use of diversity postdoctoral fellows to enrich and inform department culture. The department is to be commended for bolstering course offerings with human health topics, in response to student demand. We encourage the department to continue work on converting and refreshing spaces over the coming year as we return to campus, and we recommend continued dialogue with the dean's office as these plans develop.

## Program: Business Administration, MBA

### School/College: School of Business

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

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

**Year in LTP Cycle:** 0/5

**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.



**Report on progress made:** The MOU was just signed on April 28, 2021. The LTP begins in AY 2021-22. Thus, there is no update for this annual report.

## Program: Communication Studies, BA

### School/College: College of Arts and Sciences

**Program Summary:** The Communication Studies Department is firmly committed to academic excellence through promoting a rigorous and relevant curriculum grounded in the liberal arts tradition. The faculty approach communication as the primary social process: the various modes of human communication forge and maintain individual identity and collective organization. Students become competent in analyzing

the construction, reception, and effectiveness of messages and acquire the communication skills that equip them to live and work effectively, creatively, and responsibly in a variety of social contexts from interpersonal to public to mass communication.

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

**Year in LTP Cycle:** 5/6

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



**Program's Report on Progress Made:** The long-term plan of the Communication Studies Department entails five items that require additional financial resources. There has been no assistance provided

by the Provost's office or Dean's office with regards to meeting objectives A1-A3. However, the department did successfully meet objective A4. The department is currently finalizing plans for a Summer 2021 external capital campaign to raise funds for A3 and A5. The department has also successfully acquired space in the renovation of Camino Hall that will be used for developing the common area described in objective A5. The components of the plan that require no additional funding have made even more progress toward completion. We have met objectives B1, B3, and B5. The department is actively working on completing B2 and B4, which will be focal points of our 2021 faculty retreat.

**Dean's Report on Progress Made:** The dean's office is pleased that the department was able to successfully hire and onboard a new strategic

communications tenure-track faculty member, representing a new line. It has been a pleasure working closely with the department to identify, fund, and convert a space in Camino Hall that will serve as a new Communication Studies laboratory. The department is to be commended for updating faculty mentoring procedures, updating the senior survey to increase response rates, and modifying program learning outcomes to align with national standards. These improvements strengthen an already exceptional department. We look forward to seeing the results of the department's efforts to complete items B2 and B4, both of which could serve as examples for other departments in the College. With the return to campus in Fall 2021, we look forward to renewed progress on MOU priorities (e.g., A1-A3) that were difficult to pursue in a remote environment.

## Program: Computer Science, BA/BS

### School/College: Shiley-Marcos School of Engineering

**Program Summary:** Computer Science studies the theory and practice of software development. Software is everywhere; it runs every desktop, mobile, and web application and it is embedded in systems and devices of all kinds. In fact, nearly every company and organization relies on great software to run smoothly and efficiently. Computer Science pulls teams of developers together, using both computational thinking and abstract reasoning, with a good dose of creative problem-solving. Together, these individuals work as teams to devise and express algorithms for particular problems that can be solved using software. They also use abstract reasoning to manage the complexity of software projects that can become quite large, sometimes totaling millions of lines of code. Students who major in Computer Science can choose from the BA or BS degree. The program's faculty are currently seeking accreditation with the Accreditation Board for Engineering and Technology (ABET) for the BS in Computer Science only. If ABET accreditation is gained for the BS, the BA and BS programs will go through a separate APR process in future years.

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

**Year in LTP Cycle:** 2/5

**Summary of MOU/LTP:** The program identified and prioritized nine key issues to be addressed: "1) hire a new full-time tenure-track or professor of practice, and, if possible, an additional non-tenure track full-time instructor; 2) implement a new full-year senior

project capstone experience; 3) complete the rollout of the revised introductory programming courses and have all students in the School of Engineering take a common introductory programming class; 4) revise the assessment plan for the BA in Computer Science and write an assessment plan for the BS degree; 5) form a computer science advisory board; 6) apply for ABET accreditation for the BS degree; 7) develop a computer science diversity plan to address the lack of diversity in both faculty and students; \*8) grow the tutoring program and introduce lab assistants to lower division courses to better support a diverse student body and increase retention; and \*9) continue to support computer science students in their extra-curricular activities. Those with an asterisk required additional financial resources.



**Program's Report on Progress Made:** Status of items: 1) Complete (or largely complete). We successfully hired a new tenure track computer science faculty member, Jennifer Olsen, who

started in fall 2020. We have not had the financial resources to hire an additional full time non-tenure track instructor. 2) This is complete. We are now finishing our second year of our full year senior project experience for our majors. Students are participating in sponsored or entrepreneurial software projects, or participating as software engineers on engineering projects. Our senior project course is being taught by two faculty members with extensive industry experience and it is going well. 3) This is complete. We now have two full years of experience teaching our new introductory programming sequence, COMP 110, 120, and 230. We have continually revised them, and this is an ongoing process. 4) This is complete. We have finished assessment plans for both the BA and BS degrees. 5) This has not been done. We were to have set up our advisory board this year, but COVID made this problematic, and we will do it in the 2021/2022 academic year. 6) This has not been done. We do not plan to apply for ABET accreditation until we have a full class graduate under the first catalog year of the BS program, which was 2019/2020; this class will graduate spring 2023. 7) This has not been done yet. 8) Our tutoring program is continuing, and has been helpful to our introductory programming students. We would like to grow the number of hours per week that we have tutoring, but we understand the financial constraints we are currently under make this difficult. We have added lab assistants to our lower division computer science courses, and they have been very helpful. 9) This is ongoing. Our student ACM club has been very active in the past couple years, sponsoring various types of events. We have tried to be supportive and encouraging of our students in this.

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

**School/College:** School of Leadership and Education Sciences

**Program Summary:** This program is offered within the Counseling and Marital & Family Therapy department. One degree program in Counseling is offered. The degree program has two specializations: Clinical Mental Health Counseling or School Counseling. Both specializations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). With the Clinical Mental Health Counseling (CMHC) specialization, students make a difference by helping those struggling with mental health issues and, moreover, the effects of their work extend throughout families, social networks, and communities. With the School Counseling specialization, students become social justice activists in action as they learn how to help students overcome significant challenges during their most formative years. The School Counseling specialization offers two different tracks, each of which provides fulfilling opportunities to guide diverse populations of underserved students. There is a School Counseling with Pupil Personnel Services (PPS) Credential track. There is also a School Based Clinical Counseling (SBCC) with Pupil Personnel Services (PPS) and Licensed Professional Clinical Counselor (LPCC) Eligibility track.

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

**Year in LTP Cycle:** 4/5

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



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

continues to be positive from students in the 2-year course of study,

and applications have increased since moving to the 2-year course of study. We will graduate our last cohort of 3-year program students in May and August of 2021. 2) A program assessment calendar has been developed and implemented indicating when assessments are deployed, the respondents, and which staff or administrators are responsible for the assessment. Faculty have aligned common assignments and assessments in course syllabi to CACREP and CTC standards as well as our program learning outcomes. Tevera, an online student assessment data system designed for graduate counseling programs, was implemented for the 2020-21 school year. Tevera supports the deployment of student assessments as well as the usage, sharing, and reporting of student assessment data. The PPS credential in School Counseling was reviewed in Fall of 2020 by the CTC and received a full 7-year accreditation. Assessment results are shared with faculty and program staff. Following recommendations from the recent CTC accreditation report, we are working with the SOLES Assessment Office to develop a community advisory group for the School Counseling (PPS) program that will allow additional dissemination of assessment results to community stakeholders. A similar plan will be discussed with planned action by CMHC faculty during the 2021-22 AY. 3) Multiple faculty are now active in the Western Association of Counselor Education and Supervision (WACES). In Spring 2021, Drs. Cameron (Department Chair) and Callahan (Program Director) will publish the first issue of a WACES sponsored journal as founding co-editors, The Journal of Technology in Counselor Education and Supervision (JTCEs). The first issue will include the proceedings of the 2020 WACES conference. 4) Assessment data indicates that overall student satisfaction remains high across counseling programs. The 2020 Exit Survey reports an overall program satisfaction of 4.8 for the School Counseling specialty and 4.2 for the Clinical Mental Health Counseling (CMHC) specialty on a 5-point Likert scale. 5) Based on anecdotal feedback from recent graduates and students nearing graduation, students report little difficulty in securing professional employment post-graduation. Several alums now hold key roles in professional organizations as well in local schools and clinical settings. Additionally, 10 of the 16 (63%) adjunct faculty this term are alumni from either the school counseling or CMHC program. Stakeholder feedback shared during the Fall 2020 CTC PPS in School Counseling program review confirms that our school counseling alumni are sought after by school districts throughout California as professional school counselors. Student requests for more career advising and planning has informed the inclusion of these activities in fieldwork and practicum courses.

**Dean's Report on Progress Made:** The School and Clinical Wellness Counseling programs have continued to make sufficient progress in reaching their goals. They have namely refined their program assessment through establishing a quality assurance system and by

introducing new technology that allows for a more streamlined process for managing clinical placement as well as student documents required by the California Commission on Credentialing. The faculty has also used the data collected to address other goals and is monitoring student satisfaction and employment through semesterly exit surveys from graduates and bi-annual alumni surveys. Going forward, we encourage the program to look for opportunities to continue fostering a strong professional orientation in Counseling and increase faculty involvement in Counseling organizations.

## 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:** 3/5

**Summary of MOU/LTP:** The program has created a LTP and identified some components requiring financial resources (A) and others not (B). A1) Become institutional members of diverse organizations such as NABSE, CABSE, NAME, AERA, and ALAS. Advertise faculty job opportunities, recruit with these organizations, and attend conferences. A2) Hire additional staff or increase administrative support hours for the Professor of Practice/Director of Online Learning. A3) Hire additional full-time faculty after enrollment increases. B1 is about Student Support. B1a) Provide writing support to students. B1b) Implement e-newsletter. B1c) Host student town-halls with PCE featuring students, faculty, adjuncts, and alumni. B1d) Increase utilization of Zoom synchronous sessions and faculty office hours. B1e) Create a student orientation course and update student-service modules. B1f) Transition to Blackboard Ultra. B1g) Increase utilization of Qualtrics for indirect survey assessment. B1h) Encourage attendance at social justice, advocacy, and spiritual events. B1i) Gain increased LDC support from

instructional designers, particularly for Blackboard Ultra. B1j) Increase enrollment to prior year's numbers or higher. B2 is about Curriculum. B2a) Have conversations with stakeholder partners and students about specialization development, with incorporation of real-world community-based issues related to education opportunity gaps. B2b) Introduce a new specialization in the department, including a track the provides prerequisite courses for teachers with less than 2 years teaching experience for program entry. B2c) Implement technology and innovation specialization. B2d) Offer MEd core courses each term. B2e) Refresh core courses based on data analysis, including faculty and student data. B2f) Gain increased support from DLT for course design and refreshes, as well as catalog maintenance. B2g) Revise curriculum to update and broaden the focus on diversity and inclusion. B3 is about Faculty. B3a) Implement orientation/kick-off meetings and professional development programs for online learning, specifically for Blackboard Ultra. B3b) Build a faculty teaching and resources website. B3c) Collect faculty demographic information and revise hiring practices to increase diversity. B4 is about Assessment. B4a) Complete a Quality Matters review. B4b) Create a curriculum map. B4c) Include faculty and adjuncts in screencast video. B4d) Re-evaluate program learning outcomes and their alignment with signature assignments. B4e) Administer alumni survey and make changes based on the analysis of data. B4f) Track student demographics and determine areas for growth to reach and enroll more diverse students, and gain increased support from DLT for tracking of student demographic data.



**Program's Report on Progress Made:** A2) The program's executive assistant's hours have been increased from part-time to full-time. B1a) We have increased promotion and awareness of the online SOLES Graduate Student Writing Center. For the Spring 2021 semester, the Writing Center received 8 submissions from 6 individual students (the SOLES Writing Center allows students to submit up to 3 assignments per term). B1b) We publish an e-newsletter each term (spring, summer, and fall). B1c) The first Townhall meeting is set for July 8, 2021 and will include current students, incoming students, alumni, DLT faculty, and adjunct faculty. B1d) The majority of the faculty hold at least one synchronous Zoom session per course and many offer 2-3 sessions per term. Instructors are advised to place their calendar link in the course to schedule meetings via Zoom. B1e) A student orientation course has been developed and recently updated from 4 to 7 modules to include: time management, online success strategies, academic preparedness, technological preparedness, and student resources. B1f) The transfer to Blackboard Ultra is completed. B1g) Executive Assistant Katherine Mantovani has worked directly with Assistant Dean of

Assessment and Accreditation, Heather Herrera, to train and learn the system to maximize its use. At the end of the Summer 2021 term, all instructors will complete an end of the course survey going forward. B1h) MEd students are invited to participate in DLT workshops and seminars such as Black Live Matter events hosted by the PhD EDSJ students and other events featuring Guest Speakers. Students also receive a weekly motivational/spiritual message from the Program Director. B1i) LDC 101 and 102 asynchronous courses have helped to provide training, support, and share best practices. B1j) We will offer a new specialization in Educational Technology and Innovation in Fall 2021 to help bring in new students and increase enrollment, which satisfies Curriculum goals B2a, B2b, and part of B2c. B3a) We began providing faculty orientation and professional development starting Spring 2020. B3b) In summer of 2020, we built a faculty teaching and resources website. Rather than pursue B4a, a Quality Matters review, we have taken a holistic approach and leveraged the ongoing quality assurance system already in place at SOLES. We worked with Assistant Dean Herrera in Spring 2021 to achieve B4d and we re-evaluated program learning outcomes and their alignment with signature assignments through soliciting feedback from faculty. B4b) We will update our curriculum map based on the results summer 2021. B4e) Assistant Dean Herrera handled and administered the exit survey for recent graduates, which we shared with all faculty. We will incorporate data from the surveys into our revision of the curriculum. B4c) We accomplished this by including faculty and adjuncts in screencast video in Spring and Summer 2020. Goals that still need to be addressed include A1 and A3.

**Dean's Report on Progress Made:** We have reviewed the progress of the MEd Online program and are pleased with the many accomplished made thus far. We suspect at this rate the program will complete all its goals in a timely fashion. We did, however, notice that additional progress was omitted from the report, and we wish to include the details here. B2d) This was completed. Five core courses are offered every term, 3 times a year. B2e) This was completed. Every five terms, courses are refreshed or revised based on student and faculty feedback and trending concepts or practices. B2f) This was completed. DLT Faculty are consulted and involved in the course development process every five terms based on the content specialization. They are the Subject Matter Experts who provide the final review and recommend adjunct faculty to refresh or revise if not available. B2g) This is in progress. At the time of a refresh or revision, courses are examined and/or updated for a focus on diversity and inclusion. Of the 25 courses, all courses have a diversity and inclusion curriculum content and will continue to focus on broadening the content each refresh/revised development cycle. B3c)

This is completed. B4f) This is in progress and has been a continuous agenda topic in the MEd Online Steering Committee meetings and the DLT faculty meetings. A plan to address areas of growth is being developed by DLT faculty.

## Program: English, BA

### School/College: College of Arts and Sciences

**Program Summary:** The English Department offers a dynamic study of literature across historical periods, geographical boundaries, and diverse political and social contexts. In lower-division courses, students improve essential skills needed to understand and interpret literature and to express their ideas in writing. Emphasizing poetry as well as prose, these courses invite students to read literature within a variety of social, cultural, and ethnic contexts. Upper-division courses encourage a sense of literary history and tradition as well as an understanding of adaptation and change in cultural and literary conventions. With the freedom afforded by upper division electives, students can explore a broad range of world literatures to examine different genres and historical periods, or to nurture a specific interest through a series of related classes.

**Timing of Last APR:** The long-term plan and MOU were developed and signed on June 20, 2016 after completing the self-study in Fall 2014, hosting external reviewers from October 9-10, 2014, and going through the internal review process with the ARC.

**Year in LTP Cycle:** 5/5

**Summary of MOU/LTP:** Items from the MOU that require funding include the following. MOU 1) Decrease FY course enrollments from 23 to 21 and eventually to 20 as the number of UD elective courses with low enrollments are decreased. MOU 2) Fund one full time Professor of Practice as the Internship Coordinator; the second position will have to be approved as part of the writing program budget. MOU 3) Review Writing Program budget for projected stipends for writing faculty. MOU 4) The Dean will work with department and Provost's Office on renovations of space. MOU 5) The Dean will consider funding for adding a credential track to the major following the submission of a robust curricular proposal. MOU 6) The Department should consult the Provost's Office resource webpage where assessment grants are among the listed resources.



**Program's Report on Progress Made:** MOU 1) FYW enrollments have decreased to 21. MOU 2) Two full time Professors of Practice have been assigned: one as an Internship Coordinator and one as a Writing Center Director. MOU 3) The Writing Program has, since the last year, almost lost all its budget. After providing for the Writing Program Directors' Assistant's salary and summer stipend, there is not much

more to offer stipends for writing faculty. MOU 4) There has been much renovation of space for English, and we are grateful for the Dean's office awareness of severe shortage in office space for our adjunct faculty. We hope to continue working with the Dean and Provost as we re-enter the new Cropper Writing room. MOU 5) A tenured faculty member in English is receiving reassigned time in Fall 2021 to create the curricular proposal for a credential track in the English department. MOU 6) The department continues to access all resources offered by the Provost's office to work on and help with assessment.

**Dean's Report on Progress Made:** We are very pleased with the English department's progress on the MOU action items. Nearly every item has been completed as the department prepares for its upcoming academic program review in 2021-22. The one remaining issue to be resolved is the structure of and funding for the writing program. This should be addressed in the next APR cycle. The department has the potential to re-evaluate its curriculum again in relation to recent retirements, new hires, and emerging opportunities. We are delighted that we have been able to work with the department to address some of the space issues that existed when the previous APR was completed. This is never an easy task, and the department has been a strong partner in redesigning their space allocation over the course of this MOU period.

## Program: Ethnic Studies, BA

### School/College: College of Arts and Sciences

**Program Summary:** The Department of Ethnic Studies is a vibrant, interdisciplinary program that examines the historical, cultural, and social dynamics of race and ethnicity in the United States using comparative, intersectional, transnational, and decolonizing methods. The Ethnic Studies curriculum offers an innovative, transformative program that addresses the lives, labor, and cultures of communities of color through ethnic-specific and comparative lenses. Students actively explore issues of equity, power, and social justice in and outside of the classroom through unique partnerships with local and grassroots organizations in San Diego. Through the department's community-centered research, teaching, and curriculum, Ethnic Studies faculty and students bridge academic and community knowledge in order to address the needs of local and tribal communities.

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

**Year in LTP Cycle:** 2/5

**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:** 1a) We will meet with Emily Baxt from the Career Center next fall to plan department-specific Compass event for students. 1b) We are working with a new Community Liaison to develop and initiate community-based internships. This has been postponed due to COVID. 1c) The Alumni Association indicated that we need a minimum of 200 alumni to form an affinity group. We currently have 127; however, the Alumni Association can help us contact alumni for event outreach and networking. 1d) Alumni testimonials are currently being included in every departmental newsletter. 2a) With funding from an anonymous donor, we piloted a Digital Divide Project that has now turned into a Wi-Fi/Vaccine event with the Turning Wheels project. 2b) We have not hired a Community Liaison person, but we are working closely with the Mulvaney Center in our projects. 3a) We are now publishing 5-6 newsletters per year and the new website is under construction. 4a) We now have a volunteer student Social Media Coordinator to maintain our Instagram and FB pages. 4b) We have made little progress in fundraising outside of some funds received for the Turning Wheels Project. 5a) We are holding an ETHN Curriculum Retreat on Friday, May 30, 2021. 5b) An assessment report was submitted to the department for May 3, 2021. 5c) The Assessment Map will be reviewed at the curriculum retreat May 30, 2021. 6a) Faculty discussed their research and works-in-progress at a department-sponsored research event on April 29, 2021. 7a) We will discuss a strategic plan at the May 30, 2021 curriculum retreat. 7b) An exit interview tool has been created. 7c) We updated ARRT guidelines to state that full-time, TT faculty are to serve on a minimum of one Departmental and one College/University committee per year. First-year TT faculty are strongly encouraged to perform minimal to zero service in their first year and any service commitments should be done in consultation with the Chair. 7d) Due to COVID, there is currently a budget freeze on hiring faculty with subject areas in environmental racism, race and health, critical race theory, public policy, LGBTQ+ Studies, Arab American Studies, and Migrant/Refugee/Policing (curricular gaps). 7e)

The budget freeze has impacted our ability to meet with the Administration to envision how to expand our current space. 7f) The budget freeze has impacted our ability to seek a full time EA.

**Dean's Report on Progress Made:** New budget allocations have been suspended as a result of financial pressures related to the pandemic. With the return to campus in Fall 2021, we anticipate renewed progress on MOU priorities that were difficult to pursue in a remote environment. We look forward to working with the department to address A1, A3, and A4, the last of these in close collaboration with the College development officer. USD's Comprehensive Administrative Review (CAR) as part of Stride to 2024 delayed any decision to make the department EA full-time. Enrollment numbers have increased over the past several years, and the department and its faculty have enhanced their visibility on campus. We encourage continued attention to extending this success. The department's commitment to exploring career pathways for majors is especially noteworthy. We think it is important that the department develop a strong strategic plan, given the myriad programs and partnerships that are in place (B3). We look forward to seeing the results from the department's new exit interview tool and hope that the data will be used to inform the strategic plan.

## Program: Finance, BBA

**School/College:** School of Business

**Program Summary:** From assets to investments, finance is a top career choice for many analytical-minded students. Whether students are interested in financial planning, investment banking, or financial management, the undergraduate finance major with a BBA degree helps students to develop an impressive portfolio of skills that they can apply in their future careers.

**Timing of Last APR:** The long-term plan and MOU were developed and signed on May 24, 2016 after completing the self-study on September 30, 2015, hosting external reviewers from November 5-6, 2015, and going through the internal review process with the ARC. Although the School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the Finance BBA program still had a 2-person external review team (not affiliated with AACSB) as part of USD's APR process.

**Year in LTP Cycle:** 6/6

**Summary of MOU/LTP:** The long-term plan was divided among components requiring additional financial resources (A) and those that did not require additional financial resources (B). The program found that: A1) they needed to recruit two full time, tenure track finance faculty members; A2) they needed to acquire additional Bloomberg

Terminals (placed in classrooms and in a computer lab) for financial market software; A3) they possibly needed to recruit one or two additional tenure-track finance faculty depending on enrollment; B1) the assessment of student learning in finance courses needed to be modified to include only the required FINA-coded courses; B2) they needed to restructure FINA 300 Financial Management to enable sophomores to take the course in their second semester; B3) they needed to follow through with making FINA 409 Financial Modeling and Analytics a required course for all finance majors; B4) they needed to review current subscriptions for databases and software and recommend additions/deletions of software as needed; B5) they needed to assess the scholarly academic (SA) status of all full time finance faculty and develop strategies to help the faculty maintain or achieve SA status as defined by AACSB; B6) they needed to ensure that the finance program met the SA/PQ (professionally qualified) and participating/non-participating AACSB criteria for faculty; and B7) they needed to continue to host community connection events (e.g. guest speaker program, Chartered Financial Analyst (CFA) challenge, and finance research seminars).



**Program's Report on Progress Made:** In terms of assessing curriculum (B1), we have followed the plan from May 10, 2016 by implementing the Assessment of Learning (AOL) schedule in finance

courses and repeated it on a 2 ½ year cycle as planned. Even though COVID-19 has been extremely disruptive in many ways, we continued with the AOL assessment schedule as planned. In terms of curriculum re-structuring, the FINA 300 course was successfully changed to be eligible to be taken by sophomores (B2). The FINA 409 course was not made a mandatory course for finance majors for the reason that the faculty needs as requested in the May 10, 2016 document have not been fully met, and the situation has actually become worse in the past year due to additional faculty departures/retirements (B3). In terms of faculty development (B5 and B6), for the AACSB review in 2018/2019, our department has met all AQ/PQ and participating/non-participating ratios. In this past year, our AACSB numbers on AQ/PQ and participating/non-participating ratios are still in acceptable ranges, but they have moved in the wrong direction (one additional academically qualified faculty has dropped off and several other adjuncts had to be hired due to the lack of full-time instructors). The support for research needs to increase to ensure continued support and success for the future reviews. In terms of resources (A1 and A3), the finance major growth has stabilized, and it remains the largest USD undergraduate major. Cumulative since the last review, we lost two full time and one clinical faculty, one faculty fully retired, and an additional faculty has gone on phased retirement. Cumulative since the last review, we hired four new faculty (3/4 are full time junior faculty on less than full 3/3 teaching loads; one is a clinical faculty). At this time, the net falls significantly

short of the planned hiring numbers (which was a minimum of two full time faculty plus two more if the major expanded significantly). In total, for the past 5-year period when we were supposed to net at least two faculty, we lost 4 faculty and hired 4 faculty, which now puts us significantly behind our needs. In addition, the Dean has expressed the wish to put the MS in Finance on load, which, if enacted, will engender additional and significant demand for additional multiple full-time faculty to staff the MSF courses on load. While COVID-19 was a significant disruptor this past year (the hiring freeze prevented us from hiring), we believe now is the time to provide the finance department with resources to staff the finance programs as intended by the 2016 MOU. In terms of facilities (A2), the additional requested Bloomberg terminals were not acquired. We are hopeful, though, as expect the new School of Business to accommodate the Finance Lab with at least 21 Bloomberg terminals, which would improve student learning and teaching experience significantly. In terms of Community Connections (B7), the Student Finance Association (SFA) continues to thrive (including a guest-speaker program), while the Financial Planning Associate (FPA) was suspended due to the departure of one of the faculty who ran it. Finance majors continue participating in annual competitions (e.g., CFA Challenge) and Finance faculty participates in school-wide seminar series. A departure of another faculty has negatively affected the finance-only seminar series offering.

## Program: History, BA

**School/College:** College of Arts and Sciences

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

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

**Year in LTP Cycle:** 4/5

**Summary of MOU/LTP:** The long-term plan was divided among components requiring additional financial resources (A) and those that did not require additional financial resources (B). Components of the LTP requiring additional financial resources included: A1) hiring a tenure-track African Historian to replace a retiring faculty member; A2) hiring a diversity postdoc to teach African American or Native American History as well as US Women's History; A3) work with the Dean's Office to explore and implement a model of support for faculty who mentor independent study students; A4) have a full-time benefits-based adjunct faculty member serve as the Internship Coordinator as part of his/her contractual duty; A5) increase the entertainment and promotion budget; A6) provide new funding for the enhancement of a Public History program; A7) begin to develop a history fund to support undergraduate research; and A8) increase the faculty travel budget. Components of the LTP that did not require additional financial resources included: B1) develop and offer courses that appeal to female and minority students; B2) charge the department curriculum committee with several directives; B3) implement faculty-approved changes to the curriculum; B4) charge the assessment committee will evaluating the deactivation of the graduate history program; B5) charge the assessment committee with examining history outcomes and adding a diversity learning outcome; B6) update the major's assessment plan; B7) continue integrating history classes into the new core curriculum; B8) find placements for adjunct history faculty to teach in the Core's First Year Writing classes; and B9) publicize faculty research on campus via various avenues with Marketing and Communications.



**Program's Report on Progress Made:** In addition to A1 and A2, the Department has completed A4 (full-time benefits-based adjunct to serve as internship coordinator). All other items on the A list

have been restricted, or cut back, because of COVID. For B1 (classes that appeal to students of color and women), the Department will offer classes in Africana Studies in Fall 2021. The Department already offers classes in Women's History and Black Women's History. For B2 (revising the major), the Department now requires History majors and minors to fulfill geographic requirements. For B3 (faculty approved changes to curriculum), as stated in B1 and B2, the Department's Faculty has changed the curriculum. For B4 (Graduate Program's Deactivation), the Department has ended the MA program and there is no negative impact on undergraduates. For B5-B7 (Assessment of History outcomes in attracting students), the Department is slowly increasing its number of majors and has been an active participant in the Core. Several History classes now satisfy the Diversity criterion for the Core. For B8 (Adjunct placement in First-Year Writing Program), at least one adjunct teaches in

the First Year Writing Program one semester per academic year. For B9 (Advertisement of Faculty Accomplishments), the Department, especially under the exemplary leadership of the prior Chair, Colin Fisher, has used every available forum to advertise Faculty accomplishments.

**Dean's Report on Progress Made:** The department's completion of personnel hires and having a benefits-based faculty member coordinate internships remain noteworthy. The dean's office acknowledges that initiatives requiring new budget allocations were difficult to address during the pandemic. The Dean's Office encourages the department to work with us to seek external funding to support undergraduate student research (A7) and to develop a model to support faculty who mentor student research (A3). Diversification of the curriculum is well underway and recent course offerings, including the new cross-listing with Africana Studies, represent important progress. Two areas to emphasize going forward are public history and developing more courses that align with the requirements in the core curriculum. With the return to campus in Fall 2021, we look forward to renewed progress on MOU priorities that were difficult to pursue in a remote environment.

## Program: Honors Program (for BA programs only)

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

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

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

**Year in LTP Cycle:** 3/5

**Summary of MOU/LTP:** The LTP is divided into components requiring additional financial resources (A) and those that do not require additional financial resources (B). A1) Increase Honors Program Budget for: a) Food for Honors Program Committee Retreats to revise Mission and PLOs, b) Food for Honors Colloquium event, c) Speaker

stipend and food for Honors Public Event, d) Funding for food/awards at Honors Stakeholders Appreciation Event, e) Funding for food for End-of-semester receptions, Summer Reflection Debrief event, and 4–6 small extracurricular, and f) Increased budget for HP staff and student travel to NCHC Annual conference. A2) Work with the Dean's Office to review and revise instructional and operating budgets, including additional support for team-taught and linked courses. A3) Reclassify Coordinator Position to Assistant Director Position. A4) Hire Part-time Administrative Assistant. A5) Hire designated graduate student B1) Refine Mission of Honors Program. B2) Revise website and brochures. B3) Increase stakeholder support for Honors Program: B3a) Convene personal meetings with campus stakeholders, B3b) Conduct meetings with Deans and Associate Deans, B3c) Request meetings with Deans and Provost once a semester, B3d) Expand Honors Program Committee by adding additional members, B3e) Designate a faculty member in each major to serve as Honors Program faculty liaison, B3f) Schedule annual meetings with Honors faculty liaisons, B3g) Host and personally invite stakeholders to annual Honors Colloquium event, B3h) Develop plan for integrating alumni into Honors programming, B3i) Convene Stakeholders Appreciation Event, including faculty, and B3j) Work with Alumni Relations to develop communications plan. B4) Work with IRP to develop reports comparing outcomes of Honors and non-Honors student experiences at USD. B5) Adjust and innovate Honors curriculum: B5a) Revise and secure approval for changes to program requirements to facilitate retention and progression in Honors Program, B5b) Schedule Honors linked classes for 2019–2020 AY and facilitate student awareness of linked classes and program changes through advising meetings and HP website, B5c) Solicit Honors course offerings from schools/programs with high student enrollment and unmet Honors course needs, B5d) Pilot one linked pair of LD HNRS classes per semester, B5e) Offer one additional team-taught course per semester to meet student demand, B5f) Review requirements for HNRS 495 and Honors Thesis project for students completing theses or capstone projects in their major, and B5g) Explore options for new courses to meet revised PLOs. B6) Revise program-level outcomes to reflect revised Mission. B7) Review and revise program requirements and course offerings to address revised Mission and PLOs. B8) Work with CAS A-Team to update Honors Program assessment plan and assess program-learning outcomes on a regular cycle. B9) Support students in the areas of advising, thesis research planning, a summer reflection project, student interactions with faculty, pre-orientation, NCHC conference, second year living community, and peer-led seminars. B10) Build community with events such as an open house, a holiday party, an Honors Envoy Program, extracurricular events, Honors-identified philanthropic projects, peer mentoring, and a Director's Advisory Council. B11) Move into a new Honors space in the Learning Commons. B12) Review and revise elements of the

admissions and enrollment process to appeal to a more diverse group of students: B12a) Revise admissions application and evaluate admissions procedures, B12b) Work with UA to identify diverse non-Alcala recipients who might benefit from Honors education, B12c) Explore ways to better promote mid-year Honors application, and B12d) Redesign promotional materials for prospective students. B13) Explore costs/benefits of shrinking fall admissions cohort and/or shrinking Honors Program size overall. B14) Work with University Advancement and CAS Development to develop short and long-term fundraising plan.



**Program's Report on Progress Made:** With regard to the components of our Long-Term Plan that require additional financial commitment, the main development is that the Coordinator position was reclassified to Assistant Director (A3). The absence of additional support, particularly in terms of personnel, continues to limit the Honors Program's ability to function effectively and to improve in meaningful ways. Per the MOU, the Honors Director has worked with the Assistant Dean of Finance and Administration in CAS to review the instructional budget of the Honors Program (A2). Her review of historical data indicated that the annual instructional costs of the program exceed the actual instructional budget, but that the degree of deficit is unclear since Honors expenditures have not consistently been posted directly to the Honors Program POETS budget code. Increases in the instructional budget are nonetheless clearly necessary to innovate the curriculum and support the increasing number of students who persist in the program across four years. In tandem with the Honors Program Committee and the CAS Dean's Office, we are working to identify a revised instructional vision for the program and its associated costs. The requested budget items in the Long Term Plan from 2018–2019 remain crucial to sustaining and improving the program. These include the hiring of a part-time assistant (A4), the hiring of a designated graduate student (A5), and increased travel and event funding (A1). In terms of components of our Long-Term Plan that do not require an additional financial commitment, we made significant strides in the past year despite the pandemic. In particular, we refined our vision of the Honors Program (B1); revised our website (B2) which should be forthcoming in June 2021; created a comprehensive Honors Handbook for all stakeholders; expanded the Honors Program Committee (B3d); identified and trained faculty members to serve as Honors Faculty Liaisons (B3e); hosted and personally invited stakeholder to annual Honors Colloquium events (B3g); created a targeted communication for alumni in Fall 2020 (B3j); and worked with IRP to develop reports comparing outcomes of Honors students (B4). We convened the Honors Program Committee and sub-committees multiple times to discuss revisions to the Honors Curriculum (B5), secured one set of linked classes for 21–22 AY, and clearly defined and promoted these courses

on the Honors website and at Honors cohort advising meetings (B5b). As part of our discussion about curricular redesign, we have discussed thesis and research requirements, as well as new course ideas (B5f). We have made minor revisions to the program-level outcomes (B6), but aim to return to these as we redevelop a new curricular vision (B7). We continue to work with our CAS A-Team representative Molly McClain on program assessment (B8). Despite the lack of sufficient personnel and the remote situation endured in AY 2020–21 due to COVID, we have managed to meaningfully support students in advising and thesis planning (B9). We made strides in piloting a new admissions strategy to increase access to the Honors Program for a larger number of underserved and underrepresented students (Honors Illuminate Scholars); this was done in close partnership with UGA (B12). We also worked with University Advancement and CAS Development to develop a short-term fundraising plan, to include buttons on our webpage for donations, and to be featured as a CAS funding priority on Torero Tuesday (B14). It was challenging this year to offer a strong sense of community to students during the pandemic. Although online events were offered, they were weakly attended and the Honors Program Office has been shuttered since March 2020 (B10). Our boxes were moved into the new Learning Commons space (B11), but we have not yet been able to unpack and set up the space for usage.

**Dean's Report on Progress Made:** We applaud the Honors Program director for continued progress on the MOU priorities, despite limitations imposed by the pandemic and by having the Assistant Director on leave for several months. We are pleased that the director has been working with the College Assistant Dean for Finance and Administration to review instructional budgets. As the university moves to implement RCM, we anticipate that increased Honors enrollments will allow us to allocate instructional dollars according to student demand. Until this happens, the College will continue to support case-by-case requests from the Honors Program that sustain important curricular initiatives. The College will provide funding for a graduate student assistant and an undergraduate FWS student, beginning in Fall 2021, and we will continue to evaluate the need for an Administrative Assistant, depending on budgetary demands. Work on the website, handbook, Honors Colloquium, curriculum, research, and ongoing programmatic updates are especially noteworthy and commendable. We look forward to the results of the new admissions strategy as we welcome the first class to matriculate after the implementation of this new approach. With the return to campus in Fall 2021, we look forward to continued progress on MOU priorities that were difficult to pursue in a remote environment.

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

**School/College:** Division of Professional and Continuing Education

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

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

**Year in LTP Cycle:** 3/5

**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:** 1) Dr. Erik Fritsvold officially joined the Division of Professional and Continuing Education (PCE) full time as an Associate Professor and Academic

Director for the MS LEPSL program on July 1, 2019. The attendant Memorandum of Understanding between the College of Arts and Sciences (CAS) and PCE established a three-year term for this position, until June 30th, 2022. Thereafter, CAS and PCE may agree to renew, extend, or amend the terms of the MOU. 2) The MS LEPSL assessment plan is rigorous and continues on schedule as outlined in the founding documents of the program and as directed by 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. However, the Interregional Guidelines for the Evaluation of Distance

Education seem to focus on both assessing student learning and larger institutional dynamics and structural supports involving online education. While the forthcoming program review will engage these larger institutional practices, our semesterly assessment program largely does not via its focus on course level assessment. We will seek out additional direction from IESI on this issue as part of the forthcoming program review process. 3) From 2015-2018, the MS LEPSL program assessed student learning per the protocols utilized by CAS, a more narrative-centric approach to assessment. Beginning in Spring 2019, MS LEPSL adapted to the more concise assessment protocols that we understand better reflect national best practices. We are proud to have continued regular assessment as scheduled for the duration of the program and to date have completed three calendar years of continuous assessment under the "narrative-style" approach and six semesters of assessments utilizing this new approach. MS LEPSL is deeply appreciative of the coaching and investment provided by IESI to position us to employ cutting-edge best practices in this area that best serves our program and our students. 4) Reflecting on the challenges identified in the previous review, the MS LEPSL team remains proud of the evidence related to academic rigor, student support systems, cutting-edge curriculum, quality assurance, innovation, faculty training, and many other elements of the program. Moreover, working with IESI, it appears as if the timeline for our forthcoming program review has been extended significantly to align with the typical timeline standards for similar programs at the University. Regardless of timeline, thinking about an upcoming program review, it is likely that the quality of the infrastructure will be an issue. Since our inaugural program review, PCE has grown considerably and arguably plays a more central role in the university. A Learning Design Center (LDC) has been established that centralizes many technologies and online teaching resources in a single location to serve PCE and the university as a whole, including Instructional Design (ID). Under the previous model, PCE had largely exclusive technology resources and IDs. It is our position that this structural change is a very positive step for PCE, the University, and the future of quality online education. However, it also has presented some resource constraints, all of which were exacerbated as the entire university transitioned to remote teaching to adapt to COVID-19. As these entities scale and grow, online degree programs were asked to minimize their demands on these resources whenever possible. MS LEPSL's success is largely a byproduct of its cutting edge and constantly evolving curriculum and this is clearly giving us a competitive advantage over much larger and well-resourced competition and is the linchpin to serving our students well. This constant evolution places disproportionate demands on the LDC resources. All parties involved have navigated this challenge well and are working well together. Moreover, all indications suggest that this was a short-term challenge that is now moot, but it is an issue to continue to monitor and be cognizant of nonetheless. 5) Beginning in early 2020, the

University has taken significant steps towards creating an online bachelor's degree completion program. A degree completion program for law enforcement, modeled after the MS LEPSL program, would be a natural outgrowth of this endeavor. Three subcommittees have been created including administrators, associate deans, and representatives from CAS, SMSE, SB, and PCE. Preliminary reports have been generated by two of the three subcommittees to date. While COVID-19 has placed substantial demands on the time of the committee members, we are hopeful that this effort will continue to build on the existing momentum as the pandemic eases and the University returns to something that resembles normalcy.

**Dean's Report on Progress Made:** The program is making significant progress on the Long-Term Plan established in the MOU. The challenge identified by the Academic Director is one of resource constraint of the LDC. This was initially due to the demands on the department to support and train for remote teaching. As more degree programs are launched, the demand on this department will likely continue. The BPS initiative was placed on hold due to the impact of COVID-19 on faculty and the Dean's involved time and bandwidth. The BPS Committee will likely get back into session once "normalcy" is achieved. New assessment protocols have been implemented and the academic rigor and achievement of PLOs is favorable.

## Program: Department of Leadership Studies: 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 who are both academics and practitioners, and they gain insights on managing group dynamics, engaging in meaningful dialogue, advocating effectively, and collaborating with people who have diverse backgrounds and perspectives. Three MA programs are in the Department. The MA in Leadership Studies program helps students to see themselves in the processes of leadership. The MA in Higher Education Leadership program was created for individuals who would like to build and sustain college and university campuses that are inclusive and supportive of lifelong learners from a wide range of backgrounds. Finally, graduates of the Nonprofit Leadership and Management MA program advance

their careers as directors of nonprofits and as consultants, executives, development officers, and program managers.

**Timing of Last APR:** The long-term plan and MOU were developed and signed on May 26, 2019 after completing the self-study in Spring 2018, hosting external reviewers from May 7-9, 2018, and going through the internal review process with the ARC.

**Year in LTP Cycle:** 3/5

**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:** 1) In terms of developing our learning outcomes as they relate to Social Justice, interculturality, and internationalization, we are in the process of

reviewing and revising them to be completed at the end of the academic year. 2) An analysis of DLS undergraduate minors revealed revenue and cost data. The current USD revenue structure indicates that we receive no revenue from the university for leadership minor courses. We are currently working with our financial officer to determine ongoing expenses. Complications arising from the pandemic as well as the finalization of the University's budget plan has somewhat stalled our decisions in this regard. 3) The networking event that included alums was highly successful. Alums continue to support faculty as classroom volunteers and in providing support to prospective students by sharing their experiences with them. For example: alums came to our info session for the coaching program to share their knowledge and experiences. 4) All faculty engaged in a thorough review of syllabi as well as pedagogical practices to better respond to our goals around DEI. The chats became more formal when leadership brought scholars of color to the campus to interact with students about their efforts to promote DEI in their particular context. 5) Efforts were made this fall to hire additional adjunct faculty of color. This search resulted in the hiring of five BIPOC faculty. Enrollment for students of color increased across the MA NP and the MA HE programs. In 2019-20, we enrolled 38 BIPOC students in our MA program. The following year (2020-21), we enrolled 49 BIPOC students. This is an increase of approximately 29%. The chair meets with all faculty to assess workload and to provide support for scholarship and teaching as needed.

**Dean's Report on Progress Made:** This year, the program faculty in the three Masters programs (Leadership Studies, Non-Profit Management, and Higher Education) have made great strides in meeting goals related to recruiting and retaining students and faculty of color. The faculty were intentional in their efforts and conducted a syllabi review, hosted events, and attended DEI trainings. Their efforts were successful as they did increase the number of BIPOC students and part-time faculty of color. We encourage the faculty to continue this important and highly relevant work. We look forward to working with the department as it initiates new specializations as part of its rebranded identity. Going forward, we look forward to resuming the conversation about fifth year pathway programs. Further, we suspect that the program will be ready for introducing new program goals over the next year.

## Program: Leadership Studies, PhD

**School/College:** School of Leadership and Education Sciences

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

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

**Year in LTP Cycle:** 2/5

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

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



SUFFICIENT PROGRESS

**Program's Report on Progress Made:** 6) The learning outcome committee has been formed and a subcommittee report is due at the end of May. 7) We have adjusted curriculum to respond to the integrity of the specializations and formulated new specializations to support the overall program identity. We are expanding specializations to include Restorative Justice, and continue to investigate new and emerging specializations that respond to students needs such as research methods. 11) The faculty load meets the needs of the curriculum and program identity. The load is aligned with the expertise of the faculty, and the class size is reviewed to achieve a more equitable distribution. 12) We are currently searching for a Professor of Practice to support our Coaching and Organizational Consulting Specialization in providing elective options for PhD students in this area. Updates for other numerical areas were not provided this year.

**Dean's Report on Progress Made:** This past year the faculty in the PhD in Leadership applied the data they collected previously as well as a DEI lens to revise the program of study and the courses. Some of the changes nicely aligned with the SOLES-wide anti-racism initiatives. In conjunction with the changes, the program evaluated the faculty load and concluded that they have sufficient faculty to deliver the revised curriculum. Going forward, we look forward to examining the role of various student funding sources, (e.g., GA-ship, scholarship, merit scholarship). We also support the program's interest in soliciting feedback from students and alumni in 2021-2022 to assist with on-going program improvement.

## Program: Liberal Studies, BA

**School/College:** College of Arts and Sciences

**Program Summary:** The Liberal Studies major is designed to prepare individuals who want to become elementary school teachers. The major

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

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

**Year in LTP Cycle:** 2/6

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



MINIMAL PROGRESS

**Program's Report on Progress Made:** The Liberal Studies major is experiencing continued growth; even with 12 graduates in 2021, there are approximately 50 continuing majors. As was mentioned repeatedly throughout the APR process, additional support is

urgently needed or the program growth and improvement we have planned will not be able to take place. It is not sustainable for the program director to continue all of the duties associated with this program, plus those of an executive assistant. This serves as a brief summary of the items scheduled to take place and their status. A1) This has not taken place. As noted elsewhere, EA support for Liberal Studies has actually decreased since these APR documents were prepared and current EA hours are 2.5 hours per week. The program director received an additional teaching release time to perform these duties; however, this is not the long-term solution we desire. The CAR process has made the hiring of a dedicated EA unlikely since overall EA support in the College has been diminished. A2) In progress; space options have been identified in Founders/Camino Hall and are under consideration for 2021, once renovations are complete. We look forward to the increased visibility on campus and support for our students that a dedicated home for the program will provide. A3) This has not taken place, as ESM approval is not being pursued at this time. The pursuit of this program approval is still under consideration. A4) This is in progress with the status unknown. A proposed new annual budget was prepared with the Dean's office last year. However, with the shift to the new revenue control model budget, the labor/non-labor processes did not take place as usual. B1) This is delayed. The intended meetings were not held due to the campus closure and disrupted semesters from the pandemic. A mechanism to continue these conversations will be addressed in 2021-22. B2) The program learning outcomes were revised, and the assessment timetable was moved back by one year. B3-B5) The timeline has been adjusted for these.

**Dean's Report on Progress Made:** We are delighted with the steady attention to the success of students in the Liberal Studies program. The director has been able to maintain solid enrollment in the program, with small increases in recent years. We will continue to provide the program director with reassigned time to facilitate her work, and will explore ways to provide additional administrative support. Beginning in Fall 2021, the program director will have a new, centrally located office space in proximity to the Dean's office, which will allow us to furnish administrative support more easily for the program. The pandemic limited our ability to develop a new budget for the Liberal Studies program, but we will work with the program director this fall to implement a new annual budget. With the return to campus in Fall 2021, we look forward to renewed progress on MOU priorities that were difficult to pursue in a remote environment (revisiting the program mission and vision, updating PLOs and the long-term assessment plan, etc.).

## Program: Marketing, BBA

### School/College: School of Business

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

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

**Year in LTP Cycle:** 2/5

**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 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 School of Business. B2-MOU) Ensure departmental needs are included in the new building plans (ample faculty office space, flexible classrooms conducive to contemporary classroom pedagogy, a behavior lab, etc.). B3-MOU) Develop a Marketing Faculty task force to conduct a SWOT analysis of the

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



**Program's Report on Progress Made:** Despite the constraints (both financial and physical) placed upon us by the pandemic, the marketing department has made progress on items in the LTP/MOU. A1-MOU) In light of the restructuring of the School of Business organizational structure, marketing is hiring a Student Professional Development Manager who will be taking the lead and responsibility for managing student projects, industry outreach, and being a liaison with our AMA chapter and other professional organizations. We have fought to secure a person to be dedicated to marketing, and they will have a start date of July 1, 2021. A2-MOU) We have been under a hiring freeze due to COVID, though all paperwork and calls for faculty are ready to go once the freeze is lifted. We will be seeking a hire for marketing research/ analytics, social media/digital marketing, and high tech/biotech marketing. B1-MOU) The new business building will be online with classrooms available to us starting Fall 2022. We are excited about the modern improvements that these classrooms will bring. B2-MOU) Justine Farrell served on the new building committee to ensure that all faculty needs would be met in the new design. Accordingly, there will be ample faculty office space in Olin Hall, and classrooms will be designed in a pedagogically appropriate way. B3-MOU) This is currently in progress. This SWOT is being conducted to understand our needs in hiring two faculty lines in the future. B4-MOU) We are hopeful to work with the new Dean to establish a stronger priority on research and to provide time to complete research for our faculty. We are positive at the progress made in opening up the research conversations thus far.

## 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:** 2/5

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



**Program's Report on Progress Made:** MOU-A1 was delayed one year and we hope to move in Fall 2022. MOU-A2 is complete. MOU-A3 was postponed due to COVID. MOU-A4 has not been done yet. MOU-B1 was approved then delayed a year due to COVID; we hope to fill these positions next year. MOU-B2 is in progress; we are doing a pilot program with MATH 130 this spring. MOU-B3 has not been done yet. MOU-B4 is in progress; a major has been proposed and we are

working with CS to get it finalized. MOU-B5 is not done yet. MOU-B6 is complete.

**Dean's Report on Progress Made:** The Department of Mathematics is to be thanked for its patience in allowing the university to use SH 134 for one additional year. The department's forward thinking and collaborative spirit are commendable; we are aware that they have been waiting for this move for quite some time. Support for A3 and A4 will be reevaluated after we return to campus in the fall, but stable long-term funding for these programs may not be possible until the implementation of RCM budgeting. Two new faculty hires have been approved as part of thematic College-wide cluster hires, with interviews scheduled for the coming academic year. We are pleased that the MATH 130 pilot was implemented, and we encourage the department to follow up by (a) reporting major results to the dean's office and (b) planning for future iterations of this class, if the results justify moving forward with a calculus class designed for SB students. The Math department's exploration of new curricular programs is very encouraging. Other departments at USD are engaged in similar discussions around computation, analytics, and data science, and we encourage the Math faculty to communicate with colleagues in these departments as new majors and minors are being fleshed out. With the return to campus in Fall 2021, we look forward to renewed progress on MOU priorities that were difficult to pursue in a remote environment.

## Program: Music, BA

### School/College: College of Arts and Sciences

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

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

**Year in LTP Cycle:** 4/6

**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:** The program provide the following updates on the MOU. 1-2) The EA became full-time in 2018. Beginning 2020-21, the EA went to half-time due to budget redesign. 3) The Music Operations Manager was hired in 2019 as full time. 4) Shiley did not move to CAS (that is a separate issue far above our authority and the Provost has not taken steps to bring the Theatre to CAS). 5) Music moved to Maher Hall during the Renaissance Project; thus, no progress on a suite of outdoor Wenger Rooms has been made. It is less of an imperative now though and these would be very expensive. We currently have sufficient lesson and student practice spaces. 6) The Operations Manager identified many safety issues for Shiley Hall and some are planned to be rectified as part of the Renaissance Project during 2020-21 (not all funding has been secured). Lighting and sound improvement proposals were submitted, but not funded as of now. 7) Neither the operating budgets nor Choral Scholars budget were increased. 8) One 5/8 position retired. With the change to Maher Hall, the timing is wrong to apply for a new tenure-line position. Another 7/8 faculty will retire in 2022 and we may apply for two tenure lines at that time.

**Dean’s Report on Progress Made:** We appreciate the department’s cooperation in moving to a shared EA with Theatre, based on the results of the Comprehensive Administrative Review (CAR). The department’s support for broader College and institutional efforts is noteworthy. The dean’s office continues to work with the VP of Operations to determine

the oversight of Shiley Theatre, and we hope to resume this discussion in earnest after the return to campus in Fall 2021. The department will return to a refreshed space in Camino Hall, and this should suit many of the department’s needs into the future. The safety issues in Shiley Theatre have been addressed through Renaissance Plan upgrades. We recognize that the department is currently going through a substantial turnover in faculty, and the dean’s office is committed to making sure that these are replaced in ways that continue to make the department vibrant and viable into the future. Already, the department has been approved for two tenure-track hires as part of College-wide cluster hires in Fall 2022 and 2023.

## Program: Nursing, MSN

### School/College: Hahn School of Nursing and Health Science

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

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

**Year in LTP Cycle:** 0/5

**Summary of MOU/LTP:** The MOU is divided into components of the LTP that require financial resources (A) and those that do not (B). A1) Gain funding for a staff Assistant Director of Accreditation, Assessment, and Evaluation. A2) Continue thanking clinical preceptors via gifts. Consider paying clinical preceptors if gaining placements becomes too difficult as this is becoming a national trend. A3) Gain continued financial support for faculty to attend national meetings as well as present research at national and international conferences such as the American Association of Colleges of Nursing (AACN). A4) Hire at least seven full time faculty within the SON to replace those that are leaving, and consider cluster/cohort hires when possible. B1) Work with IT and the Learning Design Center to have an additional dedicated IT person for the SON. B2) Create a faculty committee for programmatic accreditation and the assessment of student learning, and utilize the University’s assessment software, TracDat, to assist with processes. Mentor younger faculty on these types of quality-enhancement processes as well. B3) Gain access to the University’s TracDat training materials and ensure multiple

employees are cross trained on the system for long-term understanding and sustainability of the software. B4) Create a process for tracking samples of student work as needed by accrediting agencies. B5) With the SON Faculty Affairs Committee, revise the Faculty Peer Observation document and include it in the Faculty Handbook updated annually. B6) Prepare a succession plan for SON leadership. B7) Continue to prioritize, in the entering MEPN class, for USD undergraduates and alumni to enroll in the Master’s Entry Program in Nursing (MEPN) program.



**Report on progress made:** The MOU was just signed on June 9, 2021. The LTP begins in AY 2021-22. Thus, there is no update for this annual report.

## Program: Nursing, PhD

### School/College: Hahn School of Nursing and Health Science

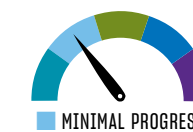
**Program Summary:** The Doctor of Philosophy in Nursing (PhD) program is designed for working professionals with a passion for solving the issues nurses encounter daily. To achieve expertise as nurse scientists, students are educated and socialized for their roles both didactically through course work,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

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

**Year in LTP Cycle:** 1/5

**Summary of MOU/LTP:** The long-term plan is organized into three action areas, and identifies strategies and resources needed to achieve goals by 2024. Components of the LTP requiring additional financial resources are indicated with an asterisk next to it. The first action area “A” is about “Program Excellence” and it has subgoals 1-3. A1) The PhD program will continue to respond to the needs of the working professional with annual reflection of program successes and need for refinement including the following. A1a) The class schedule will continue to be held on-site 1 day/week including on-site emphasis versus NEXus courses. A1b) We will continue the distributed integration of ethics across courses to benefit students. A2) The program will maintain

the extensive collaborations with the existing community, healthcare systems, and academic medical centers and continue annual evaluation check-ins. A3) \*An annual program evaluation will continue and be refined to include scalable metrics and annual evaluations. A3a) \*An initial structure for TracDat linking courses to program outcomes will be completed. A3b) \*The program will migrate to a university wide Course Evaluation System (with annual evaluation). The second action area “B” is about “Student Success” and it has subgoals 4-9. B4) The program will continue its current admissions and progression process. B4a) The program will have an enrollment target equal to 12-15 per year to balance graduation rates, while maintaining program excellence. B4b) Initiate a resequencing of courses with annual evaluation. B5) \*Implement a migration of individual development plans (IDPs) to the SON electronic database. B6) Continue to tailor student’s academic experience to achieve student goals, while maintaining program integrity and excellence. B7) Continue to expand students’ use and knowledge in the intricacies of the manipulation of big data available in electronic health records. B8) Continue to teach the multiple scientific approaches to data collection and analysis (quantitative and qualitative). B9) \*Continue to support traditional dissertations in concert with the 3-paper option. B9a) \*Employ a full-time staff member to help with the logistics of manuscript preparation and editing. B9b) \*Employ a full-time data analyst to assist students and faculty. The third action area “C” is about Sustainability 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 to teach in the PhD program (3-4) and advance faculty diversity and inclusion. C13a) \*Ensure a Diversity and Health Disparities Fellow will advance to tenure track status. C13b) \*Bridge two seasoned clinical faculty of color to tenure track positions. C13c) \*Initiate a national search for 1-2 new tenure track faculty.



**Program’s Report on Progress Made:** The LTP’s implementation was severely curtailed resulting from the unprecedented COVID-19 pandemic this year. Nonetheless, we continue to excel in generating the next generation of nurse scientists. A1a) On March 12,

2020, we successfully pivoted from onsite to remote course offerings. Student and faculty participation occurred in “real time” (not recorded) and engaged, productive processes were achieved. Final dissertation presentations presented remotely were unequivocally well attended by families, students, and colleagues. A1b) A newly designed PHDN 651 (Ethics) course was implemented, providing the strong foundation for the distributed integration of ethics across courses to benefit students. A3a) An annual program evaluation added fields specific to the PhD program (scientific publications, internal/external funding, scientific presentations, professional affiliations, Board Service, and Policy Service). A3b) The Salesforce database is on hold. Resources are needed to continue making progress on “Program Excellence” as COVID-19 University Hiring Policies have precluded us from hiring a skilled and dedicated administrative associate at 100% time to facilitate data entry, tracking, and the ability to extract data in a timely manner. B4a) We have 58 full time students and 12 graduates. We had 25 applicants; 11 were offered admission, 8 deposited, and 2 deferred because of COVID-19. B4b) The re-sequencing of courses has been initiated. B5) This is in-design phase. B6-8) These are on-going. Resources are needed to continue making progress on “Student Success” as COVID-19 University Policies have precluded us from hiring FT data manager/analyst and FT editor. C10a) We are awaiting administrative support. C10b) The Director received input from Duke, U MASS-Worcester, and Yale. C11) We developed written faculty succession plans to plan for and accommodate future needs. Three additional senior PhD faculty took advantage of the COVID-19 Voluntary Separation Program. C12) This is on hold due to COVID-19 fund restrictions. C13a) This happened in September 2020. C13b) A seasoned tenure track faculty of color was mentored in Spring 2021 to teach Theoretical Perspectives. Resources are needed to continue making progress on “Sustainability and Support and Diversity” as COVID-19 University Policies have precluded us from transitioning 3-4 clinical faculty to TT line or initiating a national search.

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

**School/College:** Hahn School of Nursing and Health Science

**Program Summary:** The Doctor of Nursing Practice (DNP) program prepares nurses at the highest level of proficiency as they learn to translate science into clinical practice. Students develop the skills to lead collaboratively, integrate research into care, and design better healthcare delivery systems. Some DNP students focus their studies

on delivering complex care over the lifespan of one population. Others scale up their impact to shape entire systems, organizations, and policies through executive or administrative roles. The program is available to BSN or MSN applicants. Many certifications are available with the DNP program.

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

**Year in LTP Cycle:** 4/5

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



**Program's Report on Progress Made:** 1) The School of Nursing (SON) started the BSN to DNP Family Nurse Practitioner in Emergency Care (FENP) and Post Master's Certificate Program Family Nurse Practitioner in Emergency Care Programs in the Fall of 2018. 2) The Nurse Practitioner Program and the SON Simulation Lab were able to purchase ENP equipment in the fall semester of 2020 (e.g., handheld ultrasound equipment). 3) The SON phased out the MSN NP programs in Fall 2020 and the last MSN NP students will graduate in Spring 2022. 4) The SON is still working to combine the CCNE Accreditation visits for all SON programs to one visit in 2024. 5) The SON is continuously working to increase diversity in the NP program through outreach and grants (e.g., Song Brown Grant). 6) The SON is in the process of implementing Sales Force as the school's new software system. 7) The SON was able to replace the temporary part-time clerical staff member who assisted with clinical placements and make a full-time permanent position to assist all of the Clinical Placement Coordinators. 8) The SON is still working to increase the number of clinical and tenure-track faculty lines to accommodate additional DNP and SON students.

## Program: Peace Studies: Peace and 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 November 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:** 2/5

**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:** 1) With the COVID-19 pandemic, the Kroc School decided to focus on partnerships in the contiguous states that would be more feasible to implement at this time. In addition, with the Grillo-Marxuach Scholarship not being renewed, there is less of an incentive to recruit specifically from Puerto Rico, as we no longer have the resources to provide necessary scholarships. Instead, the Kroc School is establishing a partnership with the Soka University of America, based in Aliso Viejo, CA, to design an accelerated degree program with their B.A. in Liberal Arts

and our three master's degree programs. This will include a \$10,000 fellowship to be funded by Soka to every student who is admitted to our programs. In addition, we are pursuing similar partnerships with historically black colleges such as Spelman College and Morehouse College. Beyond these external partnerships, the Kroc School established two new combined degree programs with the undergraduate divisions in the Shiley-Marcos School of Engineering and the School of Business for its MA in Peace and Justice and MA in Social Innovation programs. These will be launched from Fall 2021. The Kroc School raised \$149,608 dollars for scholarships this year, just over its target. The Kroc School also converted a \$7000 per year endowment from funding an IPJ program to funding tuition for Kroc Practice Fellows. In addition to the scholarships the Kroc School offers, the Kroc School vetted outside direct scholarship opportunities and shared them with prospects and current students. As noted above, the Kroc School will not have the Grillo-Marxuach scholarship funding which totaled \$90,000 per year and this concerns us. The advancement team continues to focus on individual scholarships as a top priority for the 2021-2022 year. 2) The Kroc School implemented a one-day fully remote orientation, with full participation from faculty. To ensure that this orientation emphasized the establishment of relationships between students and between students and faculty, we also instituted a self-paced pre-orientation course on Blackboard, which led new admits through all of the policy, programming, and academic and personal preparation content that is often conveyed verbally and unidirectionally with the students, who end up passively participating. The self-paced course was required for all students and included assignments, discussion board interactions, and sparked student interaction and student-staff interaction in advance of the 1-day orientation. The 1-day orientation itself was a huge success. The Kroc School received rave reviews for it from students and faculty, and the team even wrote up its practices to share with the broader higher education community in an article published by the Chronicle of Higher Education. 3) The Kroc School worked with the Military Connected Hub at USD to develop an MOU with the Marines Corps Distance Education Program, to accept 6 units of coursework from their online distance education curriculum into all three of our master's programs. 4) The Kroc School established a Diversity, Equity, and Inclusion Working Group, which will make recommendations to the Dean, faculty, and administration on policies and practices to improve DEI in our community. The Working Group is composed of alumni, board members, students, staff, and faculty, and will make its initial recommendations in the beginning of Fall 2021. The Kroc School launched two additional DEI initiatives: a diversity post-doctoral fellowship line (modeled after a similar fellowship at the College of Arts and Sciences), and a new Activist-in-Residence award, which comes with \$25,000 and a

semester-long appointment with 3-weeks in residency that includes engagement with faculty, students, and the broader USD community. The Activist-in-Residence was designed to seek and support excellence and diversity at the vanguard of systemic change in the United States. The post-doctoral fellows will be given a 2-year appointment and teach two courses each year, in addition to receiving mentorship and support for teaching and publishing. Beyond these, the Kroc School has proactively issued timely responses in the wake of difficult current events, and also organized a summer series of community workshops to discuss race, violence, and the pandemic, and other systemic injustices brought into relief with the protests that continue to occur throughout the country. 5) The Kroc School launched its KROC 500 Foundations: Peace, Justice, and Social Change course in Fall 2020, mandatory for all new students. The course was taught by a team of three professors, who ran a large lecture session and three smaller discussion group sessions to deliver the course. The course received some mixed feedback during the semester, but ultimately had quite strong course evaluations from the students. This course enabled faculty to identify academic needs across the cohort of new students, resulting in the organization of additional academic support sessions. It also enhanced dialogue between faculty across disciplines and programs. KROC 500 will be taught in both the fall and spring semesters next year, but will have standalone sections that are taught by individual faculty members, albeit with coordination on their syllabi. The spring section will cater to students joining the Kroc School in our new spring enrollment cycles which were voted through by faculty for the MA in Social Innovation and MS in Conflict Management and Resolution. 6) The Academic Programs team had one member turnover with the Assistant Director of Recruiting and Admissions departing the Kroc School for an exciting new opportunity. Happily, we were able to transition Hilary Beggs, Events Manager, who would no longer have in-person events to run during the pandemic year, into this role. Ms. Beggs has extensive higher education experience spanning several functional areas and was an easy fit for this role. She hit the ground running and has taken to this role very well. The Academic Programs team set clear targets for the year, a full calendar of events and programming to be implemented, and tracked its efforts throughout the year. 7) There are ongoing implementation of new systems, and the new Budget and Administration Manager continues to strengthen systems at the Kroc School. 8) The Program Assessment Committee is now up and running regularly. It is on track for the WSCUC accreditation visit in Fall 2021, with an assessment plan now in place, including with newly revised learning outcomes for all the degree programs. The curriculum maps and learning outcomes are now on the Kroc Student Resources Site, accessible by all students. The committee assessed Learning Outcome 5 "Communications" this year, assessing all

graduating students' professional portfolios — both their written portfolios and their oral presentations of their portfolios. Next academic year, the committee will assess Learning Outcome 2 "Diverse Perspectives." 9) The Program Assessment Committee meets monthly, and faculty members on the committee meet regularly with their peers in each degree program to discuss learning outcomes within their courses and align learning outcomes across the courses. Faculty worked in teams to revise learning outcomes and revise the curriculum maps for each degree program. Updates from the Program Assessment Committee are discussed periodically in faculty meetings, and inform activities within the Curriculum Committee and broader faculty decision-making. The committee also established a dashboard of metrics that go beyond program learning outcomes to broader admissions trends, demographic trends, co-curricular outcomes, and career outcomes of our students. This will be updated and engaged with by faculty on a yearly basis. 10) Associate Professor Dustin Sharp is now serving on USD's All Faith Service Committee, as well as continuing to regularly teach his KROC 590 Peace and Spirituality course. We do not currently have a professor serving on the Catholic Peacebuilding Network Steering Committee, but plan to assign a faculty member in the next academic year.

## Program: Philosophy, BA

### School/College: College of Arts and Sciences

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

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

**Year in LTP Cycle:** 5/6

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

the LTP include the following eight goals, some of which overlap with those listed in the MOU: LTP1) curriculum; LTP2) grow major and minor; LTP3) space; LTP4) ARRT; LTP5) community building; LTP6) assessment; LTP7) contingent faculty; and LTP8) faculty development.



**Program's Report on Progress Made:** The Philosophy Department has continued to review curricular needs based on the assessment of the new philosophy major and core requirements. We

added a number of new courses including African American Philosophy, History of Africana Philosophy, Philosophy of Archeology, and Computer Ethics. Because of the hiring freeze, we were unable to hire new faculty in spite of the fact that we lost two full-time faculty in the 2019-2020 academic year. We are currently in the process of revising the departmental AART guidelines. We have evaluated needs for contingent faculty and will add a one-year, visiting instructor and a diversity postdoc starting in the 2021 fall semester. We continue to have an inclusive environment for contingent faculty by inviting and including them in Brown Bag discussions, the faculty discussion group on issues related to race and pedagogy, as well as departmental meetings concerning teaching. We look forward to returning to campus after the pandemic.

**Dean's Report on Progress Made:** We are delighted that the department is welcoming a diversity postdoctoral scholar to help continue the diversification of the Philosophy faculty and curriculum. However, other items in the MOU still require attention: revising ARRT documents, updating courses to satisfy core attributes, and discussing the development of an Ethics minor. The connection between revisions to the major and the modification of courses to include core attributes cannot be overlooked. Assessment of the curriculum and any resulting changes also must be a priority. Progress in these areas is important to long-term program success. As always, the Dean's office is ready to support the department in its pursuit of these goals. We appreciate the chair's attention to space for faculty and students within Founder's Hall, and we look forward to working with Philosophy faculty and staff as they move back into their newly renovated offices. With the return to campus in Fall 2021, we anticipate renewed progress on MOU priorities that were difficult to pursue in a remote environment.

## Program: Physics and Biophysics, BAs

### School/College: College of Arts and Sciences

**Program Summary:** The Department of Physics and Biophysics at the University of San Diego is deeply committed to offering first-rate undergraduate physics education in a liberal arts environment including small class sizes, individualized attention, and the ability to do one-on-one research with faculty. Courses in physics and biophysics allow students to explore the interactions of matter and energy from the

simplicity of a molecule or a swinging pendulum to the complexity of nuclear fusion, galaxy formation, cell signaling, and the human brain. A bachelor's degree in either physics or biophysics can provide students with robust quantitative problem solving and reasoning skills. Students also gain invaluable research experience that trains them in cutting-edge experimental techniques. These two powerful majors are essential to not only scientists and engineers, but to every member of society as humans move towards a more technological world.

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

**Year in LTP Cycle:** 4/6

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



**Program's Report on Progress Made:** 1) We are completing our first AY of the proposed workload model and plan to continue in AY 21-22. It is working very well. All faculty are more equitably

participating in research mentoring and more of our majors are getting meaningful experiences. At the same time, we are revising some of our upper-division courses to increase enrollment to offset reduced teaching load. 2a) This was completed as Chad Kishimoto received tenure in 2020. 2b) This was completed as Maren Mossman started in Fall 2020, though we are having some issues with getting her match sorted out currently. 2c) This has not been completed. We put in an Authorization to Hire for Fall 2021, but we were denied. Dean Norton has said that we will hopefully be able to do a search in Fall 2022. 2d) This has been completed. 2e) This has been completed. 3a) This has been completed. 3b) This has not been completed. For our second TT hire, we will need an MCO to turn SCST 291 (the small computer lab) and 290 (the

shared faculty lab and teaching lab) into two faculty labs and a faculty office. 4) The startup for the CBL professor was given, but no equipment or startup funds for the hire we intend to make in AY 2022–23 has been processed.

**Dean’s Report on Progress Made:** We are pleased that the department was able to implement a faculty workload model and that more faculty are mentoring research students. In the coming year, the dean’s office would like the department to provide a report on the faculty workload model, resulting curricular changes, updated faculty teaching loads, and the numbers of research students mentored. The hiring of Chad Kishimoto and Maren Mossman represents strong progress for the department and should provide important benefits into the future. The authorization to recruit was approved for Fall 2022, and during the upcoming academic year, the department should work with the dean’s office (Associate Dean for Faculty) to revisit the MCO for SCST 290 and 291. With the return to campus in Fall 2021, we look forward to renewed progress on MOU priorities that were difficult to pursue in a remote environment.

## Program: Psychological Sciences: Psychology and Behavioral Neuroscience, BAs

**School/College:** College of Arts and Sciences

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

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

**Year in LTP Cycle:** 5/6

**Summary of MOU/LTP:** The department identified and prioritized several

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



**Program’s Report on Progress Made:** Over the past year we have made no progress on securing approval for the second tenure-track line listed in the MOU and have not yet received funding to cover needed supplies for Behavioral Neuroscience research and teaching. These two items are of clear importance to adequately serve our students. Psychological Sciences carries by far the largest number of majors in the College (over 600) but has not seen an increase in resources. As with other departments, we have had to cope with the fallout from the pandemic. Our department has participated in the Diversity Post-Doc program (we are awaiting candidate confirmation) and the new Cluster hire initiative (our proposal has been delayed until 2022–2023) to try to add teaching faculty in the absence of administrative funding for our MOU TT line. In the meantime, we have developed some important initiatives relevant to the overall mission of USD. A new Diversity, Equity, and Inclusion department committee was formed and has developed pedagogical trainings and created a summer research grant for BIPOC majors. We have expanded our alumni outreach efforts, continued to participate in the CAS Tiered Credit pilot program, and continue to do annual assessment of our program outcomes (this past year involved the evaluation of oral presentations by students). We are doing the best we can to meet the demands of the unprecedented growth in our majors, but without adequate resources we are at risk for becoming overwhelmed.

**Dean’s Report on Progress Made:** The Dean’s office has reviewed the tenure-track hires that were specified in the MOU, and the department has been approved for participation in an upcoming cluster hire. The search will take place in 2022–23, with a new hire to begin in Fall 2023. We still look forward to clarification from the department about the specific nature of this faculty line. Since the approval of this MOU, the College has provided the department with additional resources to support students: an assistant chair position and department-level advisors to help alleviate the advising burden on faculty. We recognize that the increasing numbers of majors creates a strain on the department and are happy to provide additional support in recognition of growing demand. The department received a \$20,000 increase to its supply and equipment budget from the Kresge endowment, but we recognize that additional funding may still be needed. Because of the

pandemic, the labor/non-labor budget has been adversely impacted and supply budgets have been frozen across the university. As we return to campus in the fall, the department should work with the Dean’s office to re-evaluate its budgetary needs going forward. The department has done a good job of revising its curriculum and assessing the new majors, and we look forward to continued success and to closing the loop on curricular assessment in the future. With the return to campus in Fall 2021, we look forward to renewed progress on MOU priorities that were difficult to pursue in a remote environment.

## Program: Sociology, BA

**School/College:** College of Arts and Sciences

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

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

**Year in LTP Cycle:** 3/6

**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:** No progress was made this year.

**Dean’s Report on Progress Made:** As noted in the Dean’s office review from 2020, the MOU includes

a number of items not requiring additional financial commitment that still seem to need attention. For example: forming a subcommittee and revising the curriculum to attract more majors and minors, developing classes that satisfy core requirements, enhancing the department’s visual presence, strengthening campus partnerships, discussing a capstone requirement, and assessing program learning outcomes. The Dean’s office still stands ready to assist the department as they pursue these and other goals from their MOU. Opportunities abound for the department to assume a more prominent role in the College and University, and we encourage them to work with our office as they consider how best to proceed so that they can make progress during the coming year. Please reach out directly to the associate deans for faculty and curriculum for assistance with specific MOU objectives. With the return to campus in Fall 2021, we look forward to renewed progress on MOU priorities that were difficult to pursue in a remote environment.

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

**School/College:** College of Arts and Sciences

**Program Summary:** The Department of Theatre at USD offers both a major and minor in theatre, as well as Core curriculum courses, and a MFA in Acting. Our program frames theatre within the liberal arts environment as a holistic educational experience, through integrated practical and theoretical study. We offer broad-based theatre training and learning in the following areas: design, playwriting, performance, and theatrical production. We encourage students to explore the relationship of performance to social and cultural practices, both viscerally and intellectually. Seizing the opportunity to explore interdisciplinary and multidisciplinary collaborations — with other departments, colleges, schools, centers, and institutes in the USD community — is a hallmark of our pedagogical approach. In addition to our professionally active

faculty, we engage renowned theatre practitioners who mentor our students by serving as directors, designers, guest speakers, and/or special topic workshop leaders throughout the academic year. Through a typical course of study at USD, a theatre student will cultivate a broad range of skills—which empower and inspire critical thinking, creative engagement, effective communication, and generous collaboration — enhancing life options and diversifying employability.

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

**Year in LTP Cycle:** 1/5

**Summary of MOU/LTP:** The department has identified and prioritized five key issues (facilities, staff and operations, faculty, curriculum and assessment, and student support) with multiple sub issues to be addressed as part of the LTP. Some require financial resources (A) and others do not (B). Those with an asterisk are the highest priority. A1) Following the Renaissance Plan, complete an evaluation study in collaboration with University Planning to determine tiered and phased options for upgrading/improving existing facilities. Also, work with the CAS Dean’s Office and Provost’s Office to see whether some improvements can be made as part of the Renaissance Plan (ex: shower by ROTC). A2) Work with the University and CAS Development to create a fundraising strategy to cover conversion of spaces to better function, as well as upgrades/improvements. A3) Work with the CAS Dean’s Office to fund short term, aesthetic facility costs such as carpeting, paint, etc. A4) Determine location allocated for Scene Shop in Sacred Heart Hall. A5) Determine off-site location allocated for storage of props, large scenery, and costumes (ideally in Metro). A6) Work with University Operations to designate two parking spaces behind Sacred Heart Hall to allow for unloading of scenery and costumes as well as transportation to/from Scene Shop. A7) \* Find or create a location for a MFA performance classroom/rehearsal space and MFA lounge within the spaces allocated to Theatre. A8) \*Hire a tenure-track BIPOC Playmaker (with or without Diversity Postdoc contract awarded). A9) \*Hire a full-time Technical Director (funding from USD). A10) Expand role of MFA Stage Manager with monetary raise (funding from Old Globe). B1) Convert Costume Shop Manager to full-time. B2) Hire replacement MFA Movement Head. B3) Revise Departmental Organizational Chart by researching peer/aspirational institutions, particularly where training programs have affiliations with professional theatres. B4) Determine production calendar and perhaps change to one play per year for

undergraduate majors. B5) Move toward anti-racist curriculum. B6) Revise training curriculum after hire of MFA Movement Head. B7) Develop undergraduate LLC “Playlab” course for the Core. B8) Revise PLOs to focus on Changemaking for the undergraduate program, revise PLOs for the graduate program, shift assessment responsibilities to a committee rather than one individual, create rubrics, and design assessment projects for a larger sample size. B9) Designate one-third of annual undergraduate scholarship to support BIPOC students. B10) Work with the development team at USD and the Old Globe to make the MFA program once again debt-free for all graduates. B11) Work with CAS Development to increase undergraduate student scholarship support.



**Program’s Report on Progress Made:** A4) This is complete. A5) We are working with CAS to obtain storage spaces in Metro. A7) This is complete. A8) We were awarded a Diversity PostDoc contract which we hope to convert to a TT contract in Fall 2023. A10) This was completed, funded by the Old Globe Theatre. B1) This is complete. B2) This is in progress, and we are on schedule to make a hire by 2021–22. B3) This is in progress. B4) This is in progress and the undergraduate program will produce one show in 2021–22. B5) This is in progress. The undergraduate curriculum committee is revising PLOs and the MFA program is revising curriculum and its reading list. B8) This is in progress. The undergraduate curriculum committee chair met with the CAS assessment team about redesigning PLOs and the assessment map. B9) This is complete. B10) This is in progress. The MFA Program is in discussions with Old Globe development and CAS development.

**Dean’s Report on Progress Made:** We are delighted that substantial new and refurbished space in Sacred Heart Hall has been assigned to the department as part of the Renaissance Plan, including an upgraded scene shop. A fundraising strategy is already in place to support future improvements to these facilities. The department should continue to work with the dean’s office to identify and secure off-site storage for props, large scenery, and costumes, if this still is needed after the move back to campus. A BIPOC playmaker was recruited into the diversity postdoctoral scholarship program to begin in Fall 2021. We are pleased that the Old Globe was able to provide funding to support the MFA Stage Manager and the department should continue to work with the dean’s office to pursue funding for a full-time Technical Director, though this may not be possible until after the implementation of RCM. We are very pleased that the department has made such good progress on other MOU priorities: converting the Costume Shop Manager to full time, commencing the search for a replacement MFA Movement Head, and working on important changes to the curriculum. Considering the department’s recent conclusion of an academic program review, the considerable progress on MOU items is truly impressive. We look forward to continued collaboration with the chair and program director on departmental priorities.

## Program: Theology and Religious Studies, BA

**School/College:** College of Arts and Sciences

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

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

**Year in LTP Cycle:** 4/6

**Summary of MOU/LTP:** The MOU was divided among components requiring additional financial resources (A) and those that do not require additional financial resources (B). The department found that they needed to: A1) increase the faculty travel budget; A2) increase the supplies budget; A3) increase the entertainment and promotion budget; A4) develop an internal strategy for funding High Impact Practices (HIPs); A5) plan for a departmental leadership transition; A6) implement a model of support for faculty who mentor research students; A7) continue the implementation of a diversity hiring plan; A8) retain highly qualified non tenure-track faculty; A9) monitor the effects of the new Core Curriculum when making part-time adjunct hires; A10) work towards acquiring additional designated spaces; B1) support the new Core Curriculum and continue to update course offerings; B2) evaluate lower-division core course offerings and update them as needed; B3) revise the capstone course to align with the new core; B4) update course titles and descriptions to encourage student interest and enthusiasm; B5) revise program-learning outcomes; B6) assess program learning outcomes using a three-year cycle; B7) increase HIPs that include engaged research and immersion/community learning; B8) expand community engagement; B9) implement (and assess the effectiveness of) a process to pre-register declared majors, minors, and seminary students in THRS courses; B10) begin a needs-assessment regarding combined degree programs and seek approval for a master’s

degree program; B11) update the department handbook; B12) revise curriculum as necessary based on assessment results; B13) update the appointment, reappointment, rank, and tenure (ARRT) document to include a description of expectations for promotion to full professor; B14) work closely with the Dean’s Office when addressing faculty hires; B15) implement an expanded review for benefits-based non-tenure track faculty and discuss counting diversity and inclusion efforts in the faculty’s service component; B16) invite stakeholders to department meetings to discuss undergraduate research and external grants; B17) build transition plans for department chair leadership; B18) amplify student outreach including surveys; and B19) build alumni relations.



**Program’s Report on Progress Made:** We are teaching over 1,300 students in Spring 2021 in mostly full classes. Our enrollments are strong, and evidence of teaching effectiveness from peer and student evaluations is clear. Our number of majors has remained consistent. Most are still double majors. Obviously the COVID-19 pandemic has impacted our course delivery modality and work life, with restrictions on travel to conferences and the resulting impact on professional development and scholarship. However, our delivery of high-quality teaching and accompaniment of students has continued. In spring 2021, we are focusing on A5/B17 (department transition plan for THRS leadership, as Emily Reimer-Barry is soon departing from the role of chair and Russell Fuller is stepping into the role on July 1). Our assessment committee report will be discussed by the department in May 2021 (B6). We already completed B13 (updating RRT document). We sought to recruit this year but were denied the opportunity to hire because of the COVID-19 hiring freeze implemented last spring, so we are renewing our attempts to seek support for recruitment next year. All documentation has already been submitted to the dean’s office for two lines (on open lines). While we do have six full time NTT faculty, they do not have lines in THRS, despite our best attempts at achieving A8. If our efforts at hiring retirement replacements are not successful, morale in THRS will be very low. We feel overworked and underappreciated, even as we have so many obvious achievements including funded grants, publications, research awards, fellowships, high achieving majors, and metrics of teaching effectiveness.

**Dean’s Report on Progress Made:** The Dean’s office is pleased that the department has developed a chair succession plan, with the new chair to begin on July 1, 2021. We look forward to working with the new chair on A6, A8, A9, and A10. Although not included in the progress update, we are delighted that the department has found a solution to A7 that will make good use of the Portman endowment. Discussions with the

department about creating a new master's program have already begun and we will be happy to continue this dialogue with the department. The Dean's Office is working with the department to address the vacancies created by recent retirements as part of a cluster hiring process in the College that is designed to attract faculty from underserved populations. Until this happens, we will continue to help the department hire full-time faculty to fill their teaching needs. We are eager to work with the department to support the expansion of student outreach and alumni engagement (B18, B19). The Department of Theology and Religious Studies is one of the foundational programs at USD and we understand the challenges that have been created by the substantial turnover in faculty. The Dean's Office is committed to the continued success of the department. With the return to campus in Fall 2021, we look forward to renewed progress on MOU priorities that were difficult to pursue in a remote environment.

## Program: Women's and Gender Studies, Minor

### School/College: College of Arts and Sciences

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

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

**Year in LTP Cycle:** 4/5

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

alignment of course content with program goals and outcomes; B3) visit all GNDS 101 sections to promote the minor; B4) collaborate with the Career Development Center, Alumni Relations, and the Humanities Center to create events to promote the minor; B5) assess the program learning outcomes for GNDS 101 and 495 students and have faculty members and an advisory board review the assessment results; B6) create and administer a student exit survey and an alumni survey; B7 and B8) explore the possibility of offering a graduate certificate in Gender and Sexuality Studies; B9) participate in the formation of a new Gender and Identity Commons in the Students Affairs Division; B10) work with the CAS Marketing and Communications Director to develop a comprehensive marketing plan; B11) recruit a diverse group of minors from all the undergraduate academic units; B12) work with affiliated faculty to develop Diversity, Inclusion, and Social Justice (DISJ) courses for the Core Curriculum and the minor; B13) create a program Google Drive as a repository for syllabi and resources; and B14) revive the Program Advisory Board and delegate duties to members to ensure University collaboration.



**Program's Report on Progress Made:** While the pandemic and remote instruction have slowed accomplishment of MOU goals, they continue to be worked on. A1, A2, and A3 are accomplished. A4 is limited to mission critical expenses. B1, B2, B5, B6, B9, B10, B11, B12, B13, and B14 are ongoing. B3, B4, B7, and B8 are temporarily halted until we are back on campus. Other updates include that we have successfully proposed, interviewed, and gained permission to hire a Diversity PostDoc Scholar shared with the Philosophy Department. We also successfully proposed new director Dr. Marcelle Maese and began the transitional process.

**Dean's Report on Progress Made:** The dean's office is very pleased that the number of Women's and Gender Studies minors continues to grow. This kind of progress is crucial for the stability and visibility of an important USD program. The current director is stepping down, and we look forward to working with the new director on MOU items that are in progress. We are especially interested in helping the new director develop more program-eligible courses (B1), assess program learning outcomes (B5), develop and administer an exit survey (B6), develop a marketing plan (B10), recruit students from SMSE and SB (B11), enhance DISJ courses in the minor (B12), and revive the advisory board (B14). These items will be especially important in helping the program continue to thrive. Although this initiative was not part of the MOU, we are delighted to welcome a new diversity postdoctoral scholar who will help to provide new and exciting course offerings in the program. With the return to campus in Fall 2021, we also look forward to renewed progress on MOU priorities that were difficult to pursue in a remote environment.

## Mission

### Why we are here

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders who are dedicated to ethical conduct and compassionate service.

## Vision

### Where we want to be by 2024

The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative Changemakers confront humanity's urgent challenges.

## Core Values

### Values we will use to get from our Mission to our Vision

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The university promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the university's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the university provides the foundation upon which the core values have been adopted to support the mission and continued vision.

- Academic Excellence
- Knowledge
- Community
- Ethical Conduct
- Compassionate Service



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