

Office of Assessment and Accreditation Support
Program Review Action Plans Tracking Log

Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Communication Studies (CAS)	Fall 2014	<p>Fall 2019: 1. Three current foundational courses address issues associated with general 100-level course; created co-requisite courses to allow students to take classes in major sooner 2. Several Rhetoric and Language faculty teach courses in the major 3. Opened COMS course to Media Studies students when needed</p> <p>Fall 2020: 6. Two faculty members teaching in the Honors College; four seats held for COMS students</p> <p>Fall 2021: 1. Rather than considering COMS 100 intro class, the department moved literature review assignment out of COMS 203, and removed pre-requisites for foundation courses; Starting Fall 2021, Freshman could co-enroll in COMS classes along with their writing classes.</p>	<p>Fall 2019: 43% (3/7)</p> <p>Fall 2020: 57% (4/7)</p> <p>Fall 2021: 57% (4/7)</p>	<p>Fall 2019: 14% (1/7)</p> <p>Fall 2020: -</p> <p>Fall 2021: -</p>	<p>Fall 2019: 43% (3/7)</p> <p>Fall 2020: 43% (3/7)</p> <p>Fall 2021: 43% (3/7)</p>
Economics (CAS)	Spring 2015	<p>Fall 2019: 1. Majority of FT members teach at least one principles course per year 2. Cross-listed undergraduate/graduate courses: Econ 465/665, Econ 463/663, Econ 476/676, Econ 473/673, Econ 474/674, Econ 455/665 3. MSAE building relations w/ corporations through using industry adjuncts; creation of advisory board 4. IDEC Fieldwork abroad remains strength of program; domestic internship/fieldwork opportunities expanded and formalized 5. Courses ECON 190 and 191 offer formalized “summer bridge” material</p> <p>Fall 2020: No substantial changes</p> <p>Fall 2021: 1. Department has been given permission to conduct search for two TT faculty, which will teach at least one UG course each, each semester. 2. With the introduction of UG capstone courses, students are able to engage in more meaningful research alongside faculty. 3. No progress on certificate programs, although relationship with private sector continues to improve due to involvement with MSAE internships.</p>	<p>Fall 2019: 38% (5/13)</p> <p>Fall 2020: 38% (5/13)</p> <p>Fall 2021: 54% (7/13)</p>	<p>Fall 2019: -</p> <p>Fall 2020: -</p> <p>Fall 2021: -</p>	<p>Fall 2019: 62% (8/13)</p> <p>Fall 2020: 62% (8/13)</p> <p>Fall 2021: 46% (6/13)</p>

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Master of Fine Arts in Writing (CAS)	Spring 2015	<p>Fall 2019: 1. Solicited donations on website; worked w/ Development to send contributions letter to alumni; held spring lunches w/ student scholarship donor; contacted potential corporate sponsors 2. Considered 4+1 program with English department 3. English department faculty serve as second readers 4. Used established broad class titles to house new poetry classes; created literature seminars with more general titles in which specific topics are rotated w/ positive response from students; developed courses highlighting unique history and location of San Francisco and USF 5. Held two day-long retreats w/ part-time faculty</p> <p>Fall 2020: No substantial changes.</p> <p>Fall 2021: 1. Submitted initial proposal for a Certificate A program 2. Met with Development office to strategize ways we can reach out and maintain relationships with alumni; one alumna has been invited to our reading events this fall. 2. Re-evaluation of thesis 2nd-reader system continues as is work to convert from a 3-unit to 4-unit program, which will shift graduation date from December to May. 3. Revisions to the curriculum continue in order to better suit (a) the coming 2-year format of the Program, (b) our mission and the calls to action from the APR Action Plan, and (c) the strengths and passions of our faculty. Our aim is to provide two or three brand new seminars in the fall that fit USF's Strategic Plan's Goal 1: "Reimagine our curriculum."</p>	<p>Fall 2019: 56% (5/9)</p> <p>Fall 2020: 56% (5/9)</p> <p>Fall 2021: 56% (5/9)</p>	<p>Fall 2019: 33% (3/9)</p> <p>Fall 2020: 33% (3/9)</p> <p>Fall 2021: 22% (2/9)</p>	<p>Fall 2019: 11% (1/9)</p> <p>Fall 2020: 11% (1/9)</p> <p>Fall 2021: 22% (2/9)</p>

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Computer Science (CAS)	Fall 2015	<p>Fall 2019: 1. Hired graduate program manager 2. Two Educational Technologies Services staff members teach non-major courses in Computer Science on the topics of spreadsheet, website design, and Tableau software 3. Associate dean and department chair communicate periodically to address concerns regarding growth in CS programs</p> <p>Fall 2020: CS faculty on Space Committee</p> <p>Fall 2021: 1. To address these staffing challenges and massive influx of students, we have hired two term faculty members and three adjunct faculty. 2. This year, we have coordinated our faculty search with the Data Institute to find better ways to collaborate in the future.</p>	<p>Fall 2019: 43% (3/7)</p> <p>Fall 2020: 29% (2/7)</p> <p>Fall 2021: 29% (2/7)</p>	<p>Fall 2019: 43% (3/7)</p> <p>Fall 2020: 71% (5/7)</p> <p>Fall 2021: 57% (4/7)</p>	<p>Fall 2019: 14% (1/7)</p> <p>Fall 2020: -</p> <p>Fall 2021: 14% (1/7)</p>
Sport Management (CAS)	Fall 2015	<p>Fall 2019: 1. Multiple online courses being offered regularly by one professor 2. Annual surveys of alumni required 3. Existing units include: economics of sport development and social justice, bias and hiring diverse teams, importance of diversity in leadership and management positions within the sport marketplace, managing diversity in sport; Sport Marketing includes learning outcome on diversity in consumer segmentation; Study Abroad South Africa course devotes learning opportunities for students to understand social justice issues in other parts of the world. 4. Sufficient technology in classrooms, study areas, software, laptops in both locations 5. Program Assistant shared with Nursing</p> <p>Fall 2020: Joined multiple diversity in sport groups leading to an increase in interest in teaching and guest speaking in program</p> <p>Fall 2021: No changes</p>	<p>Fall 2019: 56% (5/9)</p> <p>Fall 2020: 67% (6/9)</p> <p>Fall 2021: 67% (6/9)</p>	<p>Fall 2019: 44% (4/9)</p> <p>Fall 2020: 33% (3/9)</p> <p>Fall 2021: 33% (3/9)</p>	<p>Fall 2019: -</p> <p>Fall 2020: -</p> <p>Fall 2021: -</p>

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Writing Center (CAS)	Fall 2015	<p>Fall 2019: 1. Writing Center moved to Gleeson Library, operating as part of Learning Commons 2. Ex-Officio members of the CTE serve on the Writing Center advisory board 3. Writing Center Steering Committee created w/ representatives from each of the colleges 4. Launched first Writing Center Tutoring class, cohort of 8 students; 4 more tutors trained in Spring 2019 5. Discontinued preceptors at additional campuses; students now access conferences by Zoom, phone, or in person at the Hilltop campus; scheduling program has changed to Salesforce; students able to access Salesforce from their USF homepage to make their own appointments online; preceptors no longer tutor their own current student during their Writing Center shift</p> <p>Fall 2020: No substantial changes</p> <p>Fall 2021: No changes within the last year</p>	<p>Fall 2019: 72% (5/7)</p> <p>Fall 2020: 72% (5/7)</p>	<p>Fall 2019: 14% (1/7)</p> <p>Fall 2020: 14% (1/7)</p>	<p>Fall 2019: 14% (1/7)</p> <p>Fall 2020: 14% (1/7)</p>

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Advertising (CAS)	Spring 2016	<p>Fall 2019: 1. Students and industry representatives consulted by faculty on as needed basis 2. Major now offers GENERAL, DESIGN, and RESEARCH track in line w/ industry suggestions 3. Top students and work selected and showcased at Dean's Circle Event in January 2018 and 2019; Top ADVT411/412 student team selected as regional finalists, presented at regional semifinals at San Jose State; faculty attended local industry events to build networks and social capital within the USF agency community 4. FT faculty line approved, faculty hired Fall 2018</p> <p>Fall 2020: COMS324 curriculum was developed and successfully added to the program</p> <p>Fall 2021: 1. Program may consider developing a computer science course. 2. Contacting OMC at the beginning of December to see if promotional video can be resumed, could be recorded in person and student will be graduating in December. 3. Nine Advertising students won a Greater SF advertising industry bronze award and one won a silver. This brings industry attention to program. Prof Kate Charlton remained on the Greater SF Ad Club's Board of Directors and was voted in as Co-President. She selected and nominated Prof van Loggerenberg too be a member of the club's Board of Directors and serve as Chair of Education. His nomination was accepted. 4. Advertising now serves a total of approximately 120 minors and majors</p>	<p>Fall 2019: 57% (4/7)</p> <p>Fall 2020: 72% (5/7)</p> <p>Fall 2021: 72% (5/7)</p>	<p>Fall 2019: 29% (2/7)</p> <p>Fall 2020: 14% (1/7)</p> <p>Fall 2021: 14% (1/7)</p>	<p>Fall 2019: 14% (1/7)</p> <p>Fall 2020: 14% (1/7)</p> <p>Fall 2021: 14% (1/7)</p>

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Asian Studies (CAS)	Spring 2016	<p>Fall 2019: 1. Mid-level gateway course (ASIA 300 Past and Present) created; will offer spring 2021 2. New ANST Major curriculum w/ three changes: a) added fourth category ("Art and Literature") of Gateway classes; b) added required class for all majors (pro-seminar ANST 300); c) eliminated "Breadth Requirement" (ANST 300 will cover) and "Upper Division History" requirement 3. Worked w/ Modern and Classical Languages (MCL) to promote MCL courses among Asian Studies students; director of Asian Studies sits on faculty advisory board for International Studies (FABI); new ANST 300 required course for students in Asia track; redesigned promotional materials, created social media sites, launched monthly Asian Studies newsletter</p> <p>Fall 2020: No substantial changes</p> <p>Fall 2021: 1. The new gateway course, ANST 300, was offered for the first time in spring 2021. 2. We plan to restart the conversation with the School of Management about developing curriculum related to Asian Studies and International Business this spring.</p>	<p>Fall 2019: 37% (3/8)</p> <p>Fall 2020: 37% (3/8)</p> <p>Fall 2021: 37% (3/8)</p>	<p>Fall 2019: 25% (2/8)</p> <p>Fall 2020: 25% (2/8)</p> <p>Fall 2021: 25% (2/8)</p>	<p>Fall 2019: 38% (3/8)</p> <p>Fall 2020: 38% (3/8)</p> <p>Fall 2021: 38% (3/8)</p>
Media Studies (CAS)	Spring 2016	<p>Fall 2019: 1. Appointed chairs according to department by-laws 2. Career Services invited to talk to Media Workshop and Media Internship students; students sent information about internships and job opportunities received by faculty; Communications asked to accept some Media Research students in research course (Spring 2018) including some Media Internship students for media internship course (Summer 2017); some Communications students accepted in Media Studies special topics courses (Spring 2020); met w/ Admissions, worked with the Office of Communication and Marketing to profile alumni careers on website; sent personalized letters to admitted students; presented differences between Media Studies and Communication Studies to admitted students</p> <p>Fall 2020: MS department will work to eliminate all potential redundancies between the USF Catalog and the internal department site; centralize program requirements, class descriptions, etc. in the catalog and to remove them from the internal site</p> <p>Fall 2021: No substantial changes</p>	<p>Fall 2019: 40% (2/5)</p> <p>Fall 2020: 40% (2/5)</p> <p>Fall 2021: 40% (2/5)</p>	<p>Fall 2019: 40% (2/5)</p> <p>Fall 2020: 60% (3/5)</p> <p>Fall 2021: 60% (3/5)</p>	<p>Fall 2019: 20% (1/5)</p> <p>Fall 2020: -</p> <p>Fall 2021: -</p>

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Performing Arts & Social Justice (CAS)	Spring 2016	<p>Fall 2019: 1. Re-structured department to create USF Stages for coordinating events in Studio and Presentation Theaters; requirements to update facilities documented by head of Stages 2. Deans helped reconfigure staff, renovate lighting fixtures in Studio Theater among other priorities 3. Established relationship w/ Events Management and Guest Services; spaces reserved appropriately 4. Former Program Assistant assumed Program Manager position 5. Completely remade "spine" courses in revision of curriculum called, "PASJ 3.0;" added entirely new course: Introduction to Performing Arts to create cohesion among the majors; added Research Methods, and required 2-unit courses students may take on rotating basis</p> <p>Fall 2020: 1. Conversations led by Deans regarding funding are now ongoing and funds have been raised 2. Spring 2020 All-PASJ Show provisionally titled "Breathing Room," is current proposal for a Performing Arts Festival; Conversations for planning this event began spring 20, continue fall 20 w/ call for participation to FT and PT faculty, students, and alums to engage in celebrating not only Department but the arts in relation to social justice issues pressing and timely; Department envisions this event, scheduled to take place Spring 21, as possible model for future Department collaborations and visibility on campus; will approach Dean's office once budget is finalized</p> <p>Fall 2021: 1. Continuing to refine the content of the PASJ "spine" classes per the APR so that they better sequence skills and prepare students to advance and collaborate with one another. 2. Provost Oparah is scheduled to tour the Presentation Theater in early November 2021, as well as some of the Music facilities.</p>	<p>Fall 2019: 63% (5/8)</p> <p>Fall 2020: 63% (5/8)</p> <p>Fall 2021: 37% (3/8)</p>	<p>Fall 2019: 12% (1/8)</p> <p>Fall 2020: 37% (3/8)</p> <p>Fall 2020: 50% (4/8)</p>	<p>Fall 2019: 25% (2/8)</p> <p>Fall 2020: -</p> <p>Fall 2021: 12% (1/8)</p>

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Art + Architecture (CAS)	Fall 2016	<p>Fall 2019: 1. Detailed list of safety concerns, hazards in XARTS facility supplied to Dean's office 2. Art History/Arts Management (now Art History & Museum Studies) worked w/ Dean's Office, Project Management, and Facilities to locate, designate two ARTM (AHMS) priority rooms and to outfit w/ larger screens, better projectors, new podium, new window shades, and lighting to help meet disciplinary methods/objectives 3. Design Program updated curriculum and Assessment-related activities; curriculum change replaced foundation course to be more specific to needs of the Design profession; replaced one Art History course w/ more focused Design History course; added additional upper-division studio elective; re-structured Professional Practice and Internship series to help prepare students for profession after graduation</p> <p>Fall 2020: In response to changing faculty/student needs, professional practice, and management of difficult space overlaps, Fine Arts program introduced five new courses to Catalog.</p> <p>Fall 2021: 1. Fromm Hall Xarts safety walk conducted; structural changes requested that would provide both safety benefits and lend itself to better academic activities for students; space is urgently needed in order to accommodate growing demand for programs (and not turn students away) in A+A; Additional conversations are ongoing to push for fundraising for the Arts, to re-include PASJ and A+A into the Masterplan for any new academic buildings at USF. 2. New course added, AY2021: ART-331, Digital Art (Upper-division elective, open to all Dept. students) 3. The Chairs of Performing Arts and Social Justice, and Art + Architecture invited the new Provost to visit the visual and performing arts facilities. The A+A tour included the Thatcher Gallery, inside Gleeson Library, in the tour, to represent how integral this gallery is academically to multiple programs. The Provost was able to view the compromised woodshop/ceramics classroom, and outdoors kiln shed. Part of the tour included seeing Fine Arts, Design and Architecture students working inside a scheduled class; seeing what max. capacity looks in real time; also visited the satellite Koret space, utilized by the Architecture Program</p>	<p>Fall 2019: 30% (3/10)</p> <p>Fall 2020: 40% (4/10)</p> <p>Fall 2021: 40% (4/10)</p>	<p>Fall 2019: 40% (4/10)</p> <p>Fall 2020: 40% (4/10)</p> <p>Fall 2021: 50% (5/10)</p>	<p>Fall 2019: 30% (3/10)</p> <p>Fall 2020: 20% (2/10)</p> <p>Fall 2021: 10% (1/10)</p>

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International Studies (CAS)	Fall 2016	<p>Fall 2019: 1. Hired two faculty, including Asia-Pacific expert 2. Instituted new curricula for MAIS in 18/19 and BAIS in 19/20 3. Dr. Zarobell directs FABI (Faculty Advisory Board on Internationalization) 4. Accommodated irregularities of staff schedules in the framework of OPE contract</p> <p>Fall 2020: Redesigning MAIS curriculum again so numbers meet need to achieve university-prescribed enrollment requirements</p> <p>Fall 2021: 1. Last year (20-21), held a successful search to replace a faculty member who left department. Two faculty members will be away on sabbatical next year, so have developed a request for a one-year term faculty hire for the '22-'23 academic year. 2. Last academic year completed a revision to the MAIS curriculum and addressed issues with the under-enrolled course policy. Those changes will go in to effect next academic year ('22-'23). This year will plan out the implementation of two new courses (MAIS 605 Justice, Culture and Sustainability and MAIS 606 Research and Writing Skills). For the BAIS curriculum, curriculum committee met this academic year to collaboratively create the syllabus for new BAIS capstone class. The first iteration of this course is schedule for Spring '22. 3. 4+1 program was approved last year; accepted first 4+1 student in this year's MAIS cohort; creating procedures for review of interested applicants for the 4+1 program including advising sessions, application deadlines and application materials. We have been working with the graduate office on the creation of these procedures. Will have at least 1-3 applicants in this year's cycle, with a similar number projected for future cycles. Submitted an update to the 4+1 program through curriculog in order to make it congruent with the new MAIS curriculum; held meetings with the Law School regarding the JD/MA program last Fall. 4. The MAIS program continues to lead in attempts to collaborate across different MA programs; Other areas of collaboration include Globus - the social justice journal of international studies operated by the IS department. Globus has attracted contributions from students in other graduate programs, and has published their work. In terms of skills courses, we are currently developing a new skills class - GIS for the Social Sciences, that promises to be popular across different grad programs. 5. IS faculty advisors continue to advise students to take additional language classes as desired and needed for study abroad. 6. IS faculty advisors continue to advise students to take additional language classes as desired and needed for study abroad, continue to work with FABI and Vice Provost McGuire on appropriate measures to safely send students abroad.</p>	<p>Fall 2019: 57% (4/7) Fall 2020: 43% (3/7) Fall 2021: 86% (6/7)</p>	<p>Fall 2019: 43% (3/7) Fall 2020: 57% (4/7) Fall 2021: 14% (1/7)</p>	<p>Fall 2019: - Fall 2020: - Fall 2021: -</p>

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Master of Arts in Urban and Public Affairs (CAS)	Fall 2016	<p>Fall 2019: 1. Name change completed Fall 2015; new merged curriculum proposed and approved Spring 2016; implemented in 2017-18 2. Worked w/ MIMS, MAIS and ENVN on coordination; workshops given together; courses cross-listed; met w/ MAIS and MIMS and constructed shared document to plan future shared classes; UPA, MAIS, and MIMS program managers/directors shared resources and collaborated on administrative tasks and in recruitment efforts, i.e. UPA and MAIS programs shared table at Idealist recruitment fairs in Washington DC, New York, and San Francisco, and split cost of events 3. Engaged community partners by inviting them to speak in classes, in Practical Politics workshops, and Colloquium events; students placed in community organizations for internships; several faculty worked closely w/ community partners in developing curricula or shared projects in courses 4. Hired Program Manager and half-time Program Assistant</p> <p>Fall 2020: Program Assistant support removed due to furloughs</p> <p>Fall 2021: 1. All syllabi for the program have been submitted through Curriculog and approved. As of Fall semester 2021, every class is running as a 4-unit class. 2. Because of COVID-19, the Memo of Understanding with Politics was extended another year; intend to explore and build the relationship with Politics this year. Continue to share elective courses with MIMS and MAIS; partnered with both MIMS and MAIS to offer the Quantitative Boot Camp in October 2021. 3. Each of the courses now entails a community-engaged component. Each course partners with an organization, takes fields trips to community organizations or completes a project with a community partner. 4. All recruiting continues to be online. Created extensive lists and sent newly designed SPARK page to these lists. Had one of the highest application years in quite some time for Fall 2021 Cohort. 5. Continuing conversations with faculty advisory board about a certificate program.</p>	<p>Fall 2019: 50% (4/8)</p> <p>Fall 2020: 38% (3/8)</p> <p>Fall 2021: 62% (5/8)</p>	<p>Fall 2019: 25% (2/8)</p> <p>Fall 2020: 24% (2/8)</p> <p>Fall 2020: 13% (1/8)</p>	<p>Fall 2019: 25% (2/8)</p> <p>Fall 2020: 38% (3/8)</p> <p>Fall 2021: 25% (2/8)</p>

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Modern and Classical Languages (CAS)	Fall 2016	<p>Fall 2019: 1. Second and third majors added to commencement program 2. Spanish faculty actively worked w/ Latin American Studies, Chican@/Latin@ Studies, and History Department to encourage students to consider majoring in Spanish by counting courses in those programs and departments toward Spanish degrees; Spanish created checklists showing how Undergraduate Teacher Education Center students can pursue Spanish as a complement to credential program, and liaise w/ faculty in School of Education to disseminate this information; other collaborative activities included new internship program w/ the USF Immigration Clinic, where Spanish language students worked as client advocates; Chinese and Japanese faculty worked w/ faculty in Asian Studies and International Studies to recruit minors from among respective students; Japanese program incorporated a number of courses from History and Theology and Religious Studies as electives for the major and minor</p> <p>Fall 2020: 1. Will administer Avant Placement Exams for several languages beginning Spring 2021. 2. Spanish Studies program organized dual immersion sessions, COIL courses w/ Jesuit Universities in Latin America to enrich cultural communication and competence 3. French Studies program created Interdisciplinary Course ITDN (taught by adjunct) "Multilingual Engagement," a service-learning course involving collaboration w/ French schools in Bay Area, providing opportunities for students in the dual-degree MA in Education to gain classroom experience</p> <p>Fall 2021: 1. The department has officially changed its name to the Department of Languages, Literatures, and Cultures (LLC). 2. The department will continue to explore feasible options and strategize together with the Dean's office on enrollment issues. 3. In fall 2020 we launched a small pilot of Avant Place due to Covid-19 restrictions and remote instruction. During the spring semester, Professor Nadina Olmedo of Spanish Studies led the LLC faculty task force for the implementation of Avant Place and the integration into Banner by IT experts. Officially launched the testing platform in June 2021. Apart from Spanish, French, Italian and German joined the implementation of Avant for their placement tests. For Spanish, there is also a test specifically designed for Spanish heritage learners. 4. Professor Wei Yang Menkus of Chinese Studies worked closely with faculty in the Asian Studies and the Asian Pacific American Studies (APAS) programs to encourage their students to minor in Chinese, collaborated on a wide range of events including book talk, film screening, guest lecture and themed panel discussion on anti-Asian racism last year and Professor Nadina Olmedo of Spanish Studies has been the representative/liaison in the Faculty Board for the Latin American Studies (LAS) program. In addition to contributing to its program assessment and program reviews, she is also part of the team for curriculum development for LAS, to ensure that LAS and Spanish Studies work in tandem in course offerings and curriculum development. 5. The Spanish Studies program has continued to organize dual immersion sessions and COIL (Collaborative Online International Learning with the Jesuit Universities networks in Latin America and the U.S.) courses with the Jesuit Universities in Latin America to enrich cultural communication and competence. 6. With the launching of the Advant testing platform, the workload inherent in handling waiver request is expected to be better managed. For example, due to a large number of requests for waivers, faculty in the Spanish Studies program will proctor STAMP once per semester. This way students can plan in advance, and we avoid last-minute waiver requests/attempts.</p>	<p>Fall 2019: 22% (2/9) Fall 2020: 22% (2/9) Fall 2021: 45% (4/9)</p>	<p>Fall 2019: 11% (1/9) Fall 2020: 22% (2/9) Fall 2021: 22% (2/9)</p>	<p>Fall 2019: 67% (6/9) Fall 2020: 56% (5/9) Fall 2021: 33% (3/9)</p>

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English (CAS)	Spring 2017	<p>Fall 2019: Held two-day retreat</p> <p>Fall 2020: No substantial changes</p> <p>Fall 2021: 1. In December Fall 2020, held a winter faculty retreat to discuss revision of Literature concentration curriculum; made few small changes, including retitling of several courses to reflect course content changes and added ENGL 410 Special Topics in Literature as a requirement for all students in the Literature concentration. 2. Plan to move forward with revision of Department Mission and Program Learning Outcomes in Spring 2022 with hopes of finalizing changes in Fall 2022.</p>	<p>Fall 2019: 29% (2/7)</p> <p>Fall 2020: 29% (2/7)</p> <p>Fall 2021: 14% (1/7)</p>	<p>Fall 2019: 29% (2/7)</p> <p>Fall 2020: 29% (2/7)</p> <p>Fall 2021: 43% (3/7)</p>	<p>Fall 2019: 42% (3/7)</p> <p>Fall 2020: 42% (3/7)</p> <p>Fall 2021: 43% (3/7)</p>
Latin American Studies (CAS)	Spring 2017	<p>Fall 2019: 1. Incorporated domestic opportunities for immersion experiences (Bay Area/local and US-regional); changes helped w/ retention and recruitment relating to LAS students lacking the means to finance a trip abroad and supported our undocumented / DACA student population who are unable to leave the US due to their immigration status 2. Program Director communicated w/ Dean's office to address program needs, including needs of the position.</p> <p>Fall 2020: No substantial changes</p> <p>Fall 2021: 1. The LAS faculty holds steadfast to the plan of a 4 + 1 collaboration/path with MIMS, and the merger with the Chicanx-Latinx Studies Minor (CLS) 2. The Latin American Studies program (LAS) finds itself at a crossroads; central to this space of hope is the delivery of resources to support the LAS/CLS merger into a "Latin American and Chicanx-Latinx Studies Major" and part of a Latin American and Chicanx-Latinx Studies Department, or something even larger and equally needed, like a Department of Critical Diversity or Ethnic Studies.</p>	<p>Fall 2019: 29% (2/7)</p> <p>Fall 2020: 29% (2/7)</p> <p>Fall 2021: 14% (1/7)</p>	<p>Fall 2019: 42% (3/7)</p> <p>Fall 2020: 43% (3/7)</p> <p>Fall 2021: 43% (3/7)</p>	<p>Fall 2019: 29% (2/7)</p> <p>Fall 2019: 29% (2/7)</p> <p>Fall 2021: 43% (3/7)</p>

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Mathematics and Statistics (CAS)	Spring 2017	<p>Fall 2019: 1. In spring semesters, Professor Nick Ross gave talks to students on how to interview successfully for tech jobs; in fall semesters, Professor Jennifer Chubb hosted events for majors on how to apply for graduate school w/ current grad school alumni Zooming-in; Professor Daniel O'Connor ran problem session to help students prepare for Math GRE Subject Test; in fall semesters, the department hosted events for majors to learn about summer research and internship opportunities in math and data science w/ panel of senior majors (and some recent graduates) sharing their experiences and answering questions 2. Decentralized task of advising away from department chair; more professors advise majors in more sustainable model 3. Weekly Math Tea held in Getty Lounge</p> <p>Fall 2020: 1. Hired new faculty member who will be teaching variety of courses for Data Science major as well as for Mathematics major 2. new Chair provides updates to department on current budget once per semester</p> <p>Fall 2021: 1. Working towards revitalizing current service learning course, Math 314: Mathematical Circles. This course is scheduled to be offered in the fall of 2022. Prof. Dan Jerison has volunteered to teach the course. 2. Working hard to improve in [career and research opportunities] through advising and mentoring and through presentations at math colloquia; reaching out to students to attend upcoming conferences and offering to cover the registration fees and some travel support; holding REUs and Internships colloquium on December 1. This colloquium will feature several students who had internships or REUs last summer to speak about their summer experiences; Prof. Cornelia Van Cott conducted a research project with a senior math major last fall. 3. [Department Chair] send[s] reminder emails to faculty with list of all assigned math and data science majors and math minors, and has encouraged faculty to use Google Calendar slots to make it easy for students to schedule their advising appointments. Department has an Advising Tea prior to registration each semester in which upper division courses are pitched. 4. Department Chair has consistently updated department on budget at least once per semester since taking over as Chair in fall 2020. 5. Right now, all faculty have sufficient office space. 6. Math Tea is currently being held outside in Kalmanovitz Amphitheater because of the university's policy on eating and drinking indoors during the pandemic. Math Colloquium has also resumed using only departmental faculty as speakers in light of the pandemic 7. Working with the Undergraduate Teacher Education Center (UTEC) Director, Mary Coen, and Academic Director, Michael Rozendal, to re-envision the curriculum for the minor. This does not involve developing new courses. Rather, it involves utilizing the courses in our regular offerings while deleting courses that are no longer offered in department. Also discussing housing the Math for Educators minor in UTEC instead of in our department.</p>	<p>Fall 2019: 38% (3/8)</p> <p>Fall 2020: 50% (4/8)</p> <p>Fall 2021: 38% (3/8)</p>	<p>Fall 2019: 12% (1/8)</p> <p>Fall 2020: 12% (1/8)</p> <p>Fall 2021: 62% (5/8)</p>	<p>Fall 2019: 50% (4/8)</p> <p>Fall 2020: 38% (3/8)</p> <p>Fall 2021: -</p>

Office of Assessment and Accreditation Support					
Program Review Action Plans Tracking Log					
Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Marriage and Family Therapy with Professional Clinical Counselor (SOE)	Fall 2017	<p>Fall 2019: 1. Social media accounts managed by MFT program; Office of Admissions and Outreach (OAO) responsible for maintaining website, MFT provides content for website; highlighted work of MFT/PCC programs across campuses; guest speakers planned at Hilltop campus; held events w/ guest speakers; highlights of MFT/PCC program highlighted in SOE newsletter; MFT/PCC faculty featured in USF platforms, including in USF magazine 2. Fully established new course sequence; all syllabi updated w/ learning objectives that specifically relate to program learning outcomes 3. All courses have "master syllabus" created by core MFT faculty; all syllabi for a single course have consistent course descriptions and learning objectives; increased communication between course leads and instructors of other sections; majority of sections implementing same course structure, allowing for consistent learning experiences for students</p> <p>Fall 2020: Action delayed as PsyD program had changes in faculty; no current connections between MFT and PsyD</p> <p>Fall 2021: 1. Although the department, in concert with OAO, has created an online presence that is consistent with program branding as an MFT/PCC program, the department continues to work to sustain its outreach efforts and build an online presence, especially given the growth and changes within the program. 2. The MFT programs across campuses, especially over the last year and a half (due to the virtual realities of Covid-19) have been able to have better access to guest speakers and have held events such as "Integrating Spirituality in Counseling Practice: A Decolonized Lens" (by Elizabeth Arranda, Ph. D.) 3. Given the Salesforce advising hub, all faculty are able to document student advising and issues to benefit students by enhancing consistency in communication; In the Spring 2021 exit survey 62.5% of respondents indicated they met with their advisor at least once per semester. The response rate was 42% (48 out of 114 graduating students). This is down from 2018, but slightly up from 2020; Increased virtual communication between students and faculty have made scheduling advising appointments more accessible. 3. It is still too early to assess this item as many students will not sit for their licensing examinations, under the new curriculum, until 2022 4. We are beginning to potentially have Psy.D. students take elective courses within our program.</p>	<p>Fall 2019: 38% (3/8)</p> <p>Fall 2020: 38% (3/8)</p> <p>Fall 2021: 50% (4/8)</p>	<p>Fall 2019: 37% (3/8)</p> <p>Fall 2020: 25% (2/8)</p> <p>Fall 2021: 25% (2/8)</p>	<p>Fall 2019: 25% (2/8)</p> <p>Fall 2020: 37% (3/8)</p> <p>Fall 2021: 25% (2/8)</p>

Office of Assessment and Accreditation Support
Program Review Action Plans Tracking Log

Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
International and Multicultural Education (SOE)	Fall 2017	<p>Fall 2020: 1. Mapped curriculum In 2019-2020; Identified several courses could come together to offer much needed new doctoral concentration, "Racial Justice and Education;" Met in small working groups/course clusters to see where students access key tools and content area; Offering launched in Fall 2020; Brought in 21 EdD students 2. Renamed the SLA concentration "Language and Culture," to reflect course offerings and faculty expertise. 3. Reviewed concentrations resulting in developed 4-course (12 unit) concentration reflecting and deepening department vision and mission (refer to item 1)</p> <p>Fall 2021: 1. Taking up [name change] proposal at the same time as making important changes to Master-level offerings. 2. New Racial Justice Concentration has continued to attract many new students; brought in 28 new EdD students, many of whom came for this concentration; undergoing curricular work in conjunction with General Education department to strengthen EdD offering overall (with two solid Foundations courses and two solid methodology courses, all in the first two years); focusing on curricular alignment and revisioning MA programs; spent great amount of time and energy on EdD programs - MA programs will benefit from the same amount of focus, and intentional recruitment 3. Increase in EdD applications and with the number of students who have chosen to come to USF.</p>	<p>Fall 2020: 40% (2/5) Fall 2021: 40% (2/5)</p>	<p>Fall 2020: 60% (3/5) Fall 2021: 60% (3/5)</p>	<p>Fall 2020: - Fall 2021: -</p>

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Program Review Action Plans Tracking Log

Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Honors in Humanities and Global Humanities (CAS)	Fall 2017	Fall 2020: None available; Programs swept into Honors College (HONC); HONC will undergo separate review	-	-	-
St. Ignatius Institute (CAS)	Fall 2017	<p>Fall 2020: 1. SII faculty gathered to focus on urgent task to revise PLOs, curriculum 2. Revised leaner curriculum will help growing number of students trying to complete both SII and HONC curricula w/out negatively affecting existing Living/Learning Community, nor spiritual community, nor robust social community activities; Began working w/ other Living-Learning Communities and Honors College to bring students together in shared events, to strengthen unique character of SII while also integrating it more fully into life of university</p> <p>Fall 2021: 1. Revised PLOs which retain the mission and identity of the SII as a core humanities curriculum rooted in spirituality and community; Reduction in the number of core classes required of students from six to two, from 32 units to 16; Requirement that these two core classes be chosen as two of three D cores: D1, D2, or D3; Maintenance of the requirement for four of the two-unit classes known as symposia; Introduction of a new symposium required of seniors dedicated to the topic of finding their way in the world/discerning their purpose; Introduction of a new requirement that, of the 16 SII units, students take at least two (2) that involve the study of the historical contexts in which Christianity developed in the world before 1800; This revised curriculum was approved by the Office of the Provost in May 2021 and is now in effect for entering students, as of AY 2021-22 2. Working to strengthen the unique character of SII while also integrating it more fully into the life of the university by working with the Lane Center to more closely coordinate efforts and begin to integrate SII student co-curricular programming with existing offerings from University Ministry, Lane Center, and other entities on campus.</p>	<p>Fall 2020: 40% (2/5) Fall 2021 60% (3/5)</p>	<p>Fall 2020: 40% (2/5) Fall 2021: 20% (1/5)</p>	<p>Fall 2020: 20% (1/5) Fall 2021: 20% (1/5)</p>

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Program Review Action Plans Tracking Log					
Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Kinesiology (CAS)	Spring 2018	Fall 2021: 1. The laboratory on the 1st floor of Harney, shared space with Computer Science, is in the final stages of construction. 2. Received approval to order one piece of equipment: a metabolic cart (MedGraphics Ultima CPX). The order was received in the Fall of 2020. 3. Release forms [for physical activity classes] are provided to the students and collected each semester. 4. Minors are introduced as part of the 4-year planning process in Introduction to Kinesiology which students take their first or second semester at USF. All advisors discuss coursework associated with majors and how to integrate a minor into the major.	Fall 2021: 43% (3/7)	Fall 2021: 14% (1/7)	Fall 2021: 43% (3/7)

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Program Review Action Plans Tracking Log

Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Physics and Astronomy (CAS)	Spring 2018	<p>Fall 2020: 1. Two full-time faculty members actively participated in the Engineering curriculum committee; development of Electrical and Computer Engineering Concentration grew out of this active participation; agreed to teach PHYS 371 - Methods of Math for Scientists and Engineers for both physics and engineering students 2. Upper-division courses with fewer than 12 students cancelled.</p> <p>Fall 2021: Two faculty members working jointly for the Engineering department; transferred two electronics courses from physics to engineering. Courses: PHYS 261 – is now ENG 261 and PHYS 262 – is now ENG 262; department will share its teaching space LS G07 with the Engineering department to provide space for electronics courses (ENG 261 and ENG 262) in the future semesters. 2. Allowed to teach PHYS 240 – Modern physics course with 8 students in the Fall '21 without prorating the faculty who is teaching the course. 3. Met with Associate Dean and Resources and Planning Manager to discuss nighttime sky observation; arrived at three essential factors for observing to continue successfully without undue burden on faculty and TAs: stable storage for telescopes, autonomy of operations, and viewing conditions. 4. The department will house electronics courses (ENG 261 and ENG 262) in LS G07 in the semesters when LS G07 is not heavily used for teaching physics upper division courses; The department houses labs for PHYS 150/151 Physics for engineers courses and offers full help from the physics lab manager; The department shares Astronomy computational research space HR G69 with faculty from the Environmental Science Department. 5. The department is sharing the full time program assistant, with the Engineering department and kept the dedicated Physics Lab Manager. 6. The chair of the department worked closely with April Crabtree (Admissions) about having faculty at the yield events. 7. The Chair and the PA are actively working on updating the department's website. 8. The chair is working with April Crabtree to ensure the 3+2 program is advertised to incoming freshmen students in the spring</p>	Fall 2021: 45% (4/9)	Fall 2021: 33% (3/9)	Fall 2021: 22% (2/9)

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Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Psychology (CAS)	Spring 2018	<p>Fall 2020: One action item in progress: two committees created to organize departmental service duties across departmental faculty</p> <p>Fall 2021: Continue to need more faculty- both tenure track and term faculty on multiyear contracts. 2. Adopted the APR's recommendation for moving into a co-chair model. This year, Saera Khan and Ben Levy serve as co-chairs for the department. The two standing committees, as suggested by the APR, are also in effect.</p>	<p>Fall 2020: -</p> <p>Fall 2021: 25% (1/4)</p>	<p>Fall 2020: 25% (1/4)</p> <p>Fall 2021: -</p>	<p>Fall 2020: 75% (3/4)</p> <p>Fall 2021: 75% (3/4)</p>

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Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Theology and Religious Studies (CAS)	Spring 2018	Fall 2021: 1. Discussed and communicated with deans regarding hiring an ethicist and worked with the development office to fundraise for this position. 2. Continued to hold monthly meetings of full-time faculty during the pandemic, as well as gatherings of all faculty, staff, and students at the beginning of the year and the end of each semester; added luncheon seminars for sharing faculty research; started social media accounts, including Facebook and Instagram and posting regularly to highlight faculty research, student events, and religious holidays of various traditions to fostering a diverse community where all are welcome; During the pandemic, held “grieving” or “venting” sessions for all faculty, staff, and students. 3. Discussed increasing Chair's term 4. Started student club in Fall 2019 and it has hosted and co-sponsored a few events, including movie viewings and discussions. 4. Running introductory course every other year; not enough students graduating each semester to run an official capstone course. However, Prof. Vincent Pizzuto has very generously been meeting with graduating seniors each year to provide some group activities for graduating seniors who otherwise are engaged in directed studies with another professor to develop their capstone thesis. 5. Started process of changing major requirements in Curriculum 6. The Department has been organizing several community gatherings for FT, PT faculty and students; began inviting FT and PT faculty members to present their work as part of launching the luncheon seminars during 2018-2020. During Fall of 2020, continued and substantially increased this activity; majority of luncheon presentations of faculty research have been by adjunct faculty members. The current chair has encouraged adjunct faculty to take McCarthy Center's class on developing Community Engaged Learning courses, which comes with a stipend, reduced class sizes, and a reduced chance of the class being canceled. Several part-time faculty have taken this class and developed CEL courses, and another is in it now. 7. Drafted alumni questionnaire; planning event in the spring that will feature a panel of students discussing their experience as students and after graduation.	Fall 2021: 56% (5/9)	Fall 2021: 44% (4/9)	Fall 2021: -

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Program Review Action Plans Tracking Log

Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Master of Science in Information Systems (SOM)	Spring 2018	<p>Fall 2020: 1. Successful teach-out of program in San Jose location 2. Curriculum revision undertaken for students entering Fall 2019 including new elective on Business Analytics for Information Systems 3. MSIS 6yy "Software as a service and Customer Success" will be taken by all Fall 2020 entry and later students; New required course MSIS 660 Business Analytics for IS; plus elective where MSIS students take existing MBA Business Analytics elective course; pilot was successful; Three legacy "Data" course merged into two; Legacy course on e-commerce, communications, and cloud, merged into one infrastructure course</p> <p>Fall 2021: 1. The Program Director's teaching load has been reduced and has allowed him to better support the program director's role and responsibilities. 2. Teach-out of program in San Jose is complete. 3. In 2020-2021 academic year 34 students matriculated in the in the full-time and 3 in the part-time programs. So far in 2021-2022, 38 full-time and 3 part-time students matriculated, and Spring 2021 part-time admissions are just starting. 4. Planned 1-unit summer course (MSIS 683 Practical Application) was conducted and well received based on student feedback. The course focus is on supporting student with CPT internships and those students without an internship. Course learning objects are to bolster student's professional experience narrative to better support their career opportunities. This addresses the concern of full- time students having less understanding of the Information Systems industry. 5. Co-curriculars and industry learning opportunities have been provided. The university's recent acquisition of Slack (collaboration communication platform) has been extremely useful in communicating these opportunities to students. 6. Conducted MSIS-specific orientation session to set program expectations for incoming fall 2021 cohort; We intend to offer a coherent, goal-oriented palette of co-curriculars, with a road map to certifications that will make students attractive to employers. We will integrate some of the co- curriculars with courses. 7. Professor Lacy continues in outreach to alumni this academic year; also examining establishing an advisory board with a target to hold their first meeting in Spring 2022.</p>	<p>Fall 2020: 38% (3/8)</p> <p>Fall 2021: 50% (4/8)</p>	<p>Fall 2020: 50% (4/8)</p> <p>Fall 2021: 38% (3/8)</p>	<p>Fall 2020: 12% (1/8)</p> <p>Fall 2021: 12% (1/8)</p>
Comparative Literature and Culture (CAS)	Fall 2018	Updates available Fall 2021	-	-	-

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Program Review Action Plans Tracking Log					
Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Environmental Science and Management (CAS)	Fall 2018	Updates available Fall 2022	-	-	-
Public Service and Community Engagement (CAS)	Fall 2018 Internal Review	<p>Fall 2021: 1. The McCarthy Center set up a faculty advisory board in fall 2019 with guidance from CAS Associate Dean Pamela Balls-Organista. 2. Submitted program changes to the PSCE Minor for approval by Curriculum Committee, which were approved in fall 2020; reviewed electives and determined courses to eliminate and add. Courses were added through a process of identifying alignment with PSCE Minor program outcomes, seeking approval from department and instructor, and curriculum mapping the outcomes; capstone course was slightly revised to focus on small group advocacy/activism projects, but maintains its 2 or 4 unit structure; implemented a practice of working with CIPE to generate a list of students who have taken at least one course that counts as a PSCE Minor elective, and send them an email to invite them to join the PSCE Minor. This outreach has yielded positive results in terms of students expressing interest and registering for the PSCE Minor. 3. Chose not to change the unit amounts for the intro and capstone courses. Arguments for leaving each as a 2-unit course include: 1) allowing students to take the course in addition to four 4-unit courses without having to pay additional tuition, 2) keeping the minor to 20 units in total, which aligns with all other minors at USF, and 3) maintaining the substance and rigor of the capstone course as it is currently designed. 4. Request a report from CIPE each academic year with a contact list of all students who have taken at least one course that counts toward the PSCE Minor. The McCarthy Center sends a targeted email to these students letting them know they already have requirement(s) completed and inviting them to reach out to learn more about how they can join the PSCE Minor. 7-8 students [have] responded immediately to each email blast and subsequently register for the minor after an advising meeting; implemented this approach in fall 2019 and fall 2020, and will send out a blast later this fall or early spring 2022.</p>	Fall 2021: 40% (2/5)	Fall 2021: 20% (1/5)	Fall 2021: 40% (2/5)

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Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Catholic Education Leadership Curriculum (SOE)	Fall 2018	Fall 2020: 1. New courses developed and approved; Course title, content, and assessments, all revised 2. MA thesis and portfolio review revised; Rubrics created and piloted in 2019 - 2020 Fall 2021: Due to the pandemic, off track in process - but this is a good thing; have learned a lot during this time and will be revisiting program extensively our curriculum plan; will be looking at this in the spring semester particularly in terms of online and hybrid courses and program structure.	Fall 2020: 100% (2/2) Fall 2021: 100% (2/2)	Fall 2020: - Fall 2021: -	Fall 2020: - Fall 2021: -
Catholic Education Leadership Community Building (SOE)	Fall 2018	Fall 2020: 1. Prior to Spring 2020 hosted two community lunches per semester, social events at ISN gathering in Wash. DC., social events at LA Religious Ed. Congress, graduation celebration at end of each semester resulting in student attendance at conferences, events, and summer sessions increased 2. Held Liturgical and other spiritual/prayerful activities/programs and special liturgical events marking significant moments in the Church calendar (such as religious holidays, extraordinary life moments & events, events of gratitude and hope); included student participation in planning and implementation Fall 2021: Unable to have in person events this year due to the pandemic; held three online events Fall 2020, Spring 2021 and Summer 2021.	Fall 2020: 100% (2/2) Fall 2021: 100% (2/2)	Fall 2020: - Fall 2021: -	Fall 2020: - Fall 2021: -
Department of Leadership Studies Outreach and Engagement (SOE)	Fall 2018	Fall 2020: 1. Department of Leadership Studies well represented at all admission/outreach events; Outreach for programs expanded using social media, personal contacts 2. Reviewed, revised activities/presentations for every open house 3. Each semester department connects w/ students who have taken Leave of Absence (LOA) to confirm their return Fall 2021: 1. DLS has been well represented at all OAO events, with faculty across programs representing to hold information sessions with students. Outreach for programs has been expanded using social media and personal contacts. Additionally, more emphasis has been placed on recruitment at targeted conferences as transition into more and more in-person events. This will continue with strategic actions and decisions about what conferences to ensure our presence be at that align with our scope and focus. Current action: presence at Ignatian Solidarity Network, NASPA Western Regional Conference, and others to be identified as target conference spaces for presence and recruitment 2. With shift to more in-person teaching, will engage in videos to develop and implement materials that highlight our strengths as a program. 3. Completed presentations for open house; revamped this year for clarity and modernized presentation.	Fall 2020: 50% (2/4) Fall 2021: 50% (2/4)	Fall 2020: 50% (2/4) Fall 2021: 25% (1/4)	Fall 2020: - Fall 2021: 25% (1/4)

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Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Department of Leadership Studies Enhance Data Capacity for O&L/DLS (SOE)	Fall 2018	<p>Fall 2020: Dept chair holds focus groups with students each semester; Implemented advising hub captures qualitative data</p> <p>Fall 2021: Ongoing review of Banner data to cross-check Banner reporting with students' progress. Additionally, pulling data from CIPE and Tableau in ongoing basis and cross-checking with faculty understanding to ensure validity in data systems. 2. In progress of establishing data report calendar (goal: Feb 2022) 3. Regularly bringing data to department meetings to support discussions and decisions. Engaging faculty in making sense of data and connecting it to actions around student support and departmental planning. 4. Advising hub implemented in SOE captures qualitative data. Department meetings regularly enlist faculty sharing of students' experiences. Planning being made for system of qualitative feedback from students in ongoing basis. Evaluating open discussion forums held by previous chair and effectiveness of that format; moving towards targeted focus-groups on specific departmental topics instead.</p>	<p>Fall 2020: 25% (1/4)</p> <p>Fall 2021: 25% (1/4)</p>	<p>Fall 2020: 25% (1/4)</p> <p>Fall 2021: 75% (3/4)</p>	<p>Fall 2020: 50% (2/4)</p> <p>Fall 2021: -</p>

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Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Organization and Leadership Advising and Retention (SOE)	Fall 2018	<p>Fall 2020: 1. Clarified, formalized advising assignment process; Information provided through SLATE used to help assign advisees with eye towards parity for both MA and EDD advisee assignments 2. Revised advising grids to reflect final course sequences agreed upon during revisioning process; Took advising grids through Curriculum Committee approval process; Create fillable PDF forms for each finalized advising grid; Revised, finalized Two-Year Course Rotation 3. Portfolio review scheduled regularly; Faculty meeting twice per semester to review practice</p> <p>Fall 2021: 1. Additional actions implemented this year wired to strengthen advisee alignment with advisors through following steps: a. incoming student survey to inquire about professional experience and interests and using those to inform matching with department faculty. b. updated advisee assignment spreadsheet accounted for number of assigned advisees. Faculty provided feedback on advising lists to ensure data integrity. Numbers on spreadsheet of advisees were updated and used to distribute advisees to balance general interests and advising load across master's and doctoral advisees assigned in the program. These were updated in Banner and student status and advisor assignments in Banner were resolved promptly 2. Efforts to maintain implementation steps to build systems being enacted to shift towards strengthening systems (advisees, advisors). 3. New advisees assigned matched based on interests; Advisors provided summary of course availability, advising grids, course descriptions, student support resources, and other resources ahead of advising week and encouraged to meet with advisees; Faculty using advising grids to inform advising with students. 4. Portfolio review scheduled regularly; EdD faculty meeting twice a semester to review practices; Portfolio discussed during two-part orientation for new doctoral students. Portfolio session for students being held to support preparation and support around portfolio process. 5. Sections of O&L 603 will be taught by O&L faculty in Fall 2022 and same faculty member to teach the thesis course, for student continuity; MA Thesis support workshop planned for Spring 2021.</p>	<p>Fall 2020: 50% (3/6) Fall 2021: 50% (3/6)</p>	<p>Fall 2020: 50% (3/6) Fall 2021: 50% (3/6)</p>	<p>Fall 2020: - Fall 2021: -</p>

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Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Organization and Leadership Orientation Process (SOE)	Fall 2018	Fall 2020: 1. Orientation reviewed and assigned by Chair, program assistant, and HESA intern; New students surveyed for input on orientation; Summer /fall 2020 dept. held expanded orientation for students due to online format 2. Orientation schedule reviewed, includes extended time w/ program assistant for student convenience, expanded time for group advising w/ new advisers Fall 2021: 1. Orientation content revised based on discussions with program assistant and previous department chair to strengthen supports students directed to and strengthened understanding of overall experience. EdD students offered follow-up "orientation" sessions, including a part 2 that emphasized the overall doctoral journey, portfolio, and dissertation journey. 2. Schedule has been reviewed - includes extended time with program assistant for student convenience AND expanded time for group advising with new advisers. Slides revised for clarity and to emphasize university-wide and SOE-wide resources. Additional time spent with advisors during advising sessions.	Fall 2020: 100% (2/2) Fall 2021: 100% (2/2)	Fall 2020 - Fall 2021 -	Fall 2020 - Fall 2021 -
Learning & Instruction (SOE)	Fall 2021	Updates available Fall 2022	-	-	-

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Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Sociology (CAS)	Spring 2019	Fall 2021: 1. The department piloted a new, year-long honors/ thesis sequence to offer graduating seniors the opportunity to undertake independent research projects in community. The new Provost approved an institutional membership to the National Center for Faculty Diversity and Development in Fall 2021; new colloquium series, open to faculty and students, highlighting recent faculty research 2. With strong support from our program assistant, the department is building an improved departmental database of alumni. The assessment committee has also elected to assess graduating seniors and recent alum for the department's 2021 assessment, using a thorough and well-validated survey developed by the American Sociological Association. In spring 2021, the Chair and program assistant met with Development and established a Sociology Gift Fund, after a \$10,000 donation to the department. 3. Department looking at possibility of creating task force that would look into ideas for revenue generation; the chair continues to meet with the Development office to discuss ideas for revenue generation and planning donor events; the department has implemented the Honors model where 2 units would be a pre-thesis seminar (rather than Directed Study) followed by Honors Thesis Workshop the next semester.	Fall 2021: 29% (2/7)	Fall 2021: 42% (3/7)	Fall 2021: 29% (2/7)
History (CAS)	Spring 2019	Fall 2021: No changes	Fall 2021: -	Fall 2021: -	Fall 2021: 100% (5/5)
Museum Studies (CAS)	Spring 2019	Updates available Fall 2022	-	-	-

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Program	Date of Program Review	Changes Made to Date As a Result of Program Review	% of Action Items Complete	% of Action Items in Progress	% of Items Action Not Taken
Teaching English to Speakers of Other Languages (SOE)	Spring 2019	<p>Fall 2020: Three action items in progress: 1. Effort to incorporate TESOL program learning outcomes into methodology course 2. Effort to allocate certain proportion of the MA admissions scholarship to MA TESOL students 3. Additional administrative support sought by way of non-teaching assignment (NTA) for adjunct faculty</p> <p>Fall 2021: 1. 1) A TESOL faculty, Dr. Didem Eckici, was hired ONLY for ONE semester (fall 2020) to teach GEDU 603 course. MA TESOL students take this course from non-TESOL faculty now. 2. The practicum needs of students who don't have teaching experience are met by offering them volunteering opportunities in nonprofit organizations. 3. The financial support for MA TESOL students has been inconsistent and insufficient.</p>	Fall 2020: - Fall 2021: -	Fall 2020: 60% (3/5) Fall 2021: 40% (2/5)	Fall 2020: 40% (2/5) Fall 2021: 60% (3/5)
MS Data Science (CAS)	Fall 2019	Updates available Fall 2022			
Rhetoric and Language/ Speaking Center/ AEM	Fall 2019	Updates available Fall 2022			