Date: October 7, 2016

TO: Provost Wakelee

Provost Council

Senate Chair Wyels

Co-Chairs Curriculum & Academic Planning

Co-Chairs Fiscal Policies

Program Chairs

CC: Continuous Improvement Committee

FROM: AVPAA Wallace

RE: Super Fabulous Continuous Improvement Report

The Academic Affairs Continuous Improvement Committee will meet three times this year, once in the fall semester process and twice in the spring semester to review to disseminate information, review this report, and suggest changes to the process, and provide input on scheduled program reviews. Meetings are scheduled for December 6, 2016, February 7, 2017, and April 4, 2017. All minutes can be found at <http://www.csuci.edu/continuousimprovement/continuous-improvement-committee.htm>. The complete CI Program Review Calendar and current unabridged action plans can be found at [www.csuci.edu/continuousimprovement/program-review.htm](http://www.csuci.edu/continuousimprovement/program-review.htm).

Those scheduled to complete on-time reviews this academic year are **BS Applied Physics** (Dougherty), **BS Biology** (Denton), **MS Biotechnology** (Parmar), **BS** **& MBA Business** (Barton), **BA Chicana-o** (Alamillo), **BS & MS Computer Science** (Soltys), and **BS ESRM** (Rodriguez), and External Reviewers have been scheduled for Fall and Spring. MOU/Actions Plans will be due July 1, 2016.

Those scheduled to complete late reviews this academic year are **General Education** (Francois) and **Math BS & MS** **Math** (Grzegorczyk). MOU/Actions Plans will be due July 1, 2017.

Those scheduled to start reviews this year are **MA in Education**. The program will have a program orientation meeting and be introduced to needed contacts in Institutional Research in Fall 2016. The external reviewers will be on campus in Fall 2017.

Below is a summary of recommendations and action plan items that came from each program’s most recent program review, or updated action plan. There are some commonalities in terms of planned action, assessment challenges, and needed resources. I hope this will help in your work in planning for program development, academic planning, resource allocation, and opportunities for partnerships on and off campus.

**ARTS & SCIENCES** Page 2

**BUSINESS & ECONOMICS** Page 11

**EDUCATION** Page 12

**NON-DEGREE GRANTING** Page 14

AMY’S REVIEW RECOMMENDATIONS SORT CODE SYSTEM (A=Assessment, C=Curriculum, O=Opportunities, P=Program, R=Resources).

**ARTS AND SCIENCES**

**ART & PERFORMING ARTS: BA Art completed its last program review in 2016, and began the program review process again in 2021. BA Performing Arts completed its last program review in 2015 and will begin the program review process again in 2020. An updated MOU/Action Plan was completed in 2016.**

BA Art:

A: 2YR: Rubrics will be explored in the five-year plan, and could begin taking shape in select courses. 5YR: Outcomes assessment data to be integrated within self-study at end of five-year period. Longitudinal data on four-, five, and six-year completion rates for Art Majors to be integrated within self-study at end of five-year period. Rubrics to be in place to assess learning outcomes in a variety of program media.

C: 2YR: Continue to assess enrollment and student interest and develop courses accordingly. Improvements to Capstone awareness to be completed by this interval. Test cases in Foundations and Painting by this interval. 5YR: Updated curriculum to include a 3D Foundation course. Prospects of a 3D foundation course to begin by this time.

O: 2YR: Foster engagement in Art Club. Put in place a bulletin board and variety of social media to promote program and engage students. Encourage faculty to seek research funding opportunities. Continue to maintain an active relationship with Advancement and seek out opportunities for donors. Program faculty will address ideas for exploring alumni outreach in the five-year plan. Continue to seek funding for Capstone and a possible community gallery. Strategies will take shape in the five-year plan 5YR: The prospects of continuing the Alumni Wall photo documentary project, as well as possible Alumni Exhibitions and Events will help to improve this connection. Establish an off-campus gallery presence and maintain it, but it’s an important recommendation. Faculty will continue exploring how this can be made a reality.

P: 2YR: Bylaws are projected to be updated within this window. Road maps to be in development by this interval. Additional program meetings to begin in Spring 2017. Five-year plan to be completed by this interval. Additional media-specific meetings and group advising. Website will be completed. Address the health and safety issues within Napa Hall (ventilation, fumes, climate control) and Topanga Hall (janitorial and climate control) such as using less mineral spirits. 5YR: Road maps to be completed for all areas.

R: 2YR: Continue to request tenure-track lines commensurate with growth and curricular needs. Hire dedicated staff and fund additional student assistants. Devise a clear budget for each program area. Faculty will continue to advocate for new space and additional facilities as the campus grows. Make improvements to existing facilities as demands and courses take shape. Faculty will continue to advocate for research space, especially with the eventual development of Gateway Hall, the current location of faculty research space. This decision came directly from the President in the past, and may again require Presidential approval. Faculty will continue to advocate for regularly updated equipment, and will also use the budget, when possible to make improvements. Faculty will continue to advocate for consistent classroom arrangement for select lecture-style courses. 5YR: New hires in areas outlined in 5 year hiring plan. Prospects of a 3D foundation course to begin. Media-specific budgets to be in place. The Program will seek every opportunity to find a way to bring its facilities together under a single roof.

BA Performing Arts:

A: Are developing an assessment plan for all program learning outcomes after outcome and curricular modifications have been approved. Fine tune learning outcomes and implement an assessment plan across emphases including studio courses. More systematically collect, analyze, and use learning outcome data.

C: Completed curriculum overhaul, and will submit Fall 2016. Address articulation issues. Restructure curriculum by requiring fewer core courses and adding units to the major. Add traditional foundation courses such as theory and history into emphases. Work to formalize internships and staff time to assist with that program.

O: Request in to T & C to redesign the PA website. Examine the mismatch between advising and articulation information from the external reviewers and what students are reporting to the program. Seek out interdisciplinary collaborations and increase community engagement in order to open up possibilities for extramural funding.

R: Add facilities for practice and to better assess across the PA curriculum. Hired 2 TT faculty members in dance and music. Will project a five year plan based on enrollment across the music, theatre, and dance emphases by 2018. Add a .5 technician and a part-time student assistant. Fund release time in traditional and novel ways to sustain current and future curriculum and faculty development needs. Develop formal rehearsal and performance space, including equipment and support. Received internal, student fee-based grants to fund equipment purchases, productions, visiting artists, but will continue to seek more stable permanent funding.

**BIOLOGY: Biology completed its last program review in 2010, and recently began the program review process in 2015. Completed MOU/Action plans for the BS Biology and MS Biotechnology are due May 2017.**

BS in Biology:

A: Biology revised its assessment to make implementation easier, and is in the process of implementing changes.

C: Faculty should consider allowing internship/research units in the emphasis on evolution/ecology/organismal biology.

P: The program should develop a five-year plan that specifies and justifies the areas it intends to maintain, develop or change, and describes how the plan addresses both the program's and the university's mission. Biology program's Personnel Program Standards (PPS) be completed and approved. Administration and tenure track faculty recognize contributions of lecturers with space, salary range elevations, and recognition as teacher/scholars.

R: Administration/faculty work to create a plan that allows for further development of infrastructure, instrument maintenance, and grant writing to encourage student participation in research, which will include a 5 year hiring plan. Development of facilities appropriate to support the role of research experience for undergraduates and scholarly development of faculty is critical to growth of the program. When fiscally possible, new laboratory facilities are needed and existing space needs to be enhanced. "Simple lab renovations to Chaparral Hall would greatly enhance the utility of the space. Create a small grants program to provide faculty with seed money and release time, or complementary approach such as a provision of a start-up package at the time of appointment.

**CHEMISTRY: Chemistry completed its last program review in 2013, and will begin the program review process again in 2018. Chemistry’s MOU/Action Plan was updated in 2015.**

BS in Chemistry:

A: Implement an assessment plan, including alignment of program and course learning outcomes, and embedded assessment.

P: Follow-up with students who are having difficulty getting their transfer courses processed. Use retention and graduation data to drive decision-making. Evaluate advising of majors and determine needs. Develop an advising plan for first-year and transfer students. Make better use of electronic advising system.

O: Improve contacts with local industry. Promote seminar series and entrepreneurial graduates.

R: Hire 6 tenure-track faculty in the areas of Physical and Inorganic Chemistry. Move .5 of FT technician off soft money and on to general funds. Get additional space for instruction including an additional instructional lab and separate instrumentation lab. Stabilize funding for equipment maintenance, repair, and replacement. Secure assign time to develop and implement systematic assessment plan.

**COMMUNICATION: Communication** **completed its last program review in 2016, and will begin the program review process again in 2021.**

BA in Communication

A: 5Y: Based on program review and assessment of all Program Learning Outcomes, Program faculty will produce a Vision Plan that identifies and justifies the emphases (if applicable). Implement and measure the effectiveness of promotional efforts. Evaluate applied nonprofit Capstone experience.

C: 2Y: Identify a faculty member to serve as General Education liaison, in order to identify the need for additional A-1 courses and its impact on. Implement 1-2 external funding mechanisms (certificate programs, etc.).

P: 2Y: Begin the process of devising a vision plan for the program. Produce revised bylaws that identify the process for selecting and evaluating the Chair. Refer to SP 09-02. Begin discussions regarding the program’s commitment to its existing emphases, as well as the emphases relationships to the overall curriculum. Devise a plan for promoting the health communication and environmental communication emphases. Explore additional mechanisms for disseminating key advising-oriented information to students. Investigate ways to increase attendance at Communication-related Advising workshops. 5Y: Develop, formalize, and implement key facets of a vision plan for the program.

O: 2Y: Collaborate with UNIV faculty to ensure the needs of Communication students are being met by UNIV 494 course. Begin to facilitate working relationships with three local community college departments; pursue on-campus opportunities (ALAS, iPath, etc) that allow for improvement of transfer issues. 5Y: Develop and launch technology-based means of disseminating advising information, including video tutorials.

R: 2Y: Develop a multi-year hiring plan for faculty. Develop a multi-year hiring plan for staff. Discuss the issue of reassigned time for both the Chair and the Advisor. Earmark portions of the program budget for conference travel and faculty development; identify and utilize additional pools of resources within the university for such endeavors. Conceptualize 1-3 external funding mechanisms (certificate programs, etc.).

**COMPUTER SCIENCE & INFORMATION TECHNOLOGY: Computer Science completed its last program review in 2010, and recently began the program review process in 2015. Completed MOU/Action plans for the BS Computer Science and MS Computer Science are due May 2017. Information Technology completed its last program review in 2014 except for their action plan, and will begin the program review process again in 2017. The program submitted an updated action plan in 2016.**

BS Computer Science

A: CS faculty will work with the AVPAA for Continuous Improvement to implement the assessment plan for their degree program. Provide evidence that the CS program is using outcomes data to inform the development and modification of the program.

C: Facilitate majors' access to exposure to non-computer science, non-STEM courses, and experiences. Continue to build in mission pillars of multicultural, international and community engagement more deliberately. Consider the C- requirement rather than a C for required courses. Consider adding lab time to "Operating Systems" course.

P: CS continues in its planning vein, expecting enrollment growth, in consultation with dean and provost. Develop a long term program plan, with required resources, for securing ABET accreditation

R: More resources to fund outreach. Invite the community to attend CS events and competitions on campus. The University examines the accessibility of the CS laboratory stations to ensure access for students with disabilities. Hiring of more faculty needed both to sustain the program curricula and to support ABET accreditation (requires 4 faculty). Hire a full time support technician. Inadequate lab space and classroom size is limiting. Budget limits the number of classes offered.

O: Set up a community advisory board for the program. Keep in touch with alumni by developing an email list of graduates, inviting them to talks and special events. Consider course sharing arrangements with other campuses, such as through distance learning, to encourage timely student graduation.

BS Information Technology:

A: Identify a signature assignment, exam or project as the default portfolio component. Collect student learning outcome data. Conduct “exit interviews” and sample the graduated students’ transcripts. Document co -curricular activities and assess their benefits to student learning. Allow for student input and interaction on the value inherent in the more formal or theoretical aspects of the program. Hold annual curriculum review meeting that include student and alumni representatives.

C: Review the course outcomes and realign the course numbers, the 400 level class should cover advance problem solving, research and hand-on projects. Restructure the outcomes to follow the program mission and university’s four missions. Include more specific items in the outcomes, such as “design user interface”, “manage network systems”, “identify security priority”, “generate script for system administration tasks”. Outcomes will be reviewed during every program review cycle according to technology and industry changes. The program should continue to monitor ABET, ACM, ITIL recommendation and revise its curriculum accordingly.

O: Given the role that transfer students play in the BSIT program, the web site should more prominently point to information resources such as assist.org that would be helpful to students wanting to transfer. Establish a regular industry advisory board specific to BS IT program, or jointly with Computer Science.

P: Establish a clear mission for the BS IT program that highlight the applied nature of the degree, distinct from the Computer Science program. Utilize a thriving internship program to establish a strong link to the ‘community and service-learning’ pillar. Cultivate cross- and interdisciplinary connections within the curriculum through the use of project assignments. Utilize institutional support for team teaching. The program website should be strengthened with clear mission, curriculum structure, faculty bio, industry partners and testimonies from students and graduates. Ensure that teaching an overload is an exception rather than the rule. Conduct an annual planning meeting for setting goals and evaluating past performance is highly recommended. The planning should involve students and industry inputs.

R: Hire a senior faculty member to serve as a program coordinator. Hire faculty in the areas of security, e-health, business/management. Hire a full-time support technician. Re-evaluate space needs as result of the addition of Sierra Hall.

**ENGLISH: English completed its last program review in 2016, and will begin the program review process again in 2021.**

BA English:

P: 2Y: Faculty will analyze mission and consider changes. Any changes will be posted on the department website and promotional materials. Current bylaws are contradictory; they will be corrected and made consistent in all English program documents. Chair and faculty will develop an advising plan in Fall 2016. Faculty have discussed with the Director of Advising holding a fall advising workshop for all majors. Chair and faculty will create a document outlining current practices in lecturer recruitment and hiring. The document will be circulated to lecturers for commentary. The Director of Composition will articulate a mentoring process and faculty development model for new faculty in Composition. Chair will continue to work with Dean and others to clarify staff duties and to secure full-time staff person devoted to English, or to reduce the number of programs staff is responsible for in addition to English. Chair will work with staff and T&C to outline a process and update schedule and to designate responsibility. Social media was not mentioned by the reviewers, but it should be included in this review. Chair and faculty will continue to assess and document the positive effects English faculty have through these initiatives. 5YR: Chair and faculty will attempt to clarify T&C processes for web development and to articulate the need for web support for all academic programs. Limited staff time and lack of university support require making these efforts longer term goals, despite their potential to impact enrollment and immediate goals. Resource and staffing issues with regard to web development are a university-wide issue that affects programs directly and immediately.

A: 2Y: Following a meeting with a capstone expert in Spring 2016, faculty agreed to offer separate sections of Capstone corresponding to program options, with the English Ed capstone to be offered in alternate years. All sections will require research, revision, and reflection to be included in each student project to make sections more consistently comparable. A course modification will be completed in Fall 2016. In Spring 2016, faculty eliminated the portfolio cover sheet. In Spring 2016, faculty discussed including in each capstone section a group discussion of portfolio reflections as a way to give collective feedback. In Fall 2016, portfolio review will be included in the overall examination of capstone practices and sustainability. 5YR: Continue to assess effectiveness of outreach. Continue to evaluate the role of capstone and the portfolio in program assessment. Continue to develop ways to help students understand the purposes of the portfolio. Chair and faculty will have completed a Long Form by October 2019. Chair and faculty will continue to make the case for the value of an English MA to the university and to the surrounding community.

C: 2YR: Chair and faculty will discuss MA design, make curriculum changes to the previous version, including making classes 3 units, and develop an internal plan for staffing and structuring a sustainable MA Program. Chair and faculty view budget commitments as essential to going forward with MA plans. 5YR: Continue to look at capstone in the context of current growth.

R: 2Y: English has been approved for two hires in Fall 2016. Since one is a replacement hire and since at least two other TT faculty have been bought out on various grants and administrative tasks, TT hiring remains a priority. 5YR: Argue for increase tenure density in English, particularly if English faculty continue to participate in grant and administrative work that buys out their work in English. Staffing will likely continue to be a concern. Chair will engage university discussions of staff work assignments. Chair and faculty will evaluate University success in integrating budget with curriculum development process. As in the past, University commitment to support the English MA will determine whether we continue planning an MA degree

O: 2Y: Chair and faculty will continue work to make English events more visible to the university and surrounding community through posters, flyers, and press releases

**ESRM: ESRM completed its last program review in 2010, and recently began the program review process in 2015. Completed MOU/Action plan for the BS ESRM is due May 2017.**

BS ESRM:

P: Distinctiveness of CI's ESRM program -- interdisciplinary nature, STEM focus, restoration ecology, coastal sustainability emphasis -- should be featured to enhance program opportunities and growth. Revise the program mission statement to more clearly fit the vision and goals of the program. ESRM should take advantage of CI's 'green campus' commitment to create links for learning opportunities for students. ESRM should continue its strong linkages with state and national agencies. Faculty involvement in student field trips, travel-study, and co-curricular activities, is a program strength that should be retained. Active student advising also is strength. ESRM identify two and five year strategic objectives, reflecting program, resource and assessment priorities.

A: Aligned course and program outcomes. ESRM is working on an assessment plan.

C: ESRM working on sustainable agriculture and/or coastal management as either undergraduate emphases or a graduate program.

R: ESRM will occupy the new West Hall facility that includes labs for hydrology, restoration and GIS as well as increased storage space, and prep facilities. The program currently operates a 2000 sq. Ft. greenhouse, a shared Modoc lab with Biology, and storage facility at Malibu Hall. The program may have additional storage space on Santa Rosa Island (for research gear, and at the Boating Safety Center. ESRM should obtain funds to purchase or lease suitable transportation vehicles for field studies. ESRM has excellent teaching space, GIS classroom, and new wet-lab, but continues to seek creative ways to increase classroom space as the program expands.

O: As program grows, ESRM should actively pursue new advisory board members with various expertise. ESRM should prepare for future program growth and its implications for staff support, advising, and faculty.

**HISTORY: History completed its last program review in 2012, and will begin the program review process again in 2017. The 2 year Action Plan was updated in 2014.**

BA in History:

A:Working with the AVPAA for Assessment and APVAA for Curriculum, history faculty will continue in the next two- and five-year periods to reduce, align, and assess course learning outcomes and program learning outcomes. The program will work to create a reasonable plan to assess those outcomes over the next five years that will make the best use of limited tenure-track faculty time. Beginning in AY 2012-13, the program expects to assess one or two course-level student learning outcomes for two courses a year, one lower division (one outcome in multiple sections of the same course where relevant) and one upper division (two outcomes) on a rotating basis. Included in this course-level assessment is consideration of the degree to which the outcomes align with the program learning outcomes. One program learning outcome a year will also be assessed, adapting and improving the strategies used in the first assessment cycle (2005/06-2009/10). Update 2014: History has taken limited action. For instance, we have revised, reduced, and aligned to Gen Ed outcomes the Hist 280/300 learning outcomes. At the same time, while acknowledging that there are resources for how to do the work, with little support from the university for the time involved in doing this work, the History Program finds itself unable to make much headway.

C:The history faculty believe that the M.A. program will be valuable for the campus and the community -- be it our own students or others seeking to go on to graduate school, teachers in the region seeking professional development, or community members seeking to enrich themselves and the community in which they live. At the same time, the program recognizes that it already is stretched thin and needs more tenure-track hires to be able to implement an M.A. program.The program will continue the planning process for the M.A. in the next two years (currently the short form has been approved and it is on the Academic Master Plan) while also waiting on any implementation of the M.A. Update 2014: Given how stretched are the History Program TT faculty, and given the lack of clarity in Academic Planning actions and decisions, History has put this on hold. That said, we welcome the opportunity to move forward with the MA in History.

The program will reconsider its current capstone offerings to ensure that students have a summative learning experience, while retaining the possibility of an internship or other service learning activities.

O:The history program will continue to work to promote community relations. We will continue to promote and expand the History Community Seminar as well as the lecture series on Global Histories. We will maintain current and develop new community partnerships such the Olivas Adobe Ranch, the Reagan Library, and the Museum of Ventura County in order to continue to provide students with enriching internship experiences. As part of this, in the next two- and five-year time frames the program will work to strengthen its communication with current students as well as further strengthen ties with history alumni and the community. The help of the university in website support could help enhance that as a resource for current students, prospective students, and the broader public. Update 2014: The History program continues to work to expand internship connections for our students, and as well community connections via the History Community Seminar. The use of technology to connect with current and former students has been held back by the extended website changeover in which we were regularly told to 'please wait'. With the new website rollout, we hopefully can move forward.

P: The History Program wholeheartedly looks forward to having junior faculty with whom to establish a mentoring system, and will consult with those experienced in mentoring about establishing a mentoring program within the next two years. Update 2014: Since this recommendation was made, the campus has established a formal mentoring program, in which our sole junior faculty member participates. Rather than establish a separate, and second, mentoring structure, the History Program further mentors informally within the program.

R: The program will work with the AVP for Arts & Sciences, the Provost, and others to recommend searches. In the next five years, prioritized faculty needs would be hiring assistant professors in: European History (possibly focused on ancient, early modern, or modern -- all are needed), United States History (possibly focused on 19th-century, women and/or Native American), and World History. Update 2014: We have been able to hire one additional TT faculty member: Catherine Bae. We are excited about the search for another new hire. We know that we will continue to need more. *Special note*: depending on the significant long-term commitments of Marie Francois to other parts of the campus, it may also become an immediate imperative to hire at least a full-time lecturer in Latin America. Update 2014: Two years have passed, and History has been and evidently will continue to be without Marie Francois, notwithstanding her much appreciated willingness to participate whenever possible. We continue to ask that the Provost's Office give us the ability to remedy the significant consequences -- for students and for the program -- by providing, separate from the regular pool of searches, a hire in Latin America.

**MATH: Math completed its last program review in 2009, and began the program review process again in 2014. Completed MOU/Action plan for the BS in Math and MA in Math was due May 2016. External Reviewers have been scheduled for October 2016.**

**NURSING:** **BS Nursing completed its last program review in 2015, and will begin the program review process again in 2020. The 2 year Action Plan update will be due in 2017.**

BS Nursing:

A: Complete special report documenting use of baccalaureate essentials and QSEN competencies in student learning outcomes. Monitor for changes and incorporate as necessary. Develop the CCNE Systematic Program Outcomes Evaluation Template.
Use total evaluation plan data to foster program improvement.

C: Complete comprehensive program mapping and submit the necessary 26 revised curriculum proposals that reflect the new baccalaureate essentials.

R: Add a faculty position to monitor total program evaluation plan and report to faculty on accreditation changes and complete annual reports to accreditation agency. Acquire and implement the Sky FACTOR AACN Undergraduate Nursing Education Assessment Exit Assessment software.

**POLITICAL SCIENCE: Political Science completed its last program review in 2014, and will begin the program review process again in 2017. The 2 year Action Plan was updated in 2016.**

BA Political Science:

C: Curricular change/ program modification for Capstone. Research has been conducted on various alternatives, but no progress has been made in modifying curriculum. Curricular change/ program modification for CA Government requirement. While the requirement has not been altered, an adjunct instructor with considerable experience in California politics and government has been employed to teach the one unit course. Review of relationship between program course offerings and General Education program. This is ongoing as the GE program at CI evolves. The appointment of former political science chair Scott Frisch as Interim AVP for Academic Planning and Undergraduate Initiatives has facilitated a rethinking of the role of political science in the GE program.

O: Develop a political science alumni group. A Facebook page for the program was established to begin the process of fostering community between current students and alums.

P: New internship plan and agreement form. These are campus-wide issues and there has been some progress through collaboration with the Division of Student Affairs career center which serves as a centralized facility clear potential internship locations.

R: Additional tenure track faculty hires. Faculty lines in Public Administration including public human resources, public policy and public management. The political science program successfully recruited and hired one additional tenure track faculty member, Matthew Mendez, who began service as an Assistant Professor in August 2016. Political Science is currently recruiting an additional tenure track faculty member at the Assistant of Associate level with a specialization in Public Administration. This faculty member will help to develop and implement the Masters of Public Administration degree. Dedicated office space and administrative support personnel for the program.

**PSYCHOLOGY: Psychology completed its last program review in 2012, and will begin the program review process again in 2017. The 2 year Action Plan was updated in 2014.**

BA Psychology:

A: Revise assessment plan to assess non-quantitative course, ensure assessment of program learning outcomes, general education learning outcomes, and institutional learning outcomes, and deposit assessment activities in the TK20 system. Possibly rotate the focus of assessments (multicultural one year, interdisciplinary next year). Develop better tracking of the of the transfer student experience. As a program, consider assessment data and how it should feed back into the program academic plan and strategic budget plans. Examine whether students have more or enhanced community experiences and internships.

P: Involve faculty at all levels in program planning and leadership. Update 2014: Faculty have met & we are making progress. One faculty member has been designated to oversee all assessment. Develop 5 and 10 year academic plan for the program, include a Master's program and consider emphases, locations, online, etc. Update 2014: Master's Program has been planned and short form completed. We are currently working on the long form. Sustain connections to students as program grows. Document and share best and least effective practices. Examine whether faculty involvement in program planning and leadership has improved. Examine the 5 and 10 year academic plan for the program, include a Master's program and consider emphases, locations, online, etc. Revise as needed. Examine whether faculty members are learning from each other. If so, is this learning process improving the program overall. Also, examine whether faculty members are sharing beyond the program.

O: Increase faculty competitiveness for external funding. Also, encourage faculty to seek external funding.

R: Develop a 5-and-10 year strategic budget plan, hiring more tenure track faculty, Infrastructure, research space and equipment, etc. Update 2014: We have hired one TT faculty member and we are currently searching for a second.

**SOCIOLOGY:** **Sociology completed its last program review in 2014, and will begin the program review process again in 2019. The 2 year Action Plan was updated in 2016.**

BA Sociology:

A: Establish ongoing, cyclical, programmatic assessment --including embedded assignments.

C: Developa clear design for curricular scaffolding and mapping, and implement. Broaden electives, particularly in the area of micro-sociology. Redefine Student Learning Objectives (SLOs) across curriculum for clarity. Submit long form to initiate MS in Applied Sociology Program. Program notes that BS curricular redesign will come before MS development.

O Improve alumni network. Create greater recognition of and value for the Sociology degree, at both the undergraduate and graduate levels Strengthen pathways via ALAS grant activities.

P: Develop tenure track leadership of core courses. Initiate independent Anthropology program

R: Expand tenure track faculty and broaden programmatic service. Made progress in two year hiring plan for faculty and staff. 5 YRS: Hire an additional two to three TT faculty (beyond replacement) to serve student growth and a graduate program. Initiate independent Anthropology program.

**SPANISH**: **Spanish completed its last program review in 2013, and will begin the program review process again in 2018. The 2 year Action Plan was updated in 2015.**

BA in Spanish:

A: Continue to improve our assessment instruments and critically analyze the data provided. We will study the benefits of moving to portfolio-based assessment. Study the feasibility of offering core major courses more often. Analyze results of modified assessment mechanism (e.g., portfolio) and adjust curricular offerings as needed. Evaluate effectiveness of changes implemented in two-year plan.

C: Consider enrolment and which courses should be offered more regularly.

O: Create more service learning opportunities. Continue to offer talks to the local community as faculty have done in the past. Invite local high school faculty to our Program Open House. Conduct research on local companies that may be interested in partnering with us.

P: Consider the effectiveness of and changes to program advising to move students through the program.

R: Hire at least one additional Tenure Track faculty member in addition to replacing departures. Hire dedicated analyst or coordinator for Spanish program if possible. Provide funding for lectures to attend local conferences that focus on pedagogical approaches and strategies (such as Southern Calif. Chapter of AATSP). Develop lecturers. Hire one more tenure track faculty depending on enrollment, and a staff member dedicated to program.

**BUSINESS & ECONOMICS**

**BUSINESS & ECONOMICS: BA Business completed its last program review in 2010, and recently began the program review process in 2015. Business will use the ACSBCP accreditation process for Self Study and completed MOU/Action plans for the BS Business and MBA Business are due May 2017. Economics completed its last program review in 2014, and will begin the program review process again in 2017. The 2 year Action Plan update will be due in 2016.**

BS Business:

A: Examine Smith School mission statement for alignment with University Mission and with student learning goals. Align course learning outcomes with program outcomes. Develop calendar of assessment of learning outcomes by course. Assessment schedule needs to be adopted and implemented. Collect program level assessment data and show program changes responding to them. Develop on-going system of planning. Incorporate in its Strategic Plan specific steps to prepare for AACSB accreditation.

O: Develop ways to communicate with local business, donors, and alumni.

P: Examine Smith School structure to encourage deep faculty involvement. Develop clearer standards for rating faculty as 'academically' and 'professionally' qualified. Reduce faculty workload to ensure sufficient research productivity. Standardize faculty vita for reporting to outside reviewers (including AACSB)

R: Improve ratio of full- to part-time faculty. Develop compelling case for expanding the number of faculty, including AACSB goals and impact of the quality of the program for students. Hire additional support staff.

BA Economics:

A: Reaffirm program learning goals (PLOs) as contained in the catalog and ensure that it appears consistently across all sources, print and web-based. Continue to implement and improve program assessment activities introduced in 2013 which focus on knowledge of economic concepts + ability to interpret data and economic articles. Assessment activities include common portions of exams administered at the beginning and at the end of core econ course. Results are quantifiable. These exams are and shall continue to be written by all faculty teaching the course, under the coordination of the tenure-track faculty assigned to the discipline. Introduce "the ultimate assessment:" measure to what extent our students are indeed finding work in their field or getting accepted at graduate programs. Increase data and article analyses as well as the research content in economics courses

C: Activate/offer Econ 498 courses - work with students on research, provide credit for service/practical learning

O: Create a student seminar series. Identify and suggest more economics-related speakers for the MVS Speaker Series. Create a LinkedIn page with current and past econ majors

P: Continue to implement the plan to increase coordination across sections of the same course taught by different faculty. Streamline committee and service obligations to prioritize direct teaching and assessment activities, especially while we have so few tenure-track faculty relative to the size of our student body. Streamline committee, service, and other obligations to allow for more scholarship activities. Streamline committee, service, and other obligations to allow for more scholarship activities

R: Develop compelling case for expanding the number of tenure-track faculty as needed to support the MVS School's goal of AACSB accreditation and impact of the quality of the Econ program for students.

**EDUCATION**

**EDUCATION: Early Childhood completed its last program review in 2016, and will begin the program review process again in 2021. Liberal Studies completed its last program review in 2016, and will begin the program review process again in 2021. Credentials will now be tracked by WASC and new ones will require substantive change type approval. Program review will continue to use CCTC reports and will not be subject to CI Program Review process. MA in Education is scheduled to begin review in Fall 2016. Ed.D must be reviewed by Nov 2, 2020 for WASC using WASC 5th year review questions.**

BA in Early Childhood Education

A: 2YR: Facilitate the review of student learning outcomes for the overall program as well as at the course level. The ECS student learning outcomes mix knowledge, skills, and dispositions, which is appropriate for an applied field and matches the California Early Childhood Educator Competencies. Ensure a standard foundation and criteria for these assessments. Use data on graduation status and progress toward graduation when it becomes readily available. Consider a more sustainable model for field experience supervision and evaluation.

C: 2YR: Design and submit for approval lower and upper division courses that are highly specific for young children from birth through 8 years over the past 3 years. Continue to seek ways to blend the signature elements of a CSU Channel Islands degree with statewide and national mandates for early childhood professionals to produce an exemplary program of study.

O: 2YR: Consider NAEYC accreditation.

P: 2YR: Through collaborations with CSU Fullerton and CI Enrollment Services a database system for advising, permitting, tracking of prerequisites, and field placements will be chosen and implementation schedule set. Have ECS tenure-track and adjunct faculty remain active in local, statewide, national, and international organizations serving the ECE field which positions them to offer their expertise on behalf of CSU Channel Islands to inform critical policy discussions that impact the ECS field. Consider a more systematic advising model. Secure needed data for use in advising. 5YR: Full implementation of database system for ECS majors

R: 2YR: Make tenure track and staff hires. Work with the Dean to clarify and realign budget.

BA Liberal Studies

A: 2YR: Pilot implementation for assessment of one program learning outcome and refine assessment plan based on the data collected. Revise concentrated studies assessment plan. Create a T&L data collection and analysis system if budget support is provided. Continue using the campus data initiative to produce report with data indicated. The new online CSU application program being developed will be more robust and collect and provide much of this information. Prepare disaggregated retention data reports. Develop a grant idea and begin writing a proposal for an assessment grant. Work with the Credential Office to track success of CI Liberal Studies graduates in the credential programs. 5YR: Apply for assessment grant.

C: 2YR: Teaching & Learning and Concentrated Studies have their own PLOs, curriculum, assessment plan, etc. Some courses may be transitioned to online format. The California Commission on Teacher Credentialing (CTC) is writing new standards for a subject matter CSET waiver program. Revise the T&L Emphasis curriculum and courses to meet those standards. This will require submitting modifications to the university's Curriculum Committee, writing reports and responding to further information requests from the CTC. Redesign of PHSC 170 to align with The Next Generation Science Standards. Development of an Integrated B.A Liberal Studies/Multiple Subject program: Internal CI curriculum process; External CTC approval process. The CI Multiple Subject and Education Specialist programs are revising their prerequisite courses, which include significant field experience. These will become required courses in the T & L Emphasis and will strengthen the focus on Education. Assign new curricular/co-curricular activities to additional LS faculty such as advisor for Tomorrow’s Teachers. Improve the IVO transfer advising sessions that we already have in place. If budget support is provided, increase advising time during the summer. Institute a Fall LS Orientation meeting. LS support coordinator to assist in providing follow up information. Complete the internal and external approval process for the Calstate Online program. This is self-support program and all additional resources will be provided from student fees as indicated in the budget. 5 YR: Prepare final documents in response to further information requests to gain final approval of the T&L Emphasis as a subject-matter waiver program. This means that our majors will prove competency without taking CSET examinations. This will include the Bilingual Authorization Concentration. Redesign of BIOL 170 and/or GEOL 300. Implement Integrated B.A Liberal Studies/Multiple Subject program. Implement Online Liberal Studies program.

P: 2 YR: Mission Statement will be added to program brochure and LS website. Language on connection between Liberal Studies and its emphases and School of Education will be added to introduction on brochures and website

R: 2YR: Special Consultant contract for summer work. Hire a tenure line Liberal studies faculty member. Hire LS staff support person if budget support is provided. Hire a new LS faculty member and support staff. Student space if budget support provided for the Tomorrow’s Teachers Club. There may be the possibility of using El Dorado Hall as the space.

O: 2YR: Develop grids and communication system with community college guidance counselors in the local area. Communicate with outlying community colleges electronically. Improve the communication between LS and the Advising Center. Establish a procedure to keep in touch with Liberal studies graduates.

**NON-DEGREE GRANTING PROGRAMS**

**ADVISING: Advising is scheduled to begin its first program review in Fall 2017.**

**GENERAL EDUCATION:** **General Education will complete its MOU Action/Plan in May 2017.**

**LEARNING RESOURCE CENTER: Learning Resource Center is scheduled to begin its first program review in Fall 2017.**

**LIBRARY & WRITING MULTILITERACY CENTER: Library completed its last program review in 2015, and will begin the program review process again in 2020. The 2 year Action Plan update will be due in 2017. Writing Multiliteracy Center is scheduled for its first program review to begin in Fall 2020.**

C: Engage in systemic curriculum mapping to inform and help sustain the Library’s information literacy instruction program. Establish a dedicated Library Program seat on the General Education Committee. Enhance instruction services and research support to distance and online students.

O: Conduct an evaluation of the library’s digital presence in order to provide better services to students online and at distance sites. Work with others on campus to develop a sustainable student printing solution in classrooms, in the library, and other student service areas on campus.

P: Update Library Strategic Plan and Library Bylaws to include the newest unit, writing center. Provide support to the CSU and implement the Unified Library Management System that will allow the CSU libraries to better acquire and share resources among its 23 campuses.

R: Add TT and Lecturer Faculty as per 5 year hiring plan. Add staff in order of priority: circulation night, circulation weekends, unique collection, interlibrary loan, and technical services. Increase number of student workers to 2009 levels (before Library lost funding due to furloughs) Double the number of student workers from current (2014- 15) levels to assist with: book processing, digitization, point of services support, closing support, facilities support. Facilities Space needed for quiet, faculty and staff offices, service points, student group study, environmentally and secured spaces for unique collections, integration is the writing center service unit, and other student spaces as specified in our annual needs assessments. Augment the Writing Multiliteracy Center budget, which has no operating and relies heavily on soft money via on-campus grants.