

Date: October 15, 2014

TO: Provost Hutchinson
Associate Provost Wakelee
AVPAAs Berg, Carey, Cordeiro, and Kinsey
Senate Chair Grier
Chair Curriculum & Co-Chair Academic Planning Gillespie
Co-Chairs Fiscal Policies Frisch & Kelly
Program Chairs

CC: Continuous Improvement Committee

FROM: AVPAA Wallace

RE: Super Fabulous Continuous Improvement Report

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.

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

ART:

Art completed its last program review in 2009, and will begin the program review process again 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 its 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 ratio 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 provided an updated action plan in 2012, and will have a 5 year update due in 2015.

- 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.

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 in 2011, 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.
- 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.

CHEMISTRY:

Chemistry completed its last program review in 2013, and will begin the program review process again in 2018. The 2 year Action Plan update will be due in 2015.

- 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.
- O: Improve contacts with local industry.
- R: Hire tenure-track faculty in the areas of Physical and Inorganic Chemistry. Hire more support staff for prep/stock room, instrument technician. Get additional space for instruction including an additional instructional lab and separate instrumentation lab. Restore ACS Journal Subscriptions. Funding for equipment maintenance, repair, replacement.

COMPUTER SCIENCE:

Computer Science completed its last program review in 2010, and will begin the program review process again in 2015. The program provided an update to their 2 year Action Plan in 2013, and will have a 5 year update due in 2015.

- 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.

ECONOMICS:

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.

- 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.

ENGLISH:

English completed its last program review in 2009, and will begin the program review process again in 2014. The program updated its action plan in 2012, and will have a 5 year update due in 2014.

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.

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 updated its 2 year Action Plan updated in 2013, 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. 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.

- 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.

INFORMATION TECHNOLOGY:

Information Technology completed its last program review in 2014 except for their action plan, and will begin the program review process again in 2017. With the addition a new chair and two new faculty the program was given an additional year to work on their action plan.

LIBERAL STUDIES:

Liberal Studies completed its last program review in 2009, and will begin the program review process again in 2014. The program submitted an updated action plan in 2013.

- 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. Implement a cumulative demonstration of student learning for assessment plan (T&L students). Monitor and learn from the regular review of the LS program. Continue to monitor student success in the CSET. Continue to monitor Grades assigned to LS majors (last check showed that GPA of LS majors comparable to other majors). Hold regular meetings/seminars in the space designated for LS Majors. Initiate annual surveys of program satisfaction with LS majors.
- C: Accelerated Program has been removed from the catalog copy for 2013-2014 and can be added once the resources and CTCC approval is in place. Re-examine the LS program conformity with recent legislation concerning transfer. Draft and submit an Online option for Liberal studies via Cal State Online.
- 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. Assigned time of 6/6 WTU has been sufficient to manage the LS program and advising role, and will monitor as the numbers of majors continue to grow.

MATH:

Math completed its last program review in 2009, and will begin the program review process again 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. Need additional computer lab space, near Math program offices. Need informal gathering space for Math student near faculty offices. Ensure adequate blackboard space in classrooms.

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 update will be due in 2016.

- C: Curricular change/ program modification for Capstone. Curricular change/ program modification for CA Government requirement. Develop a political science specific statistics course and revise curriculum. Review of relationship between program course offerings and General Education program.
- O: Develop a political science alumni group.
- P: Faculty lines in Public Administration including public human resources, public policy and public management. New internship plan and agreement form.
- R: Additional tenure track faculty hires. Faculty lines in Public Administration including public human resources, public policy and public management. 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.

- 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 2017. The 2 year Action Plan update will be due in 2016.

- A: Establish ongoing, cyclical, programmatic assessment -- including embedded assignments
- C: Develop a 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.
- O: Improve alumni network. Create greater recognition of and value for the Sociology degree, at both the undergraduate and graduate levels
- P: Develop tenure track leadership of core courses. Initiate independent Anthropology program
- R: Expand tenure track faculty and broaden programmatic service. 2 YRS: Hire two TT faculty to replace the loss of two tenured senior faculty since the time of review. Restructure leadership roles in the program to include a wider variety of formal leadership positions, including formal committees and regular program meetings. 5 YRS: Hire an additional two to three TT faculty (beyond replacement) to serve student growth and a graduate program. Staffing level and location: Increase the amount of our Administrative Analyst's time that is devoted to our programs and locate the office of the Administrative Analyst in the area where Sociology faculty are housed. 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 update will be due in 2015.

- 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.

WHAT ELSE?

The Academic Affairs Continuous Improvement Committee will meet three times this year, once in the fall semester to review to disseminate information, review this report, and suggest changes to this process and twice in the spring semester. The fall meeting will be on Dec 9. The first spring meeting (Feb 10) will be to provide input on Nursing, and the second meeting (April 14) will be to provide input on Library and performing Arts.

Those slated to complete reviews this academic year are **Library** (Hoffmann) and **Performing Arts** (Matjas). The external reviewers for both programs will be on campus in Feb 2015. **Nursing** (Jensen) will complete via their accreditation process MOU/Actions Plans will be due July 1, 2015. No progress has been made on **General Education** program review.

Those slated to begin review this year are **Art** (Matjas), **Communication** (Clarke), **Early Child Studies** (Qunitero), **English** (Monsma/Adler), **Liberal Studies** (Bleicher), and **Math BS & MS** (Grzegorzcyk). Each program has had a program orientation meeting and been introduced to needed contacts in Institutional Research.

Note: The complete CI Program Review Calendar and current unabridged action plans can be found at www.csuci.edu/continuousimprovement/program-review.htm.