

**Office of Assessment and Accreditation Support**

**Program Review Action Plans Tracking Log**

**\*Numbered items are changes listed within each AY and do not necessarily align with numbered items in action plans.**

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 Complete
Communication Studies (CAS)	Fall 2014	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> 6. Two faculty members teaching in the Honors College; four seats held for COMS students</p> <p><b>Fall 2021:</b> 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><b>Fall 2019:</b> 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><b>Fall 2020:</b> No substantial changes</p> <p><b>Fall 2021:</b> 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><b>Fall 2022:</b> 1. This spring (2023) the department will offer an additional 200-level course on environmental economics. 2. In 2022-3 Peter Lorentzen has cross-listed his course Economics 640 for undergraduates as Econ 390 in fall and spring on an experimental basis. 3. The opportunity for international travel is a crucial appeal of the program. In summer 2022 several MS Applied Economics students joined international research projects. 4. The 4-week math boot camp is well-established and will continue. Also worked with the CS department to create a remote course teaching introductory Python programming, offered in early summer for incoming MSAE students. Offered in May 2022 with only a few weeks to recruit students so it had small, though sufficient, enrollment. We look forward to having much larger enrollment next May and making it mandatory for the majority of incoming MSAE students. 5. Due to visa restrictions, students may not arrive more than a few weeks early. In light of this, we have focused the boot camp on mathematics and statistics.</p>	<p>Fall 2019: 38% (5/13)</p> <p>Fall 2020: 38% (5/13)</p> <p>Fall 2021: 54% (7/13)</p> <p>Fall 2022: 31% (4/13)</p>	<p>Fall 2019: -</p> <p>Fall 2020: -</p> <p>Fall 2021: 7% (1/13)</p> <p>Fall 2022: 7% (1/13)</p>	<p>Fall 2019: 62% (8/13)</p> <p>Fall 2020: 62% (8/13)</p> <p>Fall 2021: 39% (5/13)</p> <p>Fall 2022: 62% (8/13)</p>

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Master of Fine Arts in Writing (CAS)	Spring 2015	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> No substantial changes.</p> <p><b>Fall 2021:</b> 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><b>Fall 2022:</b> Revised a poetry seminar to focus on Bay Area Poetics which "highlights the unique history and location of San Francisco."</p>	<p>Fall 2019: 56% (5/9)</p> <p>Fall 2020: 56% (5/9)</p> <p>Fall 2021: 56% (5/9)</p> <p>Fall 2022: 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 2022: 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> <p>Fall 2022: 22% (2/9)</p>

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Computer Science (CAS)	Fall 2015	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> CS faculty on Space Committee</p> <p><b>Fall 2021:</b> 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><b>Fall 2022:</b> 1. Our undergraduate declared majors have increased 97% since Fall 2015 going from 208 then to 410 undergraduates in Fall 2022 (despite the pandemic); hired two term faculty members and ten adjuncts;wWe are in the process of hiring tenure-track faculty and are hopeful that they will satisfy the teaching needs of the department. 2. Two of the ETS staff members teaching those nonmajor introductory courses. 3. We have worked with the Data Science (Masters and Bachelors) programs to offer courses such as CS 360/560 Data Visualization (annually). 3. Holding monthly meetings with Associate Dean about department growth</p>	<p>Fall 2019: 42% (3/7)</p> <p>Fall 2020: 29% (2/7)</p> <p>Fall 2021: 29% (2/7)</p> <p>Fall 2022: 43% (3/7)</p>	<p>Fall 2019: 43% (3/7)</p> <p>Fall 2020: 71% (5/7)</p> <p>Fall 2021: 57% (4/7)</p> <p>Fall 2022: 29% (2/7)</p>	<p>Fall 2019: 14% (1/7)</p> <p>Fall 2020: -</p> <p>Fall 2021: 14% (1/7)</p> <p>Fall 2022: 29% (2/7)</p>

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Sport Management (CAS)	Fall 2015	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> Joined multiple diversity in sport groups leading to an increase in interest in teaching and guest speaking in program</p> <p><b>Fall 2021:</b> No changes</p> <p><b>Fall 2022:</b> 1. Finished creating a certificate program and in the process of vetting visiting groups to take part in the program; moved from a master of arts to a master of science, helping students' opportunities in their sports management careers; putting more human resources towards the continued development of career development for our students. 2. Offered a few online/remote courses as part of our elective sequence (one semester during the 23-month program), allowing students to more quickly make a move into the sports industry by being able to finish up the program away from the two campuses (SF and OC). 3. In the process of working with SportBusiness (a media company that ranks sport management programs) to use their annual data gathering from surveys of alumni as part of our resources for assessing alumni. 4. A Term Assistant Professor position will be opening that includes a heavy emphasis on teaching and service geared toward DEI and social justice (hope to have the position filled by early Spring 2023).</p>	<p>Fall 2019: 56% (5/9)                      Fall 2020: 67% (6/9)                      Fall 2021: 67% (6/9)                      Fall 2022: 67% (6/9)</p>	<p>Fall 2019: 44% (4/9)                      Fall 2020: 33% (3/9)                      Fall 2021: 33% (3/9)                      Fall 2022: 33% (3/9)</p>	<p>Fall 2019: -                      Fall 2020: -                      Fall 2021: -                      Fall 2022: -</p>
Writing Center (CAS)	Fall 2015	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> No substantial changes</p> <p><b>Fall 2021:</b> No changes within the last year</p>	<p>Fall 2019: 72% (5/7)                      Fall 2020: 72% (5/7)</p>	<p>Fall 2019: 14% (1/7)                      Fall 2020: 14% (1/7)</p>	<p>Fall 2019: 14% (1/7)                      Fall 2020: 14% (1/7)</p>

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Advertising (CAS)	Spring 2016	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> COMS324 curriculum was developed and successfully added to the program</p> <p><b>Fall 2021:</b> 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><b>Fall 2022:</b> 1. Final promotional video approved and online during the summer of 22; redesigned brochure created by the Advertising Program, with added student testimonies and career choices, among other, and is now in use for promotional purposes. 2.USF advertising students won the following in the American Advertising Awards in 2022: 8 bronzes and 6 silvers in the regional round, 2 silvers and 2 golds in the semi-finals.</p>	<p>Fall 2019: 57% (4/7)                      Fall 2020: 72% (5/7)                      Fall 2021: 72% (5/7)                      Fall 2022: 86% (6/7)</p>	<p>Fall 2019: 29% (2/7)                      Fall 2020: 14% (1/7)                      Fall 2021: 14% (1/7)                      Fall 2022: -</p>	<p>Fall 2019: 14% (1/7)                      Fall 2020: 14% (1/7)                      Fall 2021: 14% (1/7)                      Fall 2022: 14% (1/7)</p>

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Asian Studies (CAS)	Spring 2016	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> No substantial changes</p> <p><b>Fall 2021:</b> 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><b>Fall 2022:</b> 1. The new gateway course, ANST 300, was offered for the first time in spring 2021. Student works from this required class have been used in PLO assessment for ANST majors and minors since AY 2020-2021. 2. Since 2020, questions arise regarding whether we should continue to offer an Asian Studies Major with Philippine Concentration. We plan to have a conversation with YPSP in Spring 2023 to discuss issues related to curriculum, advising and more.</p>	<p>Fall 2019: 37% (3/8)</p> <p>Fall 2020: 37% (3/8)</p> <p>Fall 2021: 37% (3/8)</p> <p>Fall 2022: 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 2022: 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> <p>Fall 2022: 38% (3/8)</p>
Media Studies (CAS)	Spring 2016	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> 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><b>Fall 2021:</b> No substantial changes</p> <p><b>Fall 2022:</b> No changes to report</p>	<p>Fall 2019: 40% (2/5)</p> <p>Fall 2020: 40% (2/5)</p> <p>Fall 2021: 40% (2/5)</p> <p>Fall 2022: 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 2022: 60% (3/5)</p>	<p>Fall 2019: 20% (1/5)</p> <p>Fall 2020: -</p> <p>Fall 2021: -</p> <p>Fall 2022: -</p>

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Performing Arts & Social Justice (CAS)	Spring 2016	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> 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><b>Fall 2021:</b> 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><b>Fall 2022:</b> 1. We believe we have the support to move forward with a temporary hire for [the manager] role, with a FT Staff Position reinstated in the next year. 2. Re-engaging in conversations about a unified PASJ Major with specialized training in dance/music/theater as electives and hope to have a draft to submit in early Spring 2023. 3. Spring 2021 festival had very mixed results resulting in significant restructuring in the Department around productions, hiring, and labor. At this time, we have returned to our prior model of presenting three discipline-specific mainstage productions and several collaborative ones linked to classes such as the Sr. Projects capstone. However, we envision more collaborative events in the near future as we restructure the curriculum.</p>	<p>Fall 2019: 63% (5/8)                      Fall 2020: 63% (5/8)                      Fall 2021: 37% (3/8)                      Fall 2022: 37.5% (3/8)</p>	<p>Fall 2019: 12% (1/8)                      Fall 2020: 37% (3/8)                      Fall 2021: 50% (4/8)                      Fall 2022: 37.5% (3/8)</p>	<p>Fall 2019: 25% (2/8)                      Fall 2020: -                      Fall 2021: 12% (1/8)                      Fall 2022: 25% (2/8)</p>

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Art + Architecture (CAS)	Fall 2016	<p><b>Fall 2019:</b> 1. Detailed list of safety concerns, hazards in XARTS facility supplied to Dean's office 2. Art History/Arts Management (now Art History &amp; 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><b>Fall 2020:</b> 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><b>Fall 2021:</b> 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 Thacher 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><b>Fall 2022:</b> 1. New, formal space proposals for A+A including in, but not limited to, XARTS are being considered now by Provost Oparah and CAS Dean Eileen Fung. This proposal was written by the A+A Space Committee co-chaired by Eric Hongisto and A+A Chair Kate Lusheck with program-related contributions by A+A Program Directors and staff. 2. Fine Arts added a new course: ART-355, Ceramics II, to the Major/Minor checklist, scheduling the course in SP23, ART-3XX, Art in the Environment was offered in FA22, as a trial Special Topics course, ART-3XX, Social Practice / Global Art will be offered in SP23 as a Special Topics course. Additional upper-division electives, in progress: ART-3XX, Digital Sculpture is written? 3. As of 2022, the Design program is focusing on revising its digital-based curriculum to address current design practices in research, industry, and practice. 4. Art History &amp; Museum Studies (AHMS) gave a presentation on the major and minors to Admissions in April 2022, emphasizing programmatic strengths and unique combination of academic and practical coursework. We also emphasized that admissions outreach to high schools with IB programs or arts concentrations could yield more potential majors. 5.</p>	<p>Fall 2019: 30% (3/10)            Fall 2020: 40% (4/10)            Fall 2021: 40% (4/10)            Fall 2022: 50% (5/10)</p>	<p>Fall 2019: 40% (4/10)            Fall 2020: 40% (4/10)            Fall 2021: 50% (5/10)            Fall 2022: 50% (5/10)</p>	<p>Fall 2019: 30% (3/10)            Fall 2020: 20% (2/10)            Fall 2021: 10% (1/10)            Fall 2022: -</p>



International Studies (CAS)	Fall 2016	<p>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><b>Fall 2020:</b> Redesigning MAIS curriculum again so numbers meet need to achieve university-prescribed enrollment requirements</p> <p><b>Fall 2021:</b> 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 scheduled 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 curriculum 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><b>Fall 2022:</b> 1. Hosting a Gerardo Marin Postdoc who comes to us from the PhD program in Environmental Science, Policy and Management at UC, Berkeley ... teaching a new course for us, BAIS 390 Science and Technology in International Politics and in the spring will teach Global Environmental Politics. 2. We have totally redone the curriculum of both BAIS and MAIS programs since 2016, but we continue to tweak things. Last year we designed and this year we implemented changes in the MAIS program that allowed for us to have fewer underenrolled classes for our graduate students by combining the 3 track introduction classes into a single intro that trains students in all three tracks. The new course is MAIS 605 Justice, Culture and Sustainability. We also revised our Writing class so that it incorporates more research-based work--the new class is called MAIS 606 Research and Writing Skills. 3. The 4+1 program is up and running and we are advertising it among current students. 4. We are having conversations with the Deans about "graduate clusters". We are starting to share staff with the MA in Migration Studies program (MIMS)--we share a PA and our Program Manager will also be serving two programs. We have begun the process to</p>	<p>Fall 2019: 57% (4/7)</p> <p>Fall 2020: 43% (3/7)</p> <p>Fall 2021: 86% (6/7)</p> <p>Fall 2022: 72% (5/7)</p>	<p>Fall 2019: 43% (3/7)</p> <p>Fall 2020: 57% (4/7)</p> <p>Fall 2021: 14% (1/7)</p> <p>Fall 2022: 14% (1/7)</p>	<p>Fall 2019: -</p> <p>Fall 2020: -</p> <p>Fall 2021: -</p> <p>Fall 2022: 14% (1/7)</p>
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Master of Arts in Urban and Public Affairs (CAS)	Fall 2016	<p><b>Fall 2019:</b> 1. Name change completed Fall 2015; new merged curriculum proposed and approved Spring 2016; implemented in 2017-18 2. Worked w/ MIMS, MAIS and ENVM 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><b>Fall 2020:</b> Program Assistant support removed due to furloughs</p> <p><b>Fall 2021:</b> 1. All syllabi for the program have been submitted through Curriculum 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><b>Fall 2022:</b> 1. Elective courses continue to be shared with Environmental Management, MIMS, and MAIS; We have begun discussions with the SOM MPA program about opportunities to share courses as well as whether it might be possible to go further in terms of shared program infrastructure. 2. The Program Manager and Faculty Director decided that an important first step [re: creating advisory board] would be to mobilize existing MOPA/UPA alumni. The PM has taken the lead in create a structure and recruiting for an Alumni council. The initial outreach has been met with enthusiasm. 3. The Program Manager has worked with other offices within CAS and USF to develop a comprehensive marketing and recruitment plan. This has included new digital advertising, audio billboards on podcasts, and other media. An UPA student has been hired on a part-time basis to focus on social media. Online recruitment continues, but the PM also has attended in-person events in California and virtual events beyond. 4. A Faculty Director was hired for a one-year term position that expires at the end of the academic year; a newly hired PA is currently working approximately 25% of their time for UPA.</p>	<p>Fall 2019: 50% (4/8)            Fall 2020: 38% (3/8)            Fall 2021: 62% (5/8)            Fall 2022: 75%(6/8)</p>	<p>Fall 2019: 25% (2/8)            Fall 2020: 24% (2/8)            Fall 2021: -            Fall 2022: 25% 2/8</p>	<p>Fall 2019: 25% (2/8)            Fall 2020: 38% (3/8)            Fall 2021: 38% (3/8)            Fall 2022: -</p>

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

**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.

**Fall 2022:** 1. Since the Avant platform was launched at USF in June 2021, we have processed 986 tests up to Fall 2022; Anecdotally, one of our French professors shared that they felt students were more accurately placed after the adoption of the Avant test. For requests to waive the language requirement based on demonstrated proficiency of a language other than any variety of English, we also use the Avant's "test out" test, STAMP (adaptive test design adjusts to a student's level so they are challenged, but not overwhelmed); seriously considering expanding the offer to more languages. 2. Professor Wei Yang Menkus of Chinese Studies was on sabbatical in the AY21-22, but as director of Asian Studies, she has been promoting strong collaborations between Asian Studies, Chinese studies and Japanese Studies. For example, Asian Studies majors can choose to minor in Chinese to further develop their linguistic skills and enhance their knowledge about a specific area. In Fall 2022, she organized the following events on behalf of the Asian Studies and Chinese Studies program: Asia Pacific Studies Fall Welcome; Autumn Moon Festival Celebration Live Guzheng Performance; "It's complicated: Hong Kong Literature in Translation"

**Office of Assessment and Accreditation Support**

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English (CAS)	Spring 2017	<p><b>Fall 2019:</b> Held two-day retreat</p> <p><b>Fall 2020:</b> No substantial changes</p> <p><b>Fall 2021:</b> 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><b>Fall 2022:</b> Continued work on revising our program learning outcomes. This semester, we examined our current outcomes to determine which need updating with more contemporary assessment language and which need replacing altogether because they no longer reflect our department's pedagogical priorities; compiled a range of learning outcomes from courses across the curriculum in order to detect common goals and patterns.</p>	<p>Fall 2019: 29% (2/7)</p> <p>Fall 2020: 29% (2/7)</p> <p>Fall 2021: 14% (1/7)</p> <p>Fall 2022: 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 2022: 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> <p>Fall 2022: 43% (3/7)</p>
Latin American Studies (CAS)	Spring 2017	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> No substantial changes</p> <p><b>Fall 2021:</b> 1. The LAS faculty holds steadfast to the plan of a 4 + 1 collaboration/path with MIMS, and the merger with the Chicana-Latina 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 Chicana-Latina Studies Major" and part of a Latin American and Chicana-Latina 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 2020: 29% (2/7)</p> <p>Fall 2021: 43% (3/7)</p>

Program	Program Review	Changes Made to Date As a Result of Program Review*	Action Items Complete	Action Items in Progress	Action Not Complete
Mathematics and Statistics (CAS)	Spring 2017	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> 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><b>Fall 2021:</b> 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; rreaching 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><b>Fall 2022:</b> 1. Six math majors will attend Nebraska Conference for Undergraduate Women in Mathematics (NCUWMW), which is open to all genders. We are providing travel support these students; Cornelia Van Cott and Steve Devlin are both involved in research projects with students; We will have a colloquium speaker in the spring to give a talk to our students about how to interview successfully for tech jobs. In the past, this has often been the most highly attended colloquium event of the year; For the last several years, Prof. Jennifer Chubb has hosted an event for our majors on</p>	<p>Fall 2019: 38% (3/8)  Fall 2020: 50% (4/8)  Fall 2021: 38% (3/8)  Fall 2022: 63% 5/8</p>	<p>Fall 2019: 12% (1/8)  Fall 2020: 12% (1/8)  Fall 2021: 62% (5/8)  Fall 2022: 25% (2/8)</p>	<p>Fall 2019: 50% (4/8)  Fall 2020: 38% (3/8)  Fall 2021: -  Fall 2022: 12% (1/8)</p>

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Marriage and Family Therapy with Professional Clinical Counselor (SOE)	Fall 2017	<p><b>Fall 2019:</b> 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><b>Fall 2020:</b> Action delayed as PsyD program had changes in faculty; no current connections between MFT and PsyD</p> <p><b>Fall 2021:</b> 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) Fall 2020: 38% (3/8) Fall 2021: 50% (4/8)</p>	<p>Fall 2019: 37% (3/8) Fall 2020: 25% (2/8) Fall 2021: 25% (2/8)</p>	<p>Fall 2019: 25% (2/8) Fall 2020: 37% (3/8) Fall 2021: 25% (2/8)</p>

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International and Multicultural Education (SOE)	Fall 2017	<p><b>Fall 2020:</b> 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><b>Fall 2021:</b> 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>
Honors in Humanities and Global Humanities [now Honors College with review in Spring 2035] (CAS)	Fall 2017	<p><b>Fall 2020:</b> None available; Programs swept into Honors College(HONC); HONC will undergo separate review</p>	-	-	-

Program	Program Review	Changes Made to Date As a Result of Program Review*	Action Items Complete	Action Items in Progress	Action Not Complete
St. Ignatius Institute (CAS)	Fall 2017	<p><b>Fall 2020:</b> 1. SII faculty gathered to focus on urgent task to revise PLOs, curriculum 2. Revised learner 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><b>Fall 2021:</b> 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><b>Fall 2022:</b> 1. Made great progress ... concerning a revision of the program in order to maintain the focus on the SII's unique mission and goals while also upholding the values of inclusion: revised curriculum was approved by the Office of the Provost in May 2021 and has been in effect for entering students since 2021-22. 2. This year we have worked intentionally to integrate the co-curricular elements with the central mission of SII. And these efforts to integrate SII more fully into the University by drawing on existing strengths of USF</p> <p>Faculty and staff continue to yield positive results. To wit: <input type="checkbox"/> We have pioneered a new relationship with University Ministry office, working in a more intentional and sustained manner to draw on their existing resources and expertise. More specifically, we have hired a shared staff member, part of whose duties include coordinating SII spiritual and service activities. <input type="checkbox"/> We have also introduced a new requirement for SII students that they attend at least one Arrupe immersion trip, in coordination with University Ministry. We are drawing on existing Arrupe programs, and University Ministry has also designed a specific immersion program especially appropriate for SII students called Leap of Faith, a summer trip which brings students to places of special relevance to the Jesuit Catholic tradition. In order to guarantee full participation in this new important cocurricular requirement, we are subsidizing the cost of the program this year. We hope to fundraise to continue to offer this program benefit to all SII students going forward. <input type="checkbox"/> This fall for the first time we designated one symposium as a special first-year section in the hopes of helping to orient students to USF, SII, and each other in a more coherent manner. We hope to continue this in the coming years. <input type="checkbox"/> We have continued to work with the Lane Center for</p>	<p>Fall 2020: 40% (2/5)</p> <p>Fall 2021: 60% (3/5)</p> <p>Fall 2022: 60% (3/5)</p>	<p>Fall 2020: 40% (2/5)</p> <p>Fall 2021: 20% (1/5)</p> <p>Fall 2022: 20% (1/5)</p>	<p>Fall 2020: 20% (1/5)</p> <p>Fall 2021: 20% (1/5)</p> <p>Fall 2022: 20% (1/5)</p>



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Kinesiology (CAS)	Spring 2018	<p><b>Fall 2021:</b> 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.</p> <p><b>Fall 2022:</b> We would love to move forward on #5, however we need resources for this to happen. The same applies to # 7.</p>	<p>Fall 2021: 43% (3/7) Fall 2022: 57% (4/7)</p>	<p>Fall 2021: 14% (1/7) Fall 2022: -</p>	<p>Fall 2021: 43% (3/7) Fall 2022: 43% (3/7)</p>

an 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.

**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.

**Fall 2022:** 1. The Department has now one faculty member working fully and one faculty member working partly for the Engineering department; To better accommodate Engineering students, the department added a 2-unit Computational Component. However, Engineering informed us early in the Fall 2022 that they would be creating two new courses to replace PHYS 371 for their students, which would be taught by one of their new faculty members; The department of Physics and Astronomy will keep sharing its teaching space LS G07 with the Engineering department to provide space for electronics courses (ENG 261 and ENG 262) and Sensors through history labs (ENGR 234L). 2. Managed, in general, to offer under-enrolled upper-division courses required for the major. 3. We hope to start campus observing again in the spring semester after an almost 4-year hiatus; We also hope to rebuild our connections to our partner observatory in Sonoma, Robert Ferguson Observatory, and to begin utilizing again opportunities there for training, research and guaranteed annual observing weeks. 4. Hired a new dedicated Physics Lab Manager for the Physics and Astronomy department. 5. The chair of the department worked closely with April Crabtree and the entire Admissions office about advertising the Physics major to prospective students; The chair of the department attended all USF sponsored events and gave mock-up lectures to many prospective students; The chair of the department sent personal emails to every prospective student interested in physics major offering them a tour of the department and meetings with faculty, staff, and students. 6. The chair and the department program Assistant, Samantha Lam, keep on updating the department's website. 7. The University of Southern California (USC) informed us in August 2022 that they had

PHYS (17)  
Fall 2022:  
45% (4/9)

ENG (27)  
Fall 2022:  
33% (3/9)

PHYS (28)  
Fall 2022:  
22% (2/9)

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Psychology (CAS)	Spring 2018	<p><b>Fall 2020:</b> One action item in progress: two committees created to organize departmental service duties across departmental faculty</p> <p><b>Fall 2021:</b> 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><b>Fall 2022:</b> 1. We have adopted the APR's recommendation for moving into a co-chair model. Since last year, Saera Khan and Ben Levy serve as co-chairs for the department. This model has strong potential for stabilizing leadership in the dept but given the size of the dept, we believe that the unit release for our large major be expanded so that each co-chair teaches one course each semester. The two standing committees, as suggested by the APR, are also in effect but we have also created "small working groups" to identify problems or potential areas of growth and then create short term actionable goals and deliverables for the academic year. 2. With the hire of CAS IT liaison, we have been able to upgrade our research teaching classroom technology and replace our non-functional computers with fewer computers but with some laptops that can be used flexibly. Our students now have access to functioning computers. 3. As of 2022, we are heavily involved four interdisciplinary minors (Gerontology, Child and Youth Studies, Neuroscience, and Humanistic Management); As of 2022, Members of the psychology department are instrumental to the development of a new Neuroscience major.</p>	<p>Fall 2020: -</p> <p>Fall 2021: 25% (1/4)</p> <p>Fall 2022: 50% (2/4)</p>	<p>Fall 2020: 25% (1/4)</p> <p>Fall 2021: -</p> <p>Fall 2021: -</p>	<p>Fall 2020: 75% (3/4)</p> <p>Fall 2021: 75% (3/4)</p> <p>Fall 2022: 50% (2/4)</p>

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 Complete
Theology and Religious Studies (CAS)	Spring 2018	<p><b>Fall 2021:</b> 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 Curriculog 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.</p> <p><b>Fall 2022:</b> 1. Our chairs have made efforts to fortify student life for our majors — holding student events, sponsoring a student THRS Club, and encouraging student attendance at the many departmental events we sponsor throughout the year. 2. A few adjuncts have played a role in the department beyond their teaching duties, sponsoring guest speakers or helping develop new curricula.</p>	<p>Fall 2021: 56% (5/9) Fall 2022: 33% (3/9)</p>	<p>Fall 2021: 44% (4/9) Fall 2022: 33% (3/9)</p>	<p>Fall 2021: - Fall 2022: 33% (3/9)</p>

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 Complete
Master of Science in Information Systems (SOM)	Spring 2018	<p><b>Fall 2020:</b> 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><b>Fall 2021:</b> 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><b>Fall 2022:</b> 1. The teach out is complete. 2. In 2022-2023 academic year, 28 students matriculated in the full-time and 3 in the parttime programs. Strengthening admissions continues to be a top priority to bolster part-time matriculants. 3. A focus group study was performed at the end of the spring 2022 semester. Results of the study confirmed that the program’s goals and objectives are being met by students; provided insights to clarify expectations of two courses in the curriculum; and insights to improve consistency of instruction in program courses. the results of the focus group study, in combination with the results of a competitive environmental scan study conducted in the early spring 2022 semester, gave way to consider potential strategic changes to the program that will better support students’ professional goals meeting industry demand. 4. Conducted MSIS-specific orientation session to set program expectations for the incoming fall 2022 cohort. Orientation has improved students’ understanding of the program journey. 5. Establishing an advisory board by spring 2023. Revised from fall 2022 due to Covid. Hired the CIO of Jupiter</p>	<p>Fall 2020: 38% (3/8)  Fall 2021: 50% (4/8)  Fall 2022: 50% (4/8)</p>	<p>Fall 2020: 50% (4/8)  Fall 2021: 38% (3/8)  Fall 2022: 38% (3/8)</p>	<p>Fall 2020: 12% (1/8)  Fall 2021: 12% (1/8)  Fall 2022: 12% (1/8)</p>

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Comparative Literature and Culture [part of English Department review in Fall 2025] (CAS)	Fall 2018	-	-	-	-
Environmental Science and Management (CAS)	Fall 2018	<p><b>Fall 2021:</b> 1. The department has increased the frequency of ecology elective offerings so that students have an opportunity to take an ecology course each semester (in addition to the required ecology course (ENVS 210 and 210L) 2. We have expanded the number of courses that satisfy the quantitative elective major requirement to include computer science and math. We have not been able to enroll our students in relevant biology courses because all spots are filled by biology majors. We have had more biology students taking ENVS courses which has increased interdisciplinary connections for students. Additionally we have been working to make the GIS certificate program available to students in other departments. 3. We have begun to incorporate SRF into our curriculum and research activities. Several classes have taken field trips to the farm (ENVS 110, and 315), and two faculty members have research projects at the farm that students can get involved with. An ENVS faculty member is now the faculty director of Star Route Farm. 4. We have increased the number of upper-division ecology electives offered. We are able to offer more ecology classes due to the hiring of [faculty] which allows one Ecologist to teach ecology instead of GIS. Additionally another ecologist returned from leave and now offers ecology electives for our majors.</p> <p><b>Fall 2022:</b> No changes.</p>	<p>Fall 2021: 50% (3/6) Fall 2022: 50% (3/6)</p>	<p>Fall 2021: 33% 2/6 Fall 2022: 33% 2/6</p>	<p>Fall 2021: 17% (1/7) Fall 2022: 17% (1/7)</p>

	Review		Complete	Progress	Not Complete
Public Service and Community Engagement (CAS)	Fall 2018 Internal Review	<p><b>Fall 2021:</b> 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> <p><b>Fall 2022:</b> 1. In the past year, we have made changes to the instructors for the INTD 202 and INTD 399 courses, and have officially “decoupled” from the Urban Studies Major; Star Moore has taken over teaching our 2-unit INTD 202: Leadership for Civic Engagement course; Dr. Dr. Hayakawa is teaching the INTD 399 capstone as a 2/4 unit course in spring 2023. The course will stay true to the learning outcomes and core assignments that were intentionally developed in consultation with our advisory board; Also, with the transitions in the Urban Studies program, our INTD 399 course no longer needs to serve as the capstone for that major. Thus, all students in INTD 399 are PSCE Minor students, allowing us to have a greater clarity of purpose in the curriculum and outcomes of our course. Thankfully, because we have robust enrollment in the PSCE Minor, the capstone course still easily has enough students in the coming spring for it to run. In addition, we’ve decided to keep the 4-unit option for INTD 399, which was originally developed to support Urban Studies, because we’ve found that there is demand among our PSCE Minor students for completing additional academic units through a meaningful experience that further enhances their capacities as civic participants; the McCarthy Center hosts speaker series and individual speaker engagements throughout the year, to which PSCE Minor students are invited; we are currently training our Community-Engaged Learning Program Manager to take on some of the student advising and outreach with the hope of building our staff capacity to support the growing number of students enrolling in the minor. 2. We request a report from CIPE each academic year with a contact list of all students who have</p>	Fall 2021: 40% (2/5) Fall 2022: 40% (2/5)	Fall 2021: 20% (1/5) Fall 2022: 20% (1/5)	Fall 2021: 40% (2/5) Fall 2022: 40% (2/5)

**Office of Assessment and Accreditation Support**

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Catholic Education Leadership Curriculum (SOE)	Fall 2018	<p><b>Fall 2020:</b> 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</p> <p><b>Fall 2021:</b> 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.</p>	<p>Fall 2020: 100% (2/2)</p> <p>Fall 2021: 100% (2/2)</p>	<p>Fall 2020: -</p> <p>Fall 2021: -</p>	<p>Fall 2020: -</p> <p>Fall 2021: -</p>
Catholic Education Leadership Community Building (SOE)	Fall 2018	<p><b>Fall 2020:</b> 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 &amp; events, events of gratitude and hope); included student participation in planning and implementation</p> <p><b>Fall 2021:</b> Unable to have in person events this year due to the pandemic; held three online events Fall 2020, Spring 2021 and Summer 2021.</p>	<p>Fall 2020: 100% (2/2)</p> <p>Fall 2021: 100% (2/2)</p>	<p>Fall 2020: -</p> <p>Fall 2021: -</p>	<p>Fall 2020: -</p> <p>Fall 2021: -</p>
Department of Leadership Studies Outreach and Engagement (SOE)	Fall 2018	<p><b>Fall 2020:</b> 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</p> <p><b>Fall 2021:</b> 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.</p>	<p>Fall 2020: 50% (2/4)</p> <p>Fall 2021: 50% (2/4)</p>	<p>Fall 2020: 50% (2/4)</p> <p>Fall 2021: 25% (1/4)</p>	<p>Fall 2020: -</p> <p>Fall 2021: 25% (1/4)</p>



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Department of Leadership Studies Enhance Data Capacity for O&L/DLS (SOE)	Fall 2018	<p><b>Fall 2020:</b> Dept chair holds focus groups with students each semester; Implemented advising hub captures qualitative data</p> <p><b>Fall 2021:</b> 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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<p align="center">Organization and Leadership Advising and Retention (SOE)</p>	<p align="center">Fall 2018</p>	<p><b>Fall 2020:</b> 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><b>Fall 2021:</b> 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&amp;L 603 will be taught by O&amp;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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Organization and Leadership Orientation Process (SOE)	Fall 2018	<p><b>Fall 2020:</b> 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</p> <p><b>Fall 2021:</b> 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.</p>	<p>Fall 2020: 100% (2/2) Fall 2021: 100% (2/2)</p>	Fall 2020 - Fall 2021 -	Fall 2020 - Fall 2021 -
Learning & Instruction (SOE)	Fall 2021		-	-	-

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Sociology (CAS)	Spring 2019	<p><b>Fall 2021:</b> 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.</p> <p><b>Fall 2022:</b> 1. We continue to discuss how to introduce quantitative literacy to our students without any faculty who specialize in these methods. 2. Began featuring our own faculty's research in our colloquium series. 3. We began a Sociology Instagram account which has become a useful way to stay in touch with our alumni. We have also created a centralized database where faculty list the names of alumni they have been in touch with, and what they are doing. This year, we have invited one of our recent alumni who is now in a PhD program to participate in a panel we are holding for students on graduate school options in sociology. 4. Sociology is no longer formally the home for Anthropology, though we continue to offer our students elective credit in our major for Anthropology course, and our Program Assistant continues to be shared with the Anthropology program (to be confirmed with the dean's office). 5. We have reached out to a recent donor to attend events such as our annual thesis colloquium, but we have not yet been able to hold this event in person again (we will for the first time post-covid this December). We continue to brainstorm other ways to engage potential donors. We continue to be in contact with the Development office to track potential donors. Additionally, we have designed and introduced a new Diversity, Equity and Inclusion Certificate program, which will pilot next academic year and may evolve into a revenue-generating program.</p>	<p>Fall 2021: 29% (2/7)                      Fall 2022: 57% (4/7)</p>	<p>Fall 2021: 42% (3/7)                      Fall 2022: 29% (2/7)</p>	<p>Fall 2021: 29% (2/7)                      Fall 2022: 14% (1/7)</p>

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History (CAS)	Spring 2019	<b>Fall 2021:</b> No changes <b>Fall 2022:</b> No changes	Fall 2021: - Fall 2022: -	Fall 2021: - Fall 2022: -	Fall 2021: 100% (5/5) Fall 2022: 100% (5/5)

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Museum Studies (CAS)	Spring 2019	<p><b>Fall 2022:</b> 1. In November 2020 the MUSE program hired a Program Manager in a new administrative role adapted from the former position of Administrative Director position; Program faculty had a curricular retreat this fall, and among the items discussed was lessening the number of units for the required internship class in response to student complaints about paying tuition for unpaid internships. The faculty agreed to submit a curricular change so the internship will be reduced from 4 units to 2 units, and we will add a new required 2-unit design course to replace the reduced units. Once this change is approved, faculty who teach the internship class will reduce the work load in the course accordingly; adopted a “project” option for certain students that builds off of their internships, as opposed to a more academic paper, and this model is proving fruitful. Going forward, we would like to streamline the project parameters and clarify the deliverables and deadlines; We experimented this year with a 2-session design “workshop,” led by Associate Professor of Design, Stuart McKee, to assist students with poster design. Students found the sessions valuable and we plan to move this part of the curriculum into a separate 2-unit “design for museum professionals” course (in place of the 2 units lost by reducing the internship class from 4 to 2 units). 2. Dean’s Office under Dean Eileen Fung has been actively advocating for the expansion and improvement of our A+A departmental facilities. 3. The program placed job ads for two adjunct faculty positions in 2020 (Curatorial Practicum and Museums and Technology) and followed the university’s practices related to diversity in faculty hiring; one of the two new faculty members comes from an under-represented group. In Fall 2022 the Academic Director invited a colleague from an underrepresented group who has led workshops for MUSE students in the past to teach our Museum Education course in Spring 2023; the course content will focus on DEAI issues in the field of Museum Education and this adjunct faculty member brings an international perspective to the topic. The Program also plans to invite a new adjunct faculty member from an underrepresented group to teach the Fall 2023 Curatorial Practicum class. Program faculty also regularly invite guest speakers from underrepresented groups to present to students and provide workshops. The Program Manager brings diversity to the program that has been instrumental in our success in recruiting and matriculating a more diverse student population; With the support of the Dean’s Office, the Program Manager also made a recruiting trip to HBCU’s between Baltimore and Atlanta in Fall 2021 in order to reach a more diverse prospective student population. We continue to follow best practices related to diversity in scholarship distribution for students and are enthusiastic about Dean Fung’s recent announcement of the Dean’s Scholar program for graduate students in CAS. 4. The program is encouraging BA AHMS majors and minors to consider the MUSE program, and the AHMS faculty have developed a new Museum Studies minor for undergraduates from which we hope to recruit for a new 4+1 program. We are still in the discussion phase of how to build a clearer bridge between the two programs.</p>	Fall 2022: 50% (3/6)	Fall 2022: 33% (2/6)	Fall 2022: 17% (1/6)

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Teaching English to Speakers of Other Languages (SOE)	Spring 2019	<p><b>Fall 2020:</b> 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><b>Fall 2021:</b> 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>	<p>Fall 2020: -</p> <p>Fall 2021: -</p>	<p>Fall 2020: 60% (3/5)</p> <p>Fall 2021: 40% (2/5)</p>	<p>Fall 2020: 40% (2/5)</p> <p>Fall 2021: 60% (3/5)</p>
MS Data Science (CAS)	Fall 2019				

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 Action Items Not Complete
Rhetoric and Language/ Speaking Center/ AEM	Fall 2019	<p><b>Fall 2022:</b> 1. Two changes provide fewer and more uniform options for students and advisors: Decided to sunset RHET 130-131 course and removed core A2 credit from our RHET 195 composition courses (effective Fall 2023), making them equivalent to RHET 110. This change will also streamline and simplify our options for completing the core. By making RHET 195 a RHET 110-equivalent course, students now are all on the same two-semester path. This change also prevents complications for students in the Psychology and Sociology majors who are required to take Core A2 courses in their disciplines. We have also developed pilot versions of our upper-level writing courses (delivered through RHET 250) and begun assessing those courses in preparation for developing our “vertical” curriculum, perhaps as part of the University’s overall re-casting of the Core Curriculum. 2. Faculty in the department have drafted plans for this Institute, which will house the Speaking and Writing Centers and the Debate Team, and will serve as a hub of rhetorical learning for the University and the wider community. Plans for the Institute have become more concrete through two steps: 1) the Dean’s Office’s and department’s plan to hire a staff Director of the Writing and Speaking Centers (who may become a director or co-director of the Institute) and 2) our department’s submission of a request for space dedicated to the Institute in the new Masonic East building or in another location on lower campus. 3. The department has formed an Anti-Racist Subcommittee including Full and Part-time faculty. This committee has recommended changes to course descriptions and other materials, and these changes have been adopted by the department. The Subcommittee’s work continues as we turn our attention to further development of actively anti-racist pedagogies and curricular statements. Department faculty are currently developing a department newsletter and Slack workspace to facilitate communication and sharing of information, teaching materials, and teaching strategies. 4. For several years, our department has provided professional development training in areas like anti-racist teaching and assessment as well as strategies for effective hybrid instruction. Part-time attendance at such training sessions held at the beginning of the academic year has been compensated. Also, we have received approval to compensate part-time faculty members for leading professional development activities during the semester. 5. Since our program review (2019), we have hired two renewable full-time term faculty, one in composition and one in public speaking. We have also (during this past year) hired three full-time non-renewable full-time faculty (one of whom serves as the debate coach – see below). We have requested that these three non-renewable faculty positions be renewed for an additional year. We have also requested four new renewable full-time term faculty positions to meet increased enrollment demands and to replace a recently retired faculty member and to address needs resulting from another impending retirement. 6. With the assistance and approval of the Dean’s Office, our department has decided to hire a staff Director for both the Speaking and Writing Centers. The search for this staff Director will take place during the current academic year. In addition, as noted above, our department has requested space for the Institute for Eloquentia Perfecta, which will house the Speaking and Writing Centers, among its other functions and activities. 7. The department has hired a full-time faculty member (one-year, non-renewable)</p>	Fall 2022: 57% (4/7)	Fall 2022: 43% (3/7)	Fall 2022: -



**Office of Assessment and Accreditation Support**

**Program Review Action Plans Tracking Log**

**\*Numbered items are changes listed within each AY and do not necessarily align with numbered items in action plans.**

<b>Program</b>	<b>Date of Program Review</b>	<b>Changes Made to Date As a Result of Program Review*</b>	<b>% of Action Items Complete</b>	<b>% of Action Items in Progress</b>	<b>% of Items Action Not Complete</b>
Joan and Ralph Lane Center for Catholic Studies (CAS)	Fall 2020				
Swig Program in Jewish Studies and Social Justice (Minor) (first APR) (CAS)	Fall 2021				
Biotechnology PSM (first APR) (CAS)	Fall 2021	Fall 2022: 1. We did have a fruitful discussion with our Advisory Board at the May 2022 meeting. Some suggestions regarding topics to integrate into the bioentrepreneurship block of courses were discussed and we are looking into integrating these suggestions into the curriculum. We also discussed options for electives or “tracks” (including courses in SOM and/or the SOL). We have also collected student feedback regarding the courses in the program. 2. We have recently worked with SOM regarding the UG BS in Biotechnology and Bioentrepreneurship and it was a successful endeavor. Recently, we have communicated with SOM regarding the possibility of our students taking a graduate level course in SOM. 3. We have continued the process of applicant interviews this year (for our Spring admission cycle) as well as working closely with our UG Biology majors that are interested in the 4+1 program. We hope to carve out some time this spring and summer to dive deeper into best practices with marketing our program and look forward to the Dean’s office and Provost’s office support for increased marketing of all graduate programs in CAS. 4. We have spent the past year creating a new UG major in Biotechnology and Bioentrepreneurship. It has been approved at the Provost’s level and we are waiting for college level approval through Curriculum. The Program Director has already been working with Admissions to help understand this new program and deliver salient talking points to prospective students; In addition, we have also begun the process of designing a professional certificate in Bioentrepreneurship.	Fall 2022: 29% (2/7)	Fall 2022: 57% (4/7)	Fall 2022: 14% (1/7)