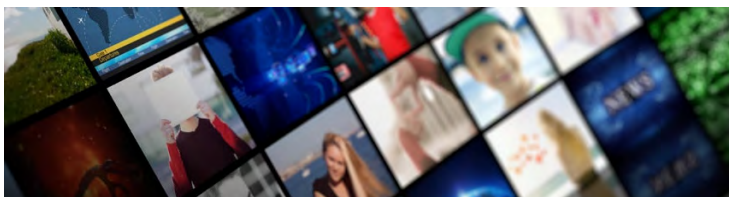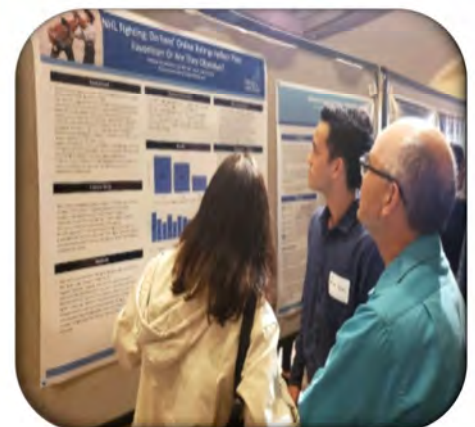# Academic Program Review Annual Report 2018-2019

Advancing Academic Excellence in Student Learning, Teaching, Research, and University and Community Service

University of San Diego

Please visit the IESI website at https://www.sandiego.edu/iesi/program-review/ to view more information about academic program review. For questions about this report, please contact the Office of Institutional Effectiveness and Strategic Initiatives at iesi@sandiego.edu. Dr. Andrew T Allen, Vice President and Dr. Karen M. Lee, Assistant Vice President

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Dear Colleagues,

I am pleased to share a milestone in USD's academic program review process, the annual report for 2018-2019.   This report highlights long-term plans, our current strengths, and future opportunities.

Consistent with strategic planning goals and the expectations set forth by our regional accrediting agency, USD continues to strengthen student learning and model best practices in institutional sustainability and effectiveness.

I thank all who actively participate in academic program review, including: faculty, students, alumni, staff, 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. As this report indicates, action items identified in the long-term plans and memorandums of understanding are being carried out in a timely manner, ranging from curricular updates to personnel changes.

 Moving forward, targeted budgeting practices will be carried out at the discretion of the dean through existing university processes (e.g. budget process, academic initiative procedures, etc.) for action items in need of additional resources.   This system promotes broad stewardship of financial resources and helps us to ensure financial strength for generations to come. With the support of our faculty, staff, administration and students we will continue to make strides in achieving the university's goals.

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

Sincerely,

Gail F. Baker, PhD

Vice President and Provost

Executive Summary

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Academic Program Review supports the advancement of academic excellence in student learning, teaching, research, and service. The provost engages with program faculty, staff, and administrators to discuss continuous improvement in their programs, meets with external reviewers to examine program strengths and weaknesses, and discusses with deans evidence-based planning and budgeting.

The review process culminates with a memorandum of understanding (MOU). The MOU formally acknowledges completion of USD's academic program review process and documents evidence-based planning for enhancing student learning and improving program quality. It functions as a reference to departments, deans, and university leadership during resource planning and budgeting. Moreover, the MOU functions as evidence to our regional accrediting agency, the Western Association of Schools and Colleges - Senior College and University Commission (WSCUC) of USD's commitment to advancing academic excellence. The MOU, as suggested by WSCUC, provides one way for institutions to link evidence of academic quality and student learning with planning and budgeting.

This report highlights eleven programs that were reviewed by the Academic Review Committee (ARC) between spring 2016 and spring 2018 and have active MOUs. Facilitated by the Office of Institutional Effectiveness and Strategic Initiatives (IESI), MOU follow-up data were collected from department chairs in May and June of 2019.

This report showcases the extensive progress made within departments resulting from academic program review: enhancing student recruitment and admission practices; increasing the number of student majors and minors; sponsoring an increased number of academic-related events for students; enriching curriculums; engaging more students in research; revising outcomes and assessment plans; adjusting the number of faculty and staff to better serve students; acquiring needed equipment, supplies, and additional department funds; and seeking ample space for students and faculty within the department's area. A full-page report on each of the eleven programs is included on subsequent pages of this report, summarizing the progress made on each MOU.

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The University of San Diego's Academic Program Review process is reflective and provides a systematic and continuous means of advancing academic excellence in student learning, teaching, research, and university and community service. All academic programs undergo periodic review under this policy. The process is designed to encourage accountability and cross-disciplinary dialogue with reference to the University's academic programs as a whole. Each academic program is reviewed every six to ten years, coordinated with accreditation schedules. The Chief Accreditation Officer or equivalent, in consultation with the Deans and Provost, establishes a program review timeline. Academic program review originates at the academic program level.

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Academic Program Review Process

Self Study	External Review	Internal Review	Long-term Plan & MOU	Budgeting	Follow-up
Stage 1	Stage 2	Stage 3	Stage 4	Stages 4 & 5	Stage 5

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 Academic Review Committee, which makes recommendations to the Provost (stage 3). The Provost, Dean(s), and program administrator(s) discuss the Academic Review Committee recommendations and establish program goals in a long-range plan memorandum of understanding (MOU) (stage 4). The signatories of the memorandum of understanding (MOU) report annually to the Senate, the Academic Review Committee and the faculty of the academic program on progress implementing the memorandum of understanding (stage 5).

Program Review - By the Numbers

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As shown in Table 1, 31 programs began the academic program review process in the last four academic years (2015/16, 2016/17, 2017/18, and 2018/19). Program/departmental faculty engaged in a reflective process to review program/department mission and goals; program/department excellence (i.e. student profiles, the curriculum, student learning and success, and faculty), and program/department sustainability and support (i.e. program demand, number of faculty, student support services, technology and information literacy resources, facilities and equipment, staff and financial resources). Faculty concluded the self-study with a general analysis or interpretation of the evidence for program/department excellence and effectiveness, and support for sustainability; followed by an overview of the strengths, weaknesses, and opportunities for improvement. Of these 31 programs, 11 of them were reviewed by the Academic Review Committee (ARC) between spring 2016 and spring 2018 and had long-term plans summarized in a signed memorandum of understanding (MOU)[1]. A full-page report on each program is included on subsequent pages of this report summarizing the progress made on each MOU.

The dean, provost, IESI representative, and program administrator signed an MOU acknowledging the program's long-term plan, with a commitment from the dean to budget for mutually agreed-upon resource needs and consideration from the provost when reviewing budget requests resulting from academic program review.

The IESI Office entered the contents of the MOU into USD's assessment management system for follow-up. The program administrator documented all actions and provided progress updates to the IESI Office and the dean.

Table 1: Status of Program Reviews by Stages: Fall 2015 - Spring 2019

Academic Year	Programs	Program/Departmental Self-Studies (Stage 1)	External Reviews (Stage 2)	Academic Review Committee Reviews (Stage 3)	Long-term Plans/MOUs (Stage 4)
2015-2016	9	7	3	1	1
2016-2017	7	6	6	6	3
2017-2018	9	7	8	5	7
2018-2019	6	4	5	10	9

[1] The Memorandum of Understanding (MOU) in the program review process is a negotiated set of commitments between the program faculty and the administration based on the program's long-term plan. It should provide a schedule for expenditures, which are agreed priorities for the faculty and administration. This agreement is only subject to change *if:* 1) available administrative funding changes; 2) there is an unforeseen change in program's situation; 3) there is a mutually agreed upon change between the program and the administration.(Passed by University Senate on May 7, 2018).

MOU Follow-Up

The eleven programs reviewed by the Academic Review Committee (ARC) between spring 2016 and spring 2018, with active MOUs, participated in the spring 2019 MOU follow-up process facilitated by the Office of Institutional Effectiveness and Strategic Initiatives (IESI). Department chairs were asked to provide an update on the status of the items listed in the MOU. General categories of items are faculty personnel; non-faculty personnel; facilities, supplies, and equipment; student recruitment, admission, enrollment, and events; increase in department funds; and curriculum, outcomes, and assessment. An IESI administrator completed the MOU Follow-Up Dashboard (Figure 1) using the information submitted by the department chairs. The date of the signing of the MOU is included in the dashboard, as well as the number of months between the signing of the MOU and the writing of this report (June 2019) to place the progress in context - keeping in mind the timelines associated with the university's budgeting and hiring processes. Department Chairs rated the level of progress in accomplishing their long-term plans at a two or three, using a 4-point scale (1=no progress, 2=making progress, 3=nearly complete, 4=complete). A full-page report on each program follows, summarizing the progress made on each MOU.

Figure 1: MOU Follow-up Dashboard

2018-2019 Academic Program Review MOU Follow-Up Dashboard

Key:
- Exceptional Progress (green)
- Satisfactory Progress
- Minimal Progress
- No Progress (red)
- Progress Not Reported (yellow)
- Area Not Addressed in MOU (gray)

MOU Date	*Months btw MOU Signing and Report Date	Program	Personnel (Faculty)	Personnel (Non-Faculty)	Facilities, Supplies, & Equipment	Recruitment, Admission, Enrollment, & Events	Increase in Department Funds	Curriculum, Outcomes, & Assessment
05/24/16	37	SB - UG: Finance	green	gray	green	green	gray	green
07/28/17	23	CAS - UG: Department of Physics and Biophysics	green	green	green	gray	gray	gray
07/31/17	23	CAS - UG: Department of Psychological Sciences	green	gray	green	gray	red	green
08/01/17	22	CAS - UG: Department of Philosophy	red	green	green	yellow	green	green
01/08/18	17	CAS - UG: Department of Music	green	green	green	yellow	green	green
01/08/18	17	SON-GR: Doctor of Nursing Practice	green	green	green	green	green	green
02/23/18	16	CAS - UG: Department of Communication Studies	green	green	yellow	green	red	green
06/04/18	12	CAS - UG: Department of Theology & Religious Studies	green	gray	red	green	red	green
07/24/18	11	CAS - UG: Women's and Gender Studies Minor	green	green	green	green	yellow	green
09/12/18	9	CAS - UG: Department of History	green	gray	green	gray	green	green
11/06/18	7	CAS - UG: Department of Sociology	green	gray	gray	green	green	green

*Note: The number of months between the signing of the MOU and the report date is included as context for long-term plan progress.
Progress noted in the dashboard was entered by IESI using annual report data submitted by program directors/department chairs.

Bachelor of Business Administration, Finance

Program **Snapshot**

Tenure-Line Faculty F15	Tenure-Line Faculty F18	Percent Change Tenure-Line Faculty	SCHs 3Yr SP Avg.	SCHs Sp19	Percent Change Student-Credit-Hours	Student Majors 3Yr SP Avg.	Student Majors SP19	Percent Change Student Majors	Degrees Awarded 3Yr Avg.	Degrees Awarded 2017-2018	Percent Change Degrees Awarded
9	10	11% ▲	2981	2727	-9% ▼	499	493	-1% ▼	182	199	9% ▲

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value.

Program Summary

The Finance major prepares students for careers in corporate financial management, investment banking, international finance, commercial bank management, financial planning and the financial services industry. The School of Business is committed to developing socially responsible leaders with a global mindset through academically rigorous, relevant and values-based education and research.
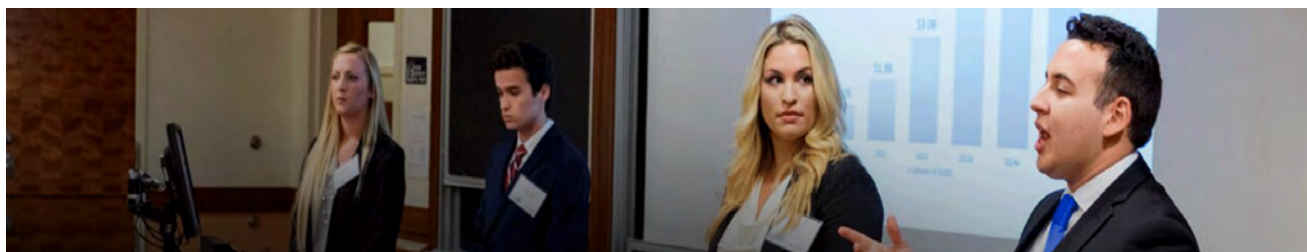
Accomplishments since Academic Program Review

Finance faculty revised student learning assessments, made curricular changes, hired two new tenure-track faculty members, hosted scholarly academics and business executives during the guest speaker series, served as advisers for two student groups - the Student Finance Association (SFA) and the Investment Banking Group (IBG) - and met or exceeded all AACSB accreditation standards for faculty qualifications and scholarly activity. MOU dated 5/24/2016.

Looking Forward to . . .

additional full-time faculty hires, additional Bloomberg terminals, and the new School of Business building - Don and Ellie Knauss Center for Business Education.

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Bachelor of Arts, Physics or Biophysics

Program Snapshots

Tenure Line Faculty F15	Tenure Line Faculty F18	Percent Change in Tenure-Line Faculty		SCHs 3Yr Sp Avg	SCHs Sp19	Percent Change in Student-Credit-Hours		Student Majors 3Yr Sp Avg	Student Majors SP19	Percent Change in Student Majors		Degrees Awarded 3Yr Avg	Degrees Awarded 2017-2018	Percent Change in Degrees Awarded	
								Physics							
								22	29	32%	▲	4	6	50%	▲
5	6	20%	▲	1526	1689	11%	▲	Biophysics							
								12	11	-8%	▲	4	5	25%	▲

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value.

Program Summaries

Physics and Biophysics majors experience a rigorous, inspiring, and hands-on program that includes substantial opportunities to engage in cutting-edge research. The Physics major explores how the universe operates from subatomic scales to the intergalactic. The interdisciplinary Biophysics major explores the complexity of living systems with a quantitative physical approach.
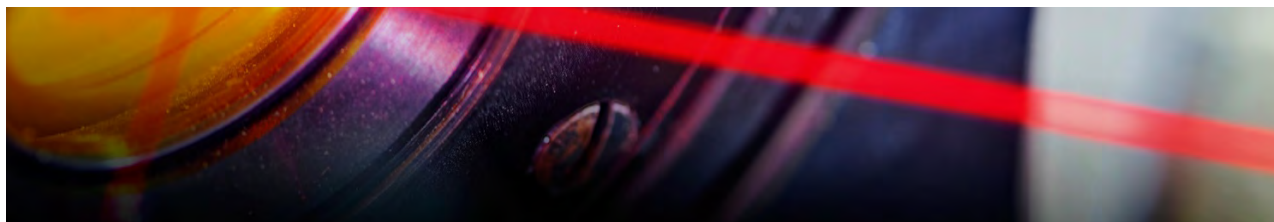
Accomplishments since Academic Program Review

Physics and Biophysics faculty created Research Forum (PHYS 400), which is a one-unit research course; converted a full-time lecturer position to a tenure-track faculty position; converted a part-time adjunct faculty positon to a full-time adjunct positon; converted the half-time executive assistant position to a full-time positon; completed renovations to accommodate new faculty and staff hires; and received a Clare Boothe Luce tenure-track line. MOU dated 7/28/2017.

Looking Forward to . . .

piloting the department's proposed workload model that is revenue-neutral; hiring a tenure-track faculty member in applied physics; and acquiring new lab equipment for all new faculty hires.

University of San Diego®

# Bachelor of Arts, Psychology or Behavioral Neuroscience

Program Snapshots

Tenure Line Faculty F15	Tenure Line Faculty F18	Percent Change in Tenure-Line Faculty		SCHs 3Yr Sp Avg	SCHs Sp19	Percent Change in Student-Credit-Hours		Student Majors 3Yr Sp Avg	Student Majors SP19	Percent Change in Student Majors		Degrees Awarded 3Yr Avg	Degrees Awarded 2017-2018	Percent Change in Degrees Awarded	
				Psychology											
				3123	3480	11%	▲	206	216	5%	▲	75	83	11%	▲
15	12	-20%	▼	Behavioral Neuroscience											
				345	523	52%	▲	193	219	13%	▲	60	76	27%	▲

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value.

Program Summaries

The Department of Psychological Sciences offers a major and minor in Psychology and a major in Behavioral Neuroscience. The Psychology major is designed to help students prepare for admission into graduate or professional school in psychology and to provide a foundation for entry into other fields. The Behavioral Neuroscience major is interdisciplinary and emphasizes the interaction of behavior with biological systems, including brain pathways, nervous systems, and hormonal systems.

Accomplishments since Academic Program Review

Faculty in the Department of Psychological Sciences hired two full-time benefits-based faculty members; hired a new tenure-track faculty member (cognitive psychologist); opened a newly designed teaching lab; revised the capstone experiences; infused community engagement in several PSYC and NEUR classes; and revised major outcomes and assessment strategies. MOU dated 7/31/2017.

Looking Forward to . . .

hiring the second requested tenure-track faculty member (behavioral neuroscience) and increasing the supplies budget.

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Bachelor of Arts, Philosophy

Program Snapshot

Tenure-Line Faculty F15	Tenure-Line Faculty F18	Percent Change Tenure-Line Faculty	SCHs 3Yr SP Avg.	SCHs Sp19	Percent Change Student-Credit-Hours	Student Majors 3Yr SP Avg.	Student Majors SP19	Percent Change Student Majors	Degrees Awarded 3Yr Avg.	Degrees Awarded 2017-2018	Percent Change Degrees Awarded
15	16	7% ▲	5113	4647	-9% ▼	32	36	13% ▲	8	18	125% ▲

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value

Program Summary

The Philosophy Department offers a comprehensive program of study leading to a BA in Philosophy and to a minor in philosophy, while offering a broad range of courses as part of the University's Core Curriculum. Philosophy students are afforded the opportunity to learn about and reflect critically upon the perennial and fundamental questions of human existence and the nature of the world around us; the basic questions of ethics and human values; and the critical skills and cultural knowledge necessary for our students to make positive contributions to society.

Accomplishments since Academic Program Review

Philosophy faculty revised curricular requirements for student majors and completed all core curriculum revisions; began process of reviewing annual assessment reports to evaluate ongoing program effectiveness; reviewed and began clarifying department's guidelines for rank and tenure of department faculty; and received an increase in the annual entertainment budget. MOU dated 8/01/17.

Looking Forward to . . .

the conversion of two part-time adjunct faculty positions to 8/8ths positions; the reconfiguring of the logic center into faculty office space; and the continued Philosophy faculty representation on the Founders renovation committee.
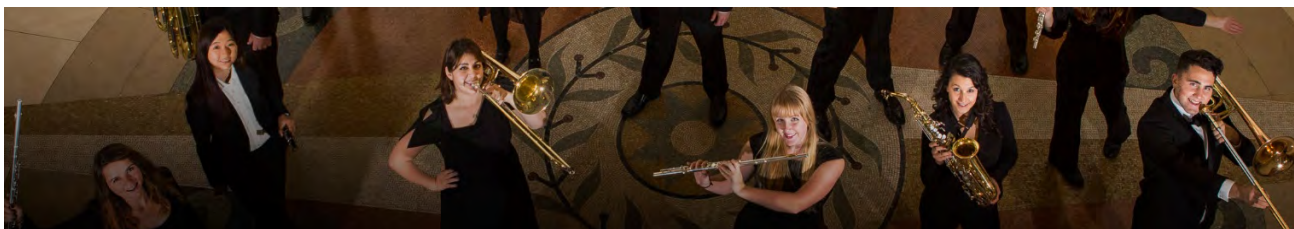
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Bachelor of Arts, Music

Program Snapshot

Tenure - Line Faculty F15	Tenure -Line Faculty F18	Percent Change Tenure-Line Faculty	SCHs 3Yr SP Avg.	SCHs Sp19	Percent Change Student-Credit-Hours	Student Majors 3Yr SP Avg.	Student Majors SP19	Percent Change Student Majors	Degrees Awarded 3Yr Avg.	Degrees Awarded 2017-2018	Percent Change Degrees Awarded
5	6	20% ▲	806	907	13% ▲	24	19	-21% ▼	4	9	125% ▲

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value.

Program Summary

Music majors receive a Bachelor of Arts degree in music, with an option for emphasis in performance, music theory, composition, music history and culture, or music education, or they may select the general music degree program. The ensembles – Bands (Concert and Athletic), Concert Choir, USD Strings, Chamber Music Ensembles, Opera Workshop, Jazz Ensemble, Mariachi Ensemble, and Gamelan Ensemble – are open to all students, regardless of their major or minor. The elite ensemble, the Choral Scholars, is a scholarship-funded choir.

Accomplishments since Academic Program Review

Music faculty hired staff accompanist; converted the executive administrator position to full-time; hired an operations manager, received an increase in faculty travel funds; offered newly approved courses for Core Curriculum credit; revised requirements for the major; and expanded office student-worker pool. MOU dated 1/08/2018.

Looking Forward to . . .

a resolution of the control/oversight of the Shiley Theatre and the much-needed renovations.

Doctor of Nursing Practice

Program Snapshot

Tenure - Line Faculty F15	Tenure -Line Faculty F18	Percent Change Tenure-Line Faculty	SCHs 3Yr SP Avg.	SCHs Sp19	Percent Change Student-Credit-Hours	Student Majors 3Yr SP Avg.	Student Majors SP19	Percent Change Student Majors	Degrees Awarded 3Yr Avg.	Degrees Awarded 2017-2018	Percent Change Degrees Awarded
19	13	-32% ▼	377	535	42% ▲	74	108	46% ▲	20	20	0% ▬

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value.

Program Summary

The Doctor of Nursing Practice (DNP) program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing practice with an individual focus. The DNP Program is consistent with the overall mission of the School of Nursing, which is to prepare nursing leaders who can facilitate quality health care for our nation. The program prepares graduates for the highest level of advanced nursing practice based on a distinct model of doctoral nursing education that culminates in the terminal degree. The USD School of Nursing and Health Science offers both the MSN-DNP and the BSN-DNP programs.

Accomplishments since Academic Program Review

Nursing faculty admitted the first cohort of students to the BSN to DNP Family Nurse Practitioner in Emergency Care program (fall 2019); secured funding for specialized supplies through the Office of Statewide Health Planning and Development, with additional grants pending to secure specialized equipment; hired a senior manager of simulation and innovation to assist with SON databases and academic technology; hired a full-time permanent executive assistant; hired two new full-time clinical-track faculty; and transitioned two full-time clinical-track faculty into tenure-track faculty positions. MOU dated 1/08/2018.

Looking Forward to
increasing the number of diverse primary care providers in Imperial County through the recently established pipeline of RNs to NPs.
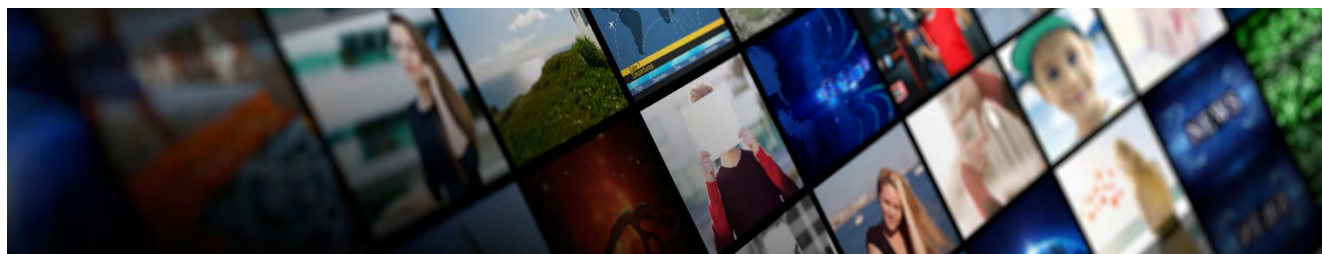
Bachelor of Arts, Communication Studies

Program Snapshot

Tenure - Line Faculty F15	Tenure - Line Faculty F18	Percent Change Tenure-Line Faculty	SCHs 3Yr SP Avg.	SCHs Sp19	Percent Change Student-Credit-Hours	Student Majors 3Yr SP Avg.	Student Majors SP19	Percent Change Student Majors	Degrees Awarded 3Yr Avg.	Degrees Awarded 2017-2018	Percent Change Degrees Awarded
11	12	9% ▲	3305	3492	6% ▲	273	266	-3% ▼	123	104	-15% ▼

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value.

Program Summary

The Communication Studies Department is firmly committed to academic excellence through promoting a rigorous and relevant curriculum grounded in the liberal arts tradition. The curriculum offers an integrated approach to communication, providing depth and breadth of knowledge. Undergraduate students become competent in analyzing the construction, reception and effectiveness of messages, which give shape to our world. The Department's primary goal is to help students 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.

Accomplishments since Academic Program Review

Communication Studies faculty updated mentoring procedures, started a comprehensive recruiting and retention plan, completed the update of student learning outcomes to match national standards, integrated department's senior survey with USD's campus-wide survey, and started the search process for a new tenure-track faculty position in public relations. MOU dated 2/23/2018.

Looking Forward to . . .

six additional units of adjunct teaching, and increases in entertainment/promotion and supplies budget.

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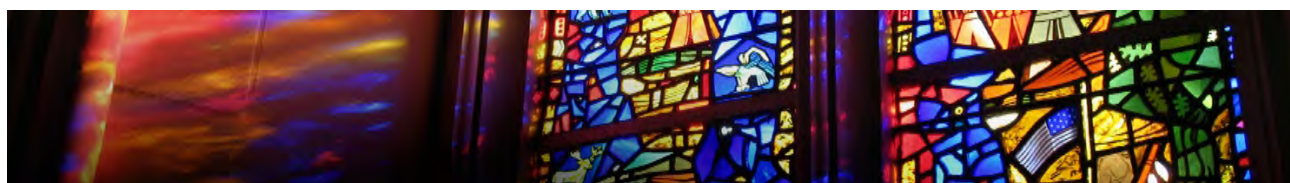# Bachelor of Arts, Theology and Religious Studies

Program Snapshot

Tenure - Line Faculty F15	Tenure - Line Faculty F18	Percent Change Tenure-Line Faculty	SCHs 3Yr SP Avg.	SCHs Sp19	Percent Change Student-Credit-Hours	Student Majors 3Yr SP Avg.	Student Majors SP19	Percent Change Student Majors	Degrees Awarded 3Yr. Avg.	Degrees Awarded 2017-2018	Percent Change Degrees Awarded
17	16	-6% ▼	5961	4713	-21% ▼	16	16	0% ▬	4	7	75% ▲

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value.

Program Summary

The Department of Theology and Religious Studies is a diverse community of scholars who advance the teaching and study of religion with particular attention to fostering the understanding of Catholic traditions. In support of the educational mission of the university and the furtherance of departmental disciplines, faculty pursue excellence in scholarship. The department is dedicated to fulfilling the liberal arts goals of the core curriculum, and equally committed to fostering a vibrant cohort of majors and minors. By providing an intellectually rigorous program, 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.

Accomplishments since Academic Program Review

Theology and Religious Studies faculty embed related core curriculum outcomes in all lower division courses; increased the number of core approved courses for diversity, ethical inquiry, writing, and advanced integration outcomes; revised program learning outcomes and developed new rubrics to assess students' work; implemented pre-registration for majors and seminary students; increased programming/events for majors (e.g. career development workshops and capstone presentations for majors); and reduced the number of adjunct faculty contracts (11) in response to the reduced number of core curriculum requirements (from 3 THRS required courses to 2 FTRI courses). MOU dated 6/04/2018.

Looking Forward to . . .

hiring a permanent Portman Chair; revamping alumni engagement practices; retaining an ample number of highly qualified non tenure-track benefits based faculty; increasing the entertainment and promotion budget; increasing the supplies budget; acquiring additional space for a student lounge and office; and finalizing a THRS leadership plan.

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Minor, Women's and Gender Studies

Program Snapshot

Tenure Line Faculty F15	Tenure Line Faculty F18	Percent Change in Tenure-Line Faculty	SCHs 3Yr SP Avg.	SCHs Sp19	Percent Change in Student-Credit-Hours	Student Minors 3Yr SP Avg.	Student Minors SP19	Percent Change in Student Minors	Minors Completed 3Yr Avg.	Minors Completed 2017-2018	Percent Change in Minors Completed
NA	NA	NA	103	234	127% ▲	8	17	113% ▲	4	2	-50% ▼

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value.

Program Summary

Women's and Gender Studies is an interdisciplinary academic minor that takes as its focus the history, development, and consequences of culturally acquired sexual identities in the context of the intersectionalities of these identities with others, including race, ethnicity, religion, socio-economic status, ability and age for the purpose of advocating greater equality, and diversity and inclusion of all persons at local, national and/or global levels.

Accomplishments since Academic Program Review

The Program Director increased the number of GNDS 101 section offerings per semester; arranged for weekly part-time administrative support; included GNDS 495 as part of the Program Director's faculty teaching-load; participated in the formulation and formation of the new Gender and Identity Commons in the Students Affairs Division; recruited a diverse group of minors from CAS, SOE, and SB; and revived the Program Advisory Board. MOU dated 7/24/2018.

Looking Forward to . . .

collaborating with the Career Development Center, Alumni Relations, and the Humanities Center to create events that promote the minor; assessing program learning outcomes; researching a new program name; working with College Marketing and the Communications Director to develop a comprehensive marketing plan; working with affiliated faculty to develop DISJ (diversity, inclusion, and social justice) courses for the minor; and establishing a program repository for syllabi and resources.

Bachelor of Arts, History

Program Snapshot

Tenure-Line Faculty F15	Tenure-Line Faculty F18	Percent Change Tenure-Line Faculty	SCHs 3Yr SP Avg.	SCHs Sp19	Percent Change Student-Credit-Hours	Student Majors 3Yr SP Avg.	Student Majors SP19	Percent Change Student Majors	Degrees Awarded 3Yr Avg.	Degrees Awarded 2017-2018	Percent Change Degrees Awarded
11	11	0% ▬	2171	2588	19% ▲	42	50	19% ▲	15	19	27% ▲

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value .

Program Summary

The History Department is dedicated to excellent teaching and innovative research. Students learn to work with original sources and 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.

Accomplishments since Academic Program Review

History faculty hired a tenure-track faculty member (African Historian) to replace a retiring faculty member; hired a diversity post-doc fellow to teach African American or Native American History, as well as US Women's History; arranged for a full-time benefits-based adjunct faculty member to serve as the Internship Coordinator as part of his/her contractual duty; received an increase in faculty travel funds; developed courses that appeal to a broader student population; explored and implemented new curricular options; began updating assessment plan; and found placements for adjunct History faculty in Core First-Year Writing classes. MOU dated 9/12/2018.

Looking Forward to . . .

a resolution of the workload issue regarding faculty mentoring of independent study students; an increase in the entertainment and promotion budget; a new allocation of funds for enhancement of the Public History program; a continued effort to integrate history classes into the new Core Curriculum - with priorities given to Global Diversity and Advanced Integration; and a coordinated effort to publicize faculty research on campus via various avenues.

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Bachelor of Arts, Sociology

Program Snapshot

Tenure-Line Faculty F15	Tenure-Line Faculty F18	Percent Change Tenure-Line Faculty	SCHs 3Yr SP Avg.	SCHs Sp19	Percent Change Student-Credit-Hours	Student Majors 3Yr SP Avg.	Student Majors SP19	Percent Change Student Majors	Degrees Awarded 3Yr Avg.	Degrees Awarded 2017-2018	Percent Change Degrees Awarded
9	9	0% ▬	1864	2139	15% ▲	86	102	19% ▲	41	29	-29% ▼

Note: All data are from the Institutional Research and Planning Office. Three-year averages are calculated using the prior three academic periods (academic year or semester) of the comparison data value.

Program Summary

The Department of Sociology is committed to furthering the promotion of social justice by combining social-science research methods with concepts of peace, social justice and community to provide students with the tools they need to critically analyze sociological theories. All students are exposed to classical and contemporary sociological theories and learn to apply both quantitative and qualitative approaches to sociological research.

Accomplishments since Academic Program Review

Sociology faculty hired a post-doctoral fellow; received an increase in faculty travel funds; explored cost-saving copying options; developed a departmental strategic plan - laying out the vision of the department; increased core curriculum offerings in advanced integration and diversity, inclusion and social justice courses; began revising curriculum to attract more student majors and minors, with special attention to students whose interests lie in promoting social change; hired a MacArthur Genius Award winner to teach some special-topics courses; hosted a Sociology Alumni Career panel; began enhancing the department's visual presence by publicizing student, faculty, and alumni accomplishments via the Sociology web page and bios; offered the department's first capstone course; strengthened and solidified the Special Internship Program; and agreed to an equitable Department Chair rotation.   MOU dated 11/06/2018.

Looking Forward to . . .

hiring a tenure-track Assistant Professor (crime, law, and justice) adept in quantitative methodology; increasing the entertainment and promotion budget; increasing the supply budget; and strengthening partnerships with entities on campus; developing a multi-year teaching schedule; and continuing to assess student-learning outcomes and program efficacy.

University of San Diego®

2018-2019 Department Chairs
Who Submitted MOU Follow-up Information

Dr. Shreesh Deshpande, Chair, Finance and Real Estate

Dr. Rae Anderson, Chair and Associate Professor, Physics and Biophysics

Dr. Anne Koenig, Chair and Professor, Psychological Sciences

Dr. Lori Watson, Chair and Professor, Philosophy

Dr. Christopher Adler, Chair and Professor, Music

Dr. Karen Macauley, Director of Nurse Practitioner and Health Care Informatics Programs

Dr. Roger Pace, Chair and Professor, Communication Studies

Dr. Emily Reimer-Barry, Chair and Associate Professor, Theology and Religious Studies

Dr. Evelyn Kirkley, Director of Women's and Gender Studies

Dr. Colin Fisher, Chair and Professor, History

Dr. Thomas Reifer, Chair and Professor, Sociology

2018-2019 Academic Review Committee (ARC)

Dr. Mark Chapman, Assistant Professor, Integrated Engineering
Shiley-Marcos School of Engineering

Dr. Steve Conroy, Associate Dean & Professor of Economics
School of Business

Dr. Margaret Dalton, Associate Dean and Professor
School of Law

Dr. Erik Fritsvold, Professor, Sociology
College of Arts & Sciences, Social Sciences Representative

Dr. Karen Lee, ARC Chair & Assistant Vice President
Institutional Effectiveness and Strategic Initiatives

Dr. Kathy Marsh, Associate Dean and Associate Professor
Hahn School of Nursing and Health Science

Dr. Ivan Ortiz, Assistant Professor, English
College of Arts & Sciences, Arts and Humanities Representative

Dr. Lukasz Pruski, Professor, Mathematics
College of Arts & Sciences, Mathematics and Sciences Representative

Dr. Joi Spencer, Associate Dean and Associate Professor
School of Leadership and Education Sciences

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