Date: July 20, 2018

TO: Provost Chase

Provost Council

Chair Curriculum & Academic Planning

Chair Fiscal Policies

FROM: Amy Wallace

RE: Program Review & Assessment

**PROGRAM REVIEW**

The Academic Affairs Continuous Improvement Committee was scheduled to 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. Program Review Calendar and current unabridged MOU/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 program reviews this academic year are **BA in Anthropology** (Delaney), **BA in History** (Barajas), and **BA in Psychology** (deOca). External reviews will need to be scheduled in late fall or early spring. MOUs written in conjunction with the appropriate Dean are due July 1, 2019.

Those scheduled to start reviews this year are **BS/BA Chemistry** (Aloisio), **BA in Economics** (Tomlinson), and **BA in Spanish** (Jimenez-Jimenez). Orientation needs to be scheduled in late September. Include IRPE in orientation and provide a connection to IRPE person completing data packet. Offer WSCUC faculty development in assessment and program review. MOU/Actions Plans will be due July 1, 2019. Note: AVP, Dean, and Chair agreed Spanish report which is due January 1, 2020 since Dr. Jimenez-Jimenez is away. No other part of the timeline will be adjusted so that Spanish can still accomplish an on-time review.

Outstanding items include:

* revise senate program review policy
* revise program review guidelines once policy is passed
* create a smaller committee or committee with subcommittees with an eye to a small consistent group to provide input, group help faculty mentorship in program review
* faculty assign for those in the first year of program review

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.

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

**ARTS AND SCIENCES**

**BA ANTHROPOLOGY: Submitted its first self-study on July 1, 2018, and will host external reviewers in Fall 2018.**

Self-Study and Potential Reviewer List submitted on time. Pending arrival of Dean of Arts and Sciences in order to select reviewers and arrange external reviews.

**BS APPLIED PHYSICS: Completed its last program review in 2018, and will begin the program review process again in 2023. An MOU/Action Plan update is due July 2020.**

Self-Study, External Review, and Internal Review complete. Pending arrival of Dean of Arts and Sciences in order to complete MOU/Action Plan.

**BA ART: Completed its last program review in 2016, and will begin the program review process again in 2021. An MOU/Action Plan update is due July 2019.**

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.

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.

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.

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.

**BS BIOLOGY: Completed its last program review in 2018, and will begin the program review process again in 2022. An MOU/Action Plan update is due July 2020.**

P: 2YR: Write a revised mission statement. Program will hold regular faculty meetings. Develop Revised Program By-Laws.

A 2YR: Develop plans to collect data on student and program learning outcomes, in line with resources available to engage in assessment. 5YR Implement assessment plans as resources allow.

C 2YR: Curriculum discussions, including how faculty research interests and student research fit with/connect to the curriculum. Address current curriculum and whether there are needed changes. Consider options for providing mandatory advising for our majors and will seek additional assigned time for advising commensurate with enrollment growth. 5YR: Revise Curriculum.

R 2YR: Create plan for growth in Biology faculty and related space needs. Provide at least one modular laboratory building. Hire additional tenure-track faculty and support staff aligned with enrollment growth and in context of broader campus needs. 5YR: Use plan as basis for potential modular laboratory buildings to accommodate new faculty until permanent solutions are implemented. Hire additional tenure track faculty and support staff aligned with enrollment growth and in context of broader campus needs.

O 2YR: Hold discussions on feasibility of developing a MS in Biology degree; potentially begin planning. 5YR: Potentially plan program and curriculum, write and submit required documents.

**BS 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.**

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.

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

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.

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

**BA CHICANA-O STUDIES: Completed its last program review in 2017, and will begin the program review process again in 2022. An MOU/Action Plan update is due July 2020.**

P: 2YR: Produce a revised mission statement and bylaws and create procedures for advising, scheduling, chair selection and review. Prioritize campus activities most beneficial to the program such as speaker series, films, and symposiums and local community constituencies to reach including community colleges, high schools and groups advocating for ethnic studies in public schools. Discuss the issue of faculty development within the CHS Program. Institutionalize a yearly program retreat to develop short term and long term goals.

A: 2YR: Revise Program Learning Outcomes to include one that requires students to create knowledge (i.e. senior thesis option). Collect course and program learning data and analyze it for program development using specific metrics. For 400 level courses, consider adding learning outcomes that require students to develop their own arguments based on various sources. Develop an assessment plan for the next program review.

C: 2YR: Develop a clear curricular path for students. Design a flowchart for easier navigation. Review courses in other programs that count for major/minor. Revisit core course requirements for major/minor. Integrate literary and cultural studies methodologies in the curriculum (reviewers are concerned that social science methodology is highlighted but not other methodologies, such as literary, cultural studies).

R: 2YR: Consider more reassigned time for advising, including system-wide Extraordinary Levels of Service grant. Establish a plan to become an independent program with its own chair. Develop plan to increase assigned time for Coordinator (or Chair). Develop a multi-year hiring plan for staff and student assistant. 5YR: Additional Faculty Hires. Discuss the issue of assigned time for community engagement. Earmark portions of the program budget for conference travel and faculty development; identify additional pools of resources for such endeavors

O: 2YR: Work closely with Student Affairs and MDC to provide co-curricular activities for students. Conceptualize 1-2 grant funding opportunities. Develop a community advisory board and alumni association

**BA COMMUNICATION: Completed its last program review in 2016, and will begin the program review process again in 2021. An MOU/Action Plan update is due July 2019.**

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.

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.).

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.).

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.

**BS COMPUTER SCIENCE: Completed its last program review in 2017, and will begin the program review process again in 2022. An Updated MOU will be due in 2020.**

P: 2YR: Develop a mission statement (in light of learning outcomes & university mission & teacher scholar model). Implement well-defined learning outcomes. Discuss CS and IT and their relationship/future development.

A: 2YR: Have assessment plan with learning outcomes in place. Assess student profile/data, student learning, and student engagement. Capstone showcase. Align assessment for CS/IT/MSCS 5YR: Determine readiness for ABET accreditation.

C: 2YR: COMP 101 implement findings in report from 2016. Curricular discussions on number of minors and "premajor" courses.

R: 2YR: Hiring plan w/ CS priorities linked to curricular needs and addressing TT gender imbalance. Have additional tech support in place.

O: 2YR: Set up Advisory Boards to cultivate community relationships.

**BA ENGLISH: Completed its last program review in 2016, and will begin the program review process again in 2021. An MOU/Action Plan update is due July 2019.**

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

**BS ESRM: Completed its last program review in 2018, and will begin the program review process again in 2022. An MOU/Action Plan update is due July 2020.**

Self-Study, External Review, and Internal Review complete. Pending arrival of Dean of Arts and Sciences in order to finalize MOU/Action Plan.

**BA in GLOBAL STUDIES: Begins its first program review process in 2021.**

**BA HEALTH SCIENCE: Begins its first program review process in 2020.**

**BA HISTORY: Completed its last program review in 2012, and will begin the program review process again in 2017. The MOU/Action Plan was updated in 2014.**

Self-Study submitted on time and Potential Reviewer List on its way. Pending arrival of Dean of Arts and Sciences in order to select reviewers and arrange external reviews.

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.

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.

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.

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.

**BS INFORMATION TECHNOLOGY:**  **Completed its last program review in 2014 and will begin the program review process again in 2019. The MOU/Action Plan was updated in 2016.**

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.

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.

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.

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.

**BS MATH: Scheduled to complete its last program review in 2016 (actual 2017), and will begin the program review process again in 2021. An MOU/Action Plan update is due July 2019.**

P: 2YR: Define in By-laws role of Coordinator and work done (e.g. train GTAs, coordinate grading, etc). Establish Program Governance infrastructure. Hold monthly face-to-face meetings; agendas submitted to Dean's Office. Eliminate 1 day/wk sections as of S'18.

A: 2YR: Develop overall assessment plan. Submit a plan to the Dean to assess time to degree and ways to improve. Submit plan to the Provost by January 2018 to revamp curriculum to meet EO 110 changes and GI 2025 goals. Assess the implementation the transition course (MATH 310) as prereq for advanced courses, as appropriate, and align UD requirements with Grad Program req's to improve students preparedness for upper division courses and for graduate school. Submit a plan on student engagement, satisfaction, and success to the Dean.

C: 2YR: Revise curriculum to accommodate new faculty expertise and to address curricular issues via regular, ongoing meetings. Submit modifications to the Curriculum Committee. Assess 2017 curriculum modification to reduce the number of concentrations in order to simply track for majors**.**

R: 2YR: Hire faculty as specified in 5 yr hring plan. Add a new computer classroom for lab sections of calculus.

**BS MECHATRONICS ENGINEERING: Scheduled to complete its first review will begin in 2023.**

**BS NURSING:** **Completed its last program review in 2015, and will begin the program review process again in 2020. The MOU Action Plan was updated in 2017.**

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.

**BA PERFORMING ARTS: Completed its last program review in 2015 and will begin the program review process again in 2020. An MOU/Action Plan update is due July 2018.**

Sent a reminder to update MOU/Action plan to chair on June 11, 2018.

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.

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.

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.

**BA POLITICAL SCIENCE: Completed its last program review in 2014, and will begin the program review process again in 2019. The MOU/Action Plan was updated in 2016.**

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.

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.

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.

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.

**BA PSYCHOLOGY: Completed its last program review in 2012, and will begin the program review process again in 2017. The MOU/Action Plan was updated in 2014.**

Self-Study and Potential Reviewer List submitted on time. Pending arrival of Dean of Arts and Science in order to select reviewers and arrange external reviews.

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.

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.

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.

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

**BA SOCIOLOGY:** **Completed its last program review in 2014, and will begin the program review process again in 2019. The MOU/Action Plan was updated in 2016.**

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

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.

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.

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.

**BA SPANISH**: **Completed its last program review in 2013, and will begin the program review process again in 2018. The MOU/Action Plan was updated in 2015.**

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

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.

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.

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.

**BUSINESS & ECONOMICS**

**BS BUSINESS: Completed its last program review in 2017, and will begin the program review again in 2021. The early date is due to Business recieving ACSBCP accreditation process, which will substitute that process for program review. An update MOU/Action Plan will be due July 2020.**

P: 2YR: Develop a mission statement. Develop an information/advertising plan to more effectively coordinate information to students. Develop Instructor Qualification Matrix. Conduct a Strategic Planning process that involves all stakeholders – lecture and T/T faculty, BAC members, students, staff, alumni and have in place. 5YR: Update Instructor Qualification Matrix for new courses. 5YR Update strategic plan.

A: 2YR: Develop a more comprehensive assessment plan – across all three learning modes, including online and Summarized assessment results – including Close the Loop Plans.

C: 2YR Align syllabi to assure common elements: discipline knowledge and pedagogy. Review comparable syllabi.

**BA ECONOMICS: Completed its last program review in 2014, and will begin the program review process again in 2017. The MOU/Action Plan was updated in 2016.**

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**

**BA EARLY CHILDHOOD EDUCATION: Completed its last program review in 2016, and will begin the program review process again in 2021. An MOU/Action Plan update is due July 2019.**

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: Completed its last program review in 2016, and will begin the program review process again in 2021. An MOU/Action Plan update is due July 2019.**

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.

Credentials offered are now tracked by WSCUC. Credentials will not be subject to CI Program Review process, and required CCTC reports will continue to be used for continuous improvement purposes.

**MA EDUCATION: Completed its last program review (MA in Education and MA in Educational Leadership a single degree at that time) in 2018, and will begin the program review process again in 2023. An MOU/Action Plan update is due July 2020.**

P: 2YR: Group advising plans tied to key courses. Develop a distributed faculty advising model. Study the impact of program in the region (e.g. Social justice advocacy: degree attainment, and to whom is graduate education made available and accessible?). All credential students should be tracked by alumni office (not currently considered alumni).

A: 2YR: Program Alignment Document with PLO and aligned course outcomes. Systematize review of feedback for first graduate meeting each year (comp and survey data). Systematize review of feedback for first graduate meeting each year (comp and survey data). Create Exit Survey and tie to culminating experience completion. Create Exit Survey and tie to culminating experience completion. Distributed faculty advising model to be determined with staff support at admissions and possibly program exit. 5YR: Study: Impact of graduate degree on lifetime income. Continue use of and constant revision of graduate writing rubric. Continue to assess and evaluate course sequence using program data. Continue to use program data to assess Program Learning Outcomes. Continue to assess advising model effectiveness.

C: 2YR: Each MA will have program goals and each emphasis will have subset goals. Provide an outreach effort with a writing boot camp offered through EU or GSC. Distribute writing skills and graduate level writing tasks across coursework.

R: 2YR: Develop a tenure track hiring plan based on FTE projections. Permanent Graduate Support Staff. Advocate for state support allocation for graduate students to graduate programs. Advocate for CSU delivery of fee waiver benefit to program. 5YR: Graduate fee restructured to be used for graduate students. Continue to advocate for tenure track hiring based on FTE projections. Assess needs for additional staff based on FTE. Continue to advocate for fees paid by graduate students be used for graduate activities.

O: 2YR: Materials for grad fairs give to Marketing & Recruitment Marketing—video of grads or program for recruitment. Coordinate with HSI grants. Create MA Advisory Board that leverages the SOE Advisory and PASC Advisory Board. Support A4E publishing event and Social Justice Conference collaboration. Seek IRA grant for grads to come to classes—small stipend. Fee capture for services they don’t use/get i.e. Cal APA for P12 (Make grad student fees go to grad students). Place on-line forms on website. Recreate Grad & Post bac council. Publish relevant events on SOE website. Online form for community research requests (research projects to be completed by MA students in fieldwork or coursework). Create a Graduate Programs Advisory Board. 5YR: Create SOE Alumni Association. Affiliate SOE alumni association with an Education honor society. Recommend combining all SOE advisory boards across programs.

**MA EDUCATIONAL LEADERSHIP: Completed its last program review (MA in Education and MA in Educational Leadership a single degree at that time) in 2018, and will begin the program review process again in 2023. An MOU/Action Plan update is due July 2020.**

CODEL: Schedule to be reviewed by Nov 2, 2020 for WSCUC using WSCUC 5th year review questions.

**EXTENDED UNIVERSITY**

**MA BIOTECHNOLOGY: Completed its last program review in 2017, and will begin the program review process again in 2022. An Updated MOU will be due in 2020.**

P: 2YR: Revise mission statement and program learning goals; consider changes to the Bioinformatics component. Mixers are currently offered each semester; discuss plans to offer separate networking and professional development events; collaborate with other graduate programs to offer a combined end of year event; advertise team project and internship presentations to all. Establish a closer and consistent collaboration with the Office of Institutional Effectiveness and Alumni Office to track our graduate students. Conduct peer evaluations as mandated by campus policies. 5YR: Create database of alumni and track on a regular basis. Develop evaluation plan for EU instructors

A: 2YR: Analyze course learning outcomes and overall program learning goals to streamline with course content. Review assessment results continuously and revisit program trajectory; have concrete plans for short-term and long-term reviews. Continue association with NPSMA and follow guidelines, attend NPSMA meetings.

C: 2YR: Explore potential for developing courses on Bioethics and Globalization issues. Discuss assessment plan and process with instructors; conduct assessment of PLGs and SLOs over the course of several terms. 5YR: Assess all program learning goals and course SLOs. Have discussions with Dean of EU and faculty to establish set of articulating courses: Interact with other CSU programs to establish articulations; have discussions with Admissions office.

R: 2YR: Explore potential for increasing lab space - Review tuition fee structure; increase number of off-site internship sites available to students; need support from campus departments to develop internship agreements; work with Career Development Office to seek information about companies; explore resources for paid internships. Work with library to establish a journal repository.

O: 2YR: Establish a new Biotech Advisory Board consisting of industrial representatives (appointed by the President) who can provide inputs into current biotech trends and guidelines; Utilize Advisory Board to seek donations Explore potential to develop an internal advisory board consisting of faculty. 5YR: Establish effective and continuous collaborations with Alumni and Advancement Offices.

**MBA: Completed its last program review in 2017, and will begin the program review process again in 2021. An Updated MOU will be due in 2020.**

P: 2YR: Create separate Mission Statement and separate Program Learning Outcomes from BSB. Develop separate MBA culture for faculty. Develop Instructor Qualification Matrix and a robust faculty evaluation system including individual faculty files for EU taught courses.

A: 2YR: Develop a more comprehensive assessment process. Assessment Report with recommendations for improvements. Produce updated Roadmaps for all students.

C: 2YR: Produce updated Roadmaps for all students. Integrate MBA Program into CSUCI’s Graduate Council.

**MS COMPUTER SCIENCE: Completed its last program review in 2017, and will begin the program review process again in 2022. An Updated MOU will be due in 2020.**

P: 2YR: Develop a mission statement in light of learning outcomes & university mission & teacher scholar model. Implement well-defined learning outcomes. Align assessment for CS/IT/MSCS. 5YR: Review and revise mission as needed.

A: 2YR Complete first cycles of assessment. 5YR Revise and improve assessment plan. Use assessment data for ABET accreditation.

C: 2YR: Submit modification for a set of core courses. Submit modification for a thesis option.

R: 2YR: Develop hiring plan to improve tech and admin support.

O: 2Yr: Explore PhD "pipeline" to UCs. 5YR: Implement strategy for PhD "pipeline" to UCs. Set up Advisory Boards.

**MS Mathematics: Scheduled to complete its last program review in 2016 (actual 2017), and will begin the program review process again in 2021. An MOU/Action Plan update is due July 2019.**

P: 2YR: Appoint a new director to improve organizational structure and procedures for the program and improve the dissemination of the program information and outreach to students. Director will work to improve advising and communication. Make MS program viable and more financially sustainable 10% tuition increase in 2018. Increase enrollment in MS program

A: 2YR: Develop and implement an assessment plan with analysis for year two update.

C: 2YR: Make curriculum revisions to insure that courses can be offered in a timely manner.

R:  More office/admin positions in Grad School 2019 to Improve office support and communication.

O: 2YR: Establish an advisory board to improve student success and community collaborations.

**LIBRARY & WRITING MULTILITERACY CENTER**

**LIBRARY: Completed its last program review in 2015, and will begin the program review process again in 2020. The MOU/Action Plan was updated in 2017.**

C: Engage in systemic curriculum mapping to inform and help sustain the Library’s information literacy instruction program. Re-establish a dedicated Library Program seat on the General Education Committee to represent information literacy. 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.