

ANNUAL REPORT 2019-20

University of San Diego Academic Program Review

PRESENTED TO THE UNIVERSITY SENATE





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Message from the Vice President and Provost



Dear Colleagues,

I am pleased to share with you the Academic Program Review (APR) Annual Report for 2019–20.

The APR process at USD provides a systematic and continuous means of advancing academic excellence in student learning, teaching, scholarship, and service, all critical to the university's mission. This annual report highlights the progress of long-term plans since the last program review. As this report highlights, action items identified in long-term plans are being implemented in a timely manner.

The APR process is designed to encourage the program under review to be self-reflective in its continuous improvement by demonstrating alignment of the program with broader institutional goals. The process also compares programs to national standards and external best practices and promotes an understanding of the program's distinctive contributions to the university.

At USD, the process has four stages:

1. The program completes a self-study;
2. An external review team visits the program and provides a report on what they see as the program's strengths and weaknesses;
3. USD's internal Academic Review Committee (ARC) reviews the program and provides recommendations for improvement;
4. In consultation with the dean and provost, the program develops a long-term plan (LTP) for improvement (usually for the length of five years after the review is completed), and an administrative memorandum of understanding (MOU) is created.

USD takes pride in the many contributions and outstanding accomplishments documented throughout our academic program review process and we will continue to build on our strengths and explore innovative ways to align our mission with the highest standards of higher education.

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 dark ink, appearing to read "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 academic programs undergo periodic review in accordance with the University Senate's APR Policy. Each academic program is reviewed every seven years, in coordination with programmatic accreditation schedules (if applicable). 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 documents and the Academic Review Committee's recommendations and establish program goals in the form of a long-term plan (usually five 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 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 via TracDat (assessment/program review software). This report was collated by the Office of Institutional Effectiveness and Strategic Initiatives utilizing TracDat data, and serves as their report for academic year 2019–2020.

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.

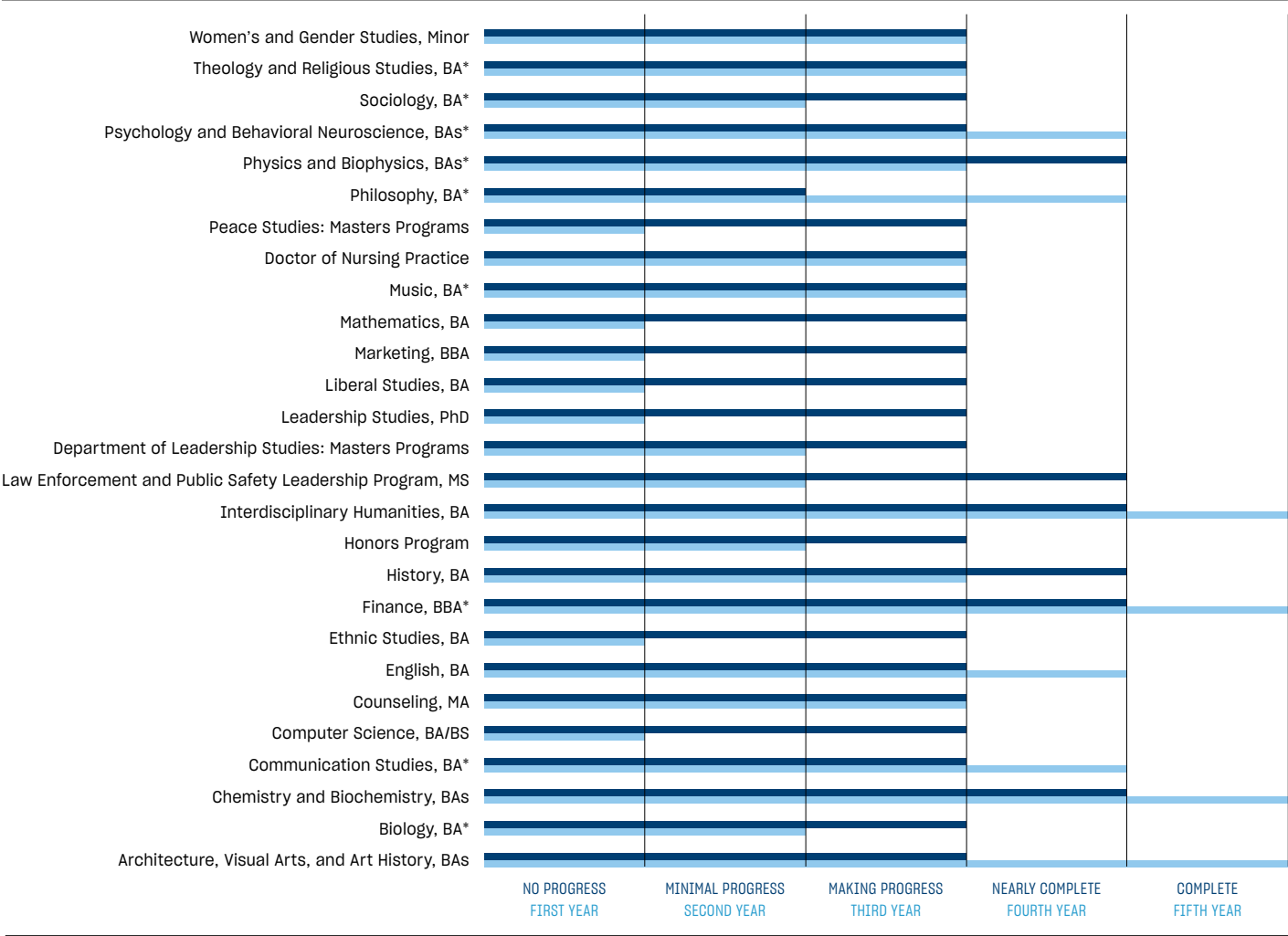
Progress since USD’s Special Interim Report to WSCUC in 2016

Twenty-one programs began Stage 1 of the academic program review process in the last four academic years (2016–17, 2017–18, 2018–19, and 2019–20) since USD’s Special Interim Report to WSCUC in 2016. Of these 21 programs, 17 (81%) have completed all four stages of the APR and already have their next APR scheduled. See table to the right.

Progress on Current MOUs

The graph below shows where the 27 active MOUs are in their LTP cycle and the status of progress made. Most LTPs/MOUs cover the length of five years after their program review is finalized; however, *some LTPs are created for six years. Programs and deans are asked to select the status that best represents their program’s progress on LTP goals: no progress, minimal progress, making progress, nearly complete, or complete. See the "Progress Indicator" graphic on the next page. If the status differs according to the program and dean, an average is taken.

Program Status and Year in Cycle



Status of Program Reviews by *Stages: Fall 2016–Spring 2020

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	6	6	6	4
2017–2018	8	8	5	5
2018–2019	5	5	10	9
2019–2020	2	2	2	3

*The typical timeframe for completing all 4 stages is 1.5 years. Thus, some of the programs tallied in the later stages (Stages 3 and 4 columns) began their Stage 1 in 2015–2016 or before, which is beyond the scope of this table.

Goals/Action Areas

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



Highlighted Statistics

There are currently 27 active MOUs. Ninety-six percent of programs state that they are making progress or are nearly complete with their long-term plans.

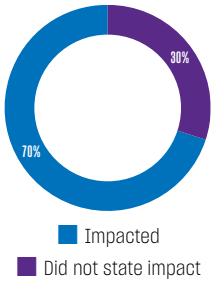
Of all programs that are more than 10 years old (implemented prior to 2010), 69% have had at least one fully-completed APR in the last 10 years.

Since USD’s last special interim report to WSCUC in 2016, 21 programs have begun Stage 1 of the APR process; 17 (81%) of those have completed all four stages of the APR and already have their next APR scheduled.

Programs follow one of three APR Guidelines. Of the programs going through the APR process at USD, 42% of them are programmatically accredited by either AACSB, ABA, ABET, CACREP, CAEP, CCNE, or 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).

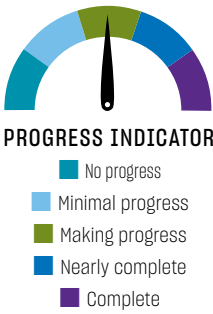
Impact of COVID-19 on LTPs

Academic Year 2019–20 was a tumultuous time prompted by the coronavirus. In March 2020, USD shifted to a remote learning environment. Many programs were impacted by the pandemic and stated that the coronavirus caused stagnation on progress made toward some of their long-term plan goals.



Progress for Individual Programs

Each summer, the Office of Institutional Effectiveness and Strategic Initiatives (IESI) asks department chairs and program directors to provide an update (via TracDat) 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 summarizing the progress made on each LTP/MOU.



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

Program: Department of Art, Architecture + Art History: Architecture, Visual Arts, and Art History, BAs

School/College: College of Arts and Sciences

Program Summary: The Department of Art, Architecture + Art History is committed to shaping the next generation of artists, designers, critics, and creative thinkers. Dedicated to exploring creative practices at the forefront of our disciplines, faculty believe that art not only mirrors the society in which it is produced, but also shapes it. The department is most interested in art's potential to offer a critique of culture and embody in the present that which is yet to become. The department has three majors leading to a bachelor of arts degree: Architecture, Visual Arts, and Art History.

Timing of Last APR: The long-term plan and MOU were developed and signed June 17, 2016 after completing the self-study in August 2014, hosting external reviewers from Oct. 15 to 17, 2014, and going through the internal review process with ARC.

Year in LTP Cycle: 5/5

Summary of MOU/LTP: The department identified and prioritized seven key issues to be addressed as part of the LTP: 1) increased administrative and technical support; 2) space; 3) faculty support; 4) curriculum, learning outcomes, and assessment; 5) expand public exhibition opportunities for students; 6) create a Master of Arts in Curatorial and Critical Studies degree; and 7) dreams.



Progress since MOU was signed: 1 and 3) The academic program manager, facilities manager, half-time executive assistant, and technical positions were added to increase administrative and technical support according to the MOU. However, the half-time executive assistant position was eliminated as part of the University's Comprehensive Administrative Review (CAR) process. The dean's office will advocate for this position to be restored, if finances permit. 2)

Space remains a challenging problem for the department, which the faculty members are attempting to partially address by changing some room functions when the basement of Camino Hall comes back online post-renovations. However, in the long run, the program expansions will require the addition of new spaces. The dean's office admits that space is a challenge for the entire college, and they applaud the department's efforts to reconfigure the Camino basement. The dean's office is currently working to obtain additional space for the Department of Art History. 4) The department has made curricular progress by expanding the number of classes that serve various core areas, updating learning outcomes in the majors, implementing the Film Studies minor, revising studio course units to be consistent across Visual Arts and Architecture, and streamlining the curriculum of the Visual Arts major. The dean's office recognizes that revisions to the curriculum have been substantial and positive. 5) The department has begun to expand public exhibition opportunities for students in connection with coursework, as well as with the cooperation of the Humanities Center Gallery. 6) A draft outline has been produced for the Master of Arts in Curatorial and Critical Studies, though COVID-19 may delay progress on this program. The dean's office would like to see more progress on the master's program. 7) The department's dreams are on hold due to COVID-19.

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 members 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 from April 11 to 13, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 2/6

Summary of MOU/LTP: The department identified and prioritized key issues (with many sub-issues) to be addressed as part of the LTP including faculty, departmental policies and budget, space and renovation, curriculum and assessment, and student engagement. Some plans require additional financial resources (A) and some do not (B).



Progress since MOU was signed: A1) The department hosted two diversity postdoctoral fellows. One was offered a tenure-track position at USD but accepted an offer elsewhere. Another is continuing at USD, but will switch to a National Science Foundation (NSF) sponsored post-doctoral fellowship after Fall 2020. The dean's office applauds the department's success in attracting two diversity postdoctoral fellows and the attempt to hire one of them into a tenure-track position. A2) The department participated in a pilot workload study in which the research mentorship of students engaging in BIOL 496 Research and BIOL 497 Techniques in Biology was documented and rewarded; students participated in 114 credit hours of research. A3) The goal is to work with the dean's office to decrease the proportion of courses taught by non-benefits-based faculty, by hiring up to three new benefits-based faculty members, including up to two new tenure-track faculty members and one to three new full-time non-tenure-track faculty members, if the demand is supported by student credit hours and space availability. The department has been unable to increase either the benefits-based full-time instructors or new faculty members. This is an area perceived to be of greatest need by the department. The dean's office supports the department's desire to consolidate non-benefits-based instructor positions into benefits-based positions, but this goal has been put on hold based on delays in implementing the revenue control model (RCM) budget for the university. The dean's office stands ready to support the department in this effort when the current COVID-19 hiring freeze is lifted. A4-A6) The department has not seen an increase in the supplies or remodeling budget. A7) The department has not yet hosted an outside expert for a workshop, but the department has been enhancing its participation in and training for inclusive teaching in a variety of ways during the last academic year. These have largely been without any additional funding to the department. The dean's office is delighted with the department's efforts to implement and promote inclusive and effective teaching practices, and its efforts to diversify its curriculum and innovate mechanisms that support student success are commendable as well. B1) The department is still in the early phases of developing mentor committees for adjunct faculty members, since this process was disrupted by the move to remote learning in Spring 2020 as a result of COVID-19. Adjunct faculty members are invited to all department meetings and especially encouraged to participate in pedagogically focused meetings. B2) Several grants were submitted over the last year (many of which are under review) and some have received funding. B3) New appointment, reappointment, rank, and tenure (ARRT) guidelines were approved by the department. The dean's office appreciates the department's work to revise their ARRT documents and foster the development of junior

faculty especially. B4 and B7) The new budgeting system tracks supply expenditures for each course and the department will be able to use the data from 2019-20 to project budgetary needs for the future more accurately. The dean's office commends the department on this work. B5 and B6) The development of a new department handbook is lagging due to the diversion of effort during the switch to remote learning during COVID-19. B8-10) The department is working on assessing classroom lab utilization, exploring ideas for repurposing the department's space to accommodate more tenure-track faculty, and evaluating instrument and equipment replacement needs. The dean's office states that space is at a premium at USD and during this period when finances are unusually tight, the office encourages the department to explore options for alternative uses of existing space. B11 and B12) The department held an assessment retreat to score materials related to student learning outcomes and found the retreat to be an effective way to focus faculty efforts. Subcommittees need to be reconstituted in the coming year due to sabbatical leave of key leaders. The move to remote learning as a result of COVID-19 has been a challenge for maintaining the extensive engagement in research with students, which is usually characterized by an emphasis of hands-on learning. Many instructors successfully moved toward a data analysis focus which has worked well in a remote setting. The dean's office commends the department on this work. B13) The department seeks to incorporate more human health case studies across the curriculum. The faculty members have done this in numerous courses. In addition, the department offered a new course BIOL 494 Cancer: Biology and Sociology in Spring 2020 and plans to use this seminar style course as a model for other courses which will work to connect basic biology principles with issues related to human health, social justice, and environmental health. B14) The department sought to gather data on the success rates of female students and underrepresented students. A faculty member produced the data which will be used to evaluate the department's curriculum and modify it as needed. B15). The department seeks to increase student engagement. The department will be hosting monthly listening sessions with students to engage their perspectives, and is working with the Biology Club to make greater use of social media to reach out to students. During Spring 2020, the department conducted several remote engagements during COVID-19. The department is in the process of moving from a tutor model to one of creating a culture of shared study, engaging students as study coaches, and setting up sessions conducive for group study. The dean's office commends the department on building a culture of student engagement.

Program: Chemistry and Biochemistry, BAs

School/College: College of Arts and Sciences

Program Summary: The Department of Chemistry and Biochemistry enjoys a solid reputation for providing a high-quality education and outstanding research experiences with faculty members who strive to be the best teachers and mentors for its students. The department has two majors leading to a bachelor of arts degree, Chemistry and Biochemistry. The Chemistry major is designed to qualify students for: admission to graduate school in chemistry; positions as chemists in the workforce; admission to medical, dental, and pharmacy schools; or secondary teaching. The Biochemistry major is a dynamic mixture of foundational chemistry and biology courses with advanced specialized biochemistry classes to give students a chance to experiment in biochemistry and learn about the chemical properties of biological molecules and systems. Students in the Biochemistry major are well-prepared for careers in biochemistry, entry into top graduate programs across the nation, and are ready for medical school and other health professions.

Timing of Last APR: The long-term plan and MOU were developed and signed on June 21, 2016 after completing the self-study in August 2014, hosting external reviewers in October 2014, and going through the internal review process with ARC.

Year in LTP Cycle: 5/5

Summary of MOU/LTP: Primary recommendations for department action include: 1) consolidating the gains in implementing the research-rich, research-supportive educational environment by a) adjusting the curricula to improve the synergy of student classwork and the faculty-student collaborative research experience and b) developing an appropriate internal faculty workload model for supervising student research; 2) managing increased enrollments in STEM by a) developing cross-cutting strategies with other STEM departments and b) developing strategies to maintain growth in the department's majors; 3) considering alternative contract terms and teaching loads for long-term adjunct faculty members; and 4) projecting and estimating the resources necessary to accomplish all three goals.



Progress since MOU was signed: 1) Progress on research has been a key and particularly successful focus of the department. As highlighted by the external reviewers, the department has a strong success in engaging students in research

and employs faculty who are not only research active, but are among some of the nation's best in terms of obtaining grants and publishing. The goal then was to capitalize upon these strengths and integrate the positive outcomes of research activities across the rest of the department's activities. One of the critical elements was integrating the research experience into both majors. 1a) To do this, the department collaborated with external departments to analyze and backwards-design the Biochemistry major to meet new outcomes. These outcomes reflect the key foundational core elements of biochemistry as defined by the American Society for Biochemistry and Molecular Biology, the American Chemical Society, and the Medical College Admission Test (MCAT). During this process, faculty members determined a missing curricular piece for students was a molecular biology lab course. Thus, faculty members created and executed a new course in collaboration with the Biology Department called Molecular Techniques. This has provided room for a research focus in the major's now senior capstone course, Biochemistry Lab, which integrates research as a Course Undergraduate Research Experience (CURE). In the Chemistry major, the faculty revamped the research methods course and restructured the two senior-level capstone classes in physical and synthetic methods. These two courses were created or revised to advance the foundational principles gained in earlier coursework and to integrate the types of cutting-edge research skills that allow USD students to be successful post-graduation. The dean's office commends the department's faculty members for their scholarly productivity and for engaging students in the collaborative faculty/student research process. The dean's office is also very pleased that the department has integrated student research into the two major curriculums. 1b) The workload model has been instrumental in supporting the sustained research excellence of the department's faculty members. All tenure and tenure-track faculty members who engage student researchers (typically ranging from four to 12 per academic year) are recognized for the teaching and mentoring of these students. This has resulted in 60 to 70 students gaining research experiences each year, leading to a dynamic and active program in the summer as well, with more than 45 students working on campus. In addition, many of the faculty members have published and continued to be awarded grants from the National Science Foundation, the National Institutes of Health, and the Dreyfus, Beckman and other foundations. Without the workload model, the number of students involved with research and the grants received, would be very difficult, if not impossible, to achieve. The dean's office recognizes that the success of the workload model in the department has highlighted the potential benefits of providing workload credit for mentoring research students, and this has informed broader discussions about faculty workload in the college as a whole. 2) The growth across the STEM programs at USD has been impressive and continual. The last two

graduating classes of Chemistry and Biochemistry majors were at record highs. Each year, the department offers sections of General Chemistry with more than 40 students per section. The Organic Chemistry sections have also grown in size and number. 2a) The most dramatic impact of STEM growth on campus is seen in the Biochemistry lecture series. Only eight years ago, the department routinely offered two to three sections of Biochemistry lectures over the fall and spring semesters; now the department offers five sections and each class is filled with 30 to 40 students every semester. This is a challenge as the course now has a wide range of students from other STEM majors which it may be best to split. One way the department has been thinking of solving this issue is by creating a new Survey in Biochemistry course offered every semester for non-departmental majors. The department could then refocus the Biochemistry lecture for its own majors while serving the growing enrollment pressures of other STEM departments. The dean's office knows the department's expansion of course offerings to accommodate growing STEM demand is important to the success of other programs at USD. The dean's office is pleased that the department has and will continue to pursue opportunities to integrate with other departments while ensuring student success in the Chemistry and Biochemistry majors. 2b) It is very difficult at this point to manage the enrollment in the majors. While the department has developed and carefully curated a database of declared students, there is no way to predict what other students in introductory courses intend to major in. Part of the issue is that students do not declare a major in time to carefully predict the numbers and sizes of organic chemistry courses. This is a significant issue as these non-departmental students can fill more than two sections of Biochemistry a year. 3) The department now has multi-year contracts for several long-term benefits-based adjuncts. There remain several who do not have contracts; after COVID-19, the department would like to continue to pursue this as an option for its remaining benefits-based faculty. 4) Maintaining the current staffing is critical to ensuring the quality of research and teaching the department has been offering at this point. With the loss of one benefits-based faculty member whom the department did not recoup, the department has been forced to hire non-benefits-based adjuncts. Any further loss of faculty members will mean the department cannot offer core classes or that it must minimize some of the sections currently offered. One issue that the department is trying to manage is the growth in the majors. In addition to the funds needed to support high-quality courses for supplies, waste and other expenditures, funds are needed to support the demands of a growing number of students who want and should have access to quality research experiences. To solve this issue, the department has discussed limiting access to faculty-mentored research to only those students in Chemistry and Biochemistry majors. This is an equity issue as there are many qualified students from other majors who

should gain these critical experiences. Another option the department has considered is limiting the experience to only upper-division students since first-year students are currently able to find research experiences. An additional faculty member and a budget increase for supplies would be a significant help.

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. Faculty members 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 February 23, 2018, after completing the self-study on May 27, 2016, hosting external reviewers from Nov. 16 to 18, 2016, and going through the internal review process with ARC.

Year in LTP Cycle: 4/6

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.



Progress since MOU was signed: The department had to decrease "popup courses" rather than increase these offerings due to enrollment needs, service to the new core curriculum, and a lack of additional funding resources (A1). Additional funding in this area would allow the department to offer innovative, vocational coursework that is enjoyable to students and provides them with vocational training and networking opportunities. Moreover, many of these "popup courses" are taught by USD Communication Studies alumni and are thus a unique way to increase alumni loyalty to the university. The dean's office is supportive of the "popup courses" and is actively working with the department to seek external funding for these in the long term. The dean's office believes that engagement of alumni in these "popup" courses is great and encourages the department to use this as a way to build alumni relations. No increase to the entertainment and promotion budget has been received (A2), nor has an increase to the supplies budget been received (A3). The dean's office states that increases to the entertainment and promotion budget and the supply budget are on hold as a result of current fiscal pressures from COVID-19. According to the dean, once the university's finances are on firmer footing, these requests will be revisited. The department has completed updates to the faculty mentoring procedures (B1) and modified its department learning outcomes to match national standards (B3). The dean's office is very pleased with the department's progress on mentoring faculty and curricular development, and notes that these have become models for other departments in the college. The department has integrated the Communication Studies senior survey into the university's campus-wide senior survey (B5). The department is currently making progress on a plan for a collaborative lab and research space (A5). The dean's office is actively working with the department to obtain external support for a collaborative lab and research space, and is working with the Facilities Management Department to identify a suitable location. The department is implementing a plan to recruit and retain majors (B2), developing a plan for post-tenure faculty development (B4), and considering department curricular revisions (B6). In Fall 2019, the department also hired a new tenure track faculty member in public relations/strategic communication.

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 bachelor of arts or bachelor of science degree. The program's faculty members are currently seeking accreditation with the Accreditation Board for Engineering and Technology (ABET) for the bachelor of science in Computer Science only. If ABET accreditation is gained for the bachelor of science, the two programs will go through a separate APR process in future years.

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

Year in LTP Cycle: 1/5

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 bachelor of arts in Computer Science and write an assessment plan for the bachelor of science degree; 5) form a computer science advisory board; 6) apply for ABET accreditation for the bachelor of science degree; 7) develop a computer science diversity plan to address the lack of diversity in both faculty and students; 8) grow the tutoring program and introduce lab assistants to lower division courses to better support a diverse student body and increase retention; and 9) continue to support computer science students in their extracurricular activities.



Progress since MOU was signed: 1) The program made a successful tenure-track hire who started Fall 2020. 2) In 2019-20, the program ran its first full-year senior project experience with students

working on either an interdisciplinary engineering project, industry sponsored software project, or entrepreneurial project. 3) The faculty completed the rollout of a revised introductory programming course

sequence: COMP 110, 120, and 230. The courses are still being tweaked, but the faculty are happy with them overall. 4) The assessment plan for the bachelor of arts was completed during Summer 2020 and will be approved by the department in Fall 2020. 5) An advisory board rollout was supposed to have taken place in Spring 2020, but it was delayed due to COVID-19. It is the program's hope to continue efforts in Spring 2021. 6) The ABET accreditation application for the bachelor of science will be completed after the first full cohort of students graduate under the new curriculum, which will be in May 2023. 7) The diversity plan is scheduled to be developed during the 2020-21 academic year. 8) Faculty members seek to grow the tutoring program and gain lab assistants. They advanced this goal to the extent that the program's budget allowed and feel that both the tutoring program and the lab assistants are helpful to introductory programming students. Having said that, continued progress will likely be delayed due to budget issues caused by COVID-19. 9) The program continues to support its students in their extracurricular activities. The 2019-20 academic year was great for the Association for Computing Machinery (ACM) club, the student computer science organization, which was very active with events and support activities for computer science students. The program also had a record seven teams compete in a collegiate programming competition.

Program: Counseling: School and Clinical Mental Health, MA and Pupil Personnel Services Credential

School/College: School of Leadership and Education Sciences

Program Summary: This program is offered within the Counseling and Marital and Family Therapy Department. One MA 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 in August 2013 and the internal USD APR review with ARC in Spring 2015.

Year in LTP Cycle: 3/5

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.



Progress since MOU was signed: 1) The curriculum for both of the Counseling specializations is based largely on accreditation standards and California state certification and licensure requirements. Faculty have modified the original three-year CMHC and SBCC specializations to two years. Response has been positive from students in the two-year course of study. The program will graduate its last cohort of three-year 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 employees are responsible for the assessment. The dean's office reports that the program director, field director, and chair indeed met with the assistant dean of assessment to review the annual data collection process and timeline. Additionally, program assessment results are now regularly reviewed at program faculty meetings to inform decision making and program improvements. Faculty have worked to align program learning outcomes, common assignments, and assessments in course syllabi to CACREP and California Commission on Teacher Credentialing (CTC) standards. 3) Multiple faculty are now active in the Western Association of Counselor Education and Supervision (WACES) and The Journal of Technology in Counselor Education and Supervision (JTCES). 4) Assessment data indicates that overall student satisfaction remains high across the counseling program's specializations. 5) Graduates report little difficulty in securing professional employment. Several alumni now hold key roles in professional organizations, as well as in local schools and clinical settings. 6) Key roles and responsibilities of existing program staff and leadership have been reviewed for a more efficient work flow and organizational model. The dean's office supports the department's efforts to provide clear and efficient communication and to assess its staffing allocation needs.

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 June 20, 2016 after completing the self-study in Fall 2014, hosting external reviewers Oct. 9 and 10, 2014, and going through the internal review process with ARC.

Year in LTP Cycle: 4/5

Summary of MOU/LTP: A common set of three themes emerged from the review process, all of which are to be addressed as part of the long-term plan. Part 1 is about curriculum: 1a) includes goals toward revising and strengthening the program’s curriculum and 1b) seeks to improve the assessment of student learning outcomes. Part 2 is about building a more unified and coherent university writing program (as part of the core): 2a) includes the establishment of the program and 2b) includes detailed writing program goals. Part 3 is about strengthening the department: 3a) is about sustaining and increasing the numbers of English majors and minors, 3b) is about rectifying space issues, and 3c) is about improving support for all the facets of faculty development.



Progress since MOU was signed: 1a) Beginning in Fall 2016, the department began implementing its substantially revised curriculum, which has been greatly strengthened through the

introduction of a "tiered" system that the department hopes will provide majors a better guide on how to choose classes as they proceed towards their senior year. In particular, the faculty created two lower division "gateway" courses that provide students with critical skills in the discipline and one of which, ENGL 260 Critical Reading, is required of all majors and minors before they can take more advanced courses in the major. The upper-division courses have also been through a major overhaul. The program moved away from the more traditional model

of dividing literary enquiry along geo-political and mainly Eurocentric categories that privileged a strictly Western approach to literature, and reorganized course offerings to accommodate for and include more global developments in form and genre. The dean's office is pleased with the department's efforts to revise the English major to make the curriculum less Eurocentric and applauds the creation of gateway courses that act as a guide to students throughout the curriculum. In addition, the faculty have worked on revising the single-subject credential program for students interested in teaching at the high school level. The department received a stipend to provide faculty working on this with reassigned time (i.e. reduced teaching load) and created two new professor of practice positions (one for the Writing Center director and one for the faculty member directing the Southeast San Diego Tutoring Program). The dean's office agrees that formalizing the roles of the writing center director and the director of the tutoring program have stabilized these functions and created structural clarity that will last into the future. 1b) Faculty members have also continued to do an annual assessment of the curriculum, paying particular attention to ENGL 260 (one of two courses required of all majors) and, in the more recent assessment cycle, the faculty have begun to map out student development of skills as they move from ENGL 260 to ENGL 401 Advanced Writing in the major (also required of all majors). The dean's office believes that the department's assessment of ENGL 260 as preparation for more advanced coursework is good, and the department is encouraged to close the loop by using assessment results to inform future curricular change. 2a and b) The Writing Program has developed with bounds ever since the hire of a director. The director has consistently offered training courses to all new faculty, workshops on writing pedagogy, and serves on the Core Curriculum Committee to oversee writing in the core more generally. In Spring 2018, the director also conducted a search for a director's assistant which was successfully completed; the assistant's main duties include teaching first-year writing and also helping the director continue to strengthen the Writing Program. With the opening of the new Learning Commons building, which will provide the program with the kind of student-centered space that works best for small workshops and/or student peer groups, the Writing Program will undoubtedly further solidify its presence as an important university-wide resource. The dean's office recognizes that the Writing Program continues to develop well with dedicated staff, and also looks forward to the opening of the Learning Commons with a new dedicated space, which should allow the program to further flourish as a resource for the entire campus. 3a) Since the last APR review, student enrollment has held strong, barely declining fom around 95 majors (2015–2016) to 90 this year (2019–2020). USD's ability to continue to attract English majors at a time when national trends are in decline is in no small measure a result of the revised curriculum, new hires (since 2013) in subjects and fields previously not offered in English, and the enrichment of student assistance toward gaining internships

and job opportunities post-graduation. The dean's office appreciates the department's efforts to attract and retain majors and encourages the department to continue prioritizing this as a goal. 3b) Due to the ongoing renovations of Founders Hall, the department has not yet been able to rectify space issues. Faculty members are still uncertain of what will become of the existing Writing Center space and whether the request to expand it will be granted. Once the Writing Center moves to the Learning Commons, it is the department's hope that this space can extend on to the existing Cropper Room so as to create a space in which faculty in English can hold department meetings, small group seminars, colloquia, and simply to meet as colleagues. Given the space crunch on campus, it would help the department tremendously if it had an allocated space, particularly for the smaller classes such as the senior capstone and the creative writing seminars. The dean's office states that with the migration of the Writing Center to the Learning Commons, the Cropper Center will shift into the space that will be vacated by this move. 3b) Finally, the department continues to advocate for supporting faculty teaching and research in every manner possible, which has included offering more stable contracts to non-tenure track faculty and including them into the life of the department's community. The dean's office applauds the department's efforts to be more inclusive of non-tenure-track faculty in the life of the department.

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 Feb. 1, 2019 after completing the self-study in January 2018, hosting external reviewers from March 7 to 9, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 1/5

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: 1) curriculum; 2) assessment;

3) faculty and staff; 4) students and alumni; and 5) marketing and communications. The subgoals for each of these five areas can be found in the LTP document.



Progress since MOU was signed: Despite COVID-19 related delays, the Department made progress in all five areas this year, ranging from 25–100% completion of a goal. This paragraph serves

as a sampling of progress made and areas the department seeks to improve in. Completed subgoals include the formation of a Turning Wheel Advisory Committee and the successful completion of the Turning Wheel pilot project (1); creating a departmental newsletter (5); and prioritizing future faculty hires (3). The Dean's Office is pleased that the Turning Wheel project has become a signature program for the department, college, and university. The Dean's Office also recognizes that the department has made progress in developing communication channels, as evidenced by the newsletter. Partially completed subgoals include collaborations with the Career Development Center and Alumni Relations (4) and curriculum assessment and review (2). The Dean's Office encourages the department to continue working with the Career Development Center and Alumni Relations and believes that curricular assessment should be a priority for the department going forward. Subgoals with no progress made as of yet included the transition from a part-time to a full-time Executive Assistant (3); the increase of public and campus events (1,4,&5); a departmental fundraising plan (1); consulting peer institutions about Ethnic Studies' program assessment (1); the creation of an alumni and community group to assess major/minor exit interviews (4); and the assessment of spatial needs (4). The Dean's Office states that, unfortunately, given the results of the University's Comprehensive Administrative Review (CAR) analysis, the department will not be able to transition to a full-time Executive Assistant in the near future.

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 Sept. 30, 2015, hosting external reviewers on Nov. 5 and 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 had a two-person external review team (not affiliated with AACSB) as part of USD’s APR process.

Year in LTP Cycle: 5/6

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) it needed to recruit two full-time, tenure- track finance faculty members; A2) it needed to acquire additional Bloomberg Terminals (placed in classrooms and in a computer lab) for financial market software; A3) it possibly needed to recruit one or two additional tenure-track finance faculty members 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) it needed to restructure FINA 300 Financial Management to enable sophomores to take the course in their second semester; B3) it needed to follow through with making FINA 409 Financial Modeling and Analytics a required course for all finance majors; B4) it needed to review current subscriptions for databases and software and recommend additions and deletions of software as needed; B5) it needed to assess the scholarly academic (SA) status of all full-time finance faculty members and develop strategies to help the faculty members maintain or achieve status as defined by AACSB; B6) it needed to ensure that the finance program met the SA/PQ (professionally qualified) and participating/non-participating AACSB criteria for faculty; and B7) it needed to continue to host community connection events (e.g. guest speaker program, Chartered Financial Analyst (CFA) challenge, and finance research seminars).



Progress since MOU was signed: B1) The program implemented the Assessment of Learning (AOL) schedule in Finance courses and repeated it on a 2 ½- year cycle as planned. The only

exception to this was in the Spring 2020 semester when, due to COVID-19, a School of Business decision was made to temporarily suspend all AOL activities. B2) The FINA 300 course was successfully changed to be eligible to be taken by sophomores. B3) The FINA 409 course was not made a mandatory course for finance majors because faculty member needs (as requested in the LTP/MOU document) have not been fully met. The dean’s office concurs that this will be addressed as the number of faculty members is increased. B5 and 6) For the AACSB review in 2018-19, the department met all SA/PQ and

participating/non-participating faculty ratios; however, the support for research must continue to ensure continued support and success for future reviews. The school does provide annual funding to each faculty member to cover travel to conferences, paper submission, data acquisition, etc. Also, tenured faculty members are eligible to apply for a summer research stipend. A2) In terms of facilities, the additional requested Bloomberg Terminals were not acquired. Faculty members are hopeful and expect that the new School of Business building will accommodate the Finance Lab with at least 21 Bloomberg Terminals which would improve student learning and the teaching experience significantly. The dean’s office states that, unfortunately, additional Bloomberg Terminals were not acquired, but that a fully-equipped financial analytics lab is included in the design of the new business building which will come on line in 2022. (B7) The Student Finance Association (SFA) continues to thrive (including a community connection guest-speaker program), while the Financial Planning Association (FPA) was suspended due to the departure of one of the faculty who ran it. Finance majors continue participating in annual competitions (ex: CFA Challenge) and Finance faculty participate in a school-wide seminar series. Unfortunately, the finance-only seminar series offering is not available due to personnel changes. B4) A new incoming Finance faculty member asked for a specific database which was acquired prior to his joining in Fall 2019. A1 and 3) In Summer 2019, the department reported that when the MOU was signed on May 24, 2016, there were 11 full-time Finance faculty members. Since then, two full-time faculty have resigned. The department hired two new full-time tenure track Finance faculty members who joined USD in Fall 2019, at which time the faculty strength returned back to 11. These new hires were essentially attrition replacement hires. As specified in the MOU Component 1, the department needs to recruit two more full-time Finance faculty members to raise the head-count to 13. Once that is accomplished, the need for one additional faculty member can be re-visited. During this same time (Summer 2019), the dean’s office reported that there is a multi-year plan for hiring additional tenure track and non-tenure track faculty members to address the increased enrollment of the Finance major and the addition of the Master of Science in Finance program in the School of Business. While the department lost two full-time faculty members in 2018-19 (one tenure track and one non-tenure track faculty), the department recruited two tenure- track faculty members that began Sept. 1, 2019. A plan to recruit at least one (and possibly two) full- time non-tenure track faculty members for 2019-20 and 2020-21 is being considered with funding being identified. These additional full-time faculty will address instructional needs for both the undergraduate and graduate finance programs. It is also part of the multi-year plan to hire one additional tenure track faculty member in the next two years. Most recently in Summer 2020, the department reported that they had hired four new faculty members total (but that three quarters of them are on less than a full 3/3 teaching load), and an additional faculty

member has started phased retirement (teaching only one semester a year). Thus, the net falls slightly short of the planned hiring numbers. If and when the Master of Science in Finance comes on load, the department will have a significant demand for full- time faculty to staff the courses. During this same, more recent reporting period (Summer 2020), the dean’s office reported that an additional tenure-track faculty member was authorized in 2019 with a new finance faculty member joining in 2020. This is in addition to two other lines that replaced the departing faculty. A full-time non- tenure-track faculty was hired in 2020 bringing the total full-time faculty members to 13 which was the recommendation of the MOU/LTP. Recruitment of additional full-time finance faculty members will be conducted in 2021 for appointment in 2022 due to growth in majors.

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 Sept. 12, 2018 after completing the self-study on March 24, 2017, hosting external reviewers from April 24 to 26, 2017, and going through the internal review process with ARC.

Year in LTP Cycle: 3/5

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 U.S. Women’s History; A3) working 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 or 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 with 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 University Marketing and Communications.



Progress since MOU was signed: The department reports that A1, A2, and A4 are completed. A3 is a workload issue that is being reviewed by the provost’s office for approval and funding. A5 and

A7 are awaiting resources. For A8, the dean’s office increased funding to \$2000 a year per faculty member. For B1, the department has developed and begun to offer courses that appeal to female and minority students. African American History, Women's History, African Women's History, and African History classes are now offered regularly. The department continues to offer classes in Chicano history, immigration history, and race/ethnicity in the American experience as well. Other courses include African feminism and Queering Colonialism. The dean's office commends the department on diversifying its curriculum. The department reports that B2 and B3 are completed. The curriculum committee has examined the major and minor, as well as explored an optional senior thesis, geographical distributions, a possible public history track, the incorporation of an advanced integration component into the major, independent study opportunities, and internships. The department also has implemented faculty-approved changes to the curriculum. B4 was completed and the graduate program was deactivated. B5, B6, and B7 are ongoing processes. B8 is completed and B9 is in progress. Funding is particularly important for their most important project, A6, to develop a public history program. The dean's office will continue to work with the department to pursue funding for the public history program but would like to see the department make a greater effort to enhance this program by developing community partnerships and working with the Mulvaney Center.

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 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 the program 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 May 17, 2019, after completing the self-study in Fall 2018, hosting external reviewers from Oct. 30 to Nov. 1, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 2/5

Summary of MOU/LTP: The plan focuses on six overlapping goals/ action areas for improvement and sustainability, including: 1) refining the Honors Program mission and increasing stakeholder support; 2) assessing, adjusting, and innovating the Honors curriculum; 3) supporting students and building the Honors community; 4) evaluating admissions processes and enrollment; 5) reclassifying the Honors coordinator position and increasing staff; and 6) reviewing and revising costs and the budget.



Progress since MOU was signed: For Action Area 1 regarding mission and stakeholder support, the Honors Program expanded the Honors Committee to include an additional member from

the School of Business and the Shiley-Marcos School of Engineering, and the committee convened a retreat to review and revise the mission statement. The program director also met with deans from the various units to discuss support of Honors students in their units, and worked with the Career Development Center to initiate contact with Honors alumni via the TEAM platform. The College of Arts and Sciences Dean’s Office agrees that the Honors Program director has been proactive in soliciting input from a variety of stakeholders, including the undergraduate deans and the Career Development Center. Given the urgent need for revisions, the program moved ahead to 2021-2022 goals by substantially restructuring and revising the Honors Program website, and began to implement processes for tracking students’ progression through the program. In support of the program’s curricular related

goals from Action Area 2, the program piloted one linked pair of classes and designed a standard proposal for linked course submissions; without additional funding, the program was unable to offer an additional team-taught course. The College of Arts and Sciences Dean’s Office reports they have been working with the director of the program to secure additional funding for Honors team-taught courses, and that they have given the director discretion to distribute instructional funding in ways that best support the program. The program engaged in discussions regarding the HNRS 495 Honors Thesis course, but no changes have yet been made. The program has not yet articulated the learning outcomes for single instructor and contracted classes. The dean’s office is pleased that the Honors Program curriculum has been revised to facilitate completion of the program for its students. For the student support/community goals as part of Action Area 3, the program convened its Summer Reflection Project and designed a new Honors Club, whose leadership was integrated with the existing Honors Student Board. The director and coordinator accompanied three students to the National Collegiate Honors Council (NCHC) conference to present two presentations and learn about best practices in Honors Programs. The program held faculty-student gatherings and an end-of semester party in the fall. COVID-19 limited the program’s ability to hold other planned events. Despite collaboration with Outdoor Adventures, the program was unable to determine a feasible and meaningful way to present honors programming at Honors Pre-Orientation. As for Action Area 4, the program made strides in its admissions and enrollment goals. Specifically, the program opened admission to any interested student (rather than only Alcalá Scholarship recipients). The program also created videos for potential Honors applicants to better explain the program, and better highlight the benefits of participation and process for applying. Additionally, the director discussed the costs and benefits of shrinking the fall admissions cohort and the program overall with the vice president for enrollment, the director of undergraduate admissions, and the Honors Program committee; no final decisions were made to change the program size at this time. This year the program made more intentional outreach to first year instructors and campus centers to better promote the mid-year application as well. The dean’s office is pleased with the program’s efforts to expand the student recruitment process and diversify the Honors student population. Regarding Action Area 5, as it relates to long-term staffing, the program’s coordinator was reclassified to assistant director in May 2020. The program did not receive funding to hire any additional staff or a consistent work study/ graduate student to assist with program administration. The dean’s office agrees that the reclassification of the program’s coordinator to an assistant director role was an important step forward. Finally, with regard to costs and budget goals from Action Area 6, the director met with the dean and assistant dean of finance and administration for the college several times to clarify the program’s budget and actual expenses. The director is awaiting more details about its instructional budget and stipend allocation that will assist the program in future

planning. The main difficulties that hindered the program’s ability to fully complete all items listed from the 2019-2020 LTP included lack of funding and lack of additional administrative support. The dean’s office reports that they and the development director have prioritized Honors Program funding as a development goal for the upcoming 2020-21 year.

Program: Interdisciplinary Humanities, BA

School/College: College of Arts and Sciences

Program Summary: The study of Interdisciplinary Humanities: art, English, history, languages and literatures, music, philosophy, theology and religious studies, and theatre arts and performance studies helps students: to ask open-ended ended questions and see the big picture despite the world’s complexity and ambiguity; be innovative by thinking creatively and out-of-the-box; and communicate both orally and in writing while developing persuasive arguments.

Timing of Last APR: The long-term plan and MOU were developed and signed on Feb. 29, 2016 after completing the self-study in Spring 2014, hosting external reviewers on April 3 and 4, 2014, and going through the internal review process with ARC.

Year in LTP Cycle: 5/5

Summary of MOU/LTP: The Interdisciplinary Humanities program’s LTP has five different priorities: 1) mission and goals; 2) curriculum; 3) faculty development; 4) support for the program; and 5) community connections.



Progress since MOU was signed: Recent progress on the MOU is provided in this report. The program has successfully recruited a new program director and secured funding (plus reassigned time as assistance); added a revised mission statement to the website; eliminated Area Studies from the program; begun requiring every senior student to participate in Creative Collaborations during their second semester in the senior capstone; worked closely with the past and current coordinator of Digital Humanities; significantly revised course requirements for the major; recruited one new member to the Faculty Advisory Committee; and deepened connections with the Humanities Center. As a couple of examples of the new collaborations with the center, seniors in the capstone course HUMN 495 Senior Research Seminar now present their final theses with the Keck Undergraduate Humanities Research Fellows, and the Interdisciplinary Humanities’s program director serves on two committees that are governed by the center. The program reports that the one part of the LTP that has not been completed is Priority 5: community connections. The program thinks a service-learning component would be incredibly advantageous to the majors and a proposal for a service-learning

component in the major is currently being researched by the director. The dean’s office said the program has done an excellent job of executing the items in their LTP/MOU and is impressed with the program’s strong ties with the Humanities Center and their efforts to showcase student research. The dean’s office encourages continued attention to building community engagement opportunities for its students and admits that this is especially important for humanities majors who will benefit from gaining experience in the application of their knowledge.

Program: Law Enforcement and Public Safety Leadership Program (LEPSL), 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 program is the number of faculty members who are experienced criminal justice professionals, ranging from police chief to district attorney to 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 Feb. 20 to 23, 2018.

Year in LTP Cycle: 2/5

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.



Progress since MOU was signed: For Goal 1, Professional and Continuing Education (PCE) and the College of Arts and Sciences established a three-year termed position for one fulltime faculty member who is dedicated to the delivery, assessment, and administration of the MS LEPSL program, and a hire was made on July 1,

2019 for employment through June 30, 2022. For Goal 2, the program reports that the LEPSL assessment plan is rigorous and continues on schedule as outlined in the founding documents of the program. As the assessment plan evolves, the evidence suggests that the program is assessing evidence of student learning in a depth-oriented and meaningful way. However, the Interregional Guidelines for the Evaluation of Distance Education 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, the program's semesterly assessment program largely does not focus on this assessment which may need to be adjusted. For Goal 3, from 2015 to 2018, the program assessed student learning per the protocols utilized by the college, which was a more narrative centric approach to assessment. Beginning in Spring 2019, the program adapted to more concise assessment protocols that better reflect national best practices. The program is proud to have continued regular assessment as scheduled for the duration of the program and has completed three calendar years of continuous assessment under the "narrative-style" approach and six individual assessments utilizing the new "concise" approach. For Goal 4, reflecting on the challenges identified during the academic program review, the program's 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. However, as the program prepares for its upcoming program review in 2021-2022, it is likely that it will have some challenges. The Learning Design Center (LDC) serves the Division of Professional and Continuing Education and the entire university, and has been presented with resource constraints given the mass move to online education due to COVID-19. As these entities scale and grow, fixed online degree programs have been asked to minimize their demands on the center's resources whenever possible. For Goal 5, beginning in early 2020, the university had taken significant steps towards creating an online bachelor's degree completion program. A degree completion program for law enforcement, modeled after the master's program would be a natural outgrowth of this endeavor. Three subcommittees have been created including administrators, associate deans, and representatives from the division, the college, the School of Business, and the Shiley-Marcos School of Engineering. While COVID-19 has placed substantial demands on the time of the committee members, the program is hopeful that this effort will continue to build on the existing momentum.

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

Program Summary: Each master's 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 master's programs are in the department. The Master's in Leadership Studies program helps students to see themselves in the process of leadership. The Master's 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 Master's 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 to 9, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 2/5

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 to 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.



2) The faculty developed a combined program from the bachelor of arts to the master of arts for the Nonprofit Leadership and Management program, and are awaiting final approval from the university. This will be

a pathway for undergraduates to establish connections to the masters' programs through a fifth-year master's degree. The department has also built pathways to increase enrollment through the department's minor and undergraduate leadership classes. In addition, the faculty are launching a Restorative Justice Facilitation and Leadership certificate in Fall 2020 which will provide new opportunities for students and a pathway for community members to engage in the master's programs. 3) The faculty organized a networking event to bring together alumni and current students. The programs continue their mentorship program which engages alumni as well. In addition, SOLES hosted several conference receptions across the county which increased engagement. 4) The department faculty reviewed all syllabi in the Master's in Leadership Studies program and made revisions to align with the new mission and vision statements. The faculty also renewed their commitment to one another and to the new faculty to build a culture of sharing best practices utilizing syllabi review, classroom observations, and mentorship. 5) Small group conversations were held in June and July 2020 with students and faculty regarding racial injustices and how to retain students of color in the department. In response to students' request, the faculty are committed to developing a diversity and inclusion plan with the dean of SOLES. The faculty are also discussing how to allocate scholarship funds in the future to recruit diverse students (e.g. dedicating a scholarship to Black scholars and creating a new scholarship application process to enhance transparency). The dean's office concurs that these are the five priorities identified in the long-term plan from the APR and it supports the efforts of the department to address these priorities. The dean's office is establishing a school-wide effort to recruit and retain students and faculty of color, of which details will be released in Fall 2020. This will further support the department in its own efforts to recruit and retain students and faculty of color.

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 members along the way. Five specialties are available including Higher Education Leadership, Nonprofit and Philanthropic Leadership, Coaching and Organizational Consulting, Educational Leadership for Innovation and Social Justice, and 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 Oct. 29 to 31, 2018, and going through the internal review process with ARC.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: Primary goals/action areas of the LTP include: 1) program identity, 2) curriculum and assessment, and 3) resources.



Progress since MOU was signed: 1) The program held a retreat in September 2019 for the faculty to create a mission statement and affirm its identity as a PhD program which supports the knowledge and skills needed for leaders in both researcher/scholar and practitioner roles. Faculty members reviewed course evaluation data, the program learning outcomes data, and the exit survey data; and, as a result, the faculty are working with the assessment director to refine some of the questions on the survey and to obtain disaggregated data to gain more detail. This year, the faculty paid particular attention to the needs of the international cohort. To better support their practitioner needs, in particular, the faculty developed and offered several new electives (e.g. Collaborative Leadership, Restorative Justice, Community Power and Decision Making, and Evaluation Application). After a review of the core classes, adjustments to the introductory core classes (LEAD 602, 608, and 611) were made to ensure cohesive content and proper sequencing. Additionally, revisions to LEAD 611 included increased attention to diversity and the internationalization of content. This process of a curriculum audit will continue. This year, the faculty also compiled a list of peer/aspirational programs and are in a continuous process of doing a comparable analysis of programming. 2) To date, the faculty have used the comparison data to update its admissions deadlines for next year to remain competitive in the field. The initial learnings from the comparative analysis were that many other programs are business focused and not aligned with the mission and goals of the PhD in Leadership Studies program at USD. Thus, the analysis suggests that the programming offered at USD is well-tailored to its individualistic mission. 3) The department conducted a review of the student to faculty advisement load and the faculty members continue to be challenged by the number of PhD advisees because the PhD program has enrolled more students over the last two years to make up for enrollment declines at the master's level. The program has made every attempt to have an equitable balance of advisees across faculty taking into account faculty expertise, student interests, and faculty load. The program is also challenged by balancing advisees during a faculty member's year-long sabbatical. Events in the spring, particularly regarding Black Lives Matter (BLM) and COVID-19, required

an assessment of the program’s capacity to teach content with a social justice focus and the attention to preparing leaders in a time of crisis. To this end, the program hired two new part-time faculty members: an African American scholar who is an expert in organizational behavior and diversity, equity, and inclusion; and a Latino community college president whose expertise is in educational equity and diversity.

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

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

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The four goals/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.



Progress since MOU was signed: In regard to Goal 1, the identification of a space to house the Liberal Studies program looks promising. Several space options have been identified

in Founders/Camino Hall and are under consideration for 2021, once renovations are complete. The program faculty look forward to the increased visibility on campus that a dedicated home will provide. The dean’s office states that it is making progress in securing space for the Liberal Studies program, beginning in 2021–22. In regard to Goal 2, an increase in executive assistant hours from 10 to 20 hours per week has not taken place. In fact, executive assistant support for Liberal Studies has decreased since the 2018–2019 APR documents were prepared; current executive assistant 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 the program desires. Unfortunately, the program recognizes that the University’s Comprehensive Administrative Review (CAR) has made the hiring of a dedicated executive assistant unlikely since overall executive assistant support in the college has been diminished. The Liberal Studies major is experiencing continued growth; even with 15 graduates in May 2020, there are currently approximately 50 continuing majors. As was mentioned repeatedly throughout the APR process, additional support is urgently needed or the program growth and improvement plan will not be able to take place. The dean’s office agrees that the director has done an excellent job of building the program and increasing the number of majors, and knows that the support of teacher training aligns well with USD’s social justice mission. The dean’s office is aware that additional administrative support is needed, and the office is exploring every possible avenue during a time of difficult financial circumstances. In regards to Goals 2 and 4, a proposed new annual budget for the program was prepared with the dean’s office. However, with the shift to the new RCM budget, the labor/non-labor process did not take place as usual. Funds for a marketing strategy were included in the budget discussion and initial planning for marketing has taken place. As the university transitions to the new revenue control model (RCM) for its budget process, the dean’s office states that the plan is to develop a permanent budget for the Liberal Studies major. In regards to Goal 3, the hiring of a graduate assistant for support of the Commission on Teacher Credentialing (CTC) proposal has not taken place; thus, the Elementary Subject Matter (ESM) approval is not being pursued at this time. Also, in regard to Goal 3, the program wishes to develop a new mission and vision with affiliated faculty and student input. The meetings intended for Spring 2020 were not able to be held due to COVID-19. Information will be gathered virtually and a mechanism to have these conversations will be addressed in 2020–21. Another Goal 3 initiative is to revise program learning outcomes and the long-term assessment plan. The assessment timetable will be moved back by one year and addressed in 2020–21, as the assessment plan will relate to the mission and vision discussion that is needed first. The dean’s office supports the program’s plans to reconsider its mission and vision during the 2020–21 academic year, and understands that revisions to the program learning outcomes and long-term assessment plan will follow.

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 create compelling campaigns. Marketing students may choose from tracks in analytics, sales, product management, and

advertising/digital marketing. Students are provided with real-world experiences both inside and outside of the classroom. With globalization on the rise, faculty members equip students with the necessary skills to deliver culturally relevant marketing messages.

Timing of Last APR: The long-term plan and MOU were developed and signed on April 16, 2019 after completing the self-study in Fall 2017, hosting external reviewers from April 9 to 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 had a two-person external review team (not affiliated with AACSB) as part of USD’s APR process.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The program identified goals/action areas for the long-term plan. Several goals are interdependent but the general topical areas are: 1) departmental program assistance; 2) faculty size; 3) curriculum review; 4) faculty balance; 5) faculty sufficiency; 6) stakeholder relations; and 7) plans for the new building.



Progress since MOU was signed: 1) The program reports that there has been no progress in finding a program assistant. The dean’s office states that marketing assistant needs are being considered and evaluated as part of an overall review of the organizational structure for the business school. The dean’s office also states that some duties are likely to be assigned to a reorganized business school marketing support team. 2) The program reports that faculty recruiting was to begin Spring 2020, but was put on hold during COVID-19. The dean’s office reports that an additional tenure-track marketing faculty position has been authorized and funding was provided for recruitment in 2019; however, recruiting was delayed due to COVID-19 and thus will occur in 2020. 3) The program states that the faculty is continuing a review of the major and its curriculum. Faculty added two new courses this year: Brand Management was resurrected and Marketing for Entrepreneurs is now offered as a special topics class; the faculty are also considering offering a public relations course. The dean’s office commends the program on making progress on items that require no additional funding such as curriculum review and augmentation. 4 and 5) To improve faculty efficiency, the program is modifying the marketing research course to remove the “W” flag beginning in fall 2021; this will reduce the need to offer four to five sections each semester. The dean’s office reports that the consideration of faculty needs is underway and ongoing regarding balance and sufficiency. 7) The dean’s office recognizes that the marketing program’s needs should be included in the new business complex planning process and final design (which should include

active learning spaces). The dean’s office further reports that a data visualization lab is included in the new building complex design which will be useful to the program.

Program: Mathematics, BA

School/College: College of Arts and Sciences

Program Summary: As an academic discipline 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 human culture; and provides courses of advanced mathematical study to prepare students for graduate work or professional employment. Students also may declare an emphasis in applied mathematics.

Timing of Last APR: The long-term plan and MOU were developed and signed June 2, 2020 after completing the self-study in February 2019, hosting external reviewers from March 26 to 28, 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 synthesized and organized into four key action areas and identifies the steps and resources needed to achieve specific goals. The key action areas are 1) student success; 2) recruitment of majors and minors; 3) service to other academic units; and 4) diversity.



Progress since MOU was signed: The Department of Mathematics has been successful in attaining Goal 1. The funding for the new Math Placement Exam has been approved and the relocation of the Math Learning Center to Serra Hall 134 is scheduled for the summer of 2021. These two developments will help the department in addressing its D, F, and Withdrawal (DFW) rates. The dean’s office states its pleasure that the department is working to reduce DFW rates. The dean’s office also states that the investment in implementing a new placement exam and moving the Math Learning Center should help the department to address this important issue. The program states it has not yet made substantial progress in Goals 2 and 3 because of the interruption of COVID-19 and the effort the faculty have had to make to move teaching online. The program is committed to developing best practices to serve Mathematics students under this new COVID-19 reality. The dean’s office looks forward to supporting the department’s

efforts to build its numbers of majors and minors. The dean’s office also looks forward to interacting productively with Mathematics and other departments across the university. As for Goal 4, the departmental faculty have been actively discussing the best ways of attracting and serving a diverse student body and ensuring a diverse candidate pool for future faculty hires. Current faculty members have identified several steps to embark on this summer with the aim to make the department even more welcoming and supportive. The dean’s office exclaims that it is notable that the department is paying attention to recruiting/retaining diverse faculty and students.

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

Year in LTP Cycle: 3/6

Summary of MOU/LTP: Action items/goals from the MOU include: 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; 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. Other goals included in the LTP but not on the MOU include: submitting courses for the new core, developing/implementing new courses, carrying out major curricular revisions, revising the program’s curricular map, updating the assessment plan, increasing student recruitment efforts, and increasing student enrollment.



Progress since MOU was signed: 1) The staff accompanist was hired in 2018–2019 and is working effectively. 2) The executive assistant is full time and serving the department well. 3) The music operations manager was hired in August 2018 and has been transformational for the department in terms of scheduling, publicity, concert management, equipment management, and security and safety. For Goals 1–3, the dean’s office is pleased that the department was able to hire an accompanist and music operations manager to support ongoing and new activities; these two positions have become essential to the functioning of the department. 4) Issues of the management, oversight, and funding of the Shiley Theatre remain a major impediment to the effective use of the space by the department and the university. The dean’s office reports that the oversight of the Shiley Theatre is in transition at this time, and that the office will work with the department to make this facility as useful as possible for the Music program. 5) The department is moving to Maher Hall as part of the Renaissance Plan; thus, there has been no progress on a suite of outdoor Wenger Rooms; however, this is less of an imperative now. 6) The department established a committee with representatives from Art, Music, and Theatre to propose renovations and reorganizations in Camino Hall to improve the facilities. In addition, the music operations manager identified many safety issues for Shiley Hall. Some are planned to be fixed as part of the Renaissance Plan during 2020–2021, but not all funding has been secured. The dean’s office reports that no outside donors have yet been identified to support major renovations in Camino and Founders halls, but that the dean’s office will continue to work with the department to pursue external funding sources. 7) Travel funding has been increased in all of the college but no other budget increases have occurred. Neither operating budgets nor the Choral Scholars budget have been increased. 8) Any replacement to this position is being suspended until after the 2020–21 renovations given the expectation for reduced course offerings during this period. In the interim, the transfer of selected administrative duties will be given over to the music operations manager and the transfer of teaching duties will be covered by non-benefits based adjuncts. The dean’s office recommends that the department think carefully and strategically about new tenure-track hires in relation to program curriculum and the desire to maintain a robust, diverse Music program at USD. Additional items from the LTP that were not on the MOU include progress as follows: all appropriate courses in Music have been submitted and approved for core credit; new courses (MUSC 311 and MUSC 355) were approved and offered; general major revisions were completed and approved; the theory placement exam has been implemented; and an office student worker pool has been expanded by one student.

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 bachelor of nursing or master of nursing applicants. Many certifications are available with the DNP program.

Timing of Last APR: A self-study of the program was prepared and submitted to the Commission on Collegiate Nursing Education (CCNE) in August 2014. A full accreditation onsite evaluation occurred on Oct. 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 Jan. 8, 2018.

Year in LTP Cycle: 3/5

Summary of MOU/LTP: Action items of the LTP include: 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 Master’s of Nursing Nurse Practitioner (MSN NP) programs; 4) combine CCNE Accreditation visits for all nursing school programs to one visit; 5) increase diversity in DNP program; 6) explore database software options for the nursing school and implement a new software system; 7) obtain a full-time clerical staff position; 8) increase the number of clinical and tenure-track faculty lines to accommodate additional DNP and nursing students.



Progress since MOU was signed: 1) The BSN to DNP FNP in Emergency Care and Post Master’s Certificate Program FNP in Emergency Care have both been rolled out. The BSN to DNP FENP program admitted its first cohort of students in Fall 2019. The Post Master’s Certificate FNP in Emergency Care is currently running. 2) Funding was secured through the Office of Statewide Health Planning and Development to purchase supplies needed for a course. Additional grants have been written and are pending to secure additional equipment for further semesters. 3) The program has begun to phase

out the MSN NP Program. The last cohort of MSN NP students (15 in total) was admitted in Fall 2019; normally the program admits approximately 40 MSN NP students. All MSN NP students will complete their program within the next three years as some students are on a part time program plan. 4) The nursing school administrative team decided to keep the MSN and DNP CCNE accreditation visits separate since the DNP was accredited until 2025. The MSN and DNP NP program was approved by the Board of Registered Nursing with no recommendations, citations, or violations. 5) The department has continued to increase diversity by building a pipeline of registered nurses from Imperial County to increase the number of primary care providers in their community. The department received funding by California’s Song Brown Grant to help offset travel costs for these students. The percentage of diverse NP students in the Fall 2019 cohort was 35%. 6) The nursing school hired a senior manager of simulation and innovation to assist with its database and academic technology. 7) The department hired a full-time permanent executive assistant to support the Healthcare Informatics (HCI) MSN and DNP Nursing Informatics and Health Systems Leadership (HSL) program tracks. 8) The department hired two new full-time clinical track faculty positions and two of the program’s full-time clinical track faculty members bridged to the tenure track. The nursing school has had a few retirements over the last year and will continue to hire additional faculty as needed. Overall, annually, the department has been checking off items on the MOU/LTP plan. The department has completed all of the curriculum revisions, modified the learning outcomes, and is in the process of implementing a new database software system for the nursing school. The department was able to hire a full-time clerical staff member in Spring 2020.

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

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

Program Summary: The Master of Arts in Peace and Justice is a two-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 Master of Arts in Social Innovation is a nine-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 Master of Science 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 Nov. 14, 2019 after completing the self-study in January 2019, hosting external reviewers from March 11 to 13, 2019, and going through the internal review process with ARC.

Year in LTP Cycle: 1/5

Summary of MOU/LTP: The LTP includes 10 goals: 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.



Progress since MOU was signed: 1) The Kroc School established a relationship with Universidad del Sagrado Corazón in Puerto Rico and the University of Puerto Rico in order

to build a pipeline of Puerto Rican prospective students for the three degree programs, as well as to build a pool of students who meet the terms of the Grillo-Marxuach Scholarship. The Kroc School also had initial discussions with the Universidad del Sagrado Corazón on joint programming. As a result of this relationship, four students from Puerto Rico applied to the Kroc School for the 2020–21 academic year, and all four were admitted. The Kroc School also raised \$173,604 for scholarships, just short of its target. The advancement team is putting renewed focus on individual scholarships and has reviewed its strategy for the 2020–21 year. 2) The Kroc School developed its 2020–21 course map to ensure a robust set of evening courses that increase course options and make academic progression feasible for part-time students, in addition to making more efficient use of faculty unit loads. Instead of offering both day and evening sections of required courses, the program scheduled all required courses in the evening, which freed teaching units to apply to a more diverse set of Kroc School electives. The faculty also redesigned the degree requirements for all three

degree programs to increase flexibility for students, which facilitates academic progression for part-time students. The program revised its exit survey to disaggregate information based on part-time students, and also conducted a career development survey to ask questions specific to the preferences and needs of part-time students. This data has informed how the program will schedule student services activities in the 2020–21 academic year. The COVID-19 restrictions enabled the program to experiment with virtual student services events, and the program saw an increased participation in career development events as well as brown bag academic talks. 3) The Academic Programs unit established a relationship with the Director of the Military and Veterans Program at USD, in order to better understand and coordinate student services for military and veteran students. The Kroc School seeks to work with the MA in International Relations (MAIR) program about potential partnerships. The Dean of the Kroc School attended the Alliance for Peacebuilding conference in 2019, and other Kroc School representatives will attend this conference virtually this year. 4) The Kroc School's Curriculum Committee was renewed for the 2019–20 Academic Year. The faculty revised the Terms of Reference for the Curriculum Committee, and met bi-weekly in the fall and monthly in the spring semester. The Curriculum Committee ushered through several new course offerings for the 2020–2021 year including a suite of reading group courses, new 2-unit electives, new practicum courses, and new Foundations and Portfolio courses which provide a book-ended academic experience at the Kroc School. The new course KROC 594 Race, Ethnicity, and Social Identities was offered in the Spring semester and received positive reviews from the students. This course is being offered again this Fall and is well enrolled. Kroc School marketing materials were reviewed and language was refined to more accurately reflect the inclusive and culturally sensitive environment in which the school operates. The Kroc School's orientation and student services materials were tailored to be sensitive to LGBTQI students and encouraged students, faculty, and staff to indicate preferred pronouns. Student services staff also attended campus training to serve as Safe Space Allies. In the spring semester, student services pivoted to be much more proactive in its outreach to international students in particular, who were in a heightened state of distress with the onslaught of COVID-19, given their distance from their home countries. The Kroc School also fundraised for emergency monies to support working students and other students experiencing financial hardship. 5) The faculty worked together in the fall to redesign the degree requirements for all three programs and build in a new cross-program foundations course. This foundations course was developed over the spring semester by a team of three faculty, representing expertise across the degree programs, and will now be offered in Fall 2020 as KROC 500 Foundations: Peace, Justice, and Social Change. All new students are required to commence their studies at the Kroc School with KROC 500.

6) A new Academic Programs team was hired for the 2019–20 academic year. The assistant director for Recruitment and Admissions was shifted from the Marketing and Advancement unit to the Academic Programs Unit, in order to better facilitate full-cycle enrollment activities. The Academic Programs team prepared a strategic plan for the AY19–20 year in line with the school's strategic priorities. The team has identified professional development goals which will be implemented in the 2020–2021 years, including for example, group membership in relevant professional associations and participation in professional development events and workshops both on and off campus. 7) A new budget manager was hired in Fall 2019. New budget oversight systems were established for the Kroc School, enabling school leadership to more accurately track the actual costs of the degree programs. The Academic Program's executive assistant was trained to support expenditure tracking for more accurate and efficient budget monitoring. Spending is reviewed on a monthly basis, and leadership is able to make confident spending decisions. For the 2020–21 year, the team aims to improve projections and tracking on revenue and disbursement of scholarships. 8 and 9) The Kroc School created a Program Assessment Committee in the Spring of 2020. The committee, consisting of faculty and the assistant dean of Graduate Programs, coordinated its agenda with the University Assessment Committee to prepare for the WSCUC accreditation visit to take place in Fall 2021. The committee drafted terms of reference for the Program Assessment Committee, facilitated the revision of learning outcomes, and drafted curriculum maps for each degree program. The committee will assess one learning outcome (Communication) over the 2020–21 academic year, with a plan to have a one-year report prepared in time for the WSCUC institutional report due in August 2021. 10) In Spring 2020, the Kroc School offered a new course, PJS 594 Peace and Spirituality. This was a 1-unit workshop that supports students in cultivating a practice of reflection and resilience. During the Spring 2020 COVID-19 lockdown, the instructor also facilitated group meditation sessions for students, staff, and faculty in the Kroc School to support the community's resilience during this difficult period. The Dean of the Kroc School assigned a full-time professor of practice to the Catholic Peacebuilding Network Steering Committee.

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 learn about perennial epistemological, metaphysical, and theological issues and theories in philosophy. The Philosophy Department offers a major in philosophy 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 Aug. 1, 2017 after completing the self-study on April 4, 2016, hosting external reviewers from April 27 to 29, 2016, and going through the internal review process with ARC.

Year in LTP Cycle: 4/6

Summary of MOU/LTP: The department's main six goals as indicated on the MOU include: 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 to at least \$1000 per year. The department's other goals 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.



Progress since MOU was signed: MOU1) There was no discussion of strategic hires for faculty positions and the department lost three full-time faculty this year for various reasons. Increasing

faculty is critically necessary for quality instruction and program needs. MOU2/LTP3) In Summer 2019, the department reported that the Logic Center space had not been reconfigured; however, the wall between rooms 163 and 165 was removed to enlarge the space. The dean's office is pleased that the department is providing a community space for faculty, staff, and students to interact. MOU3/LTP1/LTP6) The department has redesigned the major and completed many core curriculum revisions. In 2019–20 there was no real identification and discussion of curricular needs based on the revised philosophy major, the revised core, and course enrollments. Diversity, Inclusion, and Social Justice (DISJ) outcomes were also not discussed. Having said this, the department is on-going in its assessment data processes; it was just discussed or utilized this year. The dean's office states that the department needs to address developing courses that 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. The dean's office states that the assessment of the curriculum and any changes

must be a priority. The dean's office is ready to support the department in its pursuit of these goals. MOU4/LTP4) This was worked on in prior years. For Academic Year 2019-20, there was little discussion of ARRT in the fall semester and planned discussion in the spring semester was unfortunately cut short due to COVID-19. The dean's office states that the department needs to address revising the ARRT documents and that it is ready to support the department in its pursuit of this goal. MOU5) Philosophy faculty members were kept informed about the Renaissance Plan, and all faculty were moved out of their Founders Hall offices by the end of May 2020 and assigned new offices in the temporary University Modular Office. MOU6) This has been completed. LTP2) There was no climate study among philosophy majors and minors. There was also little done to develop alumni relationships. LTP5) There was some discussion of community building in the fall semester, and the department's community was severely disrupted when the university went remote in the middle of the spring semester as a result of COVID-19, though the faculty tried to retain a sense of community in Zoom meetings. LTP7) The department was able to continue to employ three benefits-based adjunct faculty and retained a number of non-benefits-based adjunct faculty. A more inclusive environment was created for all adjunct faculty members when USD went remote in the middle of the spring semester, such that adjunct faculty were invited to all departmental meetings on Zoom and consistently had excellent attendance at these meetings. The dean's office is pleased that the department is consolidating adjunct positions. LTP8) The department conducted a national and international-wide search for a new faculty member as a replacement, and the replacement was hired in the spring semester. The dean's office is pleased that the department has made progress in increasing the diversity of tenure-track faculty.

Program: Physics and Biophysics, BAs

School/College: College of Arts and Sciences

Program Summary: The Department of Physics and Biophysics is deeply committed to offering a 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 July 28, 2017, after completing the self-study on Oct. 28, 2016, hosting external reviewers from Dec. 14 to 16, 2016, and going through the internal review process with ARC.

Year in LTP Cycle: 3/6

Summary of MOU/LTP: The LTP included four primary goals: 1A and B) creating a workload model that allows for a more revenue-neutral shift while providing a rich student research experience; 2A-E) implementing faculty and staff changes; 3A and B) addressing space issues; and 4A) obtaining lab equipment for new hires.



Progress since MOU was signed: 1A) In 2019, the Physics and Biophysics Department showed that its workload model would be revenue-neutral as the average teaching units for tenure-track

faculty are already 15 units; the proposal to the dean detailed this information. In Academic Year 2018-19, Dean Noelle Norton indicated that Physics and Biophysics would be able to pilot the proposed model and thus this will occur in AY 2020-21. The dean's office looks forward to seeing the results of the workload pilot being implemented by the department in 2020-21. 1B) The faculty created PHYS 400 Research Forum which is a 1-unit course designed to train students in research skills and fulfill their research requirements. This course facilitates faculty taking on several research students in a semester by reducing some of the required training and skill-building taught at the individual level. The course was taught in Fall 2019 and the faculty will be teaching it remotely in Fall 2020 due to COVID-19. The dean's office believes that the department's creation of PHYS 400 to help prepare students is an important step toward supporting undergraduate research, and that this course may serve as a model for other departments. 2A) In AY 2017-18, the department converted 8/8s to one tenure-track line for computational physics. The department was awarded the Clare Boothe Luce (CBL) grant for a tenure-track faculty line; the department completed a search in Fall 2019 and hired the CBL professor to start in Fall 2020. The dean's office is pleased to see the department's progress toward increasing the size and diversity of the faculty in a systematic way. 2C) For applied physics, the department intends to hire a tenure-track faculty member. The department had originally planned to hire for this position in Fall 2020 but, due to the hiring freeze because of COVID-19, the department will plan to hire for this position in Fall 2021. 2D) The department converted an adjunct position to full-time. 2E) In AY 2018-19, the department converted a half-time executive assistant to full-time. 3A and B) All renovations for the EA office area, new tenure-

track hires, and space for adjuncts were completed in Spring 2019. 4A) A new faculty member received a startup equipment package. There is a startup package budgeted as part of another faculty hire with the CBL grant. The startup for the third tenure-track hire has not been negotiated yet. The dean's office applauds the department's creativity in utilizing space and in procuring equipment through collaboration and successful pursuit of external funding.

Program: Department of Psychological Sciences: Psychology and Behavioral Neuroscience, BAs

School/College: College of Arts and Sciences

Program Summary: The objective of the 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 Sept. 22, 2015, hosting external reviewers from Nov. 12 to 13, 2015, and going through the internal review process with ARC.

Year in LTP Cycle: 4/6

Summary of MOU/LTP: The department identified and prioritized four 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.



Progress since MOU was signed: 1) In the past year the department hired two Behavioral Neuroscience (BN) faculty (one will start in Fall 2020 and the other in Fall 2021), which are replacement positions from faculty who have left the university or retired. Thus, the department has been awarded only one new tenure-track position mentioned in the MOU (the new tenure-track faculty member started in Fall 2019) and the department has not yet been awarded the second tenure-track line listed in the MOU. The department participated in the college's Tiered Credit Pilot for mentoring student

research, but is unsure of the program's future. The dean's office is pleased that the department has been able to hire two behavioral neuroscience faculty members to support the thriving program. The dean's office encourages the department chair to meet with the dean to review future tenure-track faculty hires, in line with the MOU. The dean's office also commends the department for working to create additional long-term contracts for benefits-based non tenure-track faculty. The department's participation in the faculty workload pilot is appreciated by the dean, and carries long-term benefits for the department and for other departments in the college where faculty and students work together on mentored research. 2) The increase in the supplies budget to cover needed supplies for behavioral neuroscience research and teaching has not been provided. These two items (faculty from Goal 1 and supplies from Goal 2) are important to serve students, considering both the psychology and behavioral science majors are popular and adding the BN major to the department has doubled the number of majors. The Teaching Lab (SH 116) that went online in Fall 2018 serves the department's current needs in terms of space, although some equipment still needs to be purchased. Having said this, the department is thinking about changes to the behavioral science curriculum to add more laboratory components as the students need to learn more lab skills (one of the program's key SLOs). Thus, this would require more space in the future. The dean's office will continue to work with the department to pursue external funds to support space renovations and equipment purchases. 3) No update was provided for Goal 3. 4) The department made progress on alumni relations by starting an alumni newsletter and planning an alumni event that was unfortunately cancelled due to COVID-19. The department's cultivation of alumni relations is commendable by the dean. In addition, the department will continue to do a yearly assessment of program outcomes (which were revised in 2017). The department revised its capstone experiences, which now include advanced writing, oral communication, and (in the case of the BN capstone) advanced integration core attributes. Community engagement occurs in several Psychology and Behavioral Neuroscience classes. The programs updated the curricular maps/assessment plans and created a new rubric to assess student's oral communication. The dean's office appreciates the department's progressive approach to curricular improvement. Finally, the department recently created a new Committee on Diversity, Inclusion, and Equity to address issues in the department's support of its students and faculty. The dean's office is happy that the department is attending to issues of diversity and inclusion.

Program: Sociology, BA

School/College: College of Arts and Sciences

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

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

Year in LTP Cycle: 2/6

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.



Progress since MOU was signed: A1) The entertainment and promotion budget was increased, although the department is currently spending only on mission-critical items. A2) The College of Arts and Sciences increased the faculty resource budget to \$1800 per year. A3) The department budget was able to cover changes in supply costs. A4) Copy costs were covered. The dean’s office is pleased that progress has been made in these budgetary areas. A5) A tenure-track assistant professor was hired for Fall 2020 in Criminal Justice. The dean’s office is pleased that the department was able to hire a diversity postdoctoral fellow into a tenure-track criminal justice position. A6) The faculty considered, but decided not to hire a methodologist. There is a quantitative methodologist on a 5/8 contract. B) The department did not provide a Summer 2020 update on B goals; however, a Summer 2019 update is provided. B1) The department wrote Envisioning Sociology 2024: Sociology, Social Justice, and Social Change, which lays out the vision for the department’s future and is guiding changes. B2) The department has substantially increased its core curriculum offerings, including courses that will satisfy the Diversity, Inclusion, and Social Justice (DISJ) and advanced integration requirements. Six courses were approved for new core attributes in 2018-19. B3) The department has begun to revise its curriculum, and in the 2019-20 academic year the department hired a MacArthur Genius Award winner to teach six courses. B4) The department started to pilot a SOCI 494 Special Topics: Social Psychology course offered for the first time in Spring 2019, and aims to submit and offer this as an ongoing regular course in the future. B5) This was delayed. B6) The department hosted a Sociology Alumni Career panel in May 2019, so as to discuss career paths and options for Sociology majors and minors. B7) The department began the process of updating the departmental bios on the website and has begun a more dynamic process of advertising the accomplishments and ongoing events related to the faculty, students, and alumni. B8) Currently the department has various faculty that have served as affiliated faculty in the Joan B. Kroc School of Peace Studies and at the TransBorder Institute. Sociology faculty are teaching the Introduction to Changemaking course. The faculty are also continuing to partner with the Mulvaney Center, including through the Juvenile Hall Character Building/Reading in Juvenile Courts Programs. The department is also exploring offering some of its Introduction to Sociology courses through the Honors Program, as a linked course with initiatives aimed at promoting diversity and inclusion in the School of Engineering. B9) A subcommittee was formed in Fall 2018 and has worked on assessing the initial offering of the capstone class in Spring 2019. B10) A capstone course was offered and assessed for the first time in Spring 2019. B11) The department has strengthened and solidified its ongoing Special Internship Program, including with the Juvenile Courts, and is looking into offering a related Special Internships course with the Freedom

Writers Foundation in Long Beach, California. B12) The department has a general agreement about the department chair rotation. The department has yet to develop a multi-year teaching schedule. B13) This is delayed. B14) This is ongoing. B15) This is ongoing. In Summer 2020, the dean’s office notes that the MOU/LTP include a number of items not requiring additional financial commitments that need more recent 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 stands ready to assist the department as it pursues these and other goals from their MOU/LTP.

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 to 11, 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 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; 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.



Progress since MOU was signed: A2 and A3) The department has not received an increase to its supplies budget or entertainment and promotion budget. A4 and B19) The department is revamping its alumni engagement; however, it has not made progress on the alumni database or fundraising goals. A5 and B17) There are currently no solidified plans for when the department chair steps down in Spring 2021. The dean’s office states that it will work with the department to identify an internal successor to the current chair. A7 and B14) The department had a failed search in Buddhism and did not initiate a search for a senior hire in Catholic theology (re: Portman Chair), but the department does have a search committee constituted for Biblical studies (as the retirement replacement); the timeline for this search depends on the university’s hiring freeze due to COVID-19. The department has not made progress on the desire to hire a permanent Portman Chair because the funds have not been provided. However, the

dean's office states that it is working with the Portman Committee to reimagine the Portman Chair position and is pleased with the direction that the department is taking to utilize these funds. A8) The department did not secure new lines for non- tenure-track faculty. A9) The department did not renew the contracts of 11 faculty members in order to implement the effects of the new core curriculum requirements from three, department-required courses to two Theological and Religious Inquiry (FTRI) required courses. The university's new transfer credit policy will have a long- term impact on THRS courses, so the department will monitor this closely. A10) In Summer 2019, the department reported that it was not invited to sit on the Space Committee for Maher Hall. B1,B2, and B12) The department supports a robust curriculum for its majors, minors, and core students. The department continues to revise its curriculum in light of core curriculum needs. The department has revised all lower division courses to embed the core's FTRI learning outcomes 1 and 2. The department also expanded its service to the core with new courses that meet the Diversity, Ethical Inquiry, Writing, and Advanced Integration attributes. The dean's office states that the department has done an excellent job of revising their curriculum to include more core attributes and that this has helped to support enrollment in THRS classes. B3) Recent departmental assessment focused on capstone papers and the faculty are currently reviewing the capstone experience. B5 and B6) The program revised its program learning outcomes and developed new rubrics to assess student work. B7 and B8) Community engagement was strong prior to COVID-19, but is more difficult now; some faculty have adapted in creative ways by inviting speakers from partner organizations and religious groups to present via Zoom, but, in some cases, this was an added burden to community partners during an already chaotic time and, thus, this could not continue. The dean's office states that the department's progress on increasing engagement with the USD community and external organizations is noteworthy. The dean's office also commends the faculty initiative to pursue community engagement, despite challenges resulting from COVID-19. B9) THRS implemented pre-registration for majors and seminary students. B10) USD is now affiliated with Franciscan School of Theology (FST), a conversation the theology department was not involved in and that faculty members anticipate will have effects on the plan to develop a master's degree program; FST continues to have the only graduate-level theology program on campus. In addition, no committee was constituted to develop a proposal for a master's program curriculum. B13) The department implemented online course evaluations in Fall 2019, but needs to have further discussion

about the chair's access to those evaluations and the interpretation of student evaluations in performance reviews. Another discussion that is needed is regarding grade distributions in performance reviews. Further discussion is also warranted regarding the value of department and university service for faculty at all stages of their career. B15) The department is currently seeking funding (from CEE, the dean's office, or the provost's office) for faculty training on teaching race and professional development for a diverse faculty. A departmental diversity officer has been named. B18) The cohort of majors in the department is small but vibrant. The department has hosted events for students as planned and attended the Theta Alpha Kappa (TAK) event. The department has increased its programming with the Career Development Center's workshops which are offered each semester, and the department offers an opportunity for capstone presentations for all majors. The THRS Student Club has not started yet. Administration of the senior exit survey via Qualtrics was successful in past years, but in Spring 2020 the response rate was too low to be of use and, thus, the faculty must re-evaluate for the future. Progress was not provided for the following goals: A1, A6, B4, B11, and B16.

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 Feb. 10, 2017, hosting external reviewers from March 13 to 15, 2017, and going through the internal review process with ARC.

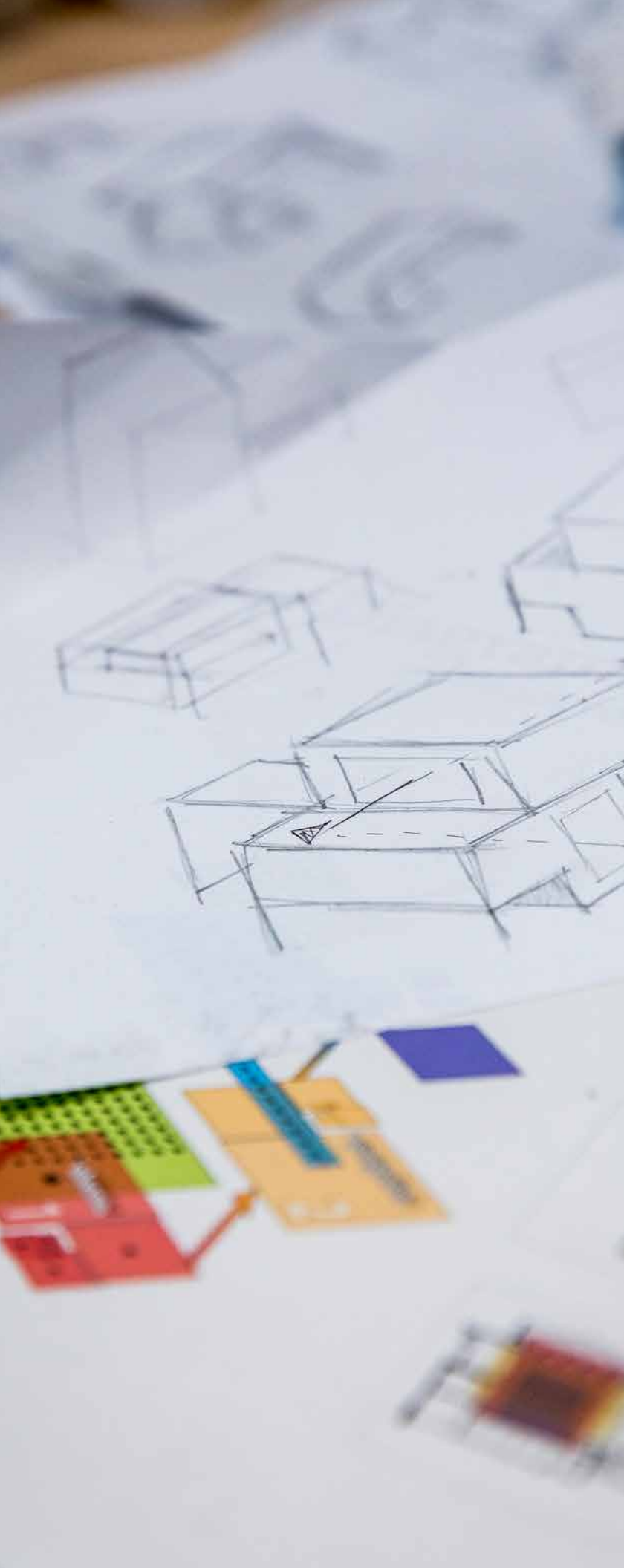
Year in LTP Cycle: 3/5

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 two to three hours per week of administrative support; A3) schedule the program director to teach GNDS 495 Advanced Women's and Gender Studies as part of his or her faculty-teaching load, in addition to the reassigned time received for serving as the program director; A4) allocate \$2,000 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 GNDS 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 college's 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.



Progress since MOU was signed: The director notes that many items have either been accomplished or are ongoing. Items B6 and B7 are postponed until the accomplishment of items B4 and B5. The director was away in Fall 2019 and COVID-19 closed campus for the majority of Spring 2020; thus, these two occurrences slowed progress on the LTP last year. However, something especially notable is that since the APR's completion in 2017, the number of declared Women's and Gender Studies (WGS) minors has increased by 200%. The dean's office is thrilled at the strong increase in the number of Women's and Gender Studies minors and recognizes that building numbers like that is not an easy job. The dean's office is also pleased that it was able to support the inclusion of the capstone class, GNDS 495, in the director's teaching load (A3). The dean's office states that budgeting \$2,000 each year to support program activities has been successful and that it plans to continue providing this funding in the future (A4). The dean's office also says it will continue to work with the program to provide administrative support (A2). The dean's office appreciates and encourages continued attention to recruiting a diverse group of minors from the School of Business and the Shiley-Marcos School of Engineering especially (B11). Finally, the dean's office would like to see a concerted effort to revive the program advisory board to more fully engage with members of the university community and support program activities through broader participation (B14). No report was provided on goals A1, B1-3, B8-10, and B12-13.



Summary Table of All Programs’ LTP/MOU Progress

Program	Year / cycle	Progress made on plans	Coming soon from the plan	Plan on significant pause or stopped
Department of Art, Architecture + Art History: Architecture, Visual Arts, and Art History, BAs	5/5	Increased administrative and technical support; curricular progress; public exhibition opportunities	Space; MA in Curatorial and Critical Studies	Loss of half time EA; dreams
Biology, BA	2/6	Two diversity postdoctoral fellows; pilot workload study; training on inclusive teaching; grant submission and funding; new ARRT guidelines; assessment; human health in curriculum; group study tutor model	Outside expert for workshop; adjunct mentor committees; grant submission; department handbook; space utilization; curriculum modifications based on underrepresented student data; student engagement listening sessions; Biology Club on Social Media	Benefits-based faculty positions; supplies/ remodeling budget
Chemistry and Biochemistry, BAs	5/5	Faculty research, publications, and grants; research in major curriculum; workload model; increased student research experiences; record enrollment and graduation numbers; several multi-year contracts for long-term benefits-based adjuncts	Possibly a Survey of Biochemistry course; more contracts for long-term benefits-based adjuncts	Loss of one benefits-based faculty member; funds for supplies
Communication Studies, BA	4/6	Faculty mentoring procedure revisions; modified learning outcomes; survey; re-cruitment and retention plan; new tenure-track faculty in public relations/strategic communication	Lab and research space; plan for post-tenured faculty development; curricular revisions	Popup courses; entertainment and promotion budget; supplies budget
Computer Science, BA/BS	1/5	Tenure track hire made; senior year project implemented; new introductory course offering and sequence; BA assessment plan revised; implemented tutoring program and lab assistants; support of student’s extracurricular activities	Advisory board; ABET application for the BS; diversity plan; increase tutoring program and lab assistants	—
Counseling: School and Clinical Mental Health, MA and Pupil Personnel Services Credential	3/5	Modified specialization curriculum from 3 to 2 years; assessment calendar and process developed; assessment results reviewed systematically; curriculum aligned to standards; faculty active in professional community; student satisfaction; graduate employment; staff roles and responsibilities	—	—
English, BA	4/5	Revised curriculum; two professor of practice positions for writing center and tutoring program; annual assessment; Writing Program development; WP Director Assistant hired; enrollment and retention; student assistance for internships and career placement; more stable contracts to non-tenure track faculty	Use of assessment results; move Writing Program to Learning Commons space; increased Cropper Center space in Founder’s Hall	—
Ethnic Studies, BA	1/5	Turning Wheel Advisory Committee and completion of project; department newsletter; prioritizing faculty hires	Collaboration with Career Development Center and Alumni relations; curriculum assessment and review; events; fundraising plan; peer assessment; exit interviews; spatial needs assessment	FT executive assistant
Finance, BBA	5/6	Assessment schedule; FINA 300 available to sophomores; SA/PQ and participating/ non-participating faculty ratios met; funding for faculty professional development; student finance association; student competitions; database acquired	FINA 409 changes; faculty research support; financial analytics lab; faculty recruitment in 2021 for 2022	Bloomberg Terminals; Financial Planning Association; Finance-only seminar series
History, BA	3/5	Hired a tenure-track African Historian; hired a diversity postdoc; internship coordinator; faculty travel budget; courses offered to attract women and minority students; active curriculum committee; curriculum changes made; graduate program deactivated; assessment; courses added to core	Workload model; continued assessment; continued courses added to core; public history program funding; community partnerships with Mulvaney	Entertainment and promotion budget; history fund for UG research
Honors Program (for BA programs only)	2/5	Expanded Honors Committee; revised mission statement; collaboration across academic units; TEAM platform usage with Career Development Center; revised website; student tracking; linked course pilot; summer reflection project; Honors club; conference presentations; student and faculty gatherings; admission changes; created videos; first-year student outreach; reclassified position	Additional team-taught courses; thesis course changes; learning outcomes; possible cohort size changes; budget clarification; Honors development funding	Honors Pre-Orientation; staff and work-study resources
Interdisciplinary Humanities, BA	5/5	New program director and secured funding; revised mission statement; eliminated Area Studies program; Creative Collaborations requirement; Digital Humanities collaborations; curriculum changes in the major; faculty advisory committee membership	Service-learning component	Community connections
Law Enforcement and Public Safety Leadership Program, MS (online)	2/5	Full-time faculty member; assessment	Assessment plan revision to align with interregional guidelines; online bachelor’s program	LDC support for online programs during pandemic

Program	Year / cycle	Progress made on plans	Coming soon from the plan	Plan on significant pause or stopped
Studies: MAs in Leadership Studies, Higher Education Leadership, and Nonprofit Leadership and Management		Restorative Justice Facilitation and Leadership certificate; networking events; mentorship programs; conference receptions; syllabi review and alignment; faculty culture improvements; racial injustice small groups	program; diversity and inclusion plan; scholarships for diverse students	
Leadership Studies, PhD	1/5	Mission statement created; identity affirmed; assessment; new electives offered; adjustments to introductory core classes; diversity and social justice taught in curriculum; program analysis compared to peer and aspirational programs; admissions deadline updated; two new diverse part-time faculty hires	Continued curriculum audit; continued program analysis compared to peer and aspirational programs	Advisee load
Liberal Studies, BA	1/5	Enrollment growth	Space; budget to be created for program; marketing; new mission and vision; new program outcomes and assessment plan	EA hours; graduate assistant; Elementary Subject Matter approval
Marketing, BBA	1/5	Review of major and curriculum; “W” flag removed from marketing research course	Program assistance; faculty recruitment; consideration of faculty needs regarding balance and sufficiency; marketing needs considered as part of plans for new building; data visualization lab	—
Mathematics, BA	1/5	Student success; new Math Placement exam	Relocation of Math Learning Center; recruitment; service to other academic units; increased diversity	—
Music, BA	3/6	Staff accompanist hired; full-time EA; music operations manager hired; department moved to Maher Hall; renovation proposal from committee on Camino Hall; travel budget increase; increased offering of core classes; curriculum revisions; student worker	Shiley Theatre transition; Shiley Hall safety issues to be fixed; work to find external funders for Camino and Founders Hall; TT line to replace 5/8 position	Operating budget; Choral Scholars budget
Doctor of Nursing Practice, BSN-DNP and MSN-DNP	3/5	Bachelors and post-masters FNP in Emergency Care certificate programs rolled out; supply funding from state; CCNE accreditation schedule agreement; student diversity; travel grant funding; senior manager of simulation and innovation hired; FT EA hired; two new FT clinical faculty hired; two FT clinical faculty bridged to FT TT; curriculum revisions; modified learning outcomes; FT clerical staff	Phase out MSN NP program; hires to replace retiring faculty; new database software system	—
Peace Studies: Peace and Justice MA, Social Innovation MA, and Conflict Management and Resolution MS	1/5	Collaborations in Puerto Rico; scholarship fundraising; course map to include evening courses; redesigned degree requirements; surveys; virtual student service events/brown bag talks; collaboration with military and veterans program; conference attendance; active curriculum committee; new courses including foundations; marketing and orientation materials refined; Safe Space training; fundraising for international students due to COVID-19 hardships; academic programs team hired and strategic plan created; budget manager hired; budget processes solidified; Program Assessment Committee created; revised program outcomes; COVID-19 meditation sessions; assignment of a FT professor of practice to the Catholic Peacebuilding Network Steering Committee	Universidad del Sagrado Corazón joint programming; scholarship strategy; student service activities schedule; MAIR program collaborations; curriculum maps	—
Philosophy, BA	4/6	Wall between rooms 163 and 165 removed; redesigned major curriculum; core course revisions; increase in entertainment budget; virtual community building; retained adjunct faculty; TT faculty replacement hired	Assessment; Ethics minor discussion; continued core course development; ARRT revision; office space; continued community building	Loss of faculty; Logic Center space reconfiguration; climate study; alumni relations
Physics and Biophysics, BAs	3/6	Creation of PHYS 400; FT 8/8 lecturer moved to TT line; Clare Boothe Luce grant award and hire made; adjunct moved to FT; PT EA moved to FT EA; space renovations; equipment packages	Faculty workload pilot; TT faculty in applied physics; continued equipment packages	—
Department of Psychological Sciences: Psychology and Neuroscience BAs	4/6	Replacement hires made for BN; 1 TT faculty hire in line with MOU; tiered credit workload pilot; contracts for benefits-based non-TT faculty; SH 116 teaching lab; alumni newsletter; yearly assessment of outcomes; revised curriculum and map; community engagement; diversity and inclusion committee	1 TT faculty hire in line with MOU; equipment purchase; lab space	Supplies budget

Program	Year/ cycle	Progress made on plans	Coming soon from the plan	Plan on significant pause or stopped
Sociology, BA	2/6	Entertainment and promotion budget; faculty resource budget; supply costs; copy costs; TT hire in criminal justice; decision about quantitative methodologist; strategic plan for department made; core curriculum offerings expanded; curriculum revisions; career panel; faculty teaching in KSPS; Mulvaney Center collaborations; capstone assessment; department chair rotation agreement	Departmental bio updates; Honors program course offering; increased internships; multi-year teaching plan; 4-year course offering	Forming a subcommittee and revising the curriculum to attract more majors and minors; developing more classes that satisfy core requirements; enhancing the department's visual presence; strengthening campus partnerships; discussing a capstone requirement; assessing program learning outcomes
Theology and Religious Studies, BA	3/6	Alumni engagement; curriculum revisions for major and core; capstone assessment; assessment of program; community engagement (virtual and face-to-face); pre-registration processes; department diversity officer named; student events; programming with Career Development Center	Alumni database and fundraising; department chair transition; Portman Chair position; search for Biblical studies as replacement hire; use of online course evaluations; performance review discussions; fundraising for faculty professional development on diversity; THRS Student Club; senior exit survey re-evaluation	Supplies budget; entertainment and promotion budget; failed faculty search in Buddhism; non-TT faculty lines; many faculty contracts not renewed; Maher Hall space committee membership; Master's degree program
Women's and Gender Studies, Minor	3/5	Strong enrollment increases from diverse academic units; director's teaching load includes capstone class; entertainment and promotion budget	Student and alumni surveys; research on Gender and Sexuality Studies certificate; University collaborations; assess GNDS 101 and GNDS 495; administrative support; revived advisory board	—



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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AND STRATEGIC INITIATIVES

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