

**Examples of Closing the Loop**  
**University of San Francisco College of Arts and Sciences**  
**Programs with Two Program Review Cycles<sup>1</sup>**  
**Spring 2018**

**Architecture and Community Design** (Review Years: 2008-2009, 2016-2017)

2008-2009 Reviewer Report:

- The program needs two new faculty members, all with the capability of teaching architectural design and a specialty in technical/structural aspects of architecture, landscape design, digital media in architecture, sustainability, and architectural history/theory

2016-2017 Program Self Study:

- Hana Mori Böttger, long time Architecture and Community Design adjunct faculty member was hired as an Assistant Professor in a Term position. Due to exceptional teaching and administrative skills, her position has been renewed multiple times, most recently for an additional 5-year period. Her focus is engineering and building material research related to architectural applications.
- Seth Wachtel, first full-time hire in ARCD program was granted tenure in 2012. His research focus is design for underserved communities, hands-on, project based architectural education, and construction innovation.

**Asia Pacific Studies** (Review Years: 2009-2010, 2015-2016)

2009-2010 Reviewer Report:

- The review team unanimously agreed that the program should require at least one year of an Asian language (perhaps raising this to two years in the near future).
- The reviewers questioned whether the highly structured curriculum was pedagogically sound and whether it prepared students for employment. They did however recognize that it provided great breadth, makes scheduling easier and was cheaper to deliver (since fewer classes need to be offered).
- The reviewers recommended offering a broader range of classes in conjunction with the MA in International Studies and encouraging more tenure track faculty to offer classes (possibly in the late afternoon rather than evening).

2015-2016 Program Self-Study:

- Major curricular changes implemented in the fall of 2015 have the potential to make the program more relevant to student interests and career goals, as well to more fully utilize existing resources on campus and in the Bay Area. These changes are direct responses to recommendations from the previous program review of 2010 as well as innovative ideas from MAPS faculty, students, and administrators
- Until the 2013 curriculum revision, the Program did not impose any prerequisite study of Asian languages. Since then, we require four semesters of university-level language

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<sup>1</sup> Executive Summaries of all External Reviewer's Reports and all Program Self-Studies are posted in the [OAAS Website](#).

proficiency in Mandarin, Japanese, Korean, Tagalog, Thai, Vietnamese, Hindi/Urdu, or another Asian language.

### **Communication Studies** (Review Years: 2007-2008, 2013-2014)

#### 2013-2014 Program Self-Study:

- The reviewers recommended that the three-division Department be separated into two separate departments: The Department of Communication Studies and a Department that contained ESL and Rhetoric and Composition. *This split was put into effect in Fall 2009.*
- The reviewers noted that we needed to improve our career counseling and that we should develop a network of alumni to help with this task.
- We have greatly improved the career counseling aspect of our program since the last review. Specifically, we now hold at least one event every semester that is focused on career development. In the fall we host a Communication Studies Career Night, where a panel of alumni come back to talk about careers in Communication Studies and network with our current students. In the spring we host a Pizza with the Pros event, where local professionals and internship directors come to campus to talk about their positions and opportunities for jobs and internships, and to network with our students. We also hold an Alumni Speaker Night in the spring where an alum presents a keynote speech to our graduating students. In addition to these specific events, we also have a department blog, where student internship experiences, alumni profiles, and expert advice are posted (<http://blogs.usfca.edu/coms>) and a LinkedIn group. We have recently developed a department newsletter to connect with alumni and are going to host an alumni happy hour in the spring semester to help improve our connections with our alumni. Finally, our Program Assistant keeps a binder of Internship opportunities and emails all students with any new internship postings.
- The reviewers noted that faculty needed more resources to enhance their advising skills. We have addressed this concern in a number of ways. We have included more information in our orientation to the major session. Our program assistant has put more advising information on our website ([http://www.usfca.edu/templates/as\\_coms\\_home.aspx?id=6442451635](http://www.usfca.edu/templates/as_coms_home.aspx?id=6442451635)) to make it more readily available to students. She also sends messages directly to students with information about department policy changes. Because our Program Assistant has been able to even out the advising load for each faculty member, advisors now are better able to serve each individual student and address their specific questions and concerns than before.

### **English** (Review Years: 2008- 2009, 2016-2017)

#### 2008- 2009 Reviewer Report:

- In Creative Writing, there is a need for a tier of intermediate level workshops with small class sizes to “support and amplify student research.” These workshops need to include more nonfiction, poetry, screenplay and dramatic writing options.
- There is a need for more elective courses in Creative Writing.
- The department could strengthen itself by “focusing on a few areas of real excellence” rather than attempting to do too much in terms of disciplinary coverage.
- The curriculum needs to be more inclusive of recent trends, debates and conflicts that have shaped the discipline in order to keep pace with developments in the field.

- Lower the number of required courses needed to fulfill the major.
- Raise the number of electives offered and tie them more closely to areas of faculty research interests.

#### 2016-2017 Program Self- Study:

- We introduced the Senior Seminars, a capstone program in which senior Writing Emphasis students produce a portfolio of their work and Literature students revise a paper written for an earlier course; they conduct significantly more research, lengthen the essay, and work with an outside reader (usually from the department) until it comes as close to publishable as possible. The Seminars close with an all-day student conference at which Literature students read shortened versions of their papers and Writing students present a group of poems, a short story, or segments of longer pieces.
- At Susan Steinberg’s initiative, the Department now awards a number of prizes at the end of the semester in poetry, fiction, and nonfiction. This motivates the students, especially since the judges are external to USF.
- Prompted by our last review, we were able to hire in Creative Writing, as we had hoped (Susan Steinberg and D. A. Powell), and as a result, the department further modified the course offerings in the Writing Emphasis in fall 2005. During this second revision of the Writing Emphasis, the department fine-tuned the progression of creative writing courses, which begins with “Introduction to Creative Writing.” First, the “Sophomore Seminar in Writing” and “Advanced Composition” were eliminated and a set of intermediate (300) level courses was created from existing and new courses: “Studies in Prose” was renamed “Studies in Nonfiction,” and we added “Studies in Fiction,” “Studies in Poetry” and “Studies in Drama.” Since our last review, we have actively sought to further diversify our curriculum by offering courses in ethnic minority literature in the Major and in the Core.

#### **Performing Arts and Social Justice** (Review Years: 2008-2009, 2015-2016)

##### 2008-2009 Reviewer Report:

- The reviewers identified their number one priority recommendation as support (in terms of money and time) for a retreat during which faculty and staff members would address the sustainability of the PASJ program, identify processes to put in place for its smooth operation, and create a 5-year strategic plan. Categories for discussion included:
  - Admission to the program
  - Core requirements and progress through the program
  - Student advising
  - Relation of production schedule to academic program
  - Relation of PASJ to other units at USF, promotion of the program internally and externally
  - Library acquisitions
  - Facilities plan
  - Hiring and retention plan

##### 2015-2016 Program Self-Study:

- Since 2009, the Department has held annual retreats and has developed/secured:
  - New Curricular sequence (2010)

- Music Concentration. Addition of new full time Music Program faculty member (F2016)
- Designated music practice rooms
- Assessment tools which include direct and indirect measures
- Faculty Teams in Marketing, Assessment, Budget, Curriculum
- Process for student rehearsal space reservations
- Handbook for part-time faculty
- Department-wide beginning of the semester meeting for all part-time faculty
- New Department capstone course, Senior Project I & II
- A unified marketing strategy including working closely with University Web design team
- A new system for artistic programming and productions, with clearly defined job descriptions and responsibilities for Program Heads, Faculty Producers, Production Manager, Technical Director, and Marketing and Outreach Coordinator.
- A new Tech and Design Certificate that provides targeting training in production support, cultivating skills such as costume, scenic, lighting and video/media design as well as technical fluency.

**Philosophy** (Review Years: 2005-2006, 2013-2014)

2013-2014 Program Self-Study:

- The previous academic program reviewers (2006) made two principal recommendations. First, that we hire more faculty. Second, that we, “institute a more reliable, consistent, informative advising system.”
- With respect to the first recommendation, the reviewers regarded the hiring of at least one more fully-time tenure track member as “essential,” for the department did not have “sufficient full-time faculty,” particularly given our major contribution to the Core. It continues to be the case that the bulk of Core area D-3 courses (Ethics/Moral Theology, an area shared with Theology and Religious Studies/THRS) are taught by the Philosophy department. In 2006, we had ten tenured/tenure-track members; today, we have eleven.
- We have taken numerous measures to address the above-noted second recommendation concerning advising. (We note that the College more generally has aided this effort in its addition of an advising-hold prior to registration and a web-based advising system. The advising hold tends to prompt students to seek out their advisors actively. Correspondingly, the system readily shows the faculty member the names and contact information of advisees.) We employ the College’s new web-based system. Our use of this system allied with collegial encouragement by the Chair to contact our advisees preregistration insures a highly-functioning system of advising. Additionally, prior to registration, we actively disseminate a departmental newsletter that contains detailed descriptions of upcoming course-offerings. Similarly, we maintain a departmental website that has detailed information concerning requirements for the major and minor.

**Biology** (Review Years: 2006-2007, 2013-2014)

2013-2014 Program Self-Study:

- *Hire additional technical staff.* Since the previous program review, the College has hired a Life Sciences lab manager who primarily works in Biology and an Instrument

Specialist who serves all the science departments. A new position, Laboratory Safety Officer, to serve all science departments, has just been created and is expected to be filled this summer.

- *Continue teaching collaboration with UCSF but refrain from using adjuncts as primary or sole course instructors.* The partnership with UCSF has grown and we now hire 30-40 adjuncts each semester, primarily to staff lab sections but experienced adjuncts are frequently hired as sole course instructors because we do not have enough full-time faculty members to staff all the courses we need to offer each semester. One important exception to this practice is that the General Biology sequence is taught only by full-time faculty in order to ensure that incoming students get the best quality instruction and have access to their instructor for assistance if needed.
- *Improve the sophomore curriculum by revamping or eliminating Cell Physiology and adding a laboratory component to Genetics.* We have added a laboratory component to Genetics starting in spring 2014.
- *Space is needed and faculty common spaces and student meeting spaces should be protected and included in the new addition planned for Harney.* The LoSchiavo Center for Science and Innovation opened in fall 2013 and includes a faculty lounge and much needed breakout spaces, in addition to modern classrooms and laboratories. The Biology Department also gained back 3 offices and 1 lab space on the 3rd floor of Harney that were formerly occupied by administrators and faculty from the Environmental Science department. However, space continues to be an issue that will be discussed in the current review, particularly research space for tenure track faculty and office space for term faculty.

### **Computer Science** (Review Years: 2007-2008, 2015-2016)

#### 2015-2016 Program Self-Study:

- The curriculum that then consisted of 50 units of CS, 12 units of mathematics, and 8 units of physics should be reduced to 40 units, 8 units, and 4 units, respectively.
  - We should not add a BA program.
  - We should add more interdisciplinary courses by offering courses that are team taught by CS faculty and faculty in other disciplines.
  - We should reduce the number of required systems courses, and we should shorten prerequisite chains.
  - The difficulty of the junior year courses, CS 326, Operating Systems, and CS 315, Computer Architecture, needed to be reduced. We should either reduce the workload in these courses, or make one or both elective.
  - In order to encourage more women and minority majors, we should hire more women and minority faculty.
  - We should increase the number of courses for non-majors. They explicitly mentioned CS 107.
- The curriculum was reduced to 40 units of CS, 8 units of mathematics, and 4 units of physics, chemistry, or biology. We later reduced the number of CS units to 38 when we stopped offering the one-unit Special Lecture Series course.
  - We didn't add a BA program.
  - We have added some interdisciplinary courses, but these have been at the graduate level.

- We no longer require the systems course, CS 210, Assembly Language and Systems Programming, and the longest "prerequisite chain" for a required course now consists of three courses.
- We've hired six women into tenure-track or visiting positions since 2008.
- We've doubled the number of sections of CS 107.
- We have completely revised the graduate program.

**Economics** (Review Years: 2006- 2007, 2014-2015)

2006-2007 Reviewer Report:

- Hire a new professor who would become director of undergraduate economics education, and who would be the internal advocate for undergraduate education;
- Establish a required senior seminar that builds on (and requires) lower-level courses and which includes a substantial integrative writing component;
- Set up a careful and monitored advising system for undergraduate students;
- Establish a set of events and institutions that are designed to create more cohesion among undergraduate students;
- Create a departmental governance structure for the graduate programs;
- Determine goals of the program for students, and modify the admissions, and coursework of the graduate programs to fit those goals;
- Give faculty credit for thesis advising consistent with a 2-2 load for those faculty heavily involved in thesis advising;
- Give at least two additional lines to the economics department;
- Improve physical facilities;
- Establish better lines of communication with the School of Business and Management;
- Improve communication with students, alumni and potential employers.

2014-2015 Program Self-Study:

- On the basis of those recommendations, the Department has made the following changes:
- Assigned leadership of the undergraduate program to a faculty member other than the Chair. This position is currently held by Professor Sunny Wong, who assumes responsibility for representing the Department at all Admissions and Orientation events, as well as intake advising for all new and transfer students.
- Established a capstone course requirement for all undergraduate majors. Students in the Finance concentration are required to take Economics 425 (Econometrics of Financial Markets); those in the Development concentration take Economics 473 (Development Microeconomics); and students in the International Economics concentration take Economics 479 (Advanced Topics in International Economics). All capstone courses substantively build on material and skills from lower-level courses and include an integrative writing component.
- Established an undergraduate advising system led by Prof. Wong, and staffed by two additional faculty members (Profs. Jonas and Chakraborty).
- Taken a number of initiatives to improve community-building among undergraduates, including social activities at the New Student Orientation and opportunities for undergraduate students to participate in the Department seminar series. The Department Program Assistant, Catrina Hayes, has taken a leadership role in organizing these

activities and maintaining email and Facebook communication with the undergraduate community.

- Introduced modifications into the graduate program goals, admissions criteria, and curriculum to address learning outcomes and career preparedness, including splitting the previously combined sections of the core classes (Math, Micro, Macro, and Econometrics) into separate sections for MA-ECON and IDEC students, respectively; modifying the coursework sequence in the IDEC program; and requiring an additional semester of Advanced Applied Econometrics for IDEC students.
- Relocated from University Center to Cowell Hall, with significantly improved faculty and staff office space. (The Department still lacks a common meeting space and dedicated computer facilities.)
- Established ongoing relationships with colleagues in the School of Management, as well as in the Math Department.
- Taken various initiatives to do alumni outreach and career preparation and placement. The Assistant Director of Economics Graduate Programs, Barbara Pena, has organized numerous networking events.

### **International Relations** (Review Years: 2009-2010, 2016-2017)

#### 2016-2017 Program Self-Study:

- One of the primary issues to come out of the 2009-2010 Program Review was the creation of a better system of advising and retention for students in this multifaceted major. In response, IR embarked on a number of new initiatives:
- Creation of a Peer Advising Program and Faculty Student Advisory Council (FSAC). The central idea behind this program is to draw upon student enthusiasm and knowledge of the BAIS program to develop peer-to-peer relationships that support advising and generate a sense of community among BAIS majors. The BAIS Peer Advisors, who are selected through a competitive interview process, are among the best, most active students within the major. Peer Advisors hold weekly office hours to assist students in navigating the curriculum, plan events, assist during the New Student Series, and sit on the FSAC. The FSAC meets once a month during the semester and serves as a platform for discussion among faculty and students on issues within the major and ways to improve all aspects of the BAIS Program. Some of the most successful 10 changes implemented in the BAIS Program have come out of the FSAC, including the redesign of the Research Methods course, the creation of a dedicated Internship course, holding events centered around regions and languages, and the creation and use of social media accounts.
- Development of Advising Materials and Codification of Advising Processes. Advising materials for faculty advisers are regularly updated and available on a well-maintained Canvas site and through a weekly newsletter. In-person training with the Department Chair or Undergraduate Director is also provided for new faculty advisers at the beginning of every semester.
- Honors in International Studies Program. In order to encourage excellence, we also developed an Honors program for BAIS students. To graduate with Honors, students must have a cumulative GPA of 3.6 in the major, participate in an academic study abroad program, complete an Honors Thesis or equivalent research paper with a minimum grade of B, and demonstrate leadership on or off campus.

### **Latin American Studies** (Review Years: 2009-2010, 2016-2017)

#### 2016-2017 Program Self-Study:

- In Fall 2010, the curriculum was revised to further ensure interdisciplinarity and expand the program's coverage of language proficiency in either Spanish or Portuguese. New courses in the fields of literature and religious studies taught in Spanish were added to the curriculum. The elective course list was reorganized within four required perspectives: religious and philosophical; historical; cultural; and social. These revisions were planned during the preparation for the last academic program review, which took place in spring 2010. The external review team endorsed our proposed curriculum revisions. In addition, following the review team's recommendation, the program also revised the Latin American component of some of our electives and now indicates in the course list what counts as "partial" coverage. Only two partial coverage classes can be taken for LAS credit.

### **Media Studies** (Review Years: 2007-2008, 2015-2016)

#### 2007-2008 Reviewer Report:

- Departmental review of work-load allocations
- Improvement of procedures regarding faculty searches
- Clearer, more transparent lines of consultation with the department, and especially between the dean's office and the Chair
- More student consultation in departmental matters
- More integration of student campus media
- A departmental retreat

#### 2015-2016 Program Self-Study:

- We have reviewed work-allocations. Changes include: a provisional college-wide measure to increase course-release/compensation for chairs; better rotation of teaching assignments; standardizing of advising protocols; and a problematic increase in responsibilities of our P.A. (advising, internship coordination and alumni).
- Our one FTT search since 2008, and our term-replacement searches have followed the recommended protocol.
- There are clearer lines of consultation between the dean's office and the department.
- Students are more involved (student media, student program assistant, faculty/student get-togethers, self-study feedback).
- The student media are much more integrated into departmental life.
- The department held a retreat in 2011; and an additional curriculum-oriented retreat in 2013.

### **Psychology** (Review Years: 2003-2004, 2010-2011)

#### 2010-2011 Program Self-Study:

- The development of the Department's strong program occurred partly in response to the previous program review. Most notably, the program review indicated a need to expand upper-level opportunities for students. Faculty accomplished this by increasing the amount of time devoted both inside and outside the classroom with respect to hands-on experience with research, clinical, and community work. Administration facilitated these



developments by supporting the Department's requests for continued access to research labs and by agreeing to the Department's curricular changes. In general, the changes made following the program review have led to major accomplishments, some of which include:

- Building a Culture of Research within the Psychology Department
- Faculty's Distinctive Dedication to Diversity Learning in Psychology
- Significant Faculty Participation in Interdisciplinary Programs
- Extending Department's Community Connections through Service Learning and Research Opportunities

**Sports Management** (Review Years: 2007-2008, 2015-2016)

2007-2008 Reviewer Report:

- Hire at least one and preferably two full-time faculty.
- Actively attempt to recruit at least one female into a full-time faculty position.
- In recruiting faculty consider more than just teaching expectations and courses – look at the potential for research collaboration.

2015-2016 Program Self-Study:

- Over the past five years, the program has added Assistant Professor Nola Agha, who teaches strategic management and research methods, and Assistant Professor Michael Goldman, who teaches marketing and business development.