**Date: September 20, 2012**

**TO: Provost Neuman, Associate Provost Christopher, and Assistant Provost Wakelee**

**AVPAAs Berg, Carey, Cordeiro, and Kinsey**

**Chairs Senate, Academic Planning, Curriculum, and Fiscal Policies**

**FROM: AVPAA Wallace**

**RE: Continuous Improvement Report**

Below is a summary of recommendations and action plan items that came from each programs’ most recent program review. Although we have had personnel changes and other changes, you will notice that 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 partnership on and off campus.

REVIEW RECOMMENDATIONS (A=Assessment, C=Curriculum, O=Opportunities, P=Program, R=Resources). Note: I categorized these items so it is more of a quick sort than a system ☺

**ART:**

**Art completed its last program review in 2009, and will begin the program review process again in 2014. The program is overdue on its 2 year Action Plan update (due in 2011), and will have a 5 year update due in 2014.**

A: As Art considers launching the MFA, it should consider developing an implementation plan for that degree to assure that the quality of the undergraduate program is maintained and even enhanced. Noting that Art built its assessment plan in 2005 with the other initial CI majors, Art should review and map it course outcomes to program outcomes. Art should implement an assessment plan with at least one program learning outcome assessed every year so that its program outcomes are assessed within the review cycle.

C: The Program is invited to consult with its Art students to see if program requirements are clearly and completely stated on the Art website. As a relatively high unit major, Art should consider reducing the unit count, if such a reduction makes sense in terms of the student's educational experience. The program should develop a 4-year plan for each option to help students determine which courses are needed. Concern about the preparation of transfer students raises the question whether these students might be asked or encouraged to complete summer work before enrolling. Art is invited to look into giving language credit to art history students transferring from other institutions.

P: Art should consider more regularly scheduled meetings beyond the first meeting each semester. The Art program should be familiar and supportive of not only the College Art Association's professional standards, but also those of the National Association of Schools of Art and Design.

R: In making its case for needed resources, Art should articulate a plan for what will be accomplished by these added resources and identify specific resource needs. Assessment activity needs resource support, and Art and the administration should consider how it can better support assessment in the program. With a low tenure-track to lecture faculty ration of 32% and a high number of majors, additional art faculty are needed. Has the need for additional studio, computer lab, and classroom space identified by all parties during the external review process been rectified by acquisition of new space in 2010? The art history arm of the program would benefit by a dedicated classroom with a large screen and multiple projectors to accommodate a variety of pedagogical approaches by faculty. Has additional space been accompanied by additional technical staff?

**BIOLOGY:**

**Biology completed its last program review in 2010, and will begin the program review process again in 2015. The program is overdue on its 2 year Action Plan update (due in 2012), and will have a 5 year update due in 2015.**

A: Biology should continue using its excellent assessment plan, breaking the plan down into small, minimally time consuming goals based on program learning priorities.

C: Curriculum should be streamlined. (During program review process biology eliminated its biotechnology emphasis and its certificate in biotechnology.) Faculty should consider reducing number of classes in some options. Biology faculty should consider requiring the full year of BIOL 200 and 201 for entry into higher level biology courses. Also faculty should consider allowing internship/research units in the emphasis on evolution/ecology/organismal biology. Faculty should consider a standardized laboratory curriculum across sections of the same course.

P: The program should envelop 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. Chair/Faculty revisit Strategic Plan. Biology program's Personnel Program Standards (PPS) be completed and approved. (An approved RTP document is important.) Administration and tenure track faculty recognize contributions of lecturers with space, salary range elevations, and recognition as teacher/scholars. In the RTP process, faculty should have the ability to recalibrate the terms of their PDP should university-related circumstances have rendered that the PDP is overly ambitious.

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. Increase the number of tenure track faculty in biology. Consideration of hiring from within the program lecturers is financially sound and easy to accommodate institutionally. Faculty search process should be only for positions that are funded and the hiring process should be transparent. 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. Creation of a small grants program to provide faculty with seed money and release time. An alternative or complementary approach is provision of a start-up package at the time of appointment.

**BUSINESS:**

**Business completed its last program review in 2010, and will begin the program review process again in 2015. The program submitted an updated action plan on 1-19-11, and will have a 5 year update due in 2015.**

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.

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.

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

**COMPUTER SCIENCE:**

**Computer Science completed its last program review in 2010, and will begin the program review process again in 2015. The program is overdue on its 2 year Action Plan update (due in 2012), and will have a 5 year update due in 2015.**

A: That CS faculty works with Faculty Development to identify elements of a comprehensive assessment plan for their degree program. That CS faculty review course and program learning outcomes, and map the former. 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. More clarity on the website about number of units and required courses for the BS. Add summary of requirements and hyperlink to current catalog page. 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. 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.

**ENGLISH:**

English has updated its MOU based on their original action plan and in light on personnel changes over the last 5 years. This plan is meant to be a one-to-two year plan, yet it commences the first major curriculum revision in the history of the English program while taking into account the ability of a five-member faculty to meaningfully address current and future responsibilities. **English completed its last program review in 2009, and will begin the program review process again in 2014. The program is overdue on its 2 year Action Plan update(due in 2011), and will have a 5 year update due in 2014.**

**A: Student Portfolios**:

* Students continue to have difficulties understanding the English Portfolio
* Faculty are not satisfied with the quality of student reflective essays in the portfolio.

**Response**:

1. Faculty agreed to migrate the portfolio to Folio CI to facilitate assessment and make it possible for students to assemble work for potential employers. (Balén)
2. The portfolio will be renamed “**Professional Development Portfolio**.”
3. We reworked the reflective prompt to the following: *Describe one powerful experience in an English course you’ve had at CI. Narrate the experience, describing specifically what happened and what you learned from it. Then describe what was so powerful: What parts of this resonate for you? How did it relate to other course ideas, theories or content? What parts of it are you still struggling with or curious about?*

**Program Learning Outcomes**:

* Program Learning Outcomes are too numerous for effective assessment and contain some redundancies

**Response**:

Faculty revised the outcomes to the following:

Program Learning Outcomes

English Program Graduates will be able to:

* Express original and creative ideas in writing and speech;
* Practice effective editing, including appropriate use of English grammar and usage conventions;
* Analyze a diversity of texts, ideas, and problems from multiple perspectives (multicultural, interdisciplinary, international, experiential, theoretical and/or educational);
* Find, evaluate, and synthesize scholarship, research, and information from a variety of sources and disciplines;
* Articulate an accurate perception of their performance in the program.

**C: Observations—Revising the Major**:

* English majors seem to have difficulties understanding their path through the major;
* English is a “high-unit” major; There is the potential to use the American and British survey courses to create more of a common experience among majors and a platform upon which to build in upper division courses.

**Response**:

1. For the October 2012 Curriculum Committee deadline, faculty agreed to eliminate the English Options in Multicultural Literature, English Education, and Creative Writing. We retain the Emphases. This will reduce the major to 42 units.
2. We agreed to defer discussion of the survey courses until Spring 2013, when we can include whomever is hired to join our tenure track faculty, when we have more time to analyze the need for and potential effects of changes, and when we can involve lecturer faculty.

Other items for the October CC deadline:

* Resurrect ENGL 353 Chicana/o/Hispanic Literatures as a cross listed course with Chicana/o Studies. (Monsma)
* Create course in Writing for the Media. (Peters)
* Submit previously written course on Writing for the Web (Mayberry)
* Misc. course modifications.

**P:** **Other Goals**

1. Revise the English website and keep it current. (Ongoing—Krebs, Adler)
2. Use an annual calendar of events and responsibilities to be checked before each English Program meeting. (Peters, Adler)
3. Start an “Alumni Bank” to facilitate better tracking of alumni and better connection between alumni and current students.

**ESRM:**

**ESRM completed its last program review in 2010, and will begin the program review process again in 2015. The program is overdue on its 2 year Action Plan update (due in 2012), and will have a 5 year update due in 2015.**

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. Non-tenured ESRM faculty serve on too many committees and program should reduce faculty service to one or two committees. Additional chair release time. Continue links to ORSP and University Advancement in identifying grant opportunities. Using its strategic plan developed in 2008 (self-study, p. 18-21), ESRM identify two and five year strategic objectives, reflecting program, resource and assessment priorities.

A: With assistance from Faculty Development, ESRM should review its course learning outcomes and map these outcomes to its seven program outcomes. ESRM continues developing an assessment of both program and course learning outcomes, linking the two, and identifying ways of making assessment data available. Refocus assessment activities on evaluation of writing competencies and oral presentation skills in capstone courses.

C: As a small major, ESRM should monitor course availability. As future program directions, ESRM consider sustainable agriculture and/or coastal management as either undergraduate emphases or a graduate program.

R: ESRM should work with OPC and the Physical Master Planning committee to identify space on campus that could be modified to accommodate the program's lab and storage needs. 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 should monitor size of GIS classroom space as the program expands.

O: As program grows, ESRM should actively pursue new advisory board members with various expertises. 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 update will be due in 2014.**

**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).

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. In this, the program will work with AVP Bill Cordeiro in his role as head of academic planning.

History 280 is designed to help build the skills and tools needed in upper-division history courses. Within two years, the chair of history will submit the course modification forms needed to renumber History 280 as History 300 so that students see this as the start of upper division work, continue to advise students (native and transfer) take this before or as they embark on UD history courses, and make it a pre-requisite for enrollment in Historiography and Capstone.

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.

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.

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)

- World History

*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.

**LIBERAL STUDIES:**

**Liberal Studies completed its last program review in 2009, and will begin the program review process again in 2014. The program is overdue on its 2 year Action Plan update (due in 2011), and will have a 5 year update due in 2014.**

A: Explore a more finite and measureable set of program learning outcomes (PLOs). Identify Key performance indicators (KPIs) for PLOs. Identify KPIs embedded in required classes. Monitor average grade assigned to T&L majors. Update and revise assessment plan. Continue to monitor student success in the CSET. Continue to monitor Grades assigned to LS majors. Hold regular meetings/seminars in the space designated for LS Majors. Initiate (develop, pilot, and prepare for implementation of) annual surveys of program satisfaction with LS majors.

C: Delay implementation of the Accelerated Program until Fall 2012. Implement the Accelerated program.

Cumulative demonstration of student learning for assessment plan (T&L students). Re-examine the LS program conformity with the CSU lower division transfer program (LDTP). Continue to adjust the T&L program as the System LDTP requires.

P: Develop a Major's club for T & L option students.

R: Develop some designated space where LS majors can congregate. Seek general fund resources to support the elements of this plan. Additional reassigned time for Liberal Studies Coordinator. Maintain Major's Club to sponsor student activities. Continue to lobby for additional resources to support the LS program and the activities of the Director. Make full use of reassigned time to manage the LS program.

**MATH:**

**Math completed its last program review in 2009, and will begin the program review process again in 2014. The program is overdue on its 2 year Action Plan update (due in 2011), and will have a 5 year update due in 2014.**

A: Provide evaluation data to make more persuasive the Math program's resource needs and requests. Course student learning outcomes should be reviewed for accessibility and linked to program outcomes. Student learning outcomes for courses and the program should be made available to students, on the website or elsewhere. Math systematically assesses its program outcomes, collecting data on each of them in sequence, and making that data available.

C: External reviews offer several curriculum recommendations for Math to consider, including requiring a mathematical proof writing course, requiring attendance in the Math 399 lab, and reviewing the large number of concentrations.

P: Reconsider the list of Math concentrations with an eye to deciding which are essential to the mission of the program and university. Math is a heavy service program to the University and to general education. Quantification of Math's service component should help measure both the effectiveness and resources needs to Math in that role. In its recommendations on program improvement, Math notes a need to identify 'which elements of our program should retain priority and which should be dropped.' Perhaps the time is appropriate for Math to engage in a planning exercise to identify program priorities and resource needs. Program should establish regular communication mechanisms between the chair and faculty, such as regular meetings. With help of admissions and records, develop a database of their alumni and communicate with them.

R: Increase in tenure track hiring in Math needed to reduce the high part- to full-time faculty student ratio. Some mechanism for building in costs of software and computer acquisitions into the program's base budget needs to be developed. Additional computer lab space, near Math program offices. Informal gathering space for Math student near faculty offices. Ensuring adequate blackboard space in classrooms.

**PSYCHOLOGY:**

**Psychology completed its last program review in 2012, and will begin the program review process again in 2017. The 2 year Action Plan update will be due in 2014.**

In two years:

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

P: Involve faculty at all levels in program planning and leadership. Develop 5 and 10 year academic plan for the program, include a Master's program and consider emphases, locations, online, etc. Ensure that the four pillars of university mission are codified within the program objectives. Sustain connections to students as program grows. Document and share best and least effective practices.

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.

In Five Years:

A: 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: 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.

**WHAT ELSE?**

The pilot masters programs in Education, Math, and Computer Science, Business, and Biotechnology underwent a brief review to move them from pilot to regular status with the Chancellor’s Office. All were moved to regular status and will undergo program review in Fall 2015. The brief reviews do not produce MOUs, but did include a number of recommendations that should be reviewed since they touched on things like weak assessment plans and outcomes, needed resources, and other elements to strengthen the program.

Those slated to complete reviews this academic year are **Chemistry** (Aloisio) and **Spanish** (Ballman). I will get Spanish by the end of this month and Chemistry by December 31.

Those slated to begin review this year are **Economics** (Rivera), **Information Technology** (Smith), **Performing Arts** (Burriss), **Political Science** (Frisch), **Sociology** (Hartung). I will meet with them on November 8 to explain the process, lend help, and review deadlines.

Those that will begin review in Fall 2013 are **Nursing**, **General Education**, and **Library**.